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

**Name**

**Role**

**Site You Work With**

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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: Latency

**Zoom Meeting Date:**

Tuesday 7/28/2020

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

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


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# Per our conversation 7/28/2020 –

- Email us CINC numbers.
- We have received several and will review.
- We will review and offer feedback on goals in follow up presentations.


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# Remember – <u>Child Centered</u>




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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

**Latency** – A measure of the elapsed time from the onset of a stimulus to the initiation of a response.

Example: Child responded to the task to write name after 16 seconds.

# REVIEW: 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.**

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# REVIEW: 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.

http://www.specialconnections.ku.edu/?q=assessment/data_based_decision_making/teacher_tools/latency_recording

# REVIEW: Latency Recording

## Tips for Implementation:

- Consider using a digital stopwatch to increase the accuracy.
- To use latency recording, follow the steps below:
  - Start the timer when the prompt, directive or instruction is given.
  - Stop timer when student complies.
  - Record the number of seconds or minutes that elapsed between the end of the direction and the onset of the compliance.
  - Repeat above until end of the observation period.
  - Calculate the average latency of the behavior by dividing the total latency (e.g., 60 seconds) by the number of occurrences (e.g., 3 directions).

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http://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_measbeh.pdf

# REVIEW: 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_Duration_example_revised.pdf

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# REVIEW: Latency Recording

Latency Data collection can be useful when trying to increase or decrease.

## Consider the Following:

You may use it to **decrease** latency when give a prompt, such as “Write your name”

***OR***

you may use it to **increase** latency by changing the occurrence of explosive behavior following a demand.

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**<u>Teacher Request</u> –**

**“Touch Your Nose.”**

***Latency = 4 Seconds***

**<u>Student Response</u> –**

**Touches Nose**

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# Case Study

Ben is a 4 year old student in preschool.

He has been challenged by transitions between daily activities.

When presented with transitions, he would disengage and not independently move to the next activity.

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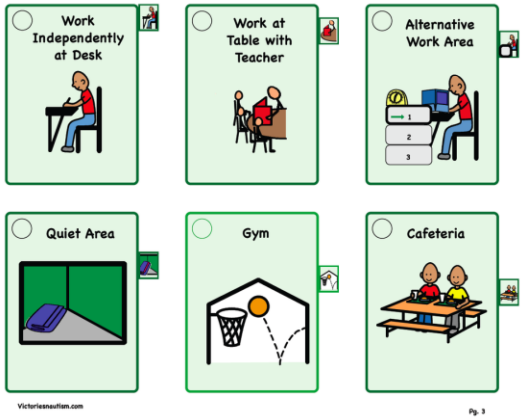
# Case Study

To address this challenge, his teacher implemented a strategy where she would give Ben a visual card representing the next activity/area.

This works as a visual transition cue.

Current data collection shows that Ben is able to transition when presented with this visual cue, within 30 seconds, with 95% accuracy, across 3 consecutive sessions.

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# Case Study

In an attempt to facilitate increased independence, his teacher created a visual schedule that outlines all activities in Ben's day.

This is a new presentation for Ben.

His teacher is planning to implement this immediately.


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# Case Study

## Where to Begin?

Consider possible **Skill Deficits** that are impacting Ben's ability to transition independently.

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# Case Study

# POLL

What could the **Possible Function** of Ben's challenge to transition independently?

**Remember –**

**MEATS**

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

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# Case Study

If the outcome, (expectation for all children), is to transition independently, and Ben is unable to do so, what are his potential **Skill Deficits** that result in this inability to reach that outcome of "Independent Transition"?

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# Case Study


Ben has mastered Transitioning with a visual cue card.

She wants to continue to increase his independence.

His teacher now wants him to use a prepared visual schedule with all activities in his day, within 30 seconds.

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# Case Study


## Where to Begin?

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

Transitioning with a Visual Schedule –Task Analysis

1. Travel to individualized visual schedule
2. Remove visual card from schedule
3. Transition to corresponding classroom area within
4. Match visual card to visual in classroom area
5. Whole transition needs to be complete within 60 seconds

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# Case Study

Latency Data showed Ben was unable to transition independently within 45 seconds.

Ben's teacher use **Latency Data** to develop and monitor an intervention.

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# Case Study

## Almost there…

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


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# Emotional Development – Adapting to Diverse Settings

**End of Preschool Standards – 60 months/5 years**

*MELDS.SED.ED.ADS.PS.2*

Adjusts to transitions from one activity setting to the next during the day with appropriate emotions and behaviors

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# Case Study

**Student:** Ben

**Target Behavior**: Transitions – When presented with a visual card representing an activity/area, Ben will take the card, and transition to next activity/area within 60 seconds. **MASTERED 5/7/2020**

| Date | Activity/Area Transitioning FROM | Activity/Area Transitioning TO | Did Ben Transition within 30 Seconds |
|---|---|---|---|
| 5/7/2020 | Circle | Independent Work | Y N |
| 5/7/2020 | Independent Work | Lunch | Y N |
| 5/7/2020 | Lunch | Recess | Y N |
| 5/7/2020 | Recess | Library | Y N |
| 5/7/2020 | Library | Bathroom | Y N |
| 5/7/2020 | Bathroom | Sensory Play | Y N |

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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 transition through all activities, within 60 seconds, when presented with individual location cards with 95% accuracy, across 3 consecutive sessions. XXX has not yet begun using a visual schedule with all activities.**

**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 prepared visual schedule outlining all events in the day, XXX will independently transition through all activities, within 60 seconds, with 70% accuracy across 3 consecutive sessions, as measured by data collection, teacher observation. MELDS.SED.ED.ADS.PS.2**

**Objective(s)** required? ☐ Yes ☒ No

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

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# Case Study

**Student:** Ben

**Target Behavior**: Transitions – When presented with a prepared visual schedule that outlines all activities in his day, Ben will independently transition through all activities within 60 seconds.

| Date | Activity/Area Transitioning FROM | Activity/Area Transitioning TO | Did Ben Transition within 30 Seconds |
|---|---|---|---|
| 5/7/2020 | Circle | Independent Work | Y N |
| 5/7/2020 | Independent Work | Lunch | Y N |
| 5/7/2020 | Lunch | Recess | Y N |
| 5/7/2020 | Recess | Library | Y N |
| 5/7/2020 | Library | Bathroom | Y N |
| 5/7/2020 | Bathroom | Sensory Play | Y N |

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**Remember** –

- Present level must tie directly to the goal that follows it.
- Address only one skill per goal, otherwise it is not measurable.
- Consider a progression of skills.
- Choose the goal that will have the most impact.


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# Review Data Presentation

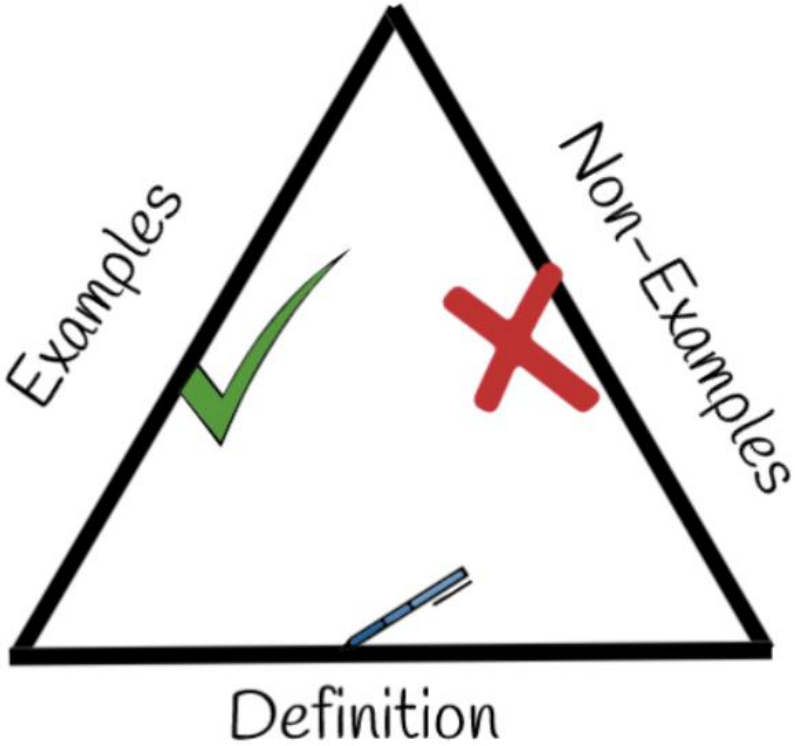
## Using data to make decisions about interventions

- Behavioral interventions and teaching methods are not one-size-fits-all
- When the child is not making progress something needs to change
- Ask yourself:
  - Is the intervention being implemented with fidelity?
  - Are the reinforcers actually reinforcers?
  - Are we reinforcing the replacement behavior frequently enough?
  - Did we miss something when assessing the function?
  - Are we doing enough to teach replacement skills?
  - Are all providers following the plan consistently?
- Don't make changes based on one bad day- watch the overall trend

# Review Data Presentation

## Analysis of data

- Check at least every 2 weeks
- 3 or more data points to evaluate a trend
- Making trend lines in Google sheets
- Try it ...




https://abamentor.com/course/writing-operational-definitions/

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# 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**

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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