The Seven High Hit Reasons For Student's Challenging Behavior

What You Need to Know as a Special Education Administrator

Howard M. Knoff, Ph.D.
President, Project ACHIEVE
Educational Solutions

October 11, 2023

2pm ET
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Our Mission: We are passionate about helping special education teams streamline data collection and reporting through innovative software and support.

Brolly Software: Our software helps teachers track & monitor IEP services and goals with ease, and provides powerful analytics and reporting for better data transparency and improved student outcomes.

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Webinar Agenda

Thanks for being here. Here is a brief overview of our next hour together.

01

The Seven High Hit Reasons for Student's Challenging Behavior

02

Q&A and Helpful Resources

03

A brief word from your sponsor, Brolly!

Use Zoom Chat to submit your questions as we go!

About the Speaker

Dr. Howie Knoff

- President, Project ACHIEVE Educational Solutions - An evidence-based (SAMHSA) school effectiveness/school improvement program
- Internationally known consultant, author, presenter on school reform, social skills and multi-tiered behavior management
- Past President, National Association of School Psychologists
- Fellow of the American Psychological Association, School Psychology Division

Session Overview

MTSS Introduction and Overview

The Stages of Data-Based Problem Solving

The Seven High-Hit Reasons for Students' Behavioral Challenges

Linking the Seven High-Hits with Intervention Domains Relative to Tier 2 and Tier 3

If you don't know where you're going…

Any road will get you there.

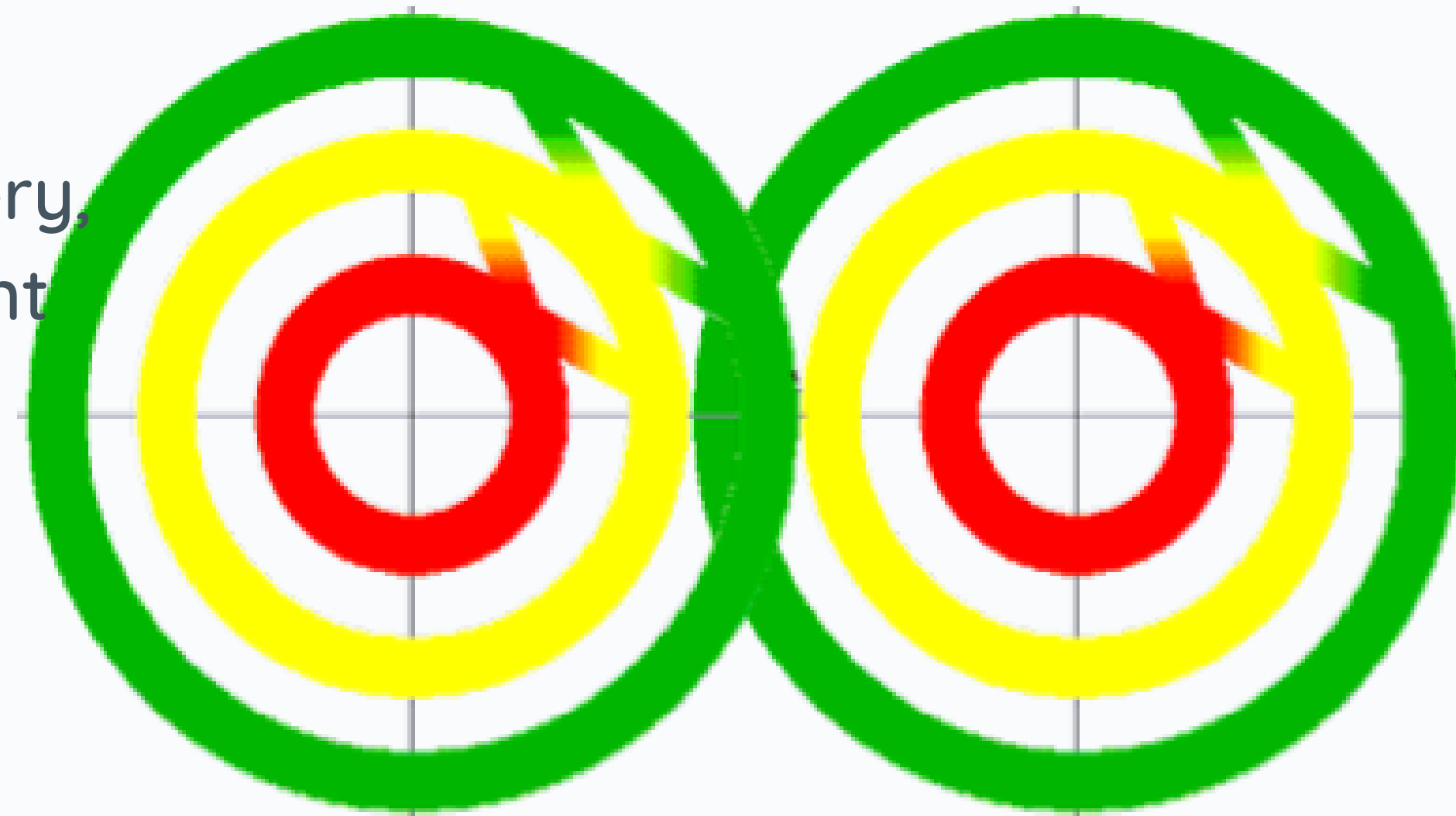Alice in Wonderland
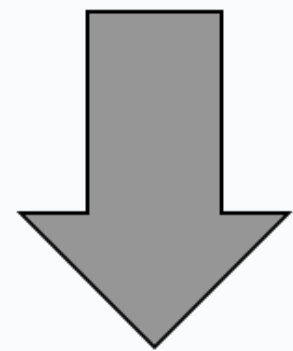
The Ultimate Educational Goal

IS TO:

Maximize ALL Students' Academic Achievement and Social, Emotional, and Behavioral Development

From a Student Perspective…
Our Ultimate Goal is to create…

Academic
Learning, Mastery,
and Achievement

Social,
Emotional, and
Behavioral
Development

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Academic Learning, Mastery, and Achievement

Social, Emotional, and Behavioral Development
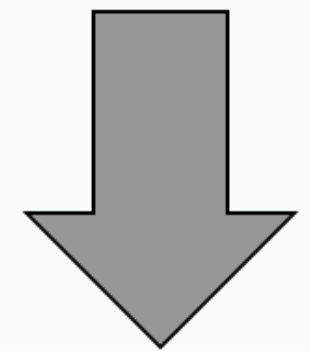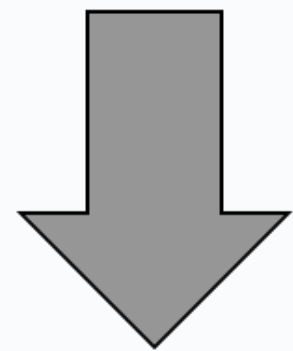
Independent Learner
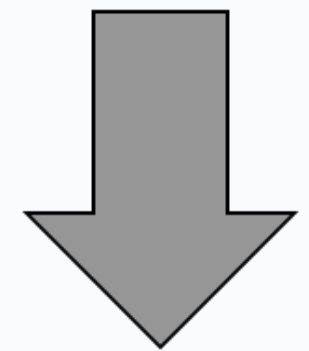
From a Student Perspective...
Our Ultimate Goal is to create...

Academic Learning, Mastery, and Achievement
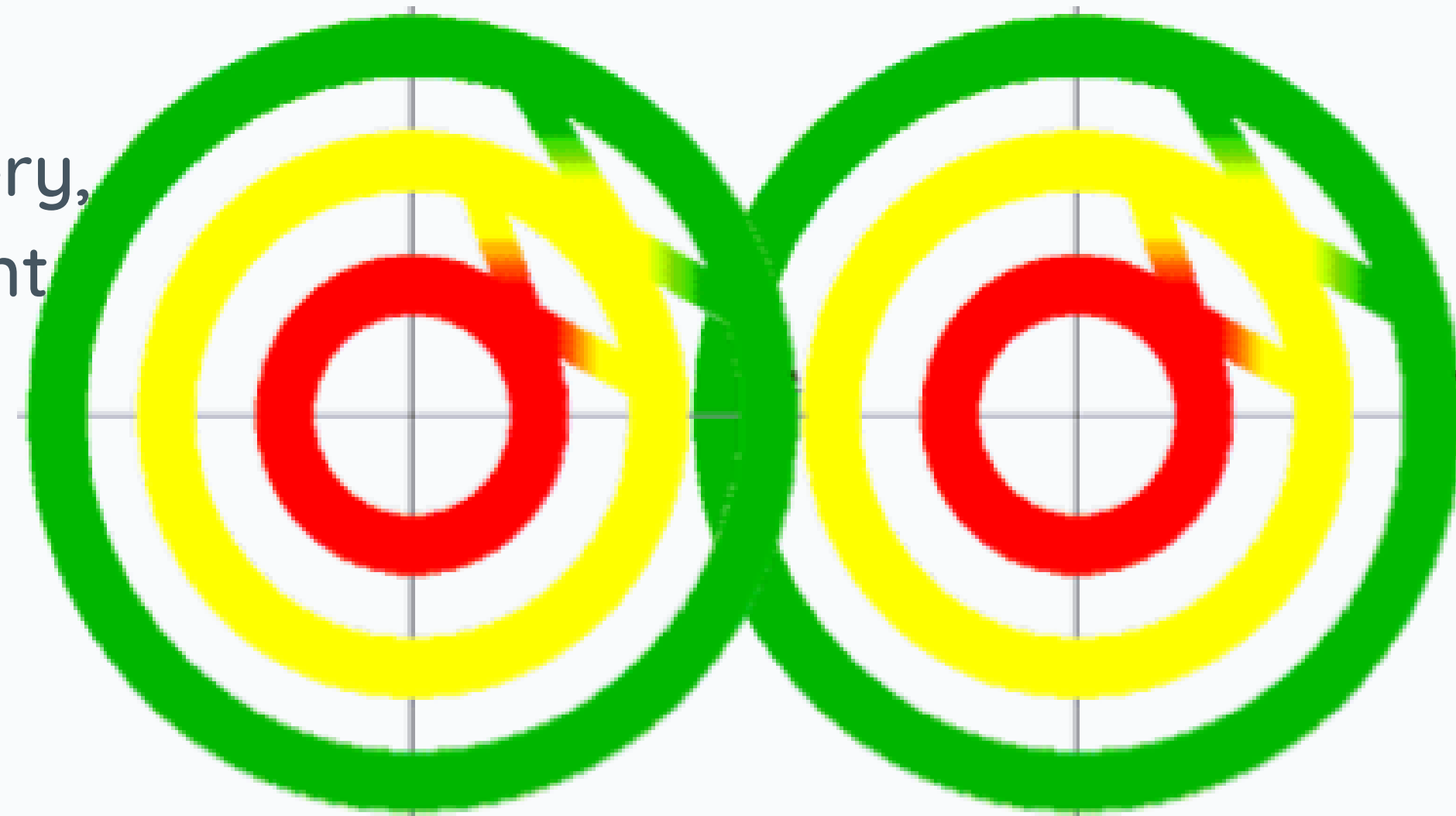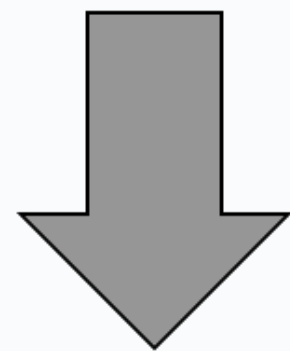
Social, Emotional, and Behavioral Development

Independent Learner
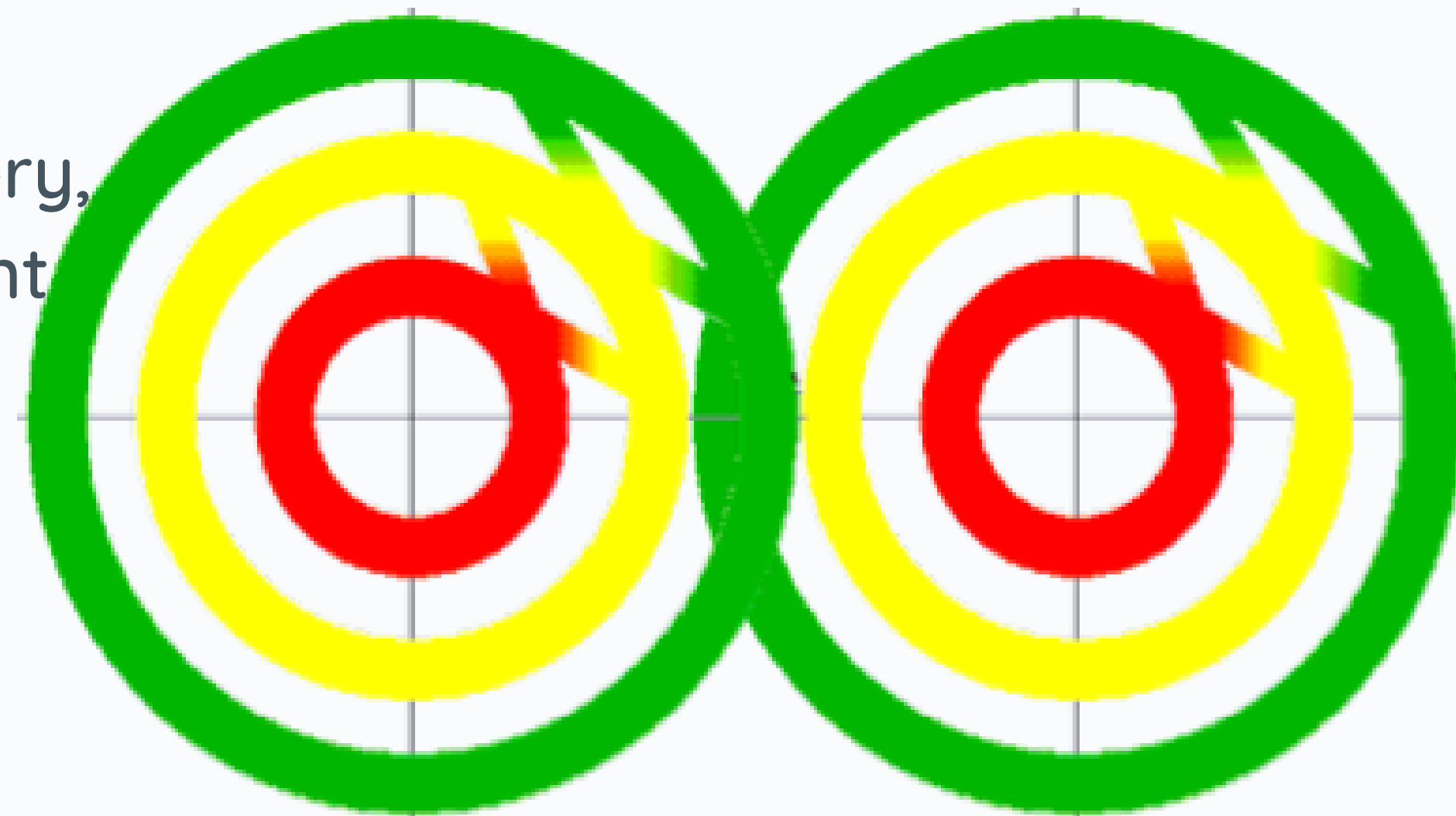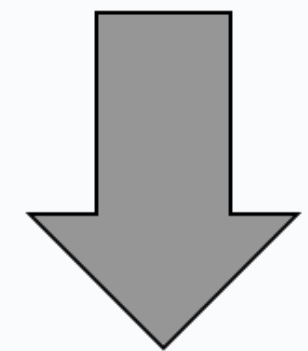
Self-Manager

The MTSS Process focuses on providing students the academic and/or behavioral services, supports, strategies, or programs they need to be successful.

Multi-tiered: Prevention, Strategic Intervention, and Intensive Need Services

Academic Instruction & Intervention

Behavioral Instruction & Intervention

MTSS

Multi-tiered: Prevention, Strategic Intervention, and Intensive Need Services

Academic Instruction & Intervention

Behavioral Instruction & Intervention

MTSS

Tier 1: Prevention for All

Multi-tiered: Prevention, Strategic Intervention, and Intensive Need Services

Academic Instruction & Intervention

Behavioral Instruction & Intervention

M T S S

Tier 1:
Prevention for All

Tier II:
Strategic Instruction &
Intervention Services
& Supports

Multi-tiered: Prevention, Strategic Intervention, and Intensive Need Services

Academic Instruction & Intervention

Behavioral Instruction & Intervention

MTSS

Tier 1: Prevention for All

Tier II: Strategic Instruction & Intervention Services & Supports

Tier III: Intensive Need or Crisis Intervention Services and Support
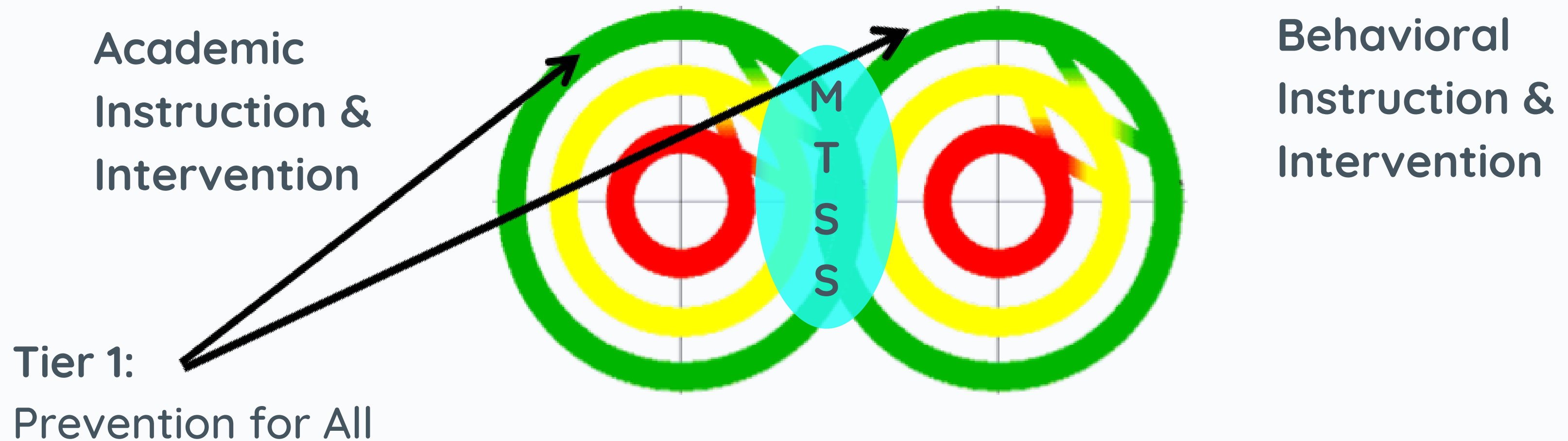
Multi-tiered: Prevention, Strategic Intervention, and Intensive Need Services
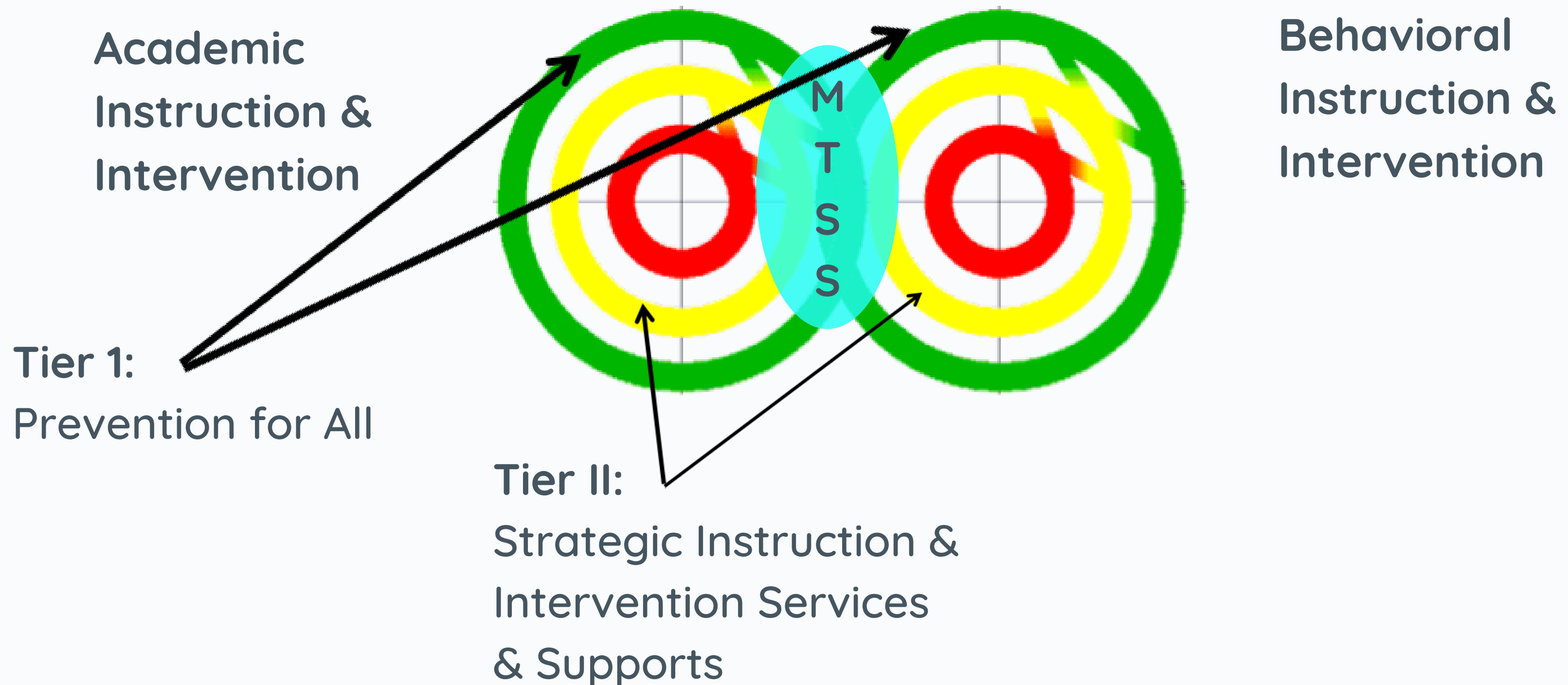
Academic Instruction & Intervention

Behavioral Instruction & Intervention

M T S S

Tier III

Tier II

Tier II
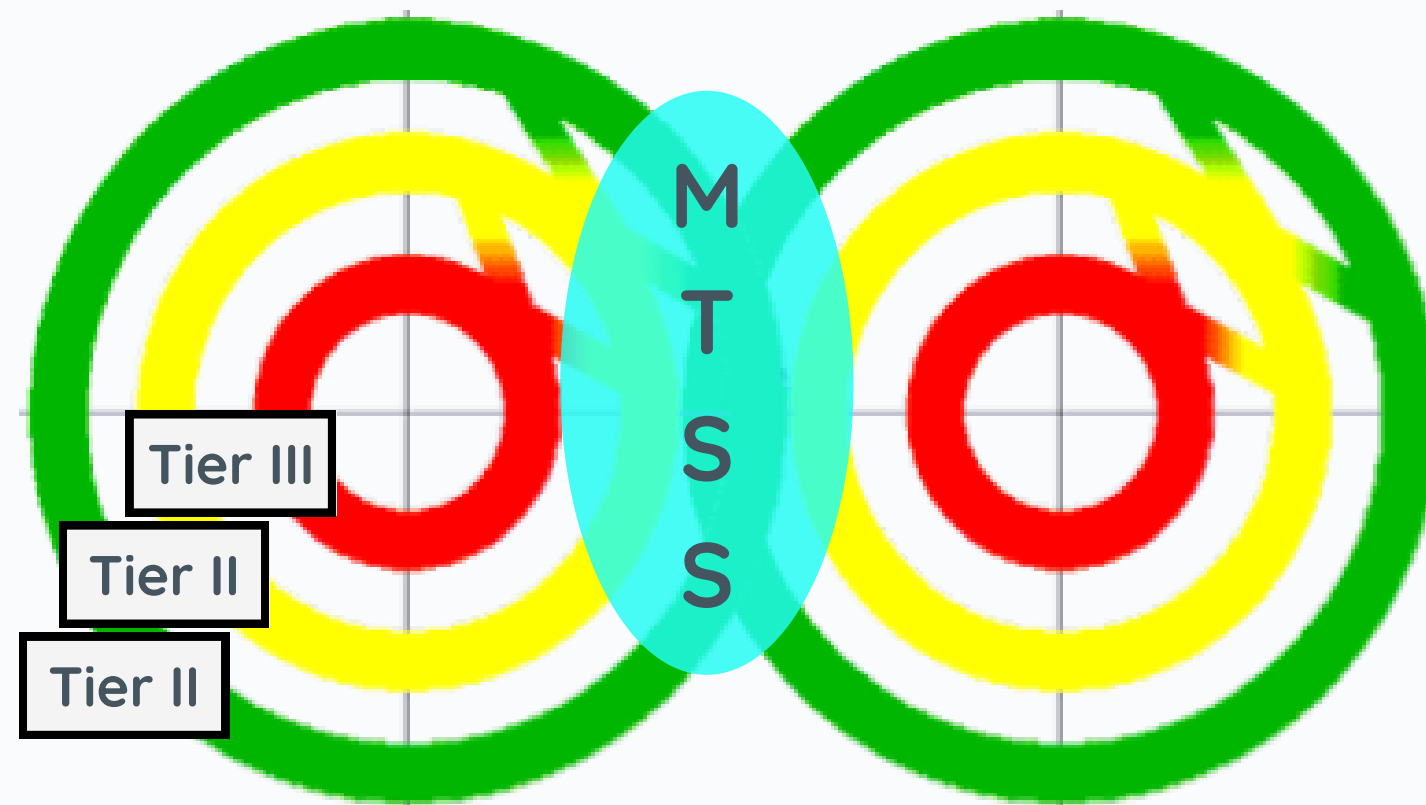
The Tiers reflect the **intensity** of services, supports & interventions needed by students for SEB success.

But Even In Effective Classrooms Some Students. .

. . . do not respond to effective Tier 1 approaches that provide effective social, emotional, or behavioral instruction; and classroom-based interventions.

These students typically need additional Tier 2 or Tier 3 instructional or intervention services, supports, strategies, or programs.

When Students Academically Struggle or Present with Behavioral Challenges

The Goals of the MTSS Process are to Address the Needs of these Students by:

- Using a problem-solving process that links to research-based instruction and/or interventions
- Providing consultation to teachers so that the instructional changes or targeted interventions are implemented with integrity and success.

When Students Academically Struggle or Present with Behavioral Challenges

The Goals of the MTSS Process are to Address the Needs of these Students by:

- Collecting assessment and intervention progress or outcome data in case more intensive instruction or interventions are needed later.
- Increasing the knowledge and skills of all of the teacher and other professionals involved.

Components of the Multi-Tiered Process

The Multi-Tiered process involves two primary components:

Component 1: Multi-Tiered Teaming
- A teaming process involves the use of different staff and/or teams that apply the problem-solving process to address a specific student situation.

Component 2: The Data-Based Functional Assessment Problem Solving
- Determines why a student is not responding to effective instruction and classroom management.

The Data-Based, Functional Assessment Problem Solving Process

Identify/Define the Problem
What is the problem?

Functionally Analyze the Problem
Why is it happening?

Develop/Implement Plan
How are we going to solve the problem?

Progress Monitor/ Evaluate
Did our plan work?

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When Students Do Not Succeed:
We Need to Analyze their Instructional Environments

Teacher-Instructional Factors:
Are teachers well-matched to their students and curricula?

Curricular Factors:
Are curricula well-matched to students and teachers?

Student Factors:
Are students prepared and "programmed" for success?

When Students Do Not Succeed:
We Need to Analyze their Extended Environments

Classroom / Peer Factors

School / District
Factors

Home / Community Factors

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When Students Do Not Succeed:
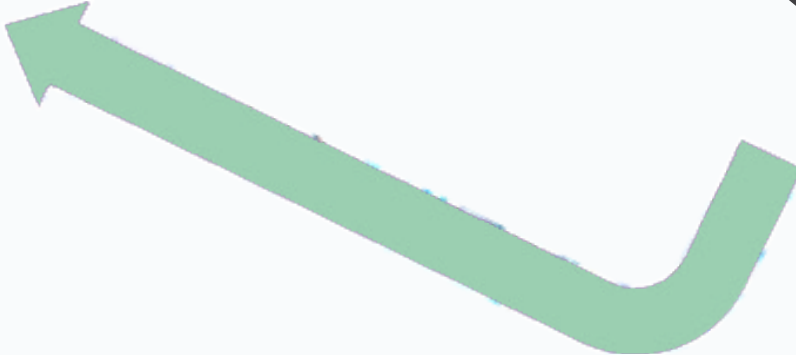## We Need to Analyze their Extended Environments

Classroom / Peer Factors

School / District Factors

Home / Community Factors

Causal vs. Correlational "Why's"

Causal Why's

Correlational Why's

Teacher/Instructional Factors
Curricular Factors
Student Factors

Classroom / Peer Factors
School / District Factors
Home / Community Factors
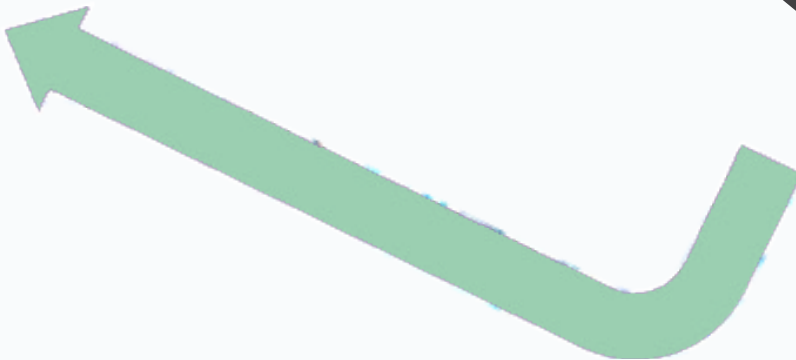
Causal vs. Correlational "Why's"

Causal Why's

Teacher/Instructional Factors
Curricular Factors
Student Factors

Correlational Why's

Classroom / Peer Factors
School / District Factors
Home / Community Factors

Analyzing Why Students Demonstrate Social, Emotional, or Behavioral Challenges

(Or Why They Do Not Demonstrate Appropriate Interpersonal, Social Problem-Solving, Conflict Prevention or Resolution, or Emotional Awareness, Control, Communication, and Coping Skills)

21st Century Functional Behavioral Assessment

The FBA methodology is 40+ years old. It hasn't changed since 1976!

Sometimes an FBA does not uncover the root causes of students' challenges.

FBA may not be successful when kids' challenges have biological roots.
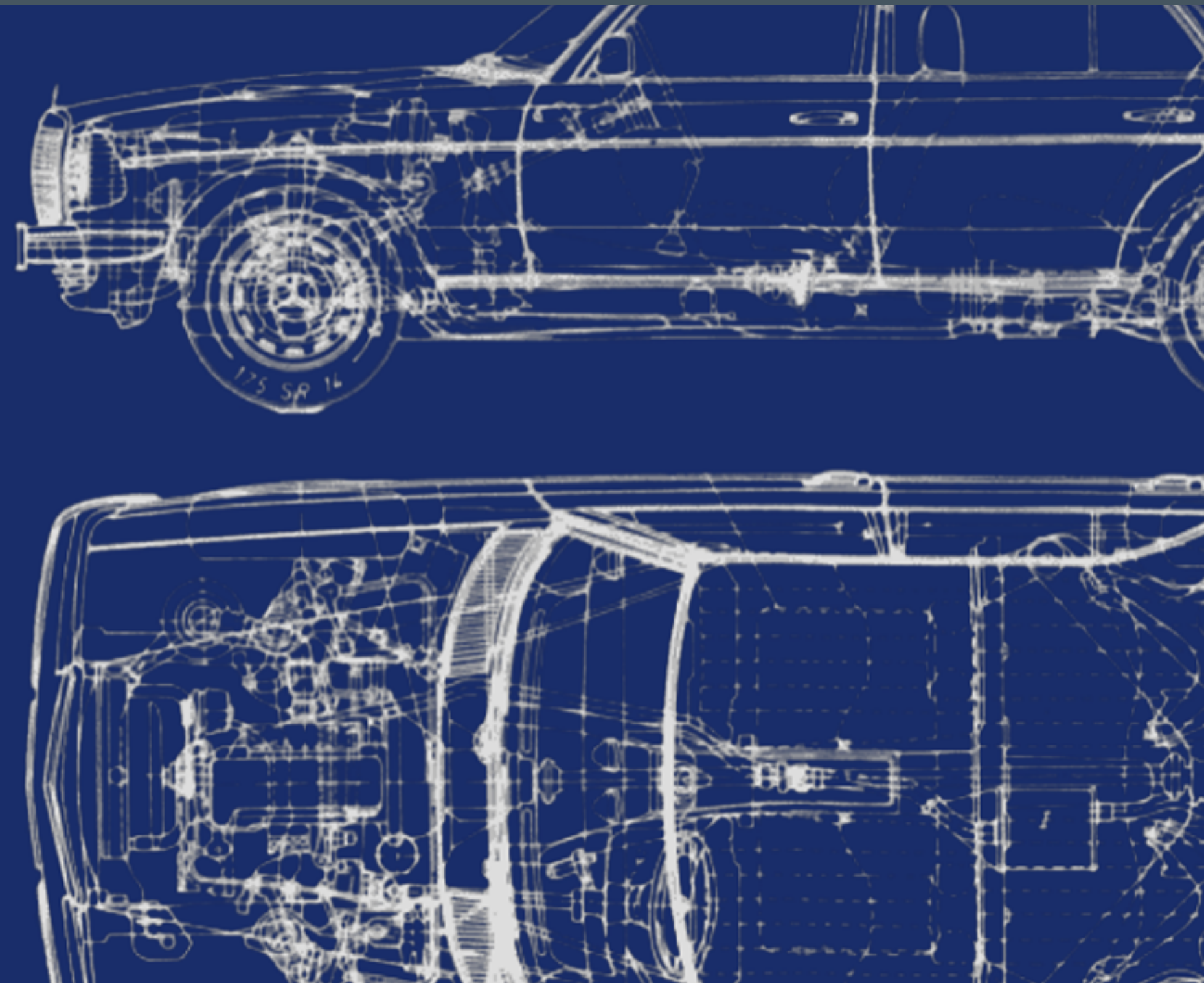
Focusing Just on the Student Domain
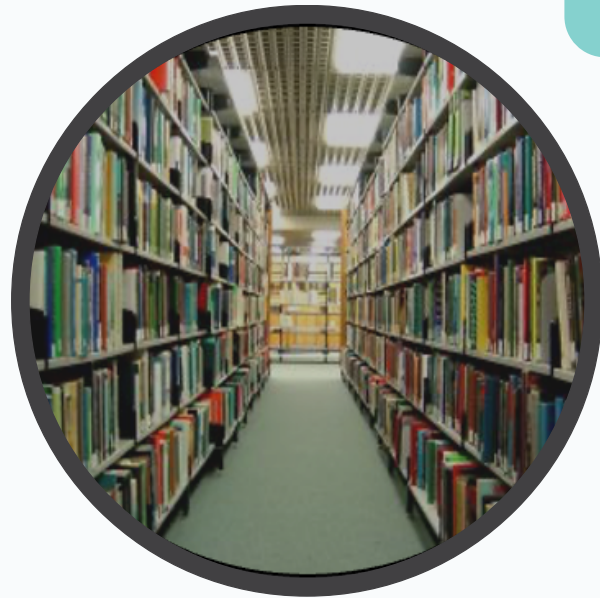
Student Factors

Teacher/Instructional Factors

Curricular Factors

Classroom / Peer Factors

School / District Factors

Home / Community Factors

Functional Assessment Evaluates the Components of Student Self-Management

Student Factors

Are students prepared and "programmed" for success?

Biological/ Physiological Status

Skills

Motivation/ Accountability

Consistency

Special Situations

Teacher / Instructional Factors

Curricular Factors

Functional Assessment Evaluates the Components of Student Self-Management

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Functional Assessment Evaluates the Components of Student Self-Management

Student Factors

Biological / Psychological Status

When there are organic, genetic, biochemical, physiological, neurological, or related issues, there most often is no "function" to a student's inappropriate social, emotional, or behavioral interactions.

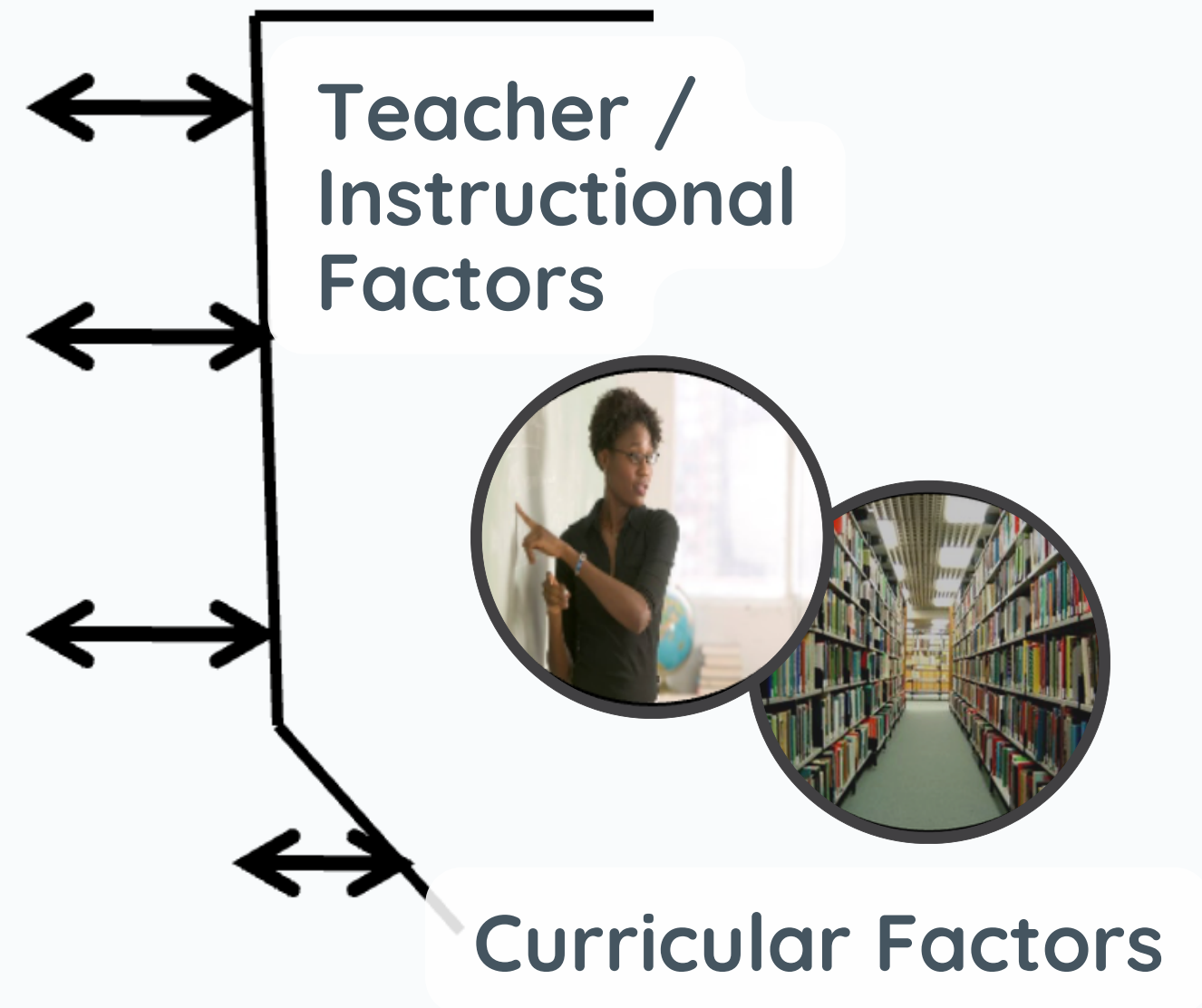Thus, a "traditional" FBA cannot produce any meaningful or valid "function" or motivational reason for the interactions.

Functional Assessment Evaluates the Components of Student Self-Management

Student Factors

Are students prepared and "programmed" for success?

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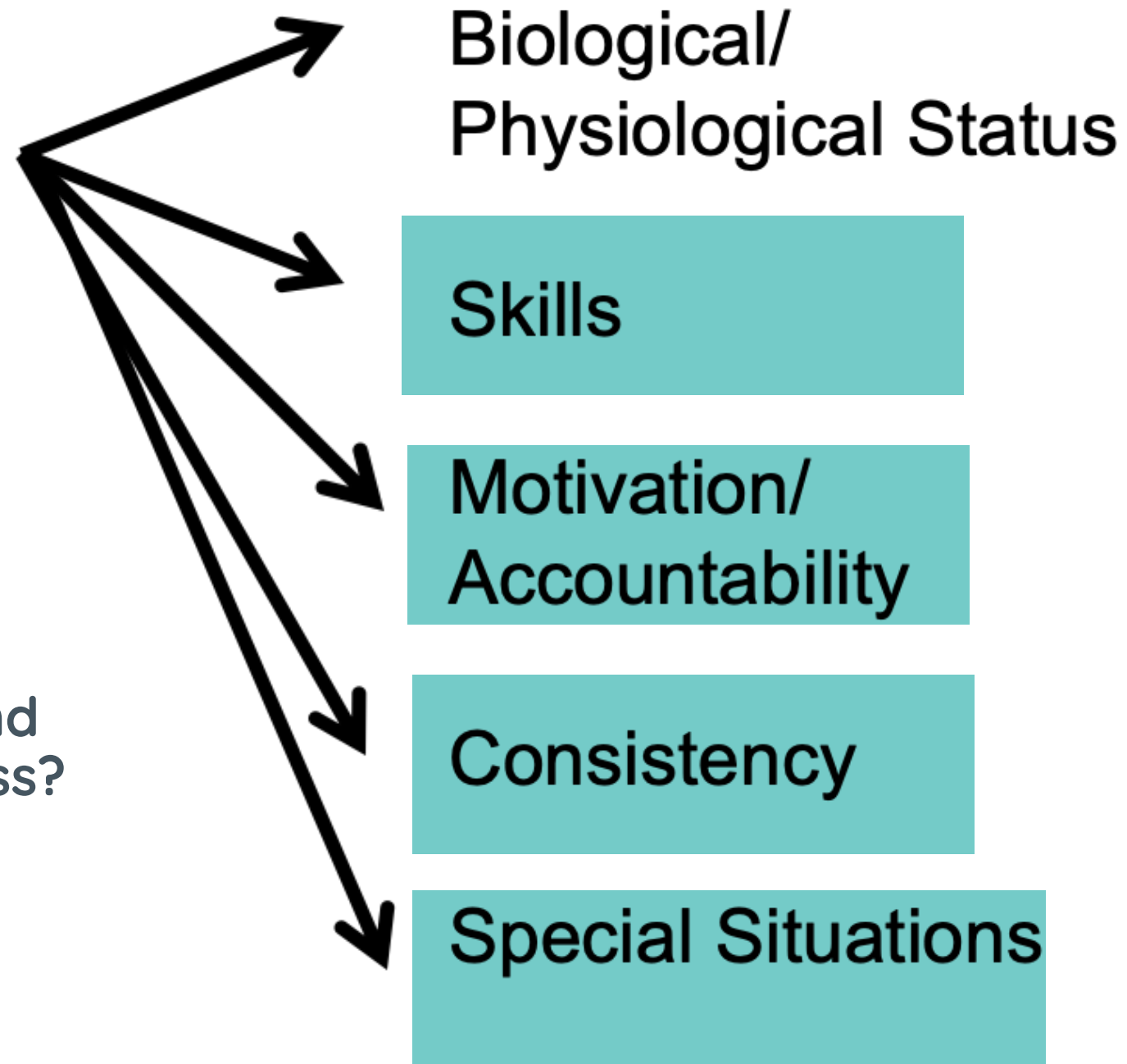
The Seven
High Hit
Reasons for
Students'
Social, Emotional,
And Behavioral
Challenges

How to Streamline IEP Compliance

The Seven High-Hit Reasons for Students' Challenging Behavior

Functional Assessment: The Seven "High-Hit" Reasons Why Students Present with Challenging Behavior

Reason #1: Skill Deficit

Reason #2: Speed of Acquisition

Reason #3: Transfer of Training/Generalization

Reason #4: Conditions of Emotionality

S K I L L / Based

Reason #5: Motivation/Performance Deficit

Reason #6: Inconsistency (Specific where. . .)

Reason #7: Special Situation—Setting, Peer, Individual

The Seven "High-Hit" Reasons When Self-Management Does Not Occur

Skill Deficit: Problem #1

Some students demonstrate inappropriate behavior, or no or low levels of appropriate behavior or affect, a student also is not demonstrating any or a high enough level of appropriate social, emotional, or behavioral skills.

This may be due to the lack of instruction, ineffective instruction, or student learning and mastery difficulties.

Essential Social Skills for School Success

Listening

Following Directions

Asking for Help

Ignoring Distractions

Dealing to Teasing

Contributing to Discussions/Answering Classroom Questions

Waiting for an Adult's Attention- How to Interrupt

Dealing with Losing

Apologizing

Dealing with Consequences

Deciding What to Do

Asking for Permission

Joining an Activity

Giving/Accepting a Compliment

Understanding Your/Others' Feelings

Avoiding Trouble

Dealing with Anger

Dealing with Being Rejected or Left Out

Dealing with Accusations

Dealing with Peer Pressure

Teaching Social, Emotional, and Behavioral Skills

Teach the Scripts and Skills

Model

Role Play

Performance Feedback

Transfer of Training

Seven "High-Hit" Student Problem Analysis Reasons When Self-Management Does Not Occur

Speed of Acquisition: Problem #2

A student is learning and demonstrating some social, emotional, or behavioral skills, but s/he is not learning and mastering these skills at the same rate or pace as other students in the classroom.

This may be due to ineffective instructional modification or accommodation, or "within student" speed of acquisition factors.

Capacity

vs.

Conditions of Learning

Speed of Acquisition

Seven "High-Hit" Student Problem Analysis Reasons When Self-Management Does Not Occur

Transfer of Training or Generalization: Problem #3

A student learns and demonstrates social, emotional, or behavioral skills when they are taught, but does not transfer or apply these skills independently—across time, settings, circumstances, peers, adults—during real or actual situations.

Seven "High-Hit" Student Problem Analysis Reasons When Self-Management Does Not Occur

Conditions of Emotionality: Problem #4

A student's high level of emotionality impedes his/her social skills learning and mastery, speed of acquisition, or application/transfer of training.

The student may not be aware of situations that trigger his/her emotionality, aware of his/her (escalating) physiological state during conditions of emotionality, or may not have the self-control or emotional de-escalation skills to respond appropriately.

Functional Assessment: Seven "High-Hit" Reasons Why Students Present with Challenging Behavior

==These High-Hit Reasons are Skills-Based/==
==   They Must be Taught, Learned, and Applied==

Reason #1: Skill Deficit

Reason #2: Speed of Acquisition

Reason #3: Transfer of Training/Generalization

Reason #4: Conditions of Emotionality

Skill Deficits

When students demonstrate inappropriate behaviors because they have not mastered social, emotional, or behavioral skills in all settings under all conditions

Performance Deficits

When students have learned and mastered the skills, but choose to demonstrate inappropriate behaviors

Seven "High-Hit" Student Problem Analysis Reasons When Self-Management Does Not Occur

Motivational or Performance Deficit: Problem #5

A student is not motivated to learn and/or apply his/her social, emotional, or behavioral skills; or

There may be competing motivational factors such that inappropriate behavior is reinforced to a higher degree than appropriate behavior.

Skill Deficits

Are Addressed through
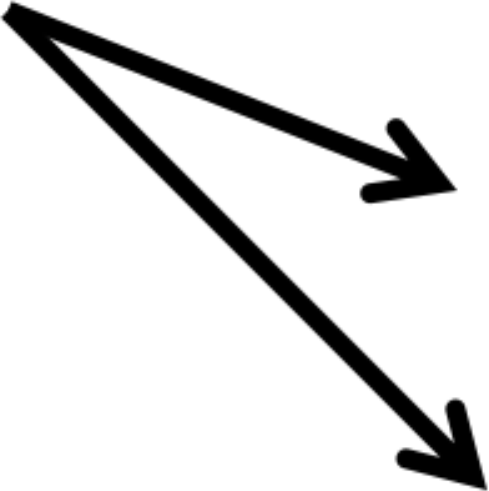INSTRUCTION & LEARNING

Performance Deficits

Are Addressed by Changing
the MOTIVATIONAL
Contingencies

The "Next" Functional Assessment Layer to Determine the Root Cause of Challenging Behavior

Student Factors

Are students prepared and "programmed" for success?

Skills

Motivation/ Accountability

Teacher- Instructional Factors

Curricular Factors

Seven "High-Hit" Student Problem Analysis Reasons When Self-Management Does Not Occur

Inconsistency: Problem #6

Inconsistency exists somewhere in the instructional, motivation, or transfer of training process or environments.

This could involve (a) inconsistent teaching or prompting of the social skills; (b) inconsistent use of incentives, consequences, or accountability measures as these skills are or are not demonstrated; (c) inconsistent reinforcement by the peer group versus adults in the school; (d) inconsistent transfer of training expectations and responses across staff, settings, and circumstances.

Inconsistency creates confused, differential, manipulative, entitled, and/or emotionally reactive behavior.

Inconsistency also creates...

...a HISTORY of Inconsistency

Seven "High-Hit" Student Problem Analysis When Self-Management Does Not Occur

Special Situations: Problem #7

A student is experiencing a problem in one or more common areas of the school; with one or more peers—involving significant levels of teasing, taunting, bullying, harassment, or physical aggression; or in some home, school, or community facet of his/her life.

This problem is impacting (a) his/her social, emotional, or behavioral learning, mastery, or transfer; (b) his/her motivation to use already-learned social, emotional, or behavioral skills; or (c) the consistent application or transfer of social, emotional, or behavioral skills in settings outside of the classroom, or with peers and other individuals beyond the classroom teacher.

Special Situations

Physical issues

Mental health issues

Disabilities

Significant trauma

Physical / Sexual abuse

Severe levels of poverty

Dysfunctional homes

Homelessness

Functional Assessment: The Seven "High-Hit" Reasons Why Students Present with Challenging Behavior

Reason #1: Skill Deficit

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SKILL / Based

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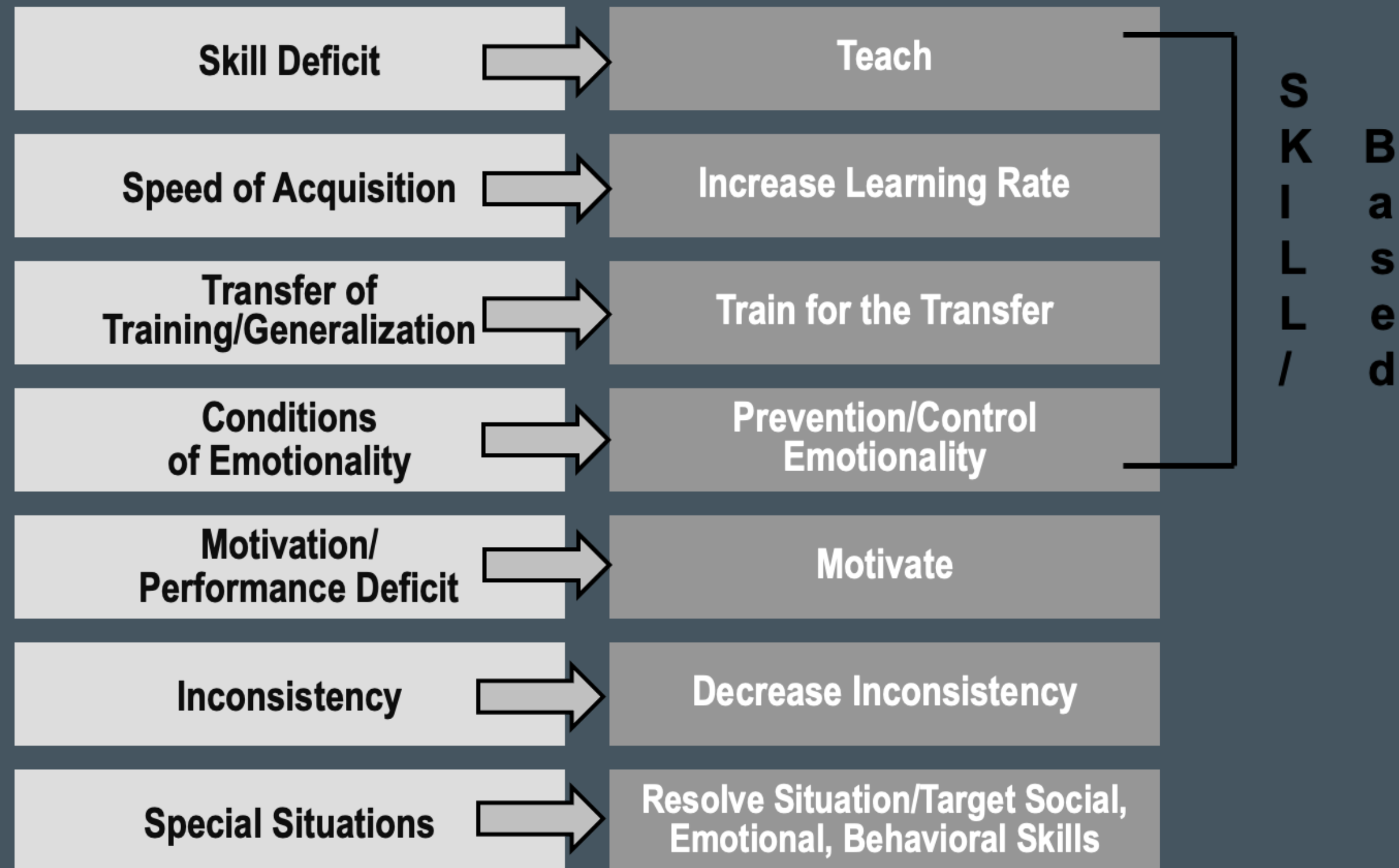Functionally Analyze the Problem
Why is it happening?

Progress Monitor/ Evaluate
Did our plan work?

Develop/Implement Plan
How are we going to solve the problem?

Linking Problem Analysis to Intervention

Skill Deficit	→	Teach
Speed of Acquisition	→	Increase Learning Rate
Transfer of Training/Generalization	→	Train for the Transfer
Conditions of Emotionality	→	Prevention/Control Emotionality
Motivation/Performance Deficit	→	Motivate
Inconsistency	→	Decrease Inconsistency
Special Situations	→	Resolve Situation/Target Social, Emotional, Behavioral Skills

SKILL/ Based

Session Review

MTSS Introduction and Overview

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QUESTIONS

DISCUSSION

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Blog: www.projectachieve.info/blog
Twitter: @DrHowieKnoff

Upcoming Webinars

November 8, 2pm ET
Tier 2 Social, Emotional, and Behavioral Interventions:
How to Help Teachers Think Differently About Difficult Students

December TBD

Q&A

Send us a message at **learn@brollyed.com**
if you have any questions about this
webinar or upcoming webinars.

Webinar Resource Page

2023-2024 Webinars

Tech Strategies for More Efficient Special Education Teams

Presenter: Stacy Hunt

With so many technology options for special education leaders to choose from, it can be hard to determine what your team needs. From data tracking to personalized learning programs, it can be overwhelming to find the right platforms to streamline your team's workflow rather than adding unnecessary headache. In this session, Stacy Hunt will provide tested strategies to identify inefficient workflows in special education departments and share best practices for using technology to support a more efficient special education team.

In this session, you will learn:
- How to identify inefficient workflows within your department
- Effective strategies to identify tech platforms that help address and improve ineffective workflows
- Best practices for using technology to improve efficiency
- Easy to identify features of meaningful and efficient technology

Webinar Recording

Session Materials

Certificate of Participation