In the **Chat Box**,

please note:

Name, Role, Site You Work With

AND

A Word That

describes the impact CDS has on infants, toddlers, preschool and families.

Education

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!

Maine Department of Education

Office of Special Services

CDS

Data Collection: Interval

Zoom Meeting Date:

Tuesday 8/5/2020

Maine Department of 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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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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Child First

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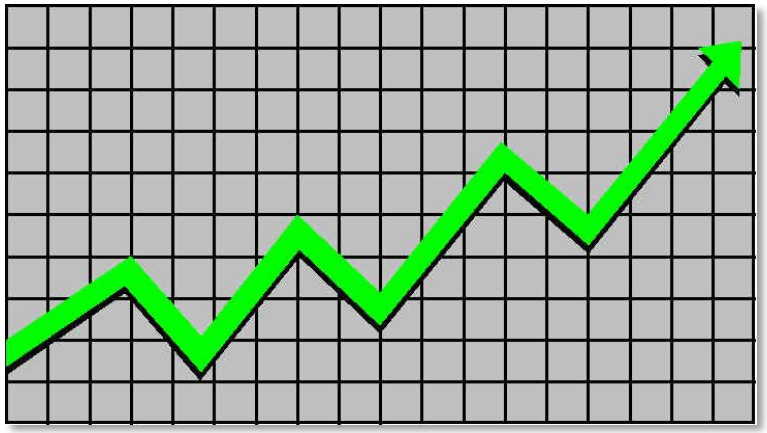
Use of Data

Data should be used to:

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

Remember to:

1. Take the Data
2. Evaluate and Analyze the Data
3. Use the Data



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This Photo by Unknown author is licensed under CC BY-SA.

Review – Interval Record

Partial Interval Recording – a time sampling method for measuring behavior in which the observation is divided into a series of brief time intervals. The observer records whether the target behavior occurred at any time during the interval. Tends to overestimate the proportion of the observation period.

Whole Interval Recording – a time sampling method for measuring behavior in which the observation period is divided into a series of brief time intervals. At the end of each interval, the observer records whether the target behavior occurred throughout the entire interval. Tends to underestimate the proportion of the observation period.

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

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Partial Interval Recording

https://youtu.be/nBfFOE4Q4X4

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Example Whole Interval

Whole Interval: The behavior must occur for the *entire* interval to be recorded as [+] Underestimates rates of behavior **Partial Interval:** *part* of the interval to be recorded as [+] Overestimates behavior

Calling out	**: 10 sec**	**: 10 sec**	**: 10 sec**	**: 10 sec**	**: 10 sec**	**: 10 sec**	**+/total**
Record a [+] for occurrence or [-] for Non-occurrence							

Calling out	**: 10 sec**	**: 10 sec**	**: 10 sec**	**: 10 sec**	**: 10 sec**	**: 10 sec**	**+/total**
Record a [+] for occurrence or [-] for Non-occurrence							

Calling out	**: 10 sec**	**: 10 sec**	**: 10 sec**	**: 10 sec**	**: 10 sec**	**: 10 sec**	**+/total**
Record a [+] for occurrence or [-] for Non-occurrence							

Calling out	**: 10 sec**	**: 10 sec**	**: 10 sec**	**: 10 sec**	**: 10 sec**	**: 10 sec**	**+/total**
Record a [+] for occurrence or [-] for Non-occurrence							

Example Whole Interval

Behavior: Reading

Behavior Definition: Reading printed or digital material either silently or out loud. Reading can be done alone or in groups.

Total Observation Session: 120 minutes (2 hrs) **Interval Length:** 15 minutes

Date: *7-15*	Interval Number								Total No. Intervals Behavior Observed
Time: *3:30 – 5:30 PM*	1	2	3	4	5	6	7	8	
Y or N									

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Example

Partial Interval

30 MINUTE WEEKLY INTERVAL DATA SHEET

Student Name: _____ **School:** _____ **Grade:** _____

Observer(s): _____

Instructions: Write a definition of the target behavior below that is descriptive and specific. For each 30 min interval, circle "Y" (Yes) if the target behavior occurred during the interval and circle "N" (No) if the behavior did not occur during the interval. Circle "N/A" (Not available) if you could not observe the behavior because the student was not in class at that time.

Target Behavior:

From	To	Monday Date:	Tuesday Date:	Wednesday Date:	Thursday Date:	Friday Date:
7:00	7:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
7:30	8:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
8:00	8:03	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
8:30	9:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
9:00	9:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
9:30	10:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
10:00	10:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
10:30	11:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
11:00	11:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
11:30	12:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
12:00	12:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
12:30	1:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
1:00	1:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
1:30	2:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
2:00	2:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
2:30	3:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
3:00	3:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
3:30	4:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
4:00	4:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
4:30	5:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
% of intervals		____ / ____ x 100 = _____ %	____ / ____ x 100 = _____ %	____ / ____ x 100 = _____ %	____ / ____ x 100 = _____ %	____ / ____ x 100 = _____ %

Calculate % of intervals with target behavior:

Divide the # of intervals circled "Y" (with problem behavior) by the total # of intervals collected ("Y" and "N" circled) and multiply by 100.

Example: 10 "y" intervals / 26 total "Y" and "N" intervals = .38 x 100 = 38% of 15 minute intervals with behavior.

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https://studylib.net/doc/18266317/30-minute-weekly-interval-data-sheet-instructions--write-a

Example

Partial Interval

Partial Interval Recording Form

Student's Name: _____ **Teacher:** _____

Subject/Period: _____ **Date(s):** _____

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

_____

_____

Total Observation Time: _____ **Length of each interval:** _____

Date	Interval #										Total times behavior occurred (x)
	1	2	3	4	5	6	7	8	9	10	
O or X											

Date	Interval #										Total times behavior occurred (x)
	1	2	3	4	5	6	7	8	9	10	
O or X											

Date	Interval #										Total times behavior occurred (x)
	1	2	3	4	5	6	7	8	9	10	
O or X											

Date	Interval #										Total times behavior occurred (x)
	1	2	3	4	5	6	7	8	9	10	
O or X											

Tieghi-Benet, M.C., Miller, K Reiners, 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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The Iris Center

IRIS CENTER™

Welcome to the IRIS Center

The IRIS Center is a national center dedicated to improving education outcomes for all children, especially those with disabilities birth through age twenty-one, through the use of effective evidence-based practices and interventions.

https://iris.peabody.vanderbilt.edu/

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The Iris Center – Measuring Behavior

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Measuring Behavior

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To cite this Case Study Unit:

Bicard, S. C, Bicard, D. F., & the IRIS Center. (2012). *Measuring behavior*. Retrieved from http://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_measbeh.pdf

http://www.iriscenter.com/wp-content/uploads/pdf_case_studies/ics_measbeh.pdf

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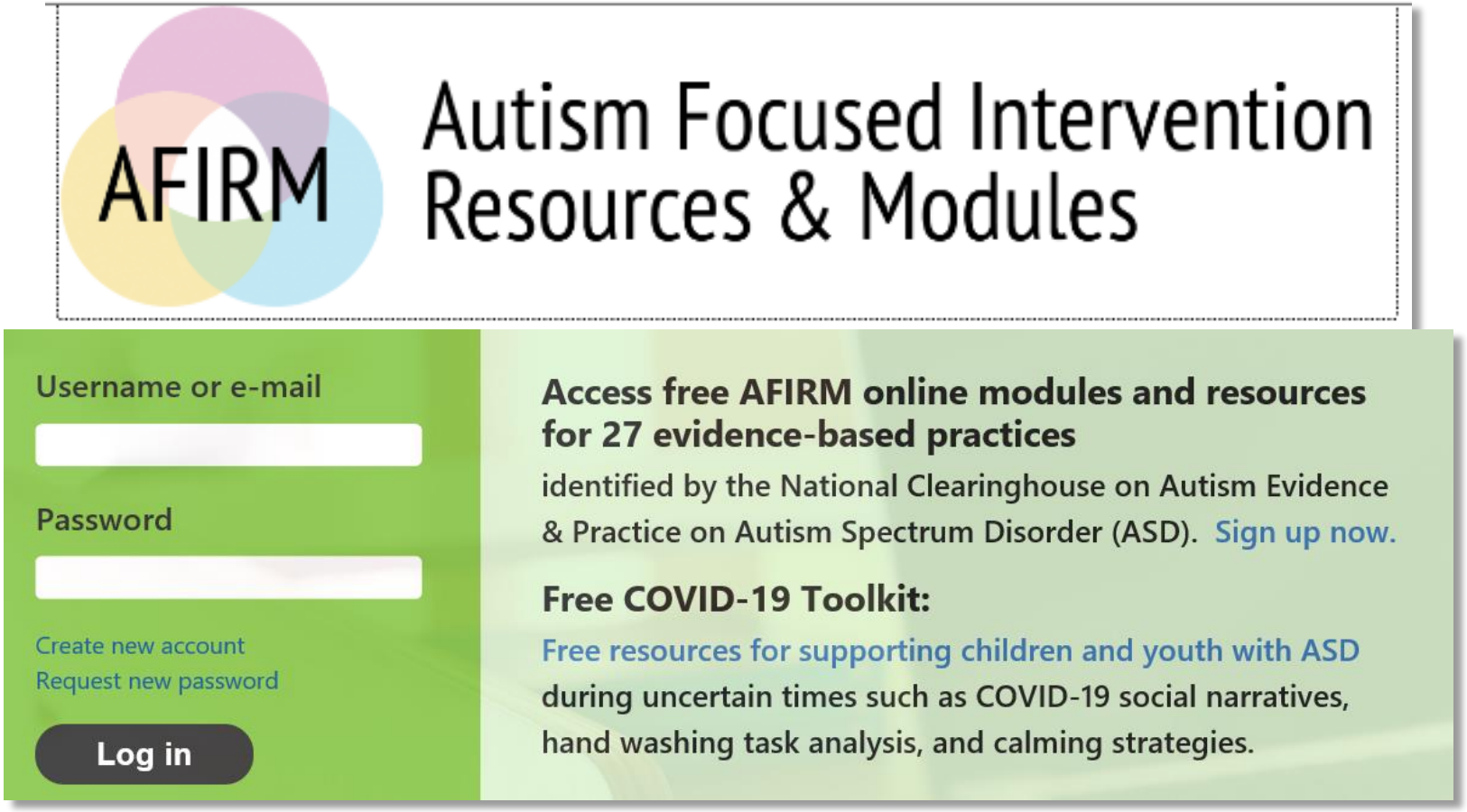
Autism Focused Intervention Resources and Modules – AFIRM



https://afirm.fpg.unc.edu/

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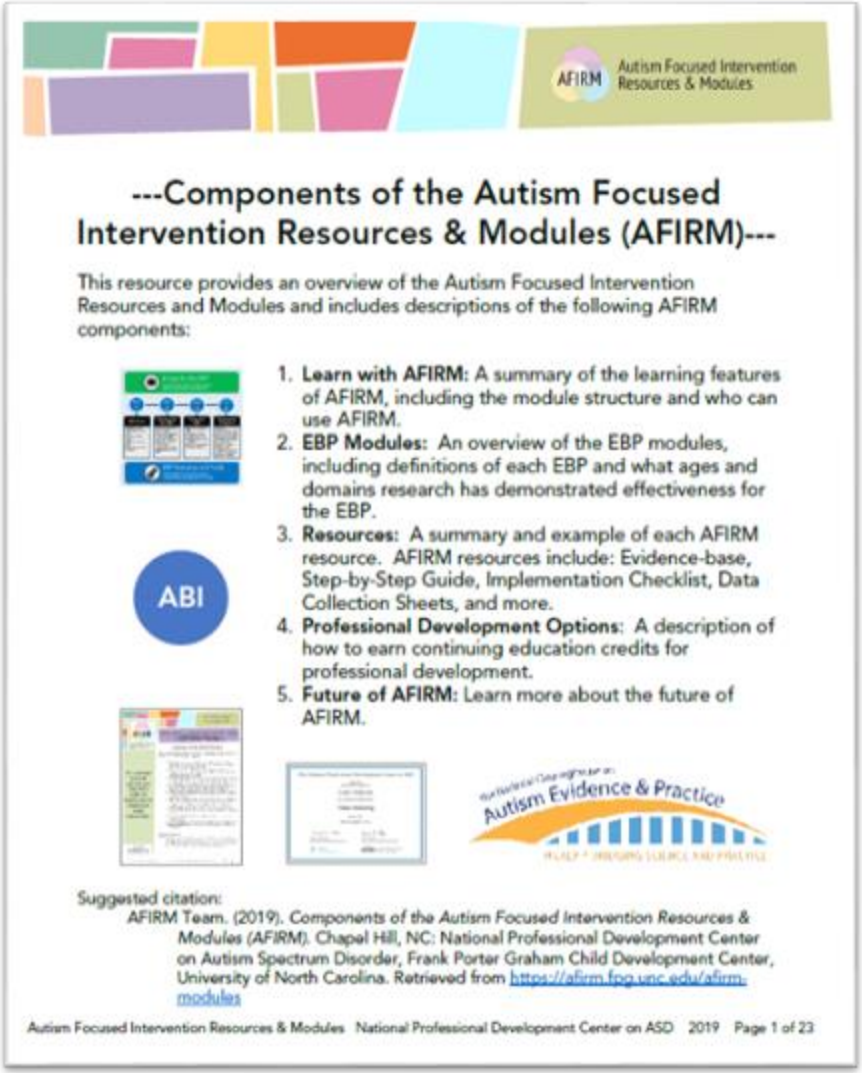
Autism Focused Intervention Resources and Modules – AFIRM



AFIRM Autism Focused Intervention Resources & Modules

---Components of the Autism Focused Intervention Resources & Modules (AFIRM)---

This resource provides an overview of the Autism Focused Intervention Resources and Modules and includes descriptions of the following AFIRM components:

1. **Learn with AFIRM:** A summary of the learning features of AFIRM, including the module structure and who can use AFIRM.
2. **EBP Modules:** An overview of the EBP modules, including definitions of each EBP and what ages and domains research has demonstrated effectiveness for the EBP.
3. **Resources:** A summary and example of each AFIRM resource. AFIRM resources include: Evidence-base, Step-by-Step Guide, Implementation Checklist, Data Collection Sheets, and more.
4. **Professional Development Options:** A description of how to earn continuing education credits for professional development.
5. **Future of AFIRM:** Learn more about the future of AFIRM.

ABI

Autism Evidence & Practice

Suggested citation:
AFIRM Team. (2019). *Components of the Autism Focused Intervention Resources & Modules (AFIRM)*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, Frank Porter Graham Child Development Center, University of North Carolina. Retrieved from https://afirm.fpg.unc.edu/afirm-modules

Autism Focused Intervention Resources & Modules National Professional Development Center on ASD 2019 Page 1 of 23

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https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/imce/documents/Components%20of%20the%20Autism%20Focused.pdf

Autism Focused Intervention Resources and Modules – AFIRM

Introduction to ASD

Introduction to Autism Spectrum Disorder

Autism spectrum disorder (ASD) is a lifelong developmental disability that primarily affects social communication. This introduction to ASD describes characteristics of autism, including social communication, repetitive behaviors, thinking and learning, and how to support learners with ASD.

What Will I Learn?

The AFIRM model guides the learner through:

- Characteristics of ASD, including social communication, repetitive behaviors, thinking and learning
- How to support learners with ASD
- Activity based scenarios that promote real-world application.

The Introduction to ASD module will take approximately 2 to 3 hours to complete.

If you leave the module prior to finishing, your place within the module will be saved. From your My Account page, look in the My Modules tab and select the last page viewed to resume this module.

Suggested citation:
Steinbrenner, J., Sam, A., Chin, J., Morgan, W., & AFIRM for Paras Team. (2019). *Introduction to ASD*. FPG Child Development Institute, University of North Carolina. Retrieved from https://afirm.fpg.unc.edu/introduction-asd

Login or sign up to access free AFIRM online module and resources.

Log in | Sign up

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https://afirm.fpg.unc.edu/node/2524

Per our conversation 7/28/2020 –

- We have started reviewing several submissions.

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Please remember…

- We're here to support CDS in an effort develop consistent programming.
- Part B is one team and has the same regulations.

We are all working to support children.

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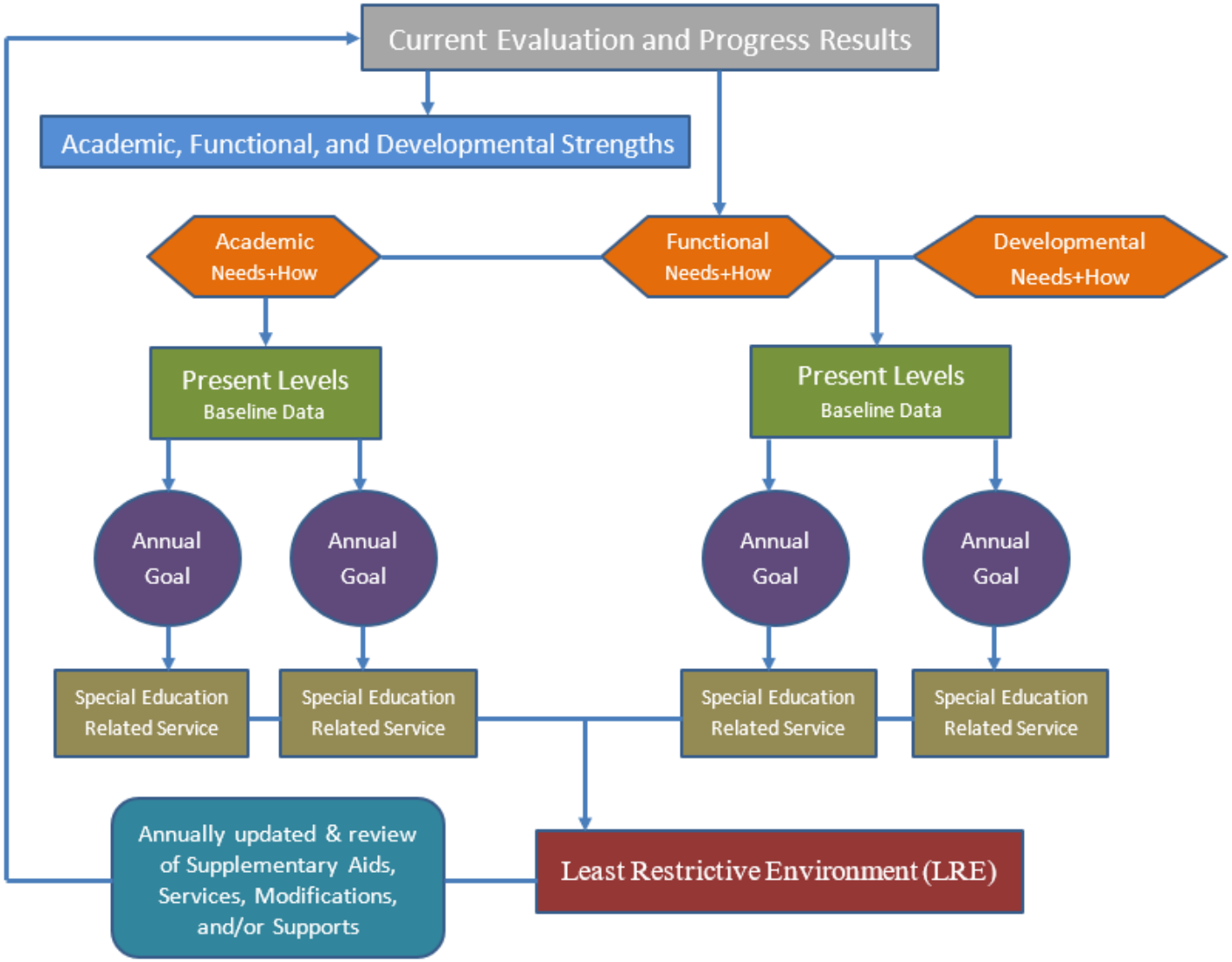
Individualized Education Plan IEP Alignment



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Sample IEP

2. DISABILITY

☐ Autism	☐ Deaf-Blindness	☐ Deafness
☐ Developmental Delay (3-5)	☐ Developmental Delay (Kindergarten)	☐ Emotional Disturbance
☐ Hearing Impairment	☐ Intellectual Disability	☐ Visual Impairment (including Blindness)
☒ Other Health Impairment	☐ Orthopedic Impairment	☒ Speech/Language Impairment
☐ Specific Learning Disability	☐ Traumatic Brain Injury	☒ Multiple Disability
		(check all applicable concomitant disabilities)

3. CONSIDERATIONS – INCLUDING SPECIAL FACTORS

A. Concerns of the parents for enhancing the education of their child (MUSER IX.3.C.(1)(b)): **XXX, child's mother, is concerned for his speech and behaviors.**	
B. Does the child exhibit behavior that impedes the child's learning or that of others requiring positive behavioral interventions and supports and other strategies to address the behavior? (MUSER IX.3.C.(2)(a))	☐ YES ☒ NO
C. Is the child identified as a student who is an English learner? (MUSER IX.3.C.(2)(b))	☐ YES ☒ NO
i. Does the child have language needs, due to his/her English language proficiency level, which need to be addressed in the IEP?	☐ YES ☒ NO
D. If the child is blind or visually impaired, does the child require instruction in Braille and the use of Braille? (MUSER IX.3.C.(2)(c))	☐ YES ☒ NO ☐ NA
E. Does the child have a print disability that requires accessible educational materials (AEM) to access the curriculum?	☐ YES ☒ NO
i. If yes, what type of accessible educational materials (AEM) does the child require?	
F. Does the child have communication needs? (MUSER IX.3.C.(2)(d))	☒ YES ☐ NO
i. Is the child deaf or hard of hearing?	☐ YES ☒ NO
G. Does the child need assistive technology devices and services? (MUSER IX.3.C.(2)(e))	☐ YES ☒ NO
H. Does the child have academic needs?	☐ YES ☒ NO
I. Does the child have functional/developmental needs?	☒ YES ☐ NO
POST-SECONDARY TRANSITION	
J. Is the child in 9th grade or above **OR** is the child 16 years old or older?	☐ YES ☒ NO

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Maine Unified Special Education Regulations – MUSER

II. DEFINITIONS

Educational performance for a child age 3-5 means performance in age appropriate developmental activities across five domains of development (communication, physical, cognitive, self-help/adaptive, and social/emotional) in an educational setting.

1. **Physical**
2. **Cognitive**
3. **Communication**
4. **Adaptive**
5. **Social/Emotional**

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The Child

Social/ Emotional

Physical

Adaptive

Cognitive

Communication

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Areas of Development

Cognitive – Children's basic literacy, interest in literacy, numeracy and memory, advanced literacy and basic numeracy. This involves the child's ability to grow and develop their thinking or evaluation skills and adapt to changes.

http://blogs.ubc.ca/earlychildhoodintervention1/category/1-3-what-is-development-cognitive-development/

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Areas of Development

Physical – Children's physical readiness for the school day, physical independence and gross and fine motor skills, including development of a child's bones, muscles and ability to move around and manipulate their environment.

http://blogs.ubc.ca/earlychildhoodintervention1/category/1-3-what-is-development-motor-development/

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Areas of Development

Communication – Children's communication skills and general knowledge based on broad developmental competencies and skills measured in the school content. This is how they get their message across to others and understand what others are saying to them.

http://blogs.ubc.ca/earlychildhoodintervention1/category/1-1-rationale-goals-and-objectives/

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Areas of Development

Social/Emotional – Children's overall social, competence, responsibility and respect, approach to learning and readiness to explore new things.

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http://blogs.ubc.ca/earlychildhoodintervention1/category/1-3-what-is-development-social-and-emotional-development/

Areas of Development

Adaptive – Those skills children need to do everyday tasks, including dressing, undressing, bathing and hygiene, toileting, cleaning and cooking.

http://blogs.ubc.ca/earlychildhoodintervention1/category/1-3-what-is-development-adaptive/

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Sample IEP

4. ACADEMIC AND FUNCTIONAL/DEVELOPMENTAL EVALUATIONS, STRENGTHS, AND NEEDS (MUSER IX.3.C.(1))

A. Results of all initial evaluations or most recent evaluations of the child:

- **Speech/Language Evaluation on 10/24/18 Clinical Evaluation of Language Fundamentals Preschool- 2 Standard Scores were unable to be calculated due to inability to complete Word Structure.**
- **Physical Therapy evaluation on 10/2418 Peabody Developmental Motor Scales Gross Motor Quotient 82**
- **Autism Diagnostic Observation Schedule (ADOS) Social Affect Total = 2 Restricted and Repetitive Behavior Total = 1 Overall Total = 3, non-autism spectrum disorder range**
- **Wechsler Preschool and Primary Scale of Intelligence -4th edition Visual Spatial = 70, 2nd percentile**
- **Adaptive Behavior Assessment System, 3rd edition (ABAS-3) Composite Score Percentile General Adaptive Composite 92 30 Conceptual 105 63 Social 89 23**
- **Based on the findings of this evaluation team, XXX presentation is consistent with the diagnosis: Global Developmental Delay; Mixed Receptive Expressive Language Disorder; Phonological Disorder and Unspecified Disruptive, Impulse Control and Conduct Disorder**
- **Occupational Therapy Evaluation on 6/24/19 Peabody Developmental Motor Scale-2 Subtest *Standard Score Percentile Rank (50% is Average) Standard Deviation Grasping 5 5 -1.67 Visual Motor Integration 6 9 -1.33 *Standard Scores: 13-14 Above Average, 8-12 Average, 6-7 Below Average, 4-5 Poor. Fine Motor Quotient Percentile Rank (50% is Average) Standard Deviation Performance 73 3 -1.80 Poor Beery (XXX would not participate in this evaluation) Standard Scores Scaled Scores Percentiles Performance VMI 0 0 0 Visual Perception -- -- -- Motor Coordination -- -- -- Summary of SPM-P Scores –Typical Total Sensory Systems 54 66 Typical**

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Sample IEP

B. Beyond the evaluative information in **4A**, what are the academic, functional, and/or developmental **strengths** of the child? **XXX is sweet, willing, and eager. He is interested in many things. XXX has great early play skills and initiates play with others. He does pretend play and has social intention. He uses dome nice descriptive words and the use of some short sentences**
C. Based on evaluative information in **4A**, what are the child's distinctly measurable and persistent gaps in **academic performance**, and **how** do they affect the child's involvement and progress in the general education curriculum? **NA**
D. Based on evaluative information in **4A**, what are the child's distinctly measurable and persistent gaps in **functional performance**, and **how** do they affect the child's involvement and progress in the general education curriculum? **NA**
E. If appropriate, what are the **developmental needs** of the child, and how do they affect the child's involvement and progress in the general education curriculum? **XXX is not able to identify written letters. He can do 5 letters from his name. He has a difficult time rote counting.** **XXX is very impulsive and distractible. He has a limited attention span. XXX struggles with expressive and receptive language. The sentence productions were very simplified and telegraphic. XXX has some very young-sounding articulation patterns and is exhibiting final consonant deletion. XXX exhibits issues with fine motor and visual-motor skills which interfere with his ability to accurately engage in academic and functional skills without assistance. He is unable to copy geometric shapes, preferring to scribble on the paper. He also exhibits an awkward grasp of a marker**

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Sample IEP

B. Beyond the evaluative information in **4A**, what are the academic, functional, and/or developmental **strengths** of the child? **XXX is sweet, willing, and eager. He is interested in many things. XXX has great early play skills and initiates play with others. He does pretend play and has social intention. He uses dome nice descriptive words and the use of some short sentences**
C. Based on evaluative information in **4A**, what are the child's distinctly measurable and persistent gaps in **academic performance**, and **how** do they affect the child's involvement and progress in the general education curriculum? **XXX is not able to identify written letters. He can do 5 letters from his name. He has difficulty rote counting.**
D. Based on evaluative information in **4A**, what are the child's distinctly measurable and persistent gaps in **functional performance**, and **how** do they affect the child's involvement and progress in the general education curriculum? **XXX is very impulsive and distractible. He has a limited attention span. XXX struggles with expressive and receptive language. The sentence productions were very simplified and telegraphic. XXX has some very young-sounding articulation patterns and is exhibiting final consonant deletion. XXX exhibits issues with fine motor and visual-motor skills which interfere with his ability to accurately engage in academic and functional skills without assistance. He is unable to copy geometric shapes, preferring to scribble on the paper. He also exhibits an awkward grasp of a marker**
E. If appropriate, what are the **developmental needs** of the child, and how do they affect the child's involvement and progress in the general education curriculum? **NA**

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Please think about –

- What does “very impulsive and distractible” mean?
- What settings does this behavior occur in?
- What does this behavior look like?
- How can we operationally define that on a data sheet?

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Chat Box Check In

C. Based on evaluative information in **4A**, what are the child's distinctly measurable and persistent gaps in **academic performance**, and **how** do they affect the child's involvement and progress in the general education curriculum?

XXX is not able to identify written letters. He can do 5 letters from his name. He has difficulty rote counting.

What Goals should be developed, based on the Needs identified here?

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C. Based on evaluative information in **4A**, what are the child's distinctly measurable and persistent gaps in **academic performance**, and **how** do they affect the child's involvement and progress in the general education curriculum?

XXX is not able to identify written letters. He can do 5 letters from his name. He has difficulty rote counting.

Letter Identification

Rote Counting

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What kinds of data sheets might help you develop the baseline for Letter Identification and Rote Counting?

What kinds of data sheets might help you use to continue tracking the goal and complete progress monitoring in these areas?

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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.

Interval – A time sampling method for measuring behavior in which the observation period is divided into a series of brief time intervals. May be measured in either Partial Interval or Whole Interval.

Example: Child engages in behavior for a portion of the observation period OR for the entire observation period.

Chat Box Check In

D. Based on evaluative information in **4A**, what are the child's distinctly measurable and persistent gaps in **functional performance**, and **how** do they affect the child's involvement and progress in the general education curriculum?

XXX is very impulsive and distractible. He has a limited attention span. XXX struggles with expressive and receptive language. The sentence productions were very simplified and telegraphic. XXX has some very young-sounding articulation patterns and is exhibiting final consonant deletion. XXX exhibits issues with fine motor and visual-motor skills which interfere with his ability to accurately engage in academic and functional skills without assistance. He is unable to copy geometric shapes, preferring to scribble on the paper. He also exhibits an awkward grasp of a marker

What Goals should be developed, based on the Needs identified here?

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D. Based on evaluative information in **4A**, what are the child's distinctly measurable and persistent gaps in **functional performance**, and **how** do they affect the child's involvement and progress in the general education curriculum?

XXX is very impulsive and distractible. He has a limited attention span. XXX struggles with expressive and receptive language. The sentence productions were very simplified and telegraphic. XXX has some very young-sounding articulation patterns and is exhibiting final consonant deletion. XXX exhibits issues with fine motor and visual-motor skills which interfere with his ability to accurately engage in academic and functional skills without assistance. He is unable to copy geometric shapes, preferring to scribble on the paper. He also exhibits an awkward grasp of a marker

Skill Deficits specific to

Impulsivity/Distractibility

Expressive/Receptive Language

Articulation

Fine/Visual Motor Skills

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What kinds of data sheets might help you develop the baseline for skill deficits specific to impulsivity/distractibility, expressive/receptive language, articulation, fine/visual motor skills?

What kinds of data sheets might help you use to continue tracking the goal and complete progress monitoring in these areas?

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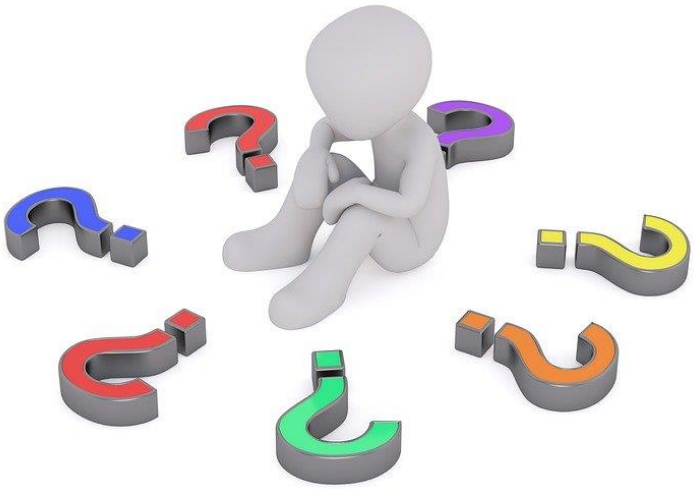
Chat Box Check In

For Thursday…

Please consider how your participation in this Data Series has impacted programming for you moving forward?



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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

All CDS Staff and Support Personnel

We Appreciate You So Much!

Thank you for how hard you ALL continue to work.

Maine Department of Education

Team Members

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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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