

In the Chat Box, please note:

Name, Role, Site You Work With

Please consider an

Operational Definition

for a Target Behavior specific to an IEP
you've written or a
student you are working with.



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!





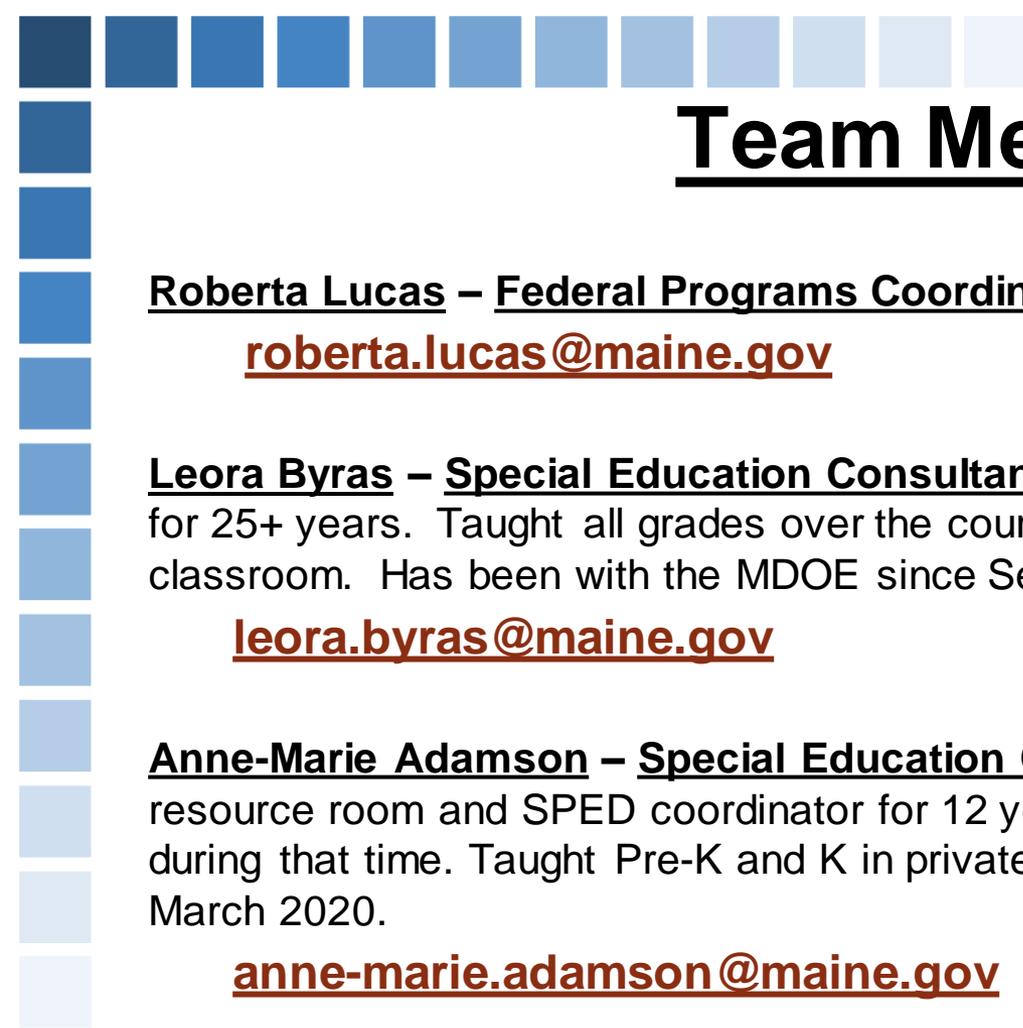
Office of Special Services

CDS

Data Collection: Latency

Zoom Meeting Date:

Tuesday 7/28/2020



Team Members

Roberta Lucas – Federal Programs Coordinator

roberta.lucas@maine.gov

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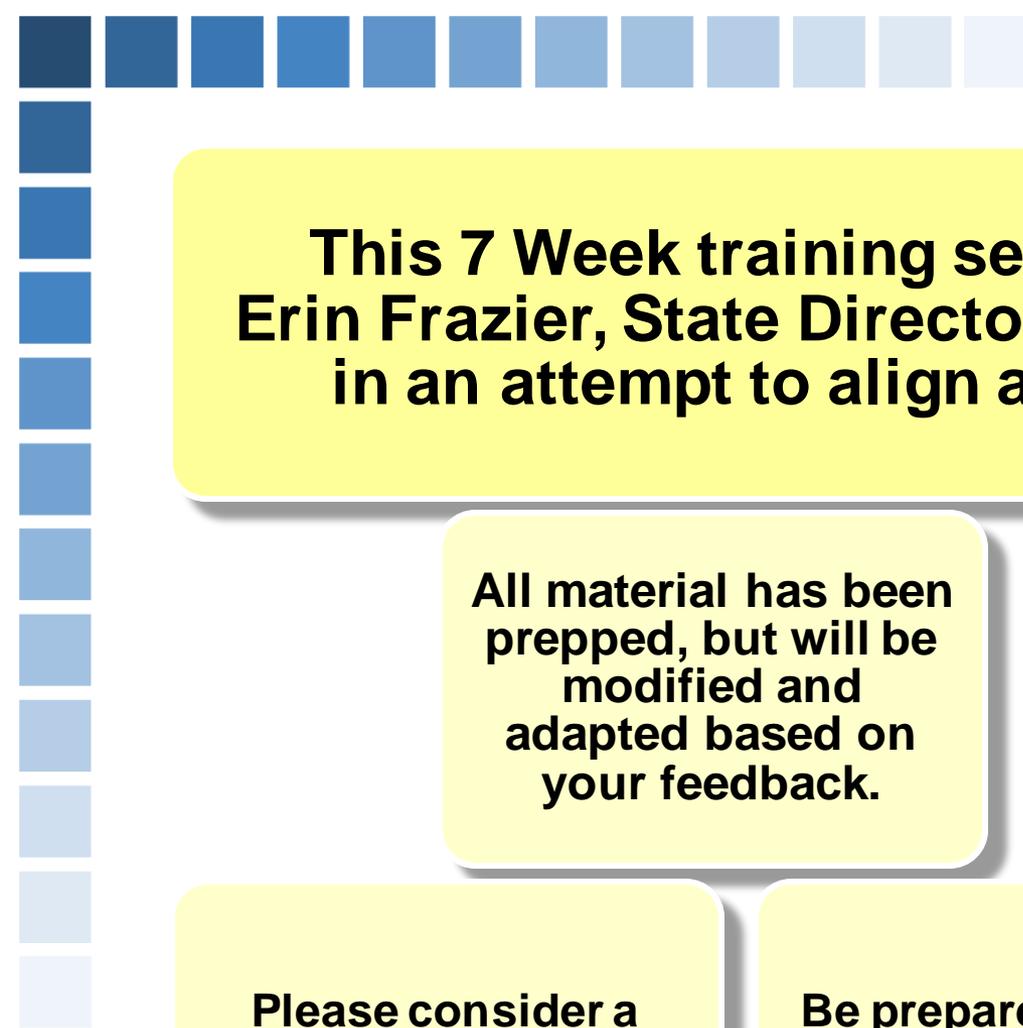
Anne-Marie Adamson – Special Education Consultant: Special educator public K-12 resource room and SPED coordinator for 12 years. Facilitated CDS transition meetings during that time. Taught Pre-K and K in private sector for 10 years. At the MDOE since March 2020.

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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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<p><u>Data: Latency</u> Tuesday 7/28/2020</p>	<p><u>Data: Latency – Extended</u> Wednesday 7/29/2020</p>	<p><u>Data: Latency – Exemplars and Practice</u> Thursday 7/30/2020</p>
<p><u>Data: Interval</u> Tuesday 8/4/2020</p>	<p><u>Data: Interval – Extended</u> Wednesday 8/5/2020</p>	<p><u>Data: Intervals – Exemplars and Practice</u> Thursday 8/6/2020</p>
<p><u>Data: IEP Training</u> Tuesday 8/11/2020</p>	<p><u>Data: IEP Training</u> Wednesday 8/12/2020</p>	<p><u>Data: IEP Training</u> Thursday 8/13/2020</p>
<p><u>Autism and Developmental Delay –</u> Tuesday 8/18/2020</p>	<p><u>Autism and Developmental Delay – Considerations and Practice</u> Wednesday 8/119/2020</p>	<p><u>Autism and Developmental Delay – Present Level and Goals</u> Thursday 8/20/2020</p>



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.



Four Priorities for Special Education:

- 1. Focus on the safety, health, and welfare of students and staff members in your community.**
- 2. Provide FAPE - Deliver services to as many students as you reasonably can in the best way you know how.**
- 3. Document your efforts; make sure documentation is focused, consistent, detailed and demonstrates a good faith effort to provide good services.**
- 4. Compliance during the pandemic - IDEA wasn't built for this.**

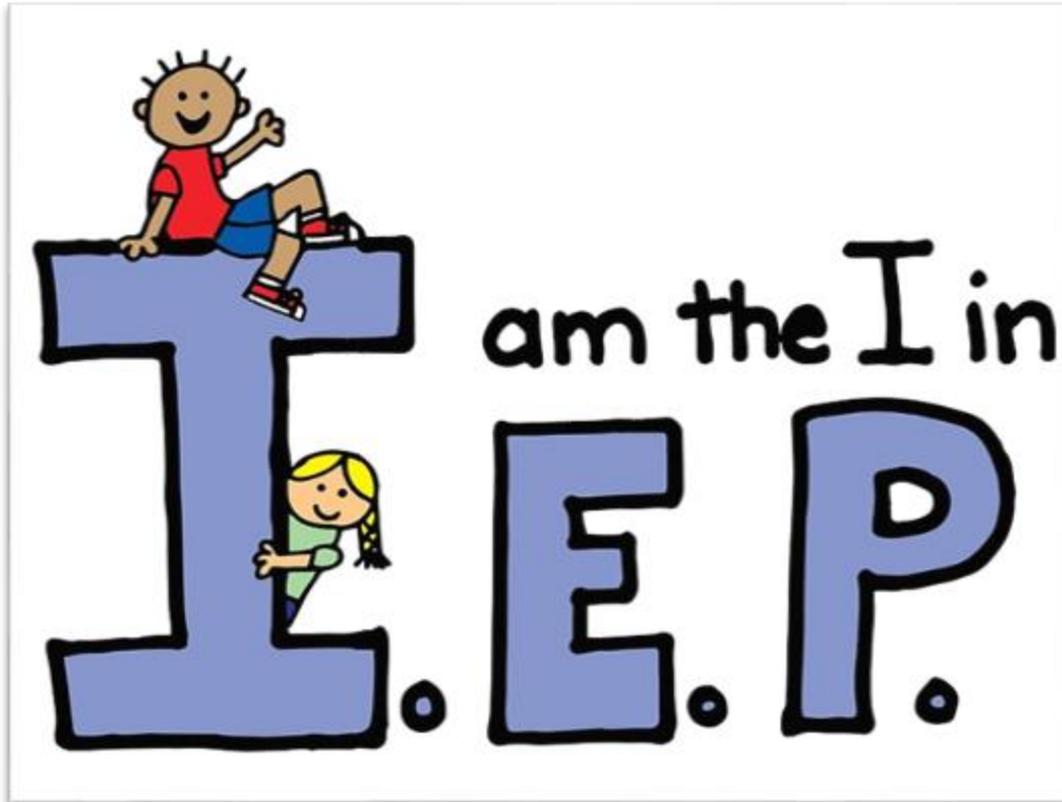
This information from the Council of Administrators of Special Education –
CASE Webinar on 3/27/2020

However –

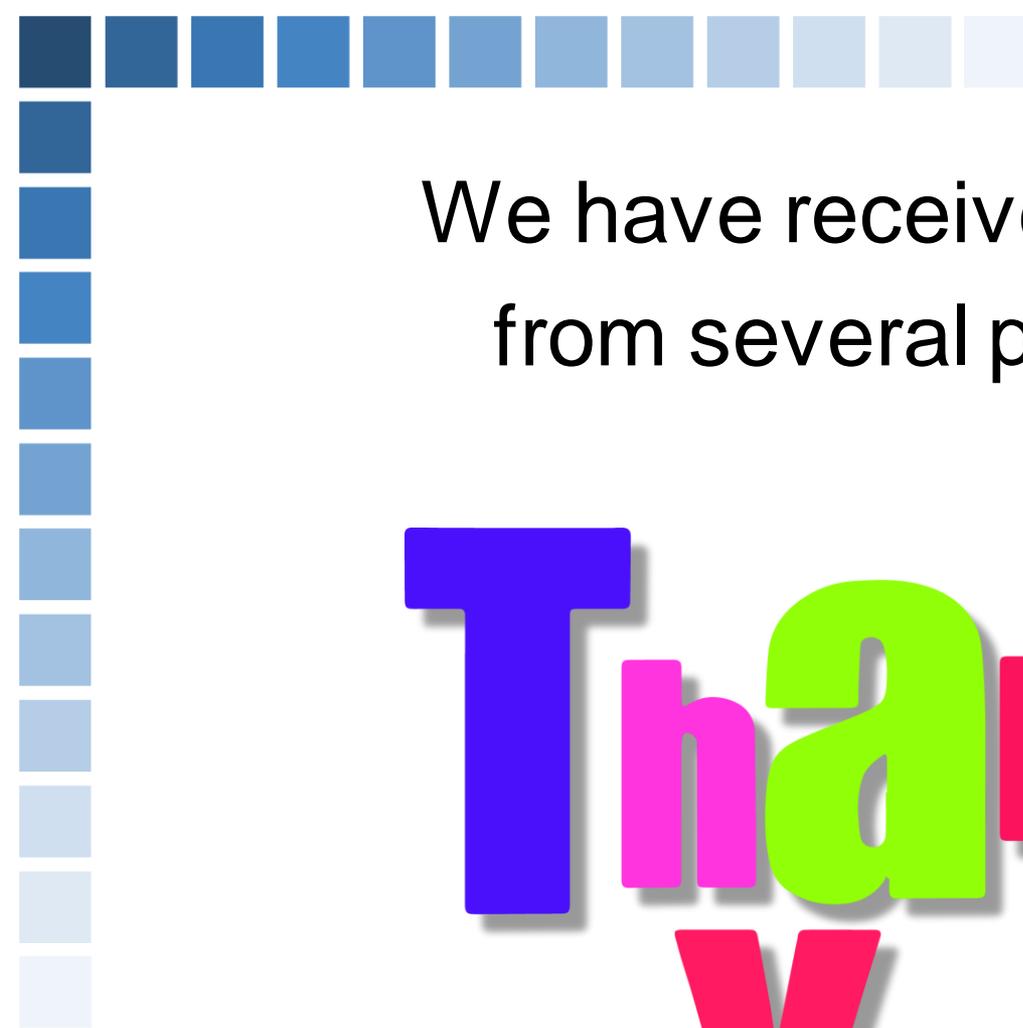
- This is our current reality.
- This is how data collection looks right now.
- Therefore, continue to note any Data Collection that happened during COVID-19.



All the work we do is Child Centered



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We have received **Feedback**
from several participants.

**Thank
YOU!**

Operational Definition

Snapshots at jasonlove.com



"It's good, Timmy, but it's not refrigerator good."



Operational Definition

Dear Santa,

Define "Good".

Operational Definition

<u>Examples</u> – What the Behavior Looks Like	<u>Non-Examples</u> – What the Behavior Does NOT Look Like
Provide a Range of Examples Try to provide examples that delineate the boundaries of what the behavior looks like for that student.	Provide a Range of Non-Examples Try to provide examples that delineate the boundaries of what the behavior does NOT look like for that student.

You might choose to include **any instance of (target behavior HERE)**, that **Student engages in**, including any **necessary conditions**, such as teacher demand, specific setting, context of routine etc., **measurement of time**, such as duration, latency, frequency etc. **Clarify how to separate each instance of Behavior.**

Operational Definition

<u>Concern</u>	<u>Operational Definition of Target Behavior</u>
XXX is disruptive.	<ul style="list-style-type: none">- Occurs when a demand is placed on the child.- Property destruction any occurrence or attempted occurrence of throwing swiping or otherwise displacing items in the environment. Ex and Non Ex included.<ul style="list-style-type: none">- Causing teaching or learning to stop- Getting into another's space- Interrupting, making noises, unsafe environment, yelling,<ul style="list-style-type: none">- Speaking out in class when it is quiet time- Walking, running out of class, eloping- Speaking out in class without raising hand and waiting to be called on. Included Non Ex.<ul style="list-style-type: none">- Safety care illuminates this- Child forcefully pushes down students who approach her- Any behavior that includes aggression during class time or recess

Operational Definition

<u>Concern</u>	<u>Possible Replacement Behavior</u>
XXX is disruptive.	<ul style="list-style-type: none">- Remain in personal space- Raising hand or signal adult- Functional comm. Training- Raising hand/acknowledged<ul style="list-style-type: none">- Waiting to be called on- Use a cue/word for personal space- Depends on Function of Behavior<ul style="list-style-type: none">- Use of pics to communicate- Reward incentives intermittent reinforcement<ul style="list-style-type: none">- Ask for movement break

Chat Box Check In



Please share an
Operational Definition
for a Target Behavior specific to an IEP
you've written or a
student you are working with.

Remember: Operational definitions allow for consistency in data, as these definitions offer little confusion as to whether a behavior has occurred.



These should be **Student Specific.**

Five Criteria to Evaluate an Intervention

Here are five criteria that you can use to evaluate the effectiveness of your intervention strategies and determine whether the benefits outweigh the costs:

1. ***Does it work?*** Obviously, there can be no analysis if the strategy doesn't work. But some teachers keep trying ineffective strategies just to do something. Use the three times method. If a strategy doesn't show any signs of working after trying it three times, then stop using it and try something else.



Five Criteria to Evaluate an Intervention

Here are five criteria that you can use to evaluate the effectiveness of your intervention strategies and determine whether the benefits outweigh the costs:

2. ***Will it have negative long-term consequences?*** Even if a strategy works in the short term, if it will make things worse in the long term, the strategy should not be used.

For example, if a punishment intervention results in a student feeling as though her dignity has been compromised and thus she begins acting aggressive, passive aggressive, or completely withdrawn, the long-term costs of this intervention essentially negate any short-term benefits. This criterion has more to do with *how* we do things than *what* we do. Behaving aggressively toward students, yelling at them, or embarrassing them in front of their peers will likely result in long-term failure of the intervention.



Five Criteria to Evaluate an Intervention

Here are five criteria that you can use to evaluate the effectiveness of your intervention strategies and determine whether the benefits outweigh the costs:

3. *How does it affect the student's motivation to learn?*

Sometimes we can successfully quiet a student or get him to sit down, but we cannot always make him actually pay attention, participate, or learn. If the intervention not only resolves the immediate issue with the student but also encourages him to engage in instruction and increases his motivation to learn, the intervention can be considered all around beneficial. But, if the intervention resolves the immediate issue but then leads to the student becoming even less motivated to learn, the cost of the intervention far outweighs the benefit.



<https://inservice.ascd.org/how-to-tell-if-your-interventions-are-working/>

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Five Criteria to Evaluate an Intervention

Here are five criteria that you can use to evaluate the effectiveness of your intervention strategies and determine whether the benefits outweigh the costs:

- 4. *Is it an effective use of time?*** A common and valid concern many teachers have is, “How much time can I spend on one student when I have 25 others to worry about?” However, while it might initially seem unfair to dedicate time to implementing an intervention strategy for one student, it is ultimately better in the long run if the issue is effectively resolved the first time around and does not continue to occur. Taking the time to get a more long-lasting resolution is better for you, the individual student, and the rest of the class. Dealing with the same problem every day is worse than spending ten minutes and dealing with it once a week.



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Five Criteria to Evaluate an Intervention

Here are five criteria that you can use to evaluate the effectiveness of your intervention strategies and determine whether the benefits outweigh the costs:

5. ***Does it look backward or forward?*** Many interventions focus too much on what the student did and not enough on what she will do next. Of course, the misbehavior must be examined and understood, but punishing a student for a wrongdoing at the expense of teaching the student to behave better in the future is tactically the wrong way to go. The best interventions focus on what the student will do next, not what they have already done.

<https://inservice.ascd.org/how-to-tell-if-your-interventions-are-working/>



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Trouble with Collecting Data?

If you seem to have difficulty choosing a data collection sheet, it may be that your IEP goal is not written in a way that it is measurable.

- Are you measuring something you can measure either by counting responses, tracking behaviors or evaluating work product?
- Sometimes creating a rubric will help you successfully identify the areas where your student needs to improve: sharing the rubric will help the student understand the behavior or skill you wish to see him or her exhibit.



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Trouble with Collecting Data?

Describe the Condition Under Which the Data Is Collected

Where do you want the behavior/skill to be exhibited? In most cases, that will be in the classroom. It can also be face to face with staff.



Trouble with Collecting Data?

Describe What Behavior You Want the Child to Learn

The kinds of goals you write for a child will depend on the level and kind of the child's disability. Children with serious behavior problems, children on the Autistic Spectrum, or children with severe cognitive difficulty will need goals to address some of the social or life skills areas.

- **Be Measurable.** Be sure you define the behavior or academic skill in a way that is measurable.
- **Example of a poorly written definition:** "John will improve his reading skills."
- **Example of a well-written definition:** "When reading a 100-word passage using district adopted Reading program, John will increase his reading accuracy to 90%."



Trouble with Collecting Data?

Define What Level of Performance is Expected of the Child

If your goal is measurable, defining the level of performance should be easy and go hand in hand. If you are measuring reading accuracy, your level of performance will be the percentage of words read correctly. If you are measuring a replacement behavior, you need to define the frequency of the replacement behavior for success.



Trouble with Collecting Data?

Delineate the Frequency of Data Collection

It is important to collect data for each goal on a regular, minimally weekly basis. Be sure that you don't over-commit. That's why I don't write "3 of 4 weekly trials." I write "3 of 4 consecutive trials" because some weeks you may not be able to collect data - if the flu goes through the class, or you have a field trip that takes a lot of time in preparation, away from instructional time.



Academic Behaviors

Duration can also be used as a measurement for pre-reading, pre-writing or pre-math skills.

- Instead of measuring the accuracy of the student for a task in a predetermined amount of time
- The time or duration that the student needs to complete the required assessment is measured



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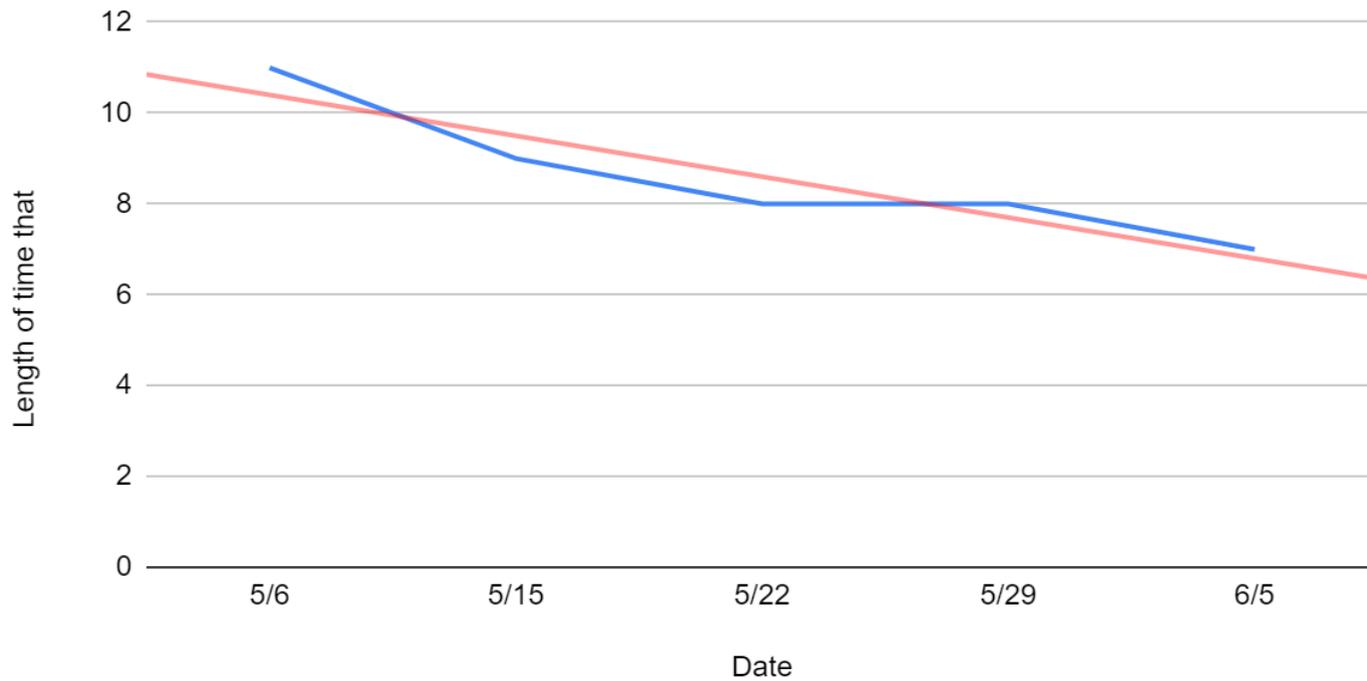
REVIEW: Duration Writing Fluency

Given the task or writing his own name, the student will increase writing fluency by decreasing the amount of time writing his name from 10 minutes to 7 minutes as measured by data collection sheets.

<u>Date</u>	<u>Date Enter time when the writing began</u>	<u>Enter time when the writing stopped</u>	<u>Length of time that the writing took</u>
5/6	9:55am	10:06 am	11 minutes
5/6	10:19 am	10:28 am	9 minutes
5/7	9:43 am	9:51 am	8 minutes
5/8	10:04 am	10:19 am	8 minutes
5/8	10:23 am	10:33 am	8 minutes

Graphed Data

Length of time that
the writing took vs. Date





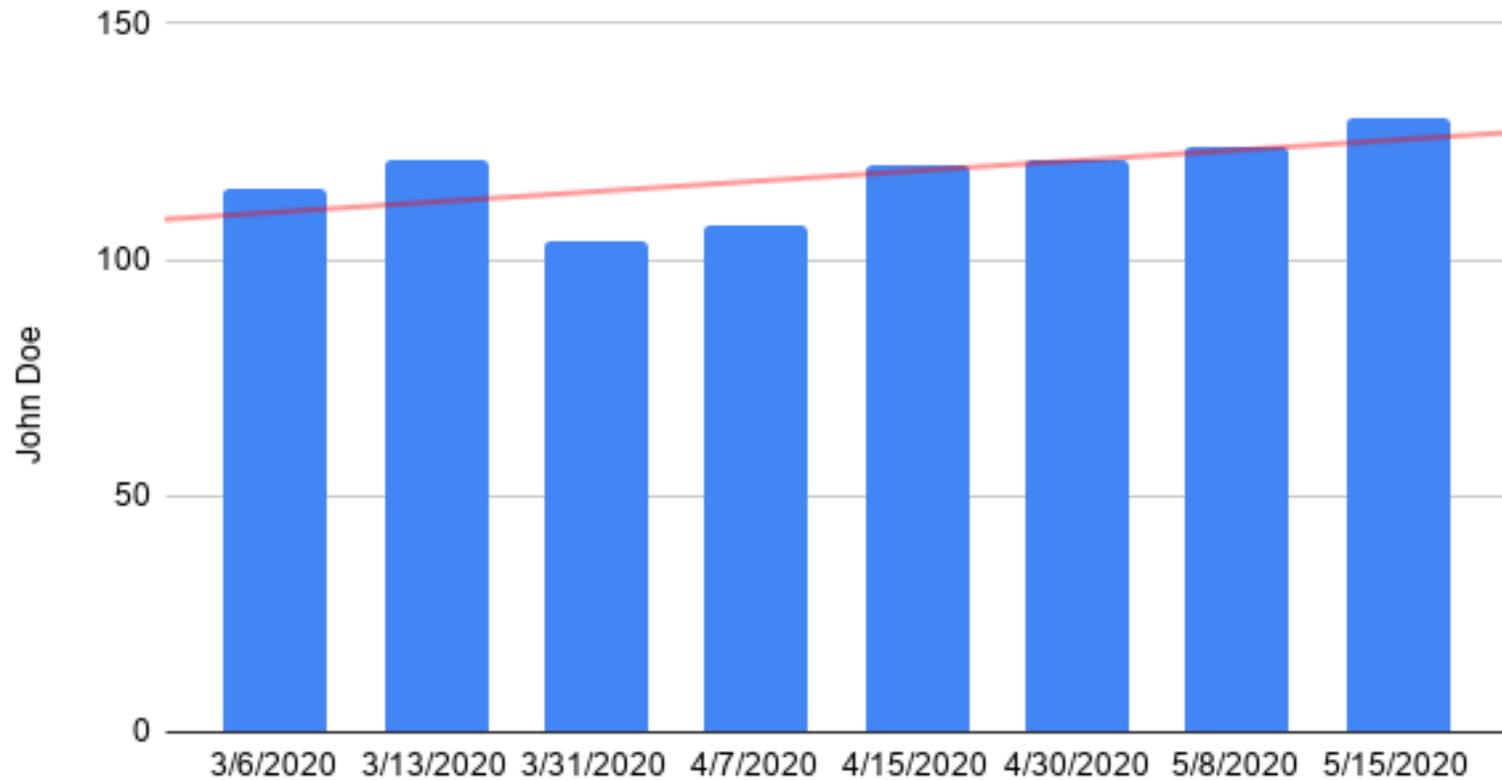
REVIEW: Duration Reading Rate

- John is practicing his skills in decoding letter sounds. The following data was collected on how many seconds it took for him to read through a predetermined list of 10 letter sounds. He can currently read these 10 letter sounds correctly in 4 minutes.
- John Doe will correctly decode a predetermined list of 10 letters and produce the correct letter sound within a 2 minute span as measured by data collection sheets.

3/6/2020	3/13/2020	3/31/2020	4/7/2020	4/15/2020	4/30/2020	5/8/2020	5/15/2020
115	121	104	107	120	121	124	130

John Doe Chart

JD Reading Rate



REVIEW: Duration Math Fluency Rate

Sally Smart is currently in preschool. She has a goal of associating quantity with a number name or written numeral. The following data was collected over the past academic year.

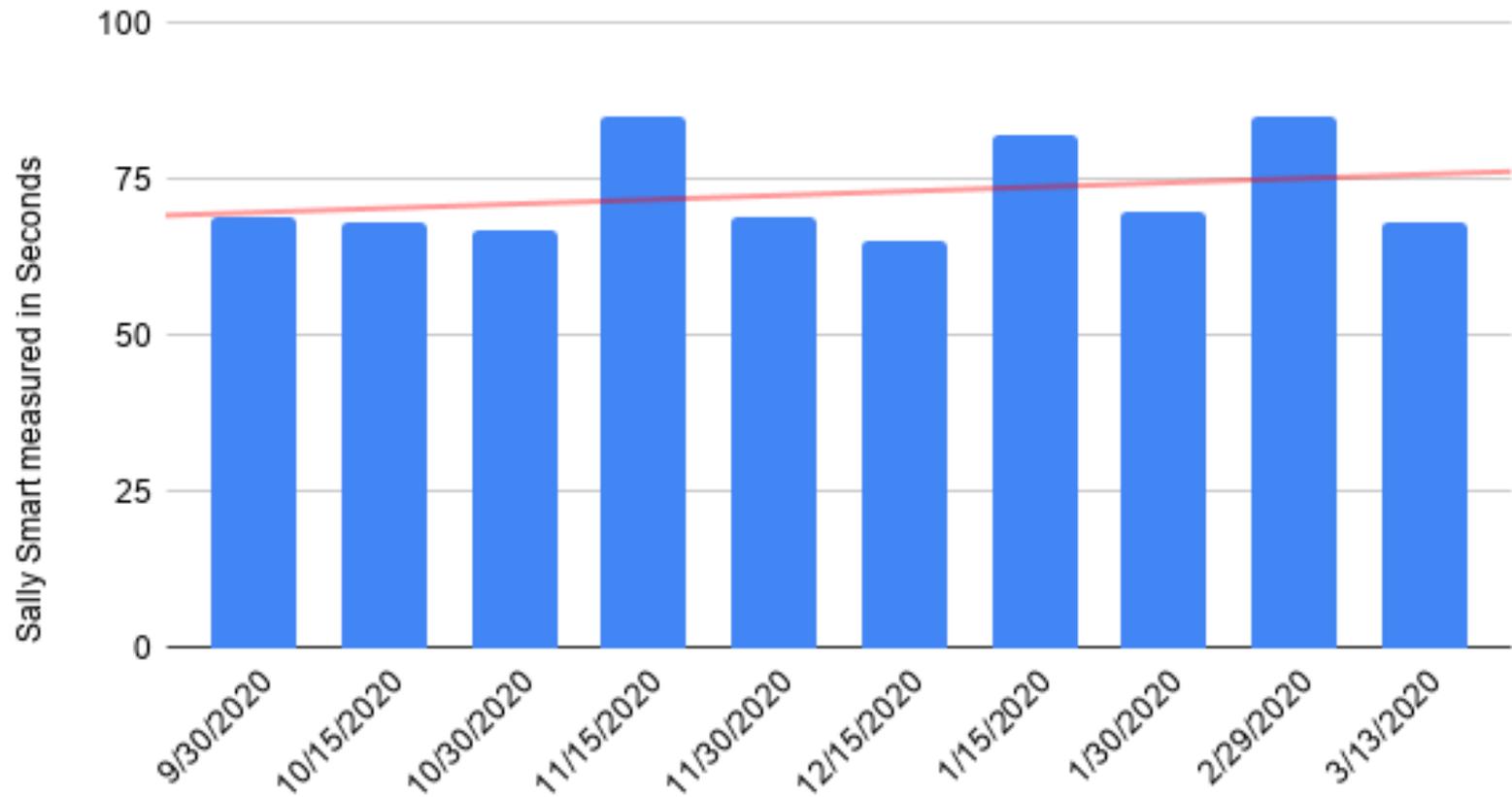
Sally will associate the quantity with the correct number name or written numeral for a number within 1 minute (60 seconds) as measured by data collection sheets.

* MEASURED IN SECONDS

	9/30/2020	10/15/2020	10/30/2020	11/15/2020	11/30/2020	12/15/2020	1/15/2020	1/30/2020	2/29/2020	3/13/2020
Sally Smart	69	68	67	85	69	65	82	70	85	68

Sally Smart Chart

Sally Smart addition



Thoughts and Questions



Latency Recording

Latency Recording – defined as the elapsed time from the onset of a stimulus (e.g., task direction, cue) to the initiation of a response.



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



Latency Recording

Best Used When:

- The target behavior has a clear beginning.
- You have clearly identified the specific verbal instruction or event that precedes the target behavior.
- You want to measure how much time passes between when an instruction, cue or prompt is provided and the behavior begins.
- Your goal is to reduce the amount of time it takes for a student to start an appropriate behavior.
- Your goal is to increase the amount of time between an environmental trigger and the occurrence of inappropriate behavior.



Latency Recording

Examples:

- Time delay between a statement/question and the student's attempt to communicate.
- Lapse in time between instructions and the compliance with the task.
- Time delay between being shown a word and pronouncing it.
- Child's ability to respond to a request or cue to begin work.

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

Latency Recording

Latency Recording - Description, Procedures, & Example

If you are interested in measuring the time that it takes for the student to respond, you can measure using a latency recording method. Make sure that the behavior that you are looking at has a clear beginning so that you can tell exactly when the behavior starts. To measure how long it takes to respond you will need some timing instrument such as a wall clock, wristwatch, or stopwatch.

Examples of behaviors that are measured using latency recording include the time it takes for a student to sit down at his or her desk, take out work materials, or begin writing.

Procedures

- Make sure that you have your timing instrument available prior to beginning your observation
- Each time that you are expecting the behavior:
 - Write down the date
 - Write down the time when the instruction to do the behavior is given
 - Write down the time when the behavior starts
 - Calculate the length of time that it took for the behavior to begin and write it in minutes and/or seconds (This is what you graph)

Example

Behavior Definition: Time it takes for the student to begin writing on assignment paper after instruction to start working on assignment is given to the whole class.

Date	Enter time when instruction is given	Enter time when behavior starts	Length of time for the behavior to start
11/5	8:46 AM	8:52 AM	6 minutes
11/6	8:32 AM	8:35 AM	3 minutes
11/7	8:55 AM	9:02 AM	7 minutes
11/8	8:44 AM	8:49 AM	5 minutes
11/9	8:37 AM	8:41 AM	4 minutes

Latency Recording

Latency Recording Example

Latency Recording Form

Student: Jamie

Date: 10/11/16

Class/Teacher: Math/Ms. Smith

Observer: Ms. Ramirez

Target Behavior: After the class is told to begin solving the math problems, Jamie delays beginning her assignment for 60 seconds or longer.

Replacement Behavior: After the class is told to begin solving the math problems, Jamie will start her assignment within 60 seconds.

Date	Time instructed to begin work	Time behavior was initiated	Latency
10/1/16	8:35:00 a.m.	8:35:33 a.m.	33 sec.
10/2/16	8:35:09 a.m.	8:37:14 a.m.	2 min 5 sec.
10/3/16	8:35:01 a.m.	8:36.29 a.m.	28 sec.



**While watching the video,
consider an
Operational Definition
for the task
“Pick Up the Room”.**



Latency Recording

<https://youtu.be/DIF6OZRklls>

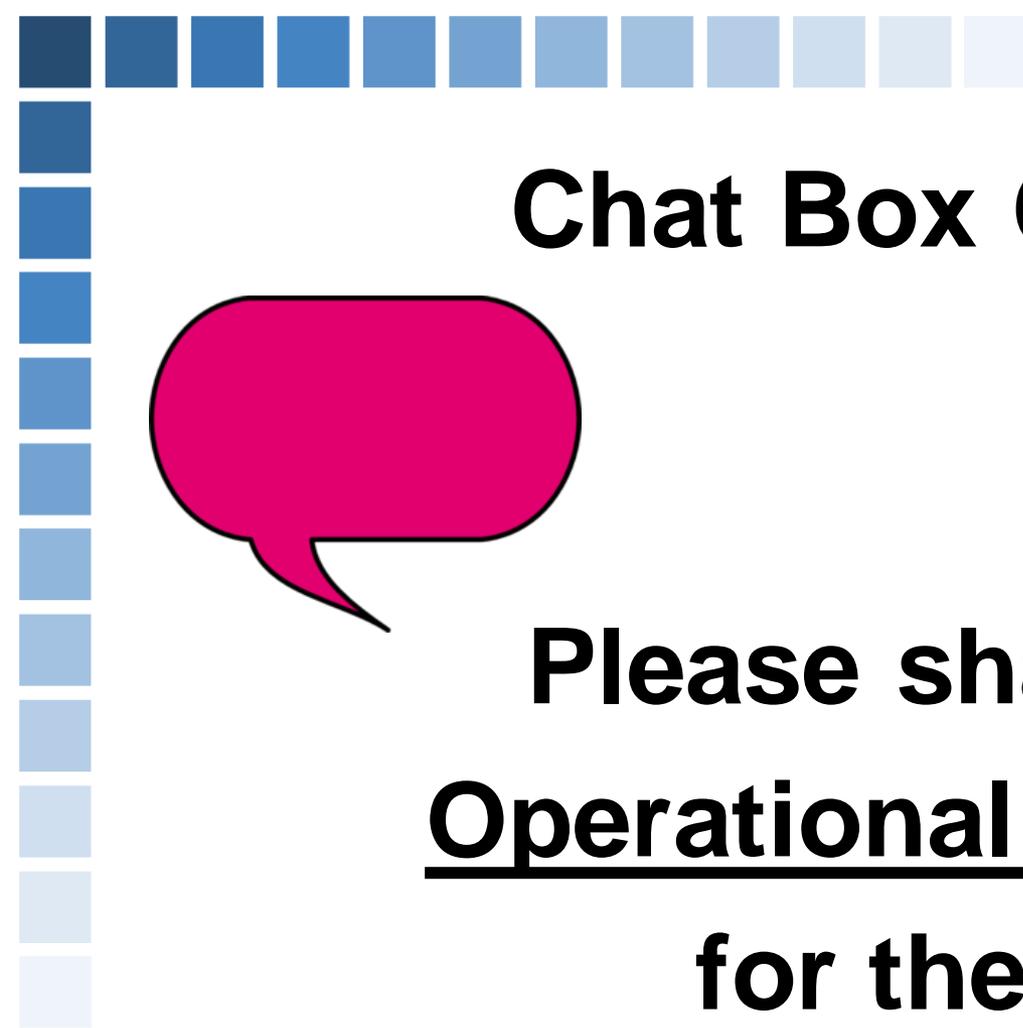


Thoughts –

- Was the Target Behavior defined?
- How much time should you wait?
- Do we have Baseline Data for Present Level on IEP?
- How many prompts should you give?
- What does the prompt mean?
- When do you start the timer?
 - First prompt? Second prompt?

Remember To –

- Clearly define the Target Behavior and Data Procedures
- Put Books on the shelf.
 - Put clothes in the laundry basket.
 - Put toys into the toy box.



Chat Box Check In



Please share your
Operational Definition
for the task
“Pick Up the Room”.

Latency Recording

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 will pick up room within 4 minutes of the request.

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

Progress:

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

By May 14, 2021, given specially designed instruction and one verbal prompt, XXXXX will pick up room within 2 minutes of the request, across 3 consecutive sessions, as measured by data collection and teacher observation.

Objective(s) required? Yes No

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



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.

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 will pick up room within 4 minutes of the request.

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

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

By **May 14, 2021**, given **specially designed instruction and one verbal prompt**, **XXXXX will pick up room within 2 minutes of the request, across 3 consecutive sessions, as measured by data collection and teacher observation.**

Objective(s) required? Yes No

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

Progress:

Section 5: Functional/Developmental Performance – Goals



- Avoid writing Outcomes.
- Focus on Skill Deficits.
 - What skills are interfering with the child's ability to reach the outcome of Picking Up the Room?
 - How will Self Initiation facilitate that outcome?

Latency Recording

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 will self-initiate with one verbal prompt, within 2 minutes of the request.

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

Progress:

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

By May 14, 2021, given specially designed instruction and one verbal prompt, and visual schedule, XXXXX will self-initiate within 1 minute of the request, across 3 consecutive sessions, as measured by data collection and teacher observation.

Objective(s) required? Yes No

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

Baseline Data
=
Present Level



**Measurable
Goal**



Progress

- ✓ Remember, Pick Up the Room is an Outcome.
- ✓ We used Latency Recording to track Pick Up the Room to figure out WHY.
- ✓ The WHY speaks to the **distinctly measurable and persistent** gap.
- ✓ Teaching Self Initiation will decrease latency of Pick Up the Room.
- ✓ Write your goal around the replacement behavior: **Self Initiation** ***NOT*** the outcome – **Pick Up the Room**.

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):

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

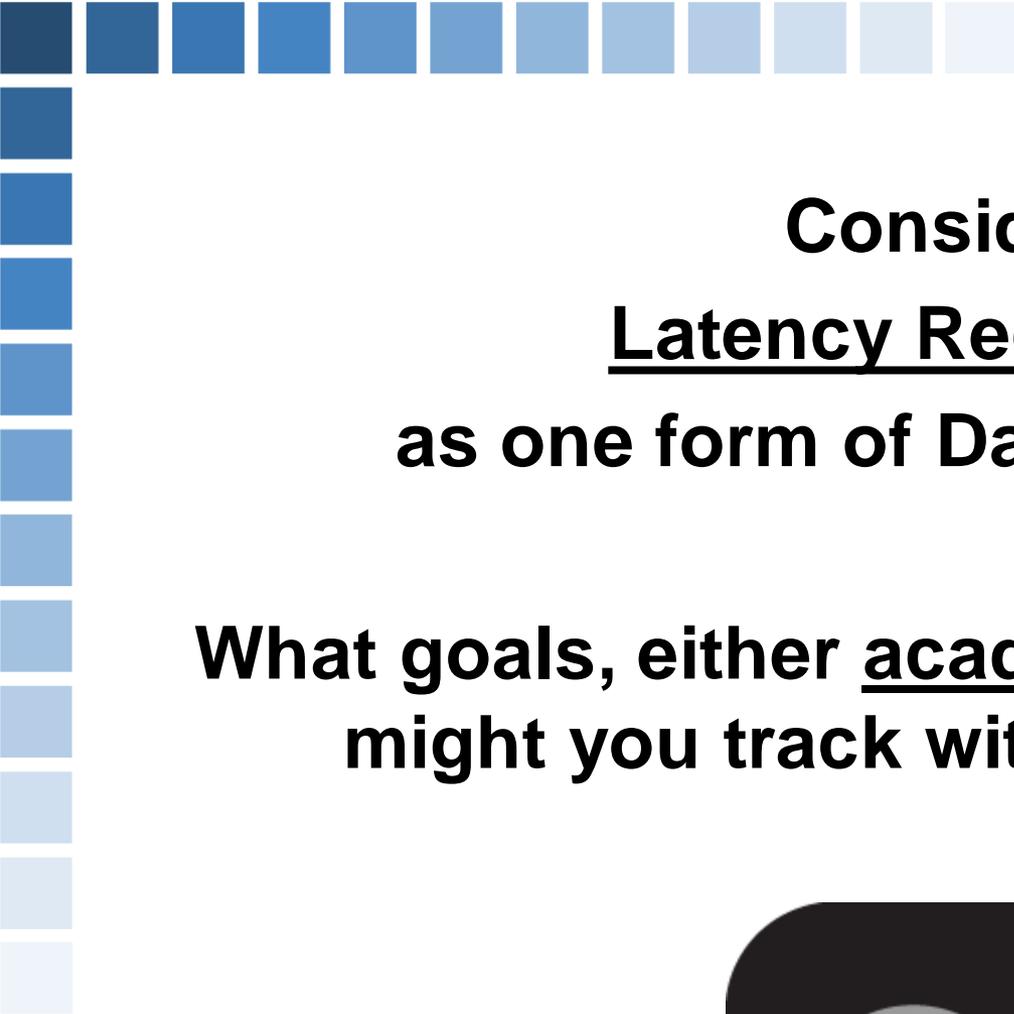
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Objective(s) required? Yes No

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



Consider
Latency Recording
as one form of Data Collection.

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



Chat Box Check In



Latency Recording



Summarizing the Data –

- This data is summarized by calculating the average latency (average time it takes for the behavior to start).
- To calculate, sum all of the latencies and divide by the total number of opportunities.

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

Latency Recording

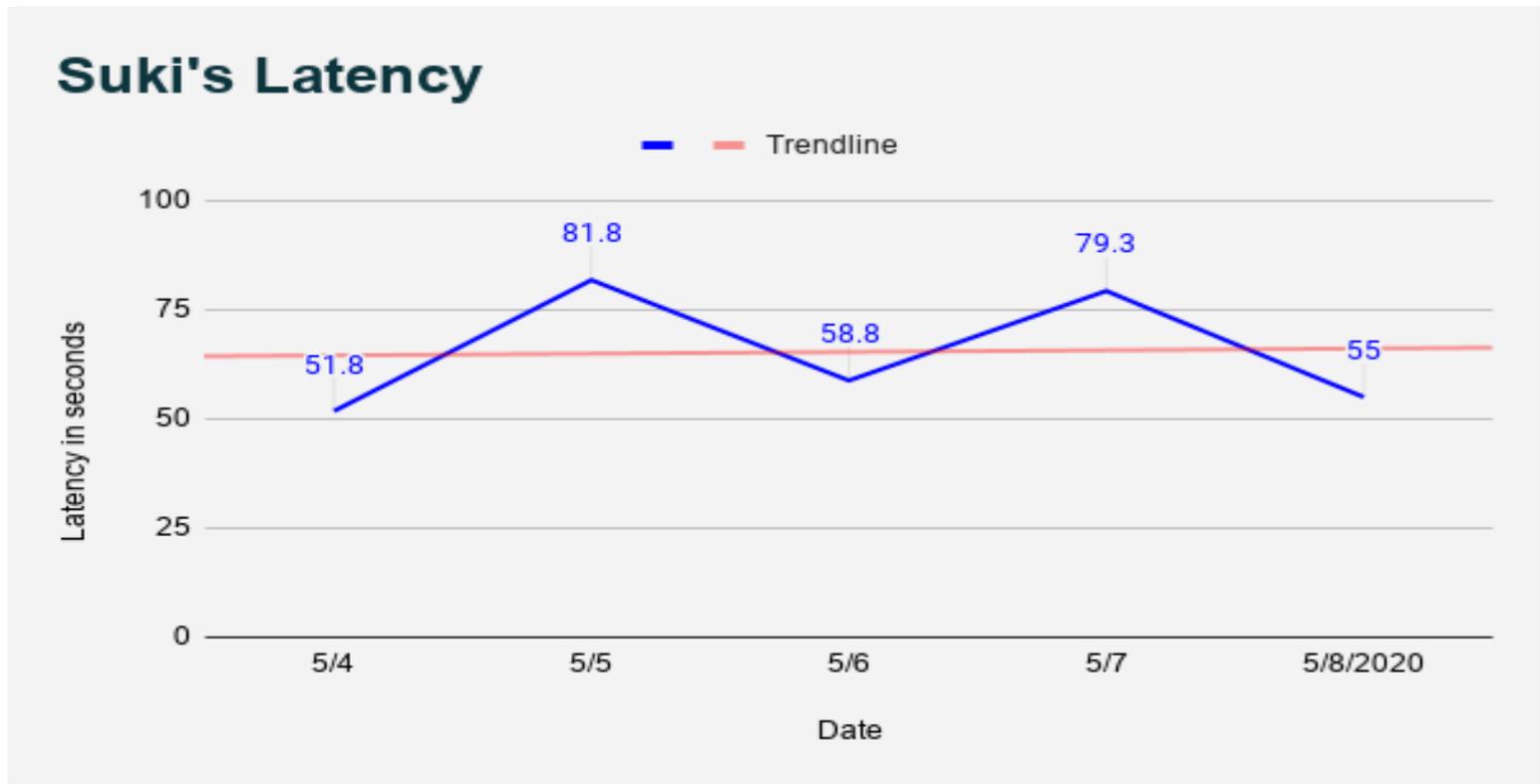
Summarizing the Data –

- Suki's teacher assigned work 4 times during the observation.
- On the first day of observation, Suki took **60 seconds, 52 seconds, 50 seconds, and 45 seconds** to start the four assignments.
- **$60+52+50+45 = 207$ divided by $4 = 51.75$** seconds to start assignments the first day.
- The following data was recorded the rest of the week:

	Assignment #1	Assignment #2	Assignment #3	Assignment #4	Average
5/4	60	52	50	45	51.8
5/5	120	80	63	64	81.8
5/6	45	50	20	120	58.8
5/7	90	82	85	60	79.3
5/8	35	44	62	79	55.0

Graphed

Data summary: Suki is observed to have a latency of an average of 1 minute for every assignment over a weeks' time.



Latency Recording



Special Considerations –

Latency and Duration both measure time; however:

- **Latency** is how long it takes to start the behavior.
- **Duration** is how long the behavior lasts.

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

Every teacher struggles to find the balance between benefits and costs when it comes to intervention strategies.

This struggle is a major part of the job. The best teachers have found a path to that balance.





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

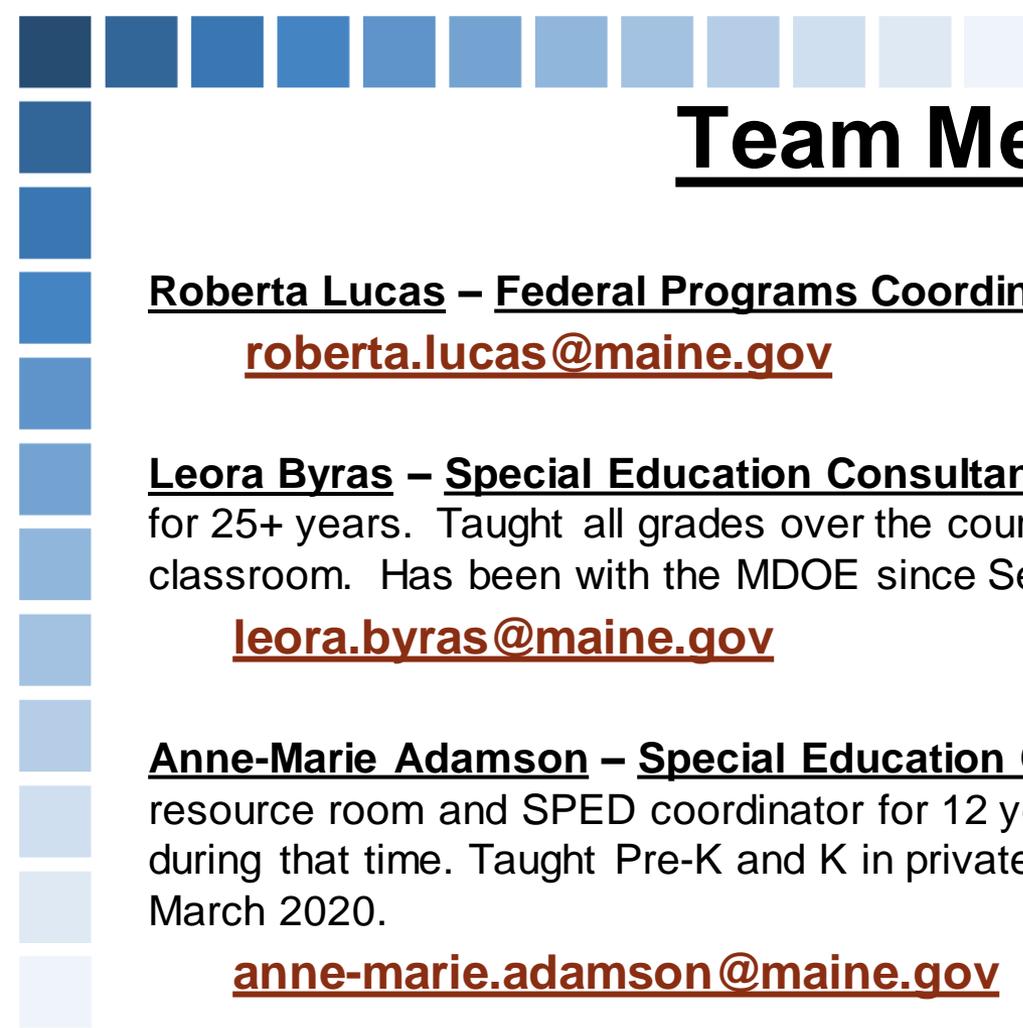
- Code will be shared in Chat Box

Please let us know...



What questions do you have?

How can we support you?



Team Members

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