In the **Chat Box**, please note:

Name, **Role**, **Site You Work With**

AND for an upcoming activity **today** –

Please consider an

Operational Definition for

Crying and/or **Pinching**.

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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: Duration – Extended

Zoom Meeting Date:

Tuesday 7/23/2020

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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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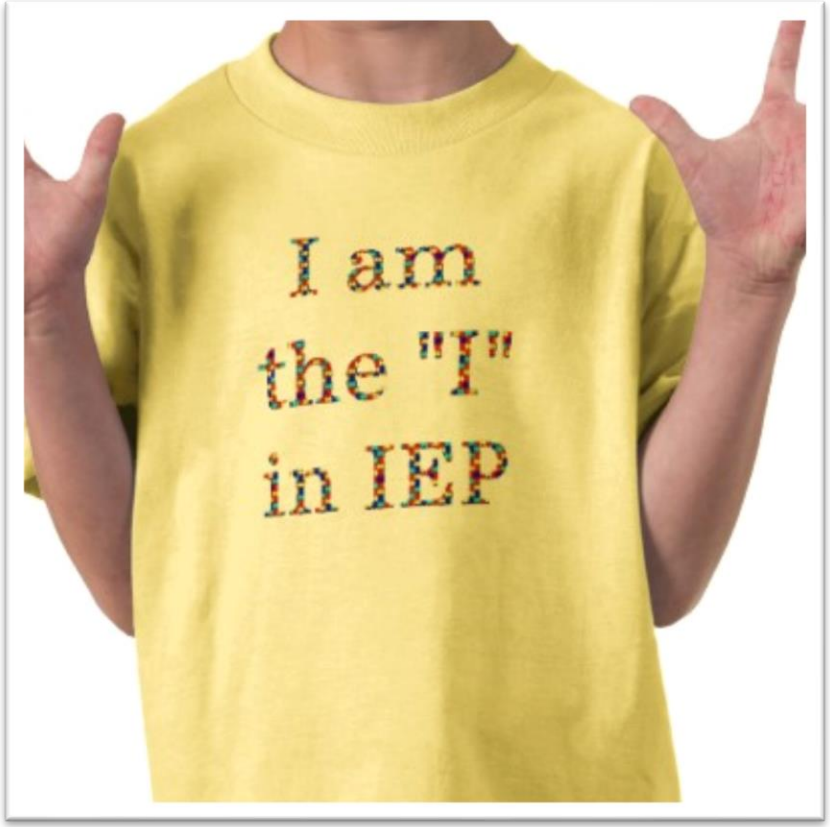
Child Centered



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We have received Feedback from several participants.

Thank you!

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REVIEW:
Duration Recording

Duration Recording – defined as the total extent of time in which a behavior occurs

You can measure one or both of 2 Kinds of Duration Measures ➡

- Total Duration per Session – measure of the cumulative amount of time in which a person engages in the target behavior
- Duration per Occurrence – measure of the duration of time that each instance of the target behavior occurs

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

REVIEW:
Duration Recording

Best Used When:

- You want to measure how long a behavior lasts.
- The behavior has a clear beginning and ending.
- You have consistent access to some timing instrument, like a clock, stop watch or similar.
- The behavior does not happen often, but when it does, it lasts a long time.
- You want to measure the duration of target behaviors that are either too long or too short of a time period.

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

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REVIEW:
Duration Recording

Examples:

- Crying
- Attention to Task
- Reading a Book
- Writing in Class
- Out of Seat Behavior
- Time On Task
- Screaming/Yelling
- Rocking

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

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Case Study

- XXXXX is a 4 year old with Autism.
- He has limited communication skills, and can consistently label “book”, “Momma”, “dog” and “milk”, but is making no verbal requests.
- He recently began instruction on PECS Phase I and is independently following the task analysis of: Pick Up, Reach, Release, with preferred objects presented in a Field of 3, when the teacher is within 2 feet.
- He does not independently demonstrate the following communication skills:
  - Help
  - Take a Break
  - Wait
  - All Done
- He has begun pinching peers during circle time.
- When he engages in this behavior, the teacher removes him from the activity and he is allowed to be in a quiet area with books.

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Case Study

Where to Begin?

1. What **Target Behavior** might you want to focus on?

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POLL

Based on the information in the Case Study, which behavior should the team target?

Pinching or **Crying**

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Case Study

Where to Begin?

2. Write an **Operational Definition** for the target behavior?

Remember – An operational definition describes behavior so that it is observable and measurable.

GO LIVE

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Pinching Operational Definition –

Any instance or attempt to use finger or hand to squeeze against skin or clothing in an attempt to inflict harm on another person.

Must be measurable and observable

Gripping skin between finger(s) and/or thumb with enough force to leave a mark.

Physically making contact against another body using fingers to grab another skin.

Forcefully gripping of the skin

Peer is demonstrating distress, also may leave a mark

Using fingers to grab skin and/or clothing

May want to add if self is or is not counted

The pinched person may not be in distress but the behavior may still be something to eliminate

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Non Example: slapping or pushing against another child

Case Study

Now what?

3. What might be the **Possible Function**?

Remember –

MEATS

M – Medical
E – Escape
A – Attention
T – Tangible
S – Sensory

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POLL

What is the *possible*

Function of the Behavior?

M – Medical

E – Escape

A – Attention

T – Tangible

S – Sensory

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Case Study

What's next?

4. What **Data Collection** system might you use?
    a. ABC Data
    b. Frequency
    c. Rate
    d. Duration

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ABC – Antecedent/Behavior/Consequence

Example: Peer took toy from child, child hit peer, peer returned toy

Frequency – This is how many times that a behavior occurred.

Example: Child screamed 7 times during an hour observation

Rate – Ratio of count per observation time.

Example: Child engages in an average of 16 instances of screaming per hour.

Duration – A measure of the total time that the behavior occurs.

Example: One instance of screaming lasted for 37 seconds

POLL HERE

What data collection method should the Team use?

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ABC

Frequency

Rate

Duration

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Case Study

Keep Going…

5. What **Replacement Behavior** might you teach?

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<u>Possible Replacement Behaviors</u> –

Ask for a break or space with PECS visual

Fidget for hands

BREAK

Stress ball

Find a toy with same motion

Deliver a note to another teacher

Ask for break

Pictures with alternatives

Pressure on hands or shoulders

Go for walk

Signal to indicate need for change

Teach to say too close – hula hoop to designate space

Safe place to go visually mapped out

Strategic seating

Social stories

Motor break

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Case Study

Almost there…

6. How does this relate to **Goals** and the **IEP**?

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Case Study

Consider…

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, XXX is able to communicate "ALL DONE" with a visual all done card, with hand over hand assistance, then leave area, with 90% accuracy, over 3 consecutive trials.

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

Progress:

By date, given service, child's name will skill as measured by evidence. **By 7/8/2021, given Specially Designed Instruction, consultation from Speech Language, access to a visual All Done card, and 1 verbal prompt, "What do you want?", XXX will independently pick up the All Done card and give it to a teacher, then leave circle time area, with 70% accuracy across 3 consecutive sessions, as measured by data collection, teacher observation.**

Objective(s) required? ☐ Yes ☒ No

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

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Baseline Data

Baseline data is a measurement of the behavior taken before interventions are started. Baseline data is important because it allows the team to compare the behavior before and after implementation of the behavior plan to determine if the interventions are working.

https://ppsfba.weebly.com/measuring-behaviorsbaseline-data.html

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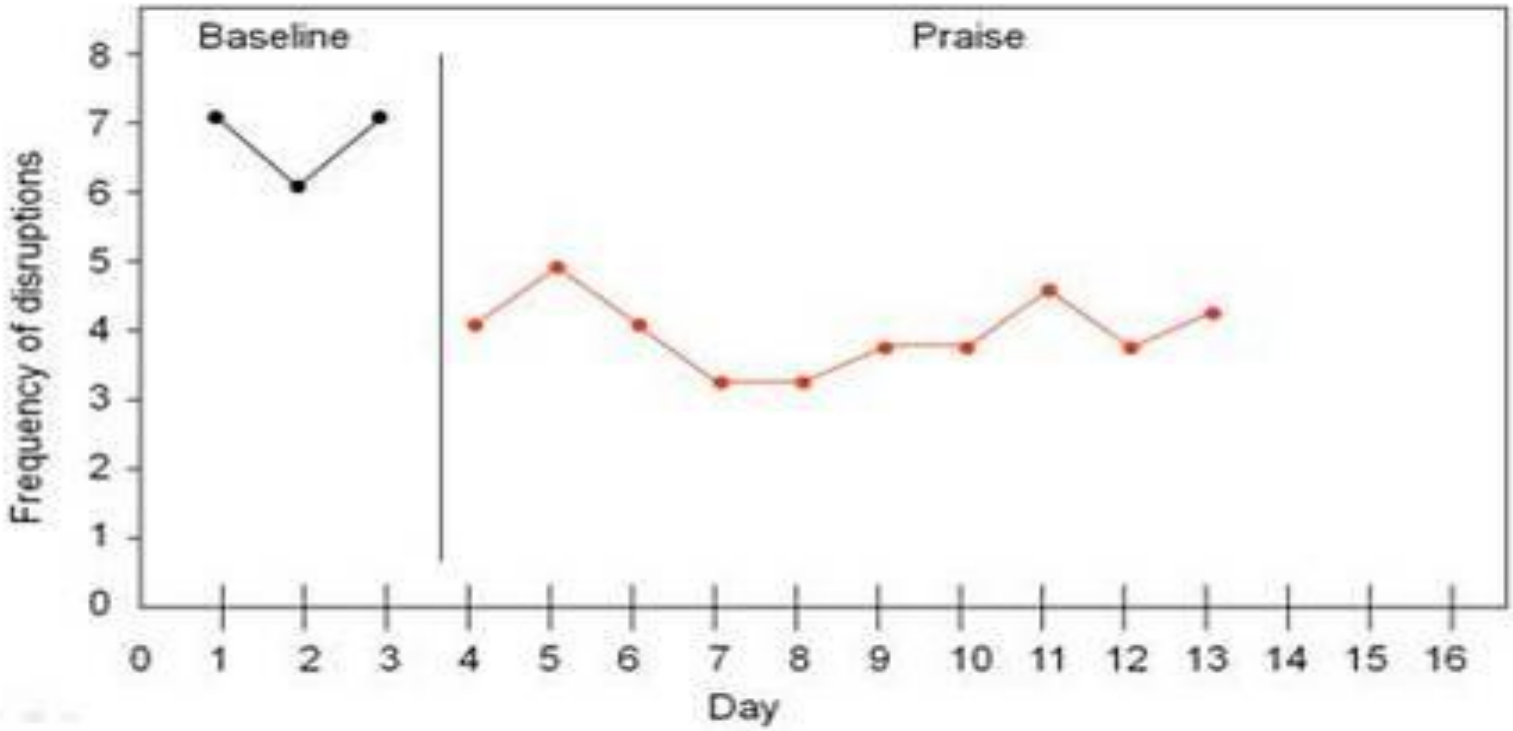
Baseline Data

Baseline data is taken on a student to show the frequency of disruptions before praise is added.



https://ppsfba.weebly.com/measuring-behaviorsbaseline-data.html

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Baseline Data

- There are many different methods for measuring behavior. For example, if a student is exhibiting 'tantrums' at school, we could measure...
  - how many times the student tantrums each day
  - how long the tantrums last
  - how long it takes for the tantrum to start after the trigger is presented
  - percentage of time the student spends tantruming each day
  - how intense the tantrums are

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https://ppsfba.weebly.com/measuring-behaviorsbaseline-data.html

Baseline Data

What is Baseline Data?

Baseline data is a measurement of the behavior taken before interventions are started. Baseline data is important because it allows the team to compare the behavior before and after implementation of the behavior plan to determine if the interventions are working.

Selecting the appropriate behavior collection method

System:	Description	When to Use	Advantages	Disadvantages	Examples
EVENT RECORDING/ FREQUENCY COUNT	Tallying/Counting the number of times the behavior occurs during a period of time	When behavior can be easily counted	Easy Can take data while teaching Can translate into rate	Not helpful for very high rate behaviors or behaviors over extended periods of time	Blurting out, Number of positive interactions with teacher
DURATION	How long a behavior lasts	When behavior occurs at a high rate or over extended periods of time	Tells duration and frequency Can be translated to a percentage Works for high rate behaviors or difficult to event record	May require outside observer. Use a stopwatch time instrument	Tantrums, sleeping, working on assignment, interacting with peer

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https://ppsfba.weebly.com/measuring-behaviorsbaseline-data.html

Evaluating Your Data

- ✓ Data that is collected when monitoring a student's response to intervention answers the question, "Is this intervention effective?"
- ✓ Without objective measurements, behavior change may be too gradual to determine the student's response.
- ✓ Just as we would not consider teaching an academic skill without determining the current level of functioning and then monitoring the acquisition of the new skill, we need to apply this same reasoning to behavior skills.

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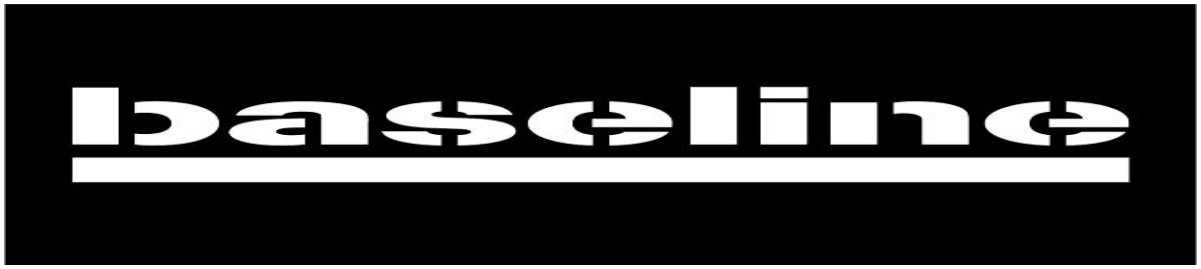
http://www.sped.sbcsc.k12.in.us/ppm/behavior/datacollection.html

Evaluating Your Data

- ✓ Prior to the start of an intervention with a student, it should be determined what data will be collected, how often will it be reviewed and how it will be visually represented for analysis.
- ✓ The initial data collected establishes the current level or starting point for the student.
- ✓ It is the measuring stick by which intervention data are compared to determine the extent of change that occurred in the behavior.
- ✓ Baseline data also assists in setting challenging yet manageable goals for improvement.



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http://www.sped.sbcsc.k12.in.us/ppm/behavior/datacollection.html

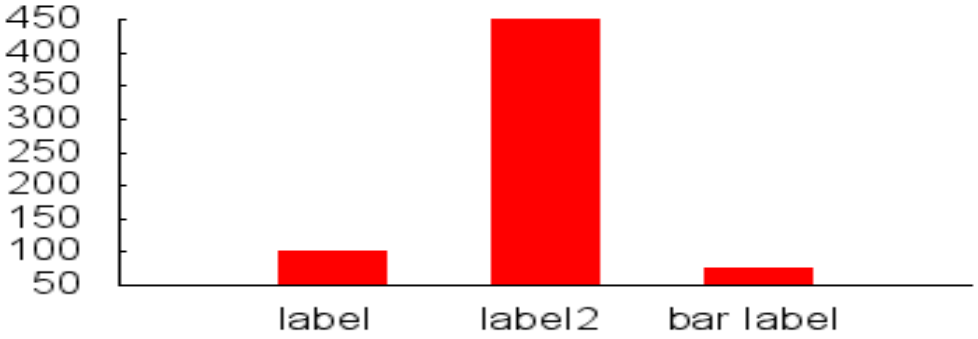
Evaluating Your Data

- ✓ During an intervention, a minimum of eight data points should be collected within three weeks before review.
- ✓ Reviewing progress is most easily done by having the data visually represented.
- ✓ The more data you have collected, the more reliable your decisions about the intervention's effectiveness.
- ✓ Generally, decisions will include continuing the intervention, intensifying the intervention, modifying the intervention, fading the intervention or returning to the problem solving phase to gather more information.

http://www.sped.sbcsc.k12.in.us/ppm/behavior/datacollection.html

Evaluating Your Data

- ✓ Graphing your data is important because it allows you to have a visual image of the status of the behavior.
- ✓ A graph allows you to determine at a glance: how often the behavior occurs, when it is increasing or decreasing.
- ✓ Procedures for preparing a graph include labeling the horizontal axis with the time component (days, weeks, sessions) and the vertical axis with the value of the measurement of the behavior (frequency, duration percentage).



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http://www.sped.sbcsc.k12.in.us/ppm/behavior/datacollection.html

Evaluating Your Data

Positive Response to Intervention

- ✓ If data indicates that the student is making positive progress toward the goal (gap between the trend line and goal line are closing) and will reach the goal within a reasonable amount of time, staff can choose to:
  - ✓ 1) continue the intervention with the current goal;
  - ✓ 2) continue the intervention with an increased goal;
  - ✓ 3) or if progress has been maintained for some time, to begin to teach self-management while fading or withdrawing supports.

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Evaluating Your Data

Questionable Response to Intervention

- ✓ If data indicates that some improvement is seen but the rate of improvement is slow, the response is seen as questionable (the gap between the trend line and the goal line stops widening but does not occur in an acceptable amount of time).
- ✓ The first thing to consider is whether the intervention is being done with fidelity and accuracy (across staff, settings, time).
- ✓ If the intervention has been implemented consistently, then the decision can be made to intensify the intervention or modify the intervention.
- ✓ Take this opportunity to reconsider the function of the behavior, reconsider the goal, provide more frequent feedback, and to allow more student choice and input.

http://www.sped.sbcsc.k12.in.us/ppm/behavior/datacollection.html

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Evaluating Your Data

- **Poor Response to Intervention**
- When the data indicates no change (distance between the trend line and the goal line continues to widen), the response to intervention is considered poor. Again, the first consideration is the fidelity and accuracy of the implementation of the intervention. If staff believes the intervention has been provided consistently with no effect, then staff should consider whether the function of the behavior has been correctly identified, if the interventions aligned with this function, or if there are other functions to consider.

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http://www.sped.sbcsc.k12.in.us/ppm/behavior/datacollection.html

Thoughts and Questions

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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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Please let us know...

What questions do you have?

How can we support you?

Education

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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Chat Box Check In

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