

 SPONSORED BY BROLLY

Tier II Interventions for Challenging Students

Strategies for Special Education Administrators & Teachers



Howard M. Knoff, Ph.D.

President, Project ACHIEVE
Educational Solutions

November 8, 2023

2pm ET

www.brollyed.com/webinars



SPONSORED BY BROLLY

2023-2024 Webinar Series

We'll be inviting experts to share insights on key challenges, best practices, new research, and legal perspectives in and from the field. Walk away from each session equipped with new strategies and refreshed with new perspectives!

This series will be offered to you for **FREE**. Stay tuned with new webinars as they are posted on our website:

www.brollyed.com/webinars

Or scan the QR code and sign up to get an email each time a new webinar is posted.





About the Sponsor

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.

Brolly is Endorsed by CASE



CASE

COUNCIL OF ADMINISTRATORS
OF SPECIAL EDUCATION

LEADERSHIP • VISION • EXCELLENCE

Webinar Agenda

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

01


Tier II Interventions for Challenging Students

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
-

The solution to
adult problems
tomorrow depends
on large measure
upon how our
children grow up
today.

-Margaret Mead





SPONSORED BY BROLLY

Session Overview

The Importance of Self-Management

Data-Based Problem Solving: Functional Assessment (the Seven High Hit Reasons for Challenging Behavior) to Intervention

Overview of Tier 2 & 3 Interventions for Challenging Students (Increasing Appropriate, Decreasing Inappropriate, and Self-Controlling Behavior)

Positive Reinforcement as an Anchor to Motivational Interventions

Intervention Rules of Thumb and Summary

The Ultimate Educational Goal

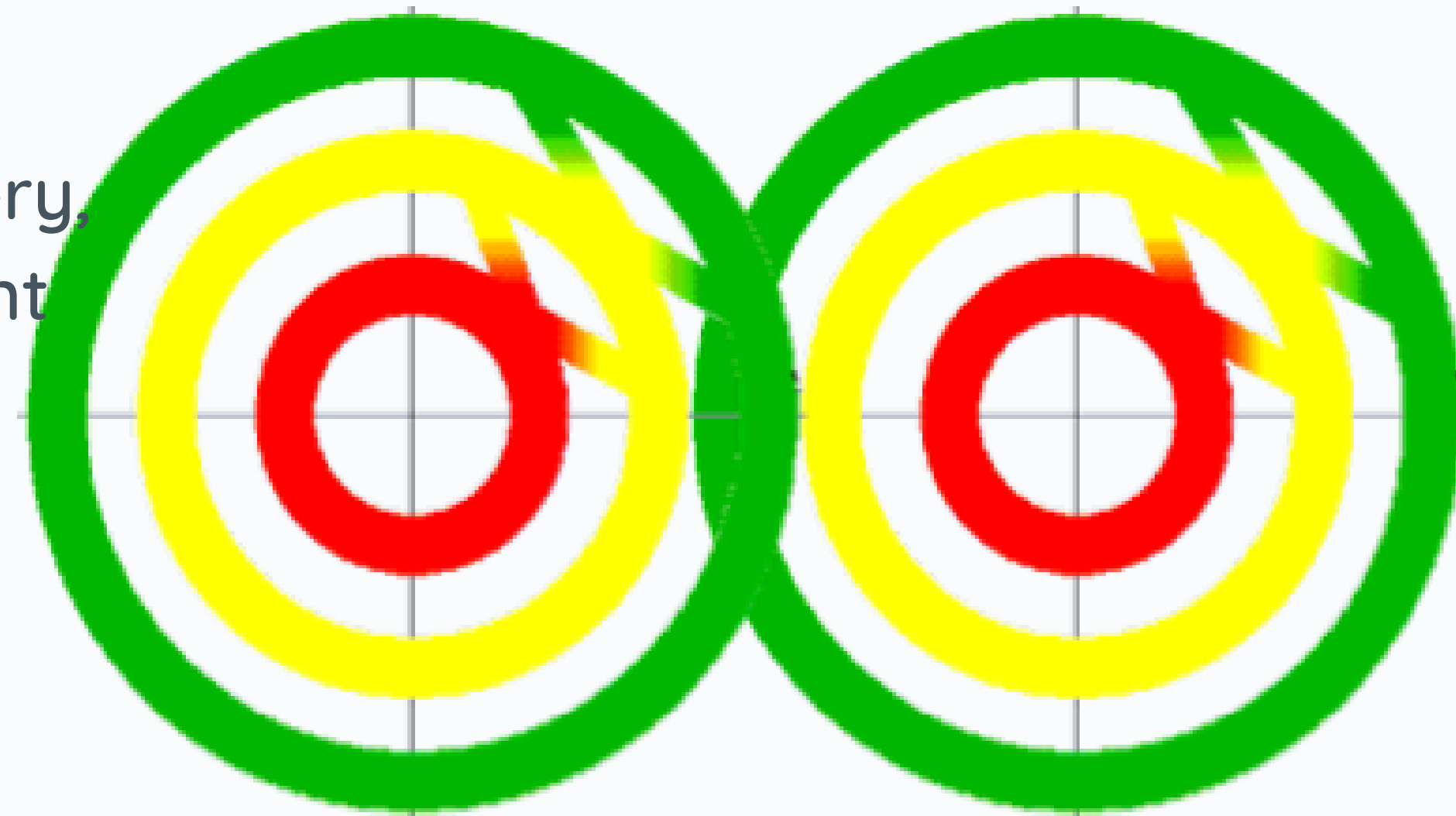
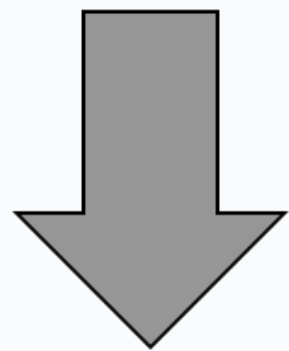
IS TO:

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

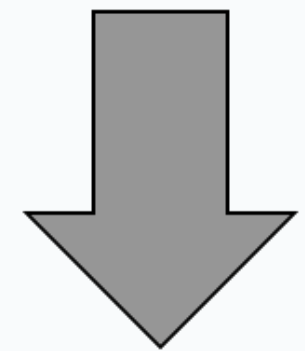


From a Student Perspective... Our Ultimate Goal is to create...

Academic
Learning, Mastery,
and Achievement

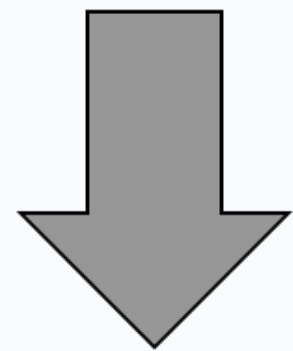


Social,
Emotional, and
Behavioral
Development

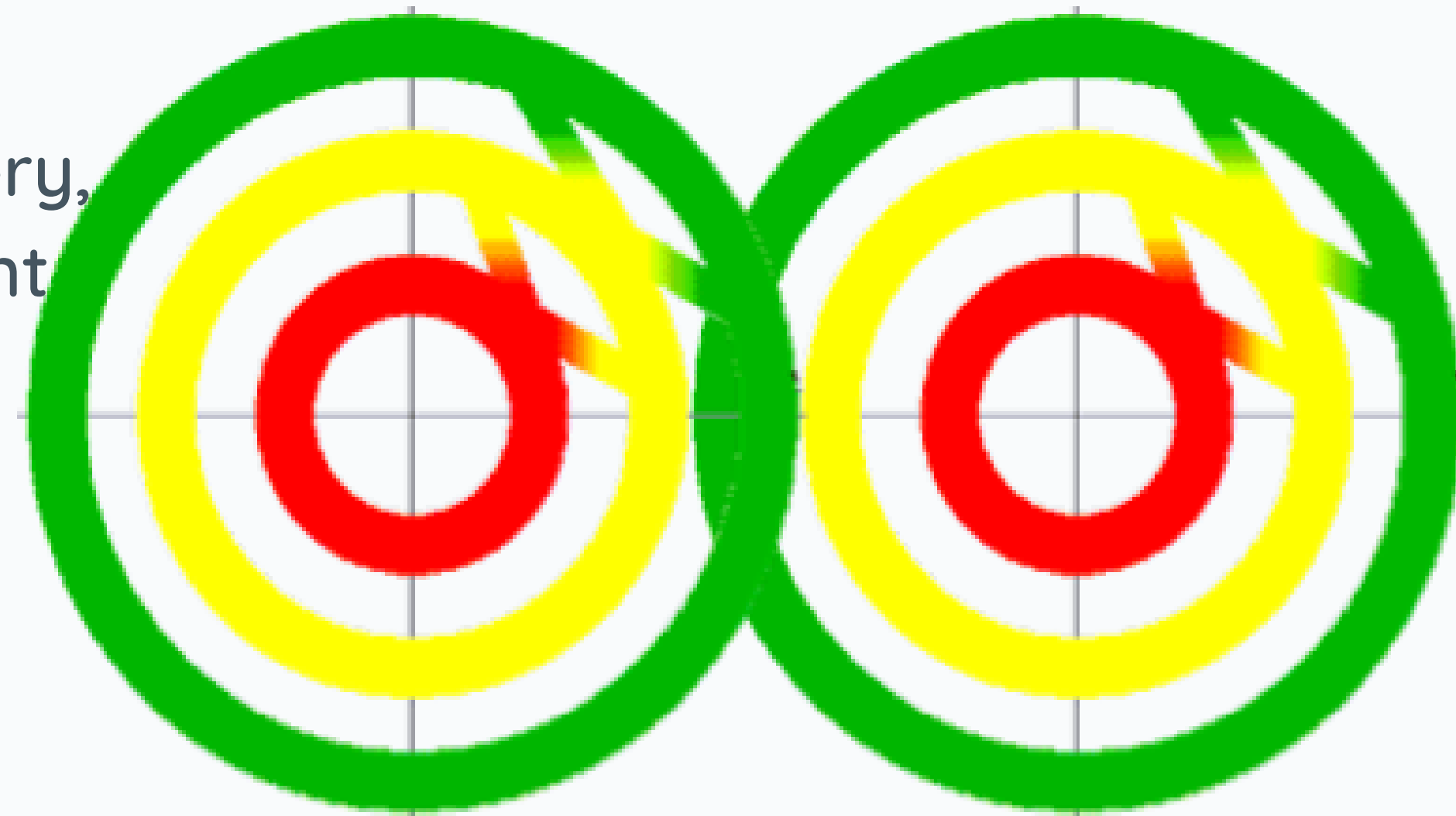


From a Student Perspective... Our Ultimate Goal is to create...

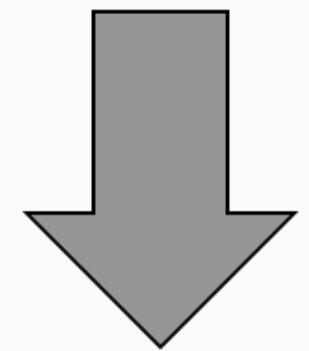
Academic
Learning, Mastery,
and Achievement



**Independent
Learner**

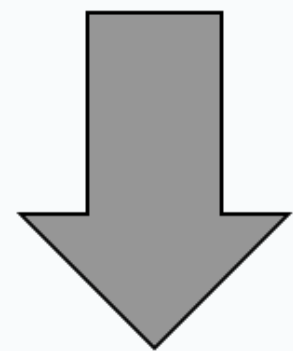


Social,
Emotional, and
Behavioral
Development

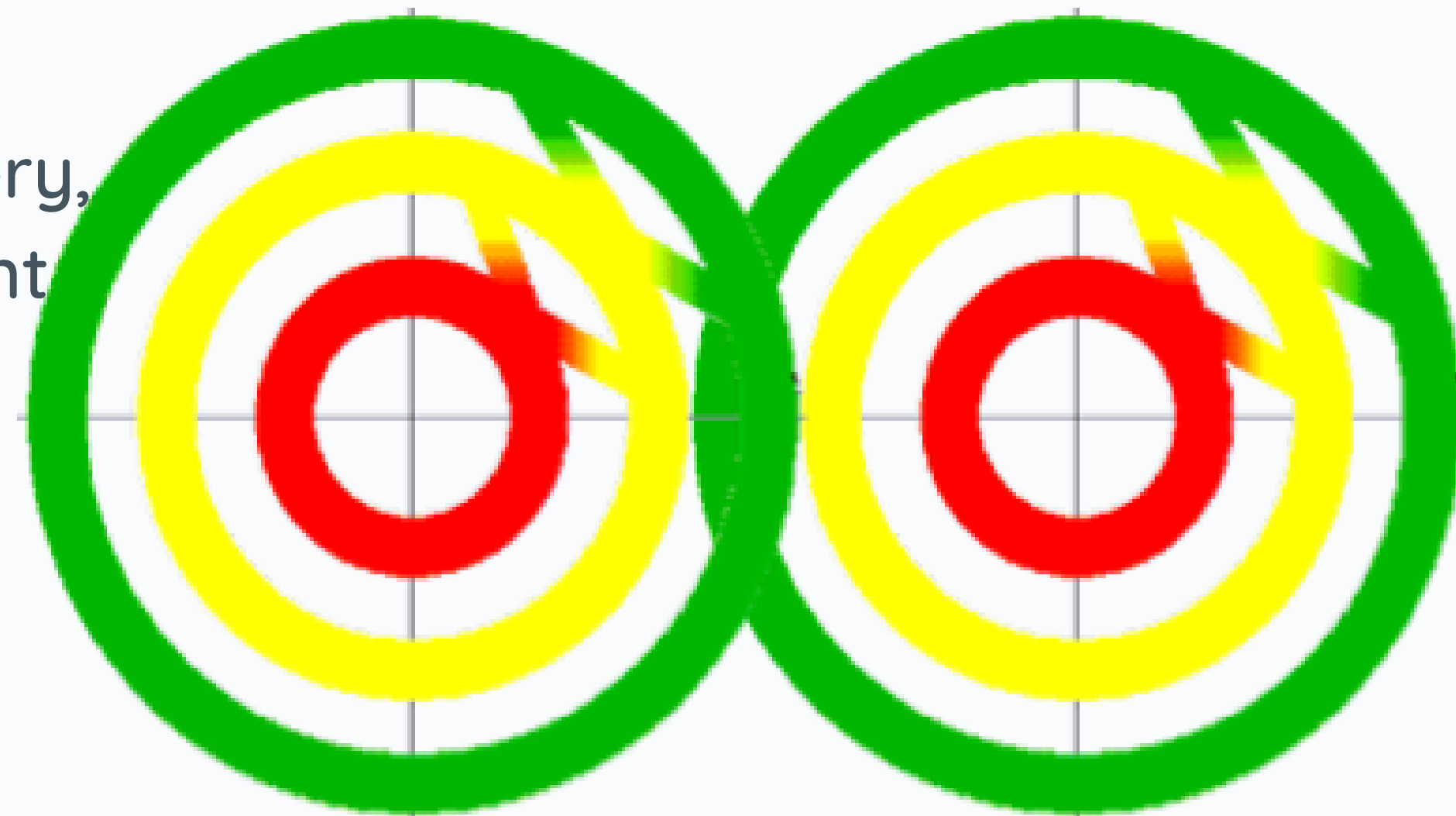


From a Student Perspective... Our Ultimate Goal is to create...

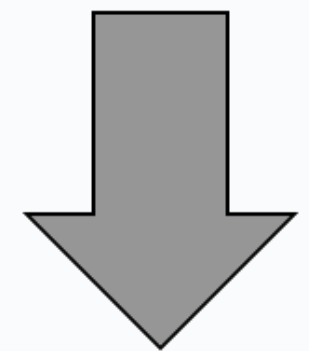
Academic
Learning, Mastery,
and Achievement



**Independent
Learner**



Social,
Emotional, and
Behavioral
Development



Self-Manager

Self-Management Definition

- Be socially, emotionally, attributionally, and behaviorally aware of themselves and others
- Demonstrate successful interpersonal, social problem-solving, conflict prevention and resolution, social-emotional awareness, control, communication, and coping skills
- Effectively control their own emotions, thoughts, and behavior



Operationalizing Self-Management



WHY... Is Self-Management Important in Schools?

- Facilitates academic engagement and achievement
- Essential to cooperative and project-based learning
- Inherent part of classroom management
- Supports positive, safe school and classroom climate
- The ultimate goal/replacement behavior for challenging student interventions



Tier 2 and 3 Interventions



Strategic or Intensive social, emotional, and behavioral services, supports, strategies, and interventions must be based on the results of reliable and valid data-based functional/root cause assessments.

The Data-based, Functional Assessment Problem Solving Process

Identify/Define the Problem

What is the problem?

Progress Monitor
/ Evaluate
Did our plan work?



Functionally
Analyze the
Problem
Why is it happening?

Develop/Implement Plan

How are we going to solve the
problem?

The Data-based, Functional Assessment Problem Solving Process

Identify/Define the Problem

What is the problem?

Progress Monitor
/ Evaluate
Did our plan work?



Functionally
Analyze the
Problem
Why is it happening?

Develop/Implement Plan

How are we going to solve the
problem?

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?)

Focusing Just on the Student Domain



Teacher/Instructional Factors



Student Factors



School / District Factors



Curricular Factors



Classroom / Peer Factors



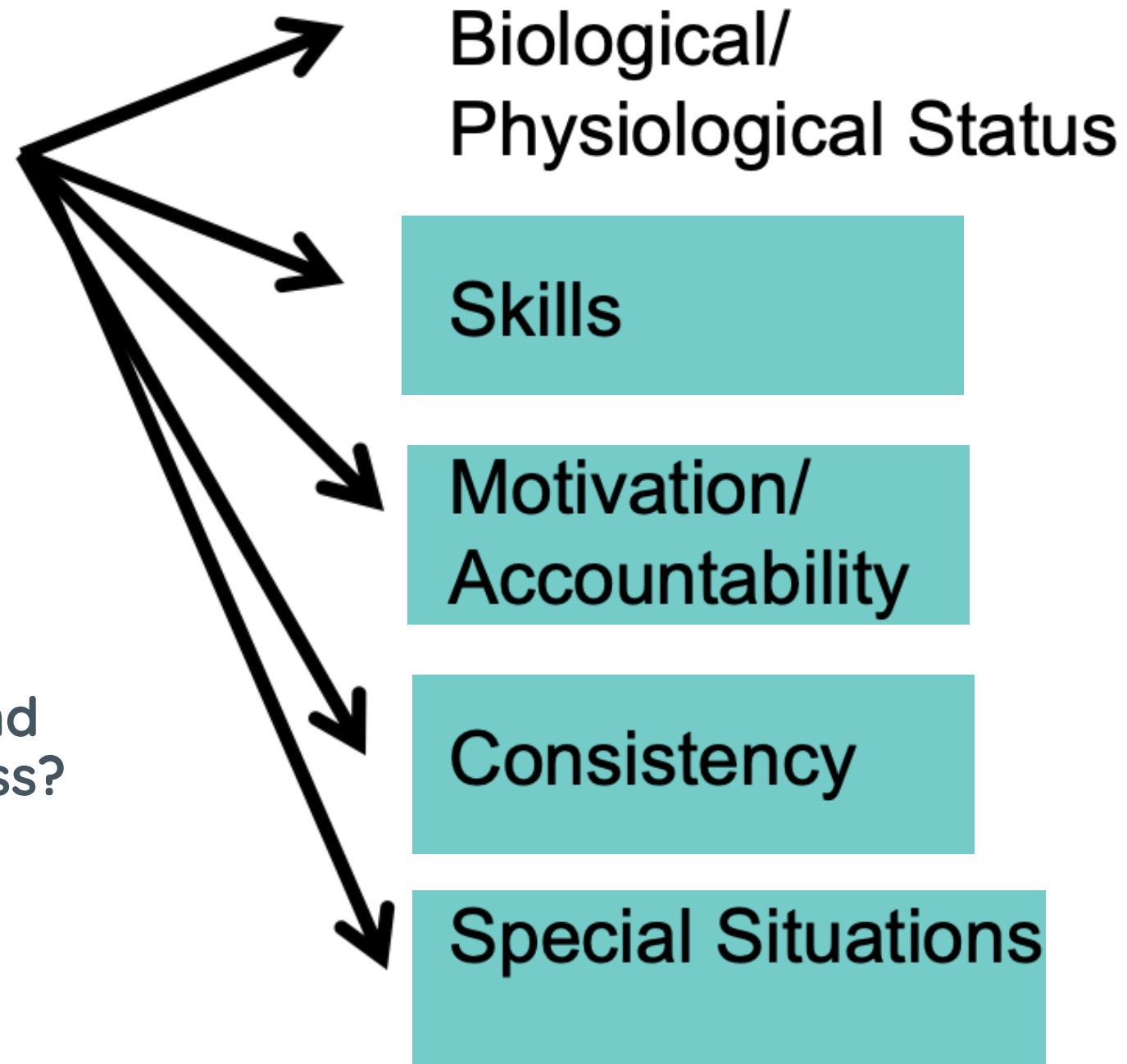
Home / Community Factors

Functional Assessment Evaluates the Components of Student Self-Management



Student Factors

Are students prepared and “programmed” for success?



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

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

Reason #5: Motivation/Performance Deficit

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

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



**S
K
I
L
L
/
B
a
s
e
d**

The Data-based, Functional Assessment Problem Solving Process

Identify/Define the Problem
What is the problem?

Progress Monitor
/ Evaluate
Did our plan work?



Functionally
Analyze the
Problem
Why is it happening?

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

Implementing Interventions

Interventions should:

- Use a “Problem-solving, Consultation, Intervention” mode of operation.
- Focus on changing behaviors; Not treating diagnostic labels, categories, or conditions.
- Follow a “Response-to-Intervention” prevention-oriented model.
- Be delivered in the Setting of Origin, or in the Least Restrictive Environment.

Implementing Interventions

Interventions should be:

- Linked to functional assessment/problem analysis results
- Planned before they are executed
- Acceptable and realistic/Produce meaningful results
- Implemented with integrity and intensity
- Useful for other students whenever possible

Implementing Interventions

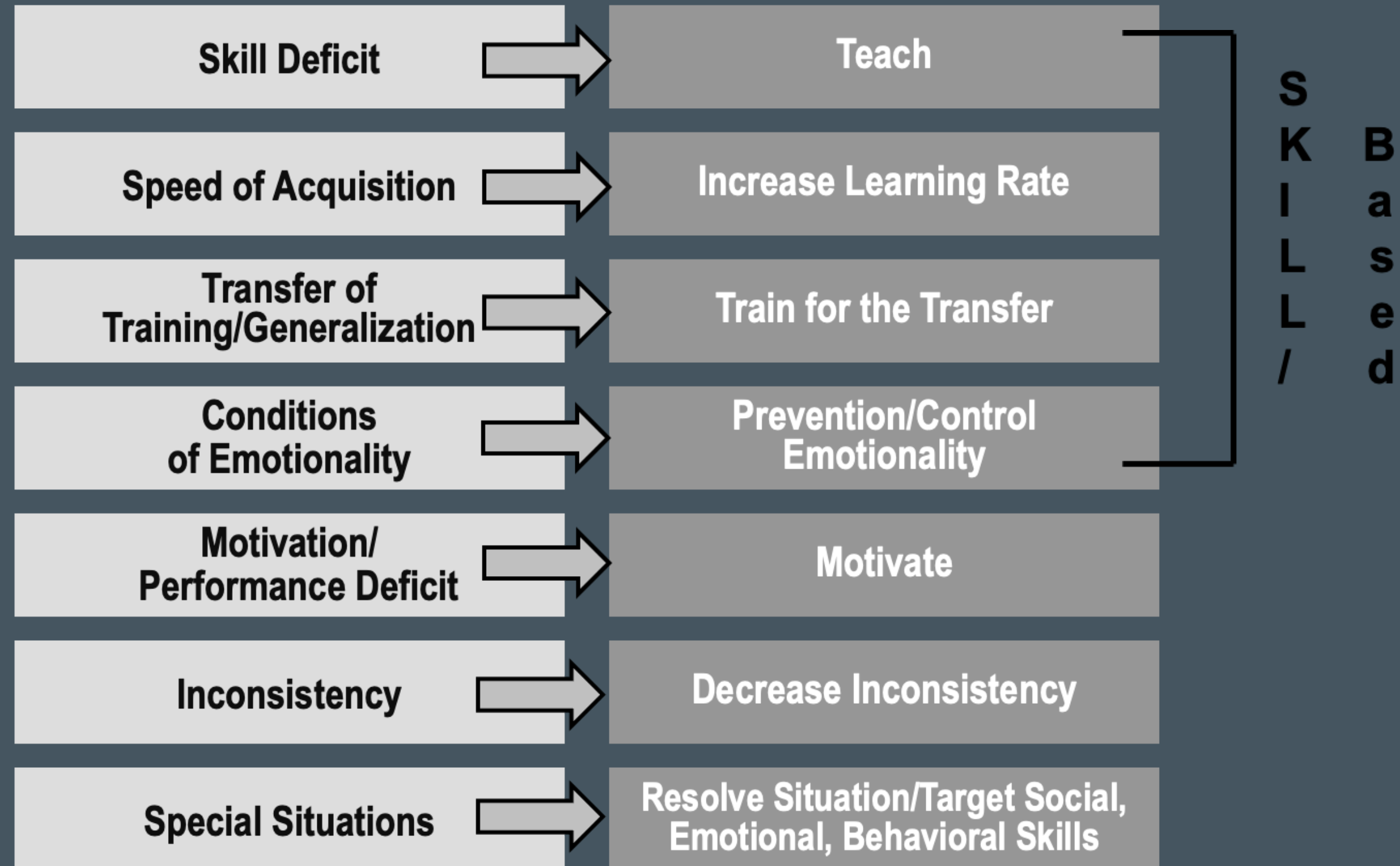
Interventions should be:

Taught to teachers and students before implementation

- Language (Verbal/Non-verbal)
- Expectations
- Contingencies and Responses



Linking Problem Analysis to Intervention



Sample Interventions for “Skill Deficit” Student Problems

Skill Deficit: Problem #1. While not demonstrating inappropriate behavior or affect, a student is not demonstrating any or high enough levels of appropriate social, emotional, or behavioral skills.

Sample Interventions. Modified, differentiated, smaller group, more frequent, more intensive skills instruction in:

- Social Skills Training
- Attention-Control Training
- Socialization Training
- Affective or Emotional Coping Training
- Cognitive or Self-Control Training
- Anger Management or Replacement Training

Sample Interventions for “Speed of Acquisition” Student Problems

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.

Sample Interventions. Modified, differentiated, smaller group, more frequent, more intensive skills instruction in:

- Social Skills and Other Training Areas
- NOTE: Some speed of acquisition “problems” are cognitive, developmental, or biological/genetic in nature. There may not be any interventions that change some students’ learning patterns or speed/rate of learning.

Sample Interventions for “Transfer of Training/Generalization” Student Problems

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 during real or actual situations.

Sample Interventions. Modified, differentiated, smaller group, more frequent, more intensive:

- Skill Simulation/Application Training
- Multi-Situation, Multi-Setting, Multi-Response, Multi-Circumstance (Transfer of) Infusion Training
- Prompting/Cueing and Stimulus Control/Fade Training

Sample Interventions for “Conditions of Emotionality” Student Problems

Conditions of Emotionality: Problem #4. A student’s high level of emotionality is impeding his/her social skills learning and mastery, speed of acquisition, or application/transfer of training.

Sample Interventions.

- Affective or Emotional Coping Training
- Cognitive-Behavioral or Self-Control Training
- Anger Management or Replacement Training
- Relaxation/Progressive Muscle Relaxation Therapy
- Thought Stopping

Sample Interventions for “Motivational or Performance Deficit” Student Problems

Motivational or Performance Deficit: Problem #5. A student is not motivated to learn and/or apply his/her social, emotional, or behavioral skills .

Sample Interventions. Motivational Behavioral Interventions involving:

- Positive Reinforcement and Schedules of Reinforcement
- Group Contingencies
- Differential Reinforcement of Low Rates, Incompatible, Alternative, or Other Behavior
- Extinction/Planned Ignoring
- Response Cost
- Overcorrection
- Time-Out

Sample Interventions for Student Problems due to Inconsistency

Inconsistency: Problem #6. Inconsistency exists somewhere in the instructional, motivation, or transfer of training process or environments.

Sample Interventions. Need to identify the source of the inconsistency, determine why it is occurring, stop it, implement strategic intervention “past the history of inconsistency,” and re-establish self-management.

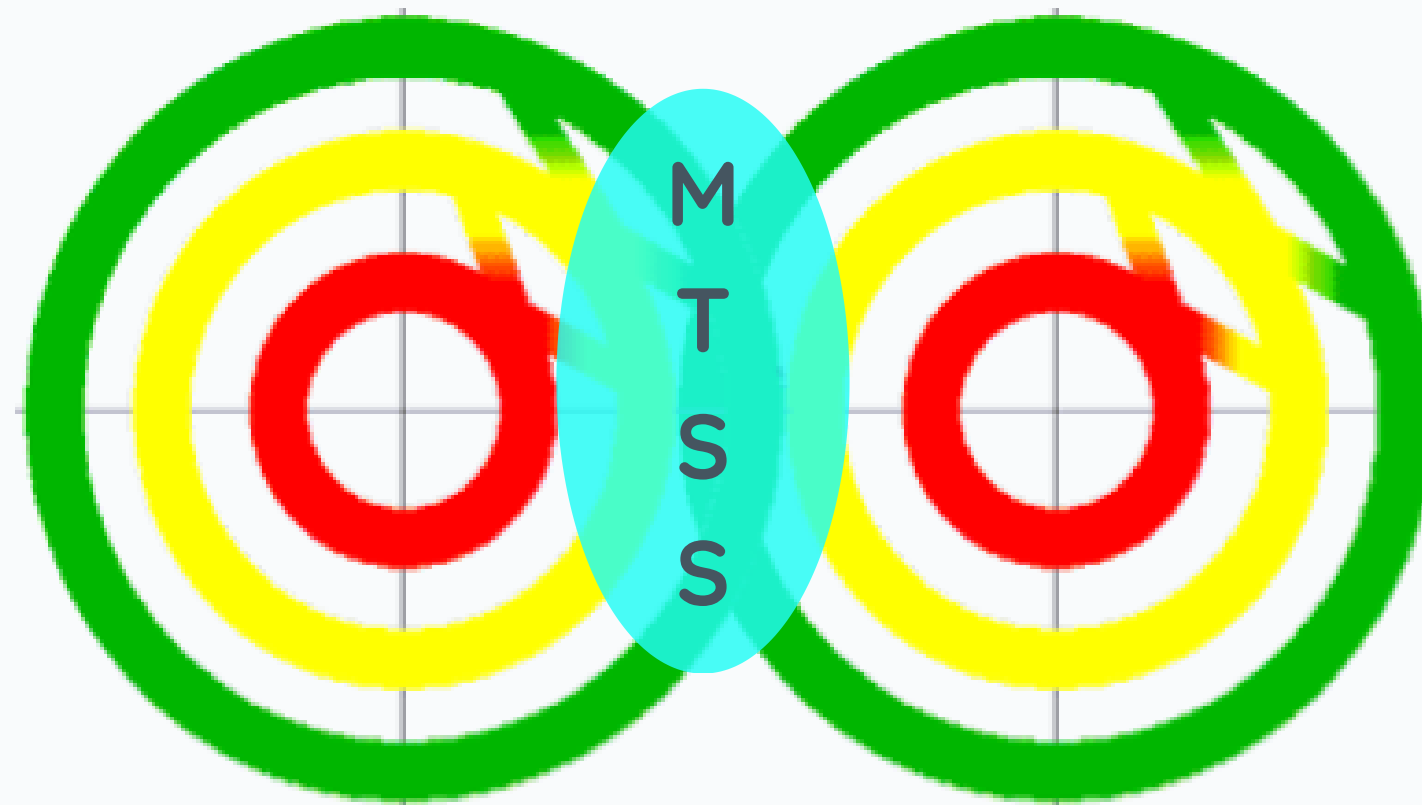
Sample Interventions for “Special Situation” Student Problems

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.

Sample Interventions. Initially the situation needs to be stabilized, the student needs to receive support and learn coping skills, and multi-faceted interventions addressing all dynamics and/or dimensions of the problem are needed.

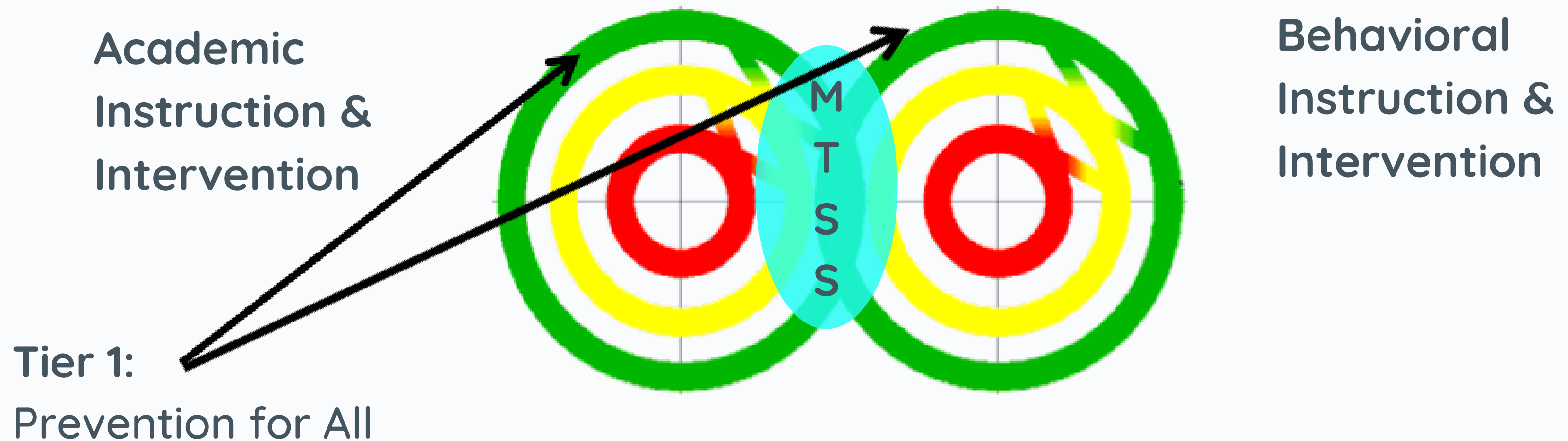
Multi-tiered: Prevention, Strategic Intervention, and Intensive Need Services

Academic
Instruction &
Intervention

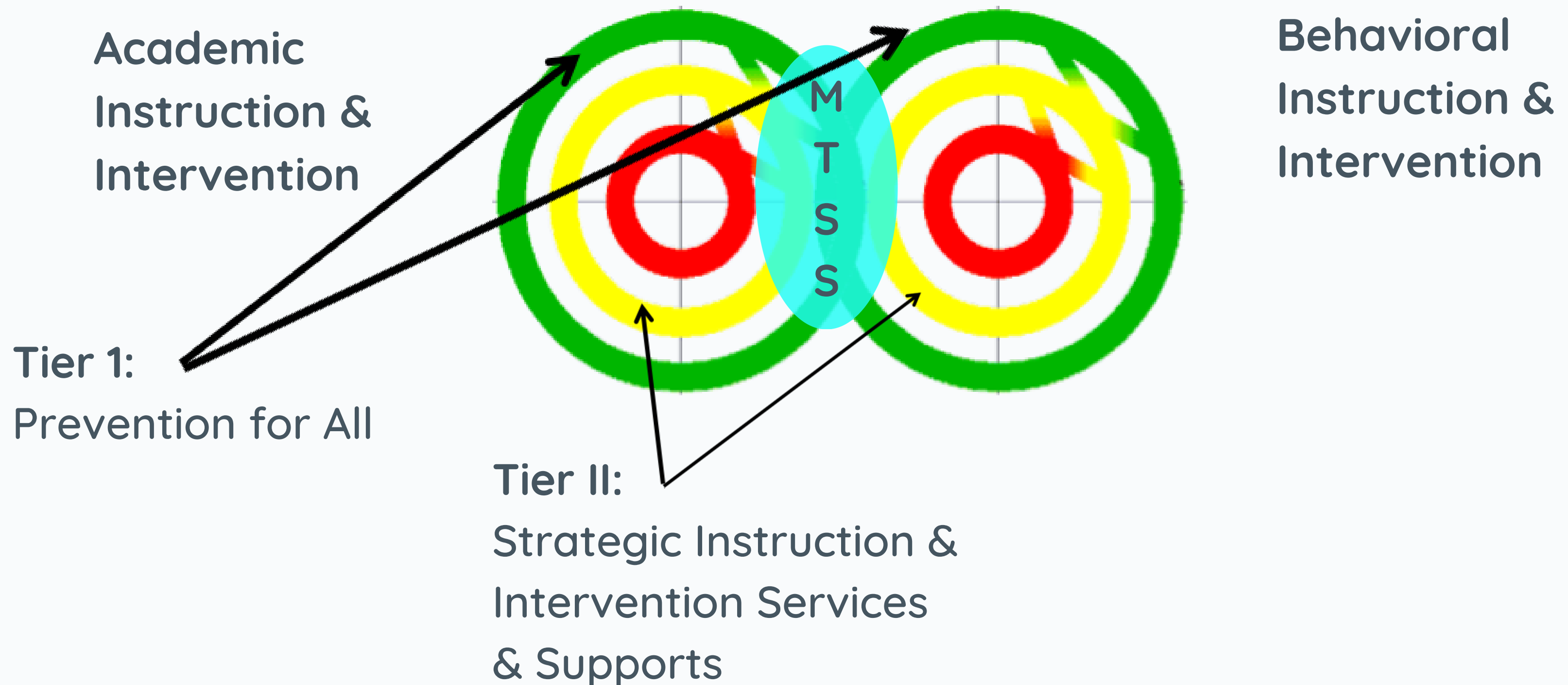


Behavioral
Instruction &
Intervention

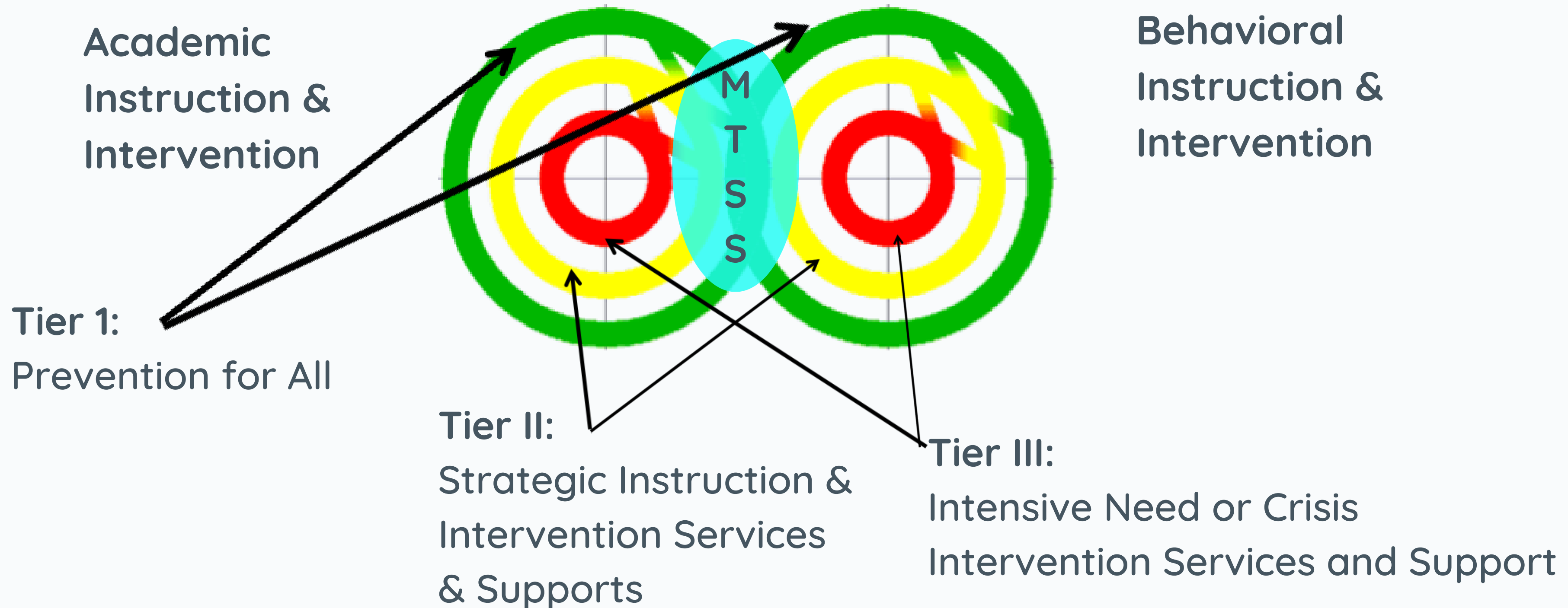
Multi-tiered: Prevention, Strategic Intervention, and Intensive Need Services



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



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



Tier 2: Strategic Social, Emotional, or Behavioral Intervention Services and Supports

Relationship/Mentoring Interventions

Check-In/Check-Out
Check and Connect

Tier II Skill Instruction (High Hit 1-4)

Small Group Social Skills/Socialization Training
Cognitive-Behavioral Training in: Anger-/Emotion-/Self-Control
(Relaxation, Thought Stopping/Anxiety, ART) Attention-Control Training

Tier II Motivational Interventions (High Hit 5)

Good Behavior Game,
Positive/Differential Reinforcement (DRO, DRI, DRI/A),
Cueing/Stimulus Control,
Educative Time-Out,
Group Contingencies,
Bonus/Response Cost,
Positive Practice/Restitutorial Overcorrection

Special Situation Interventions (High Hit 6-7)

Self-Concept, Divorce, Loss, Teasing/Bullying, PTSD
Groups/Interventions



Tier 3: Intensive Social, Emotional, or Behavioral Intervention Services and Supports

Tier 2 Interventions that require:

More Frequency, Intensity, Specialization, Clinical Expertise, Braiding

.....

Individual Counseling/Cognitive-Behavioral Therapy

School-Based Mental Health Services

Drug/Psychiatric Intervention

Intensive Wrap-Around/System of Care Programming



Strategies Designed to Increase Behavior

TEACHING/MODELING
[High Hit #1, 3, 4]

+

RE-DIRECTION, PROMPTING, CUEING
[High Hit #1, 3, 4, 5]

+

POSITIVE REINFORCEMENT
[High Hit #5]

+

+

GROUP CONTINGENCIES
[High Hit #5]

+

SELF-CONTROL AND SELF-MANAGEMENT
STRATEGIES, RELAXATION TRAINING
[High Hit #4]

Strategies Designed to Decrease Behavior

Differential Reinforcement of Other (DRO),
Incompatible (DRI), or Low Rates (DRL) of Behavior
[High Hit #5]

+

EXTINCTION-IGNORING
[High Hit #5, 6]

+

RESTITUTIONAL OR POSITIVE PRACTICE OVERCORRECTION
[High Hit #5, 1]

+

RESPONSE COST
[High Hit #5]

+

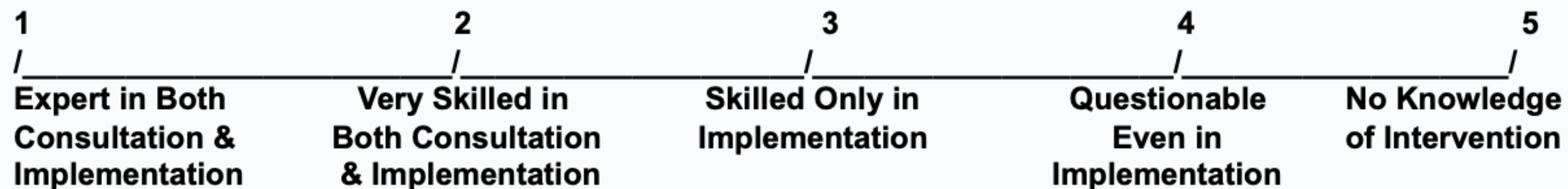
TIME-OUT
[High Hit #5]

The Behavioral Intervention Survey

- Positive Reinforcement Schedules
- Extinction
- Stimulus Control and Cueing Procedures
- Social Skills training
- Task Analysis and Backward Chaining
- DRO, DRL, DRI, DRA
- Response Cost/Bonus Response Cost
- Overcorrection—Positive Practice and Restitutorial
- Group Contingency Interventions
- Behavioral Contracting
- Thought Stopping/Cognitive Control approaches
- Relaxation therapy
- Self-awareness, self-instruction, self-monitoring, self-evaluation, and self-reinforcement approaches
- Emotional Self-Control approaches

The Behavioral Intervention Survey

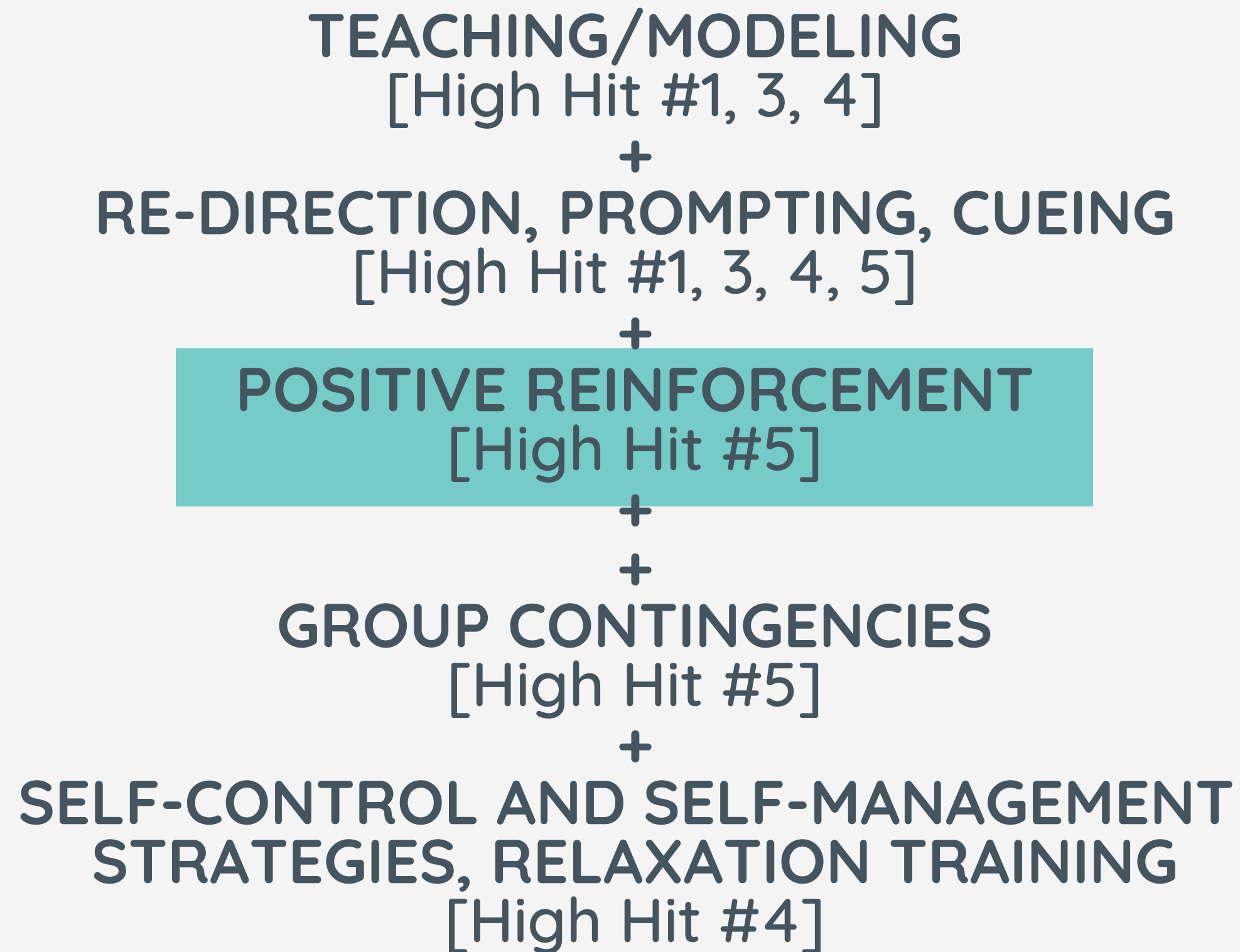
Directions: Below is a list, with brief descriptions, of a number of classroom behavioral interventions. All MTSS Teams need to have consultants on (or used by) the Team who are able to implement (and work with teachers to assist their implementation) of these interventions in the classroom with specific students. Please rate the MTSS Team members across the buildings in your district relative to their ability to consult on and independently implement each intervention along with following scale:



How to Streamline IEP Compliance



Strategies Designed to Increase Behavior



Increasing Behavior: Positive Reinforcement/Schedules of Reinforcement

Description

Positive reinforcement involves a tangible or intangible or symbolic, extrinsic or intrinsic thought, event, or object that follows or is contingent on a behavior . . .

. . . that increases the frequency, duration, or intensity of that behavior over a period of time or in the future.

Reinforcers occur, naturally or by design, in schedules of reinforcement.

Increasing Behavior: Positive Reinforcement/Schedules of Reinforcement

Description

The basic reinforcement schedules focus either on **how many desired behaviors have occurred** (frequency) or **how long they have occurred** (time or interval).

Strategically, most reinforcers are scheduled to occur **after a certain number or minutes** of behaviors (fixed or ratio schedules) or **after a certain average number or minutes** of behaviors (variable schedules).

Increasing Behavior: Positive Reinforcement/Schedules of Reinforcement

Critical Pre-Implementation Constructs

Choosing Reinforcers:

- Student selection or interview
- Environmental or setting scan or analysis
- Observation of student's choices, preferences, activities
- Peer or parent interview
- Completion of a reinforcement survey or inventory

Increasing Behavior: Positive Reinforcement/Schedules of Reinforcement

Types of Reinforcers:

- Positive teacher or peer attention (e.g., verbal or non-verbal recognition, acknowledgement, thanks), statements (e.g.,praise, social approval), engagement (e.g., invitation to share, participate, interact)
- Edible
- Tangible (stickers, school supplies, books, puzzles)
- Sensory (music, movement, pat on the back)
- Activity (computer time, free reading time, extra recess)
- Exchangeable (free homework pass, token or bank book points)
- Social (spending time with teacher, as a peer tutor; choosing class job)
- Academic/Leisure (working on a special project, time in the media center)

Increasing Behavior: Positive Reinforcement/Schedules of Reinforcement

Reinforcement Schedules:

- Continuous: Reinforcement is **delivered every time** a target behavior occurs. This schedule is often used when teaching new behaviors.
 - Intermittent: **Less frequent reinforcement** used to maintain and strengthen appropriate behaviors once established through continuous reinforcement.
- — — — —
- Fixed Ratio (FR): Reinforcement delivered **after a pre-determined number of targeted responses** (e.g., s/he gets a break after completing 15 math problems).
 - Fixed Interval (FI): Reinforcement delivered after a student **demonstrates** a target behavior **for a pre-determined period of time** (e.g., s/he gets a break after paying attention in-seat for 15 minutes).

Increasing Behavior: Positive Reinforcement/Schedules of Reinforcement

More Reinforcement Schedules:

- **Variable Ratio (VR):** Reinforcement delivered after a pre-determined average number of appropriate or targeted behaviors.
 - For example, a student receives verbal recognition after raising his hand (without blurt-outs) an average of 10 times (e.g., following 6, 14, 8, and then 12 times in succession) each day.
- **Variable Interval (VI):** Reinforcement delivered after a pre-determined average amount of time has passed as student demonstrates an appropriate or targeted behavior.
 - For example, student receives verbal recognition after following all classroom expectations for variable periods of time that average 10 minutes (e.g., following 6, 14, 8, and then 12 minutes in succession).

Increasing Behavior: Positive Reinforcement/Schedule of Reinforcement

A Last Reinforcement Schedule:

Latency Schedules: Reinforcement delivered after a student begins or demonstrates an appropriate or targeted behavior before a pre-determined amount of time has elapsed.

- For example, a student “banks” some free time when s/he begins her/his work within 30 seconds of receiving the academic instructions.



Increasing Behavior: Positive Reinforcement/Schedules of Reinforcement

Steps or Intervention Considerations

- **Identify Behavioral Goal/Target Specifically** (i.e., the appropriate behavior to demonstrate or the inappropriate behavior to stop or eliminate)
- **Validate that the Student has Mastered** the Target Behavior in/under multiple settings/conditions (if mastery has not occurred, instruction—not motivation—is needed)
- Discuss and **Identify with the Student** a range of **possible meaningful and powerful** tangible (actual or symbolic/exchangeable) and/or social, extrinsic and intrinsic **reinforcers**

Increasing Behavior: Positive Reinforcement/Schedules of Reinforcement

Steps or Intervention Considerations - 2

- Choose the **reinforcer** to be received for the Target Behavior, **determine the Reinforcement Criteria (90 to 100%) and Schedule**, and **specify how the reinforcer will be delivered**
- Roleplay to Mastery the behavior and reinforcement process (Student/Teacher)
- Develop a Monitoring and Evaluation Protocol
- Transfer the Training/Implement and Apply
- Evaluate, Thin, and Move to Self-Management

Increasing Behavior: Positive Reinforcement/Schedules of Reinforcement

Important Behavioral Principles:

A positive classroom climate—where every student receives 5 Positive Interactions for every 1 Negative Interaction (Adult, Peer, Self)—facilitates individual reinforcement/motivational interventions

Behavioral targets or expectations must be behaviorally specific—relevant, observable, and measurable

Students must begin an Intervention with a 100% Probability of Success (a “Rich” Schedule of Reinforcement), moving from Fixed to Variable schedules over time or through a Process of “Thinning” the Reinforcers

Increasing Behavior: Positive Reinforcement/Schedules of Reinforcement

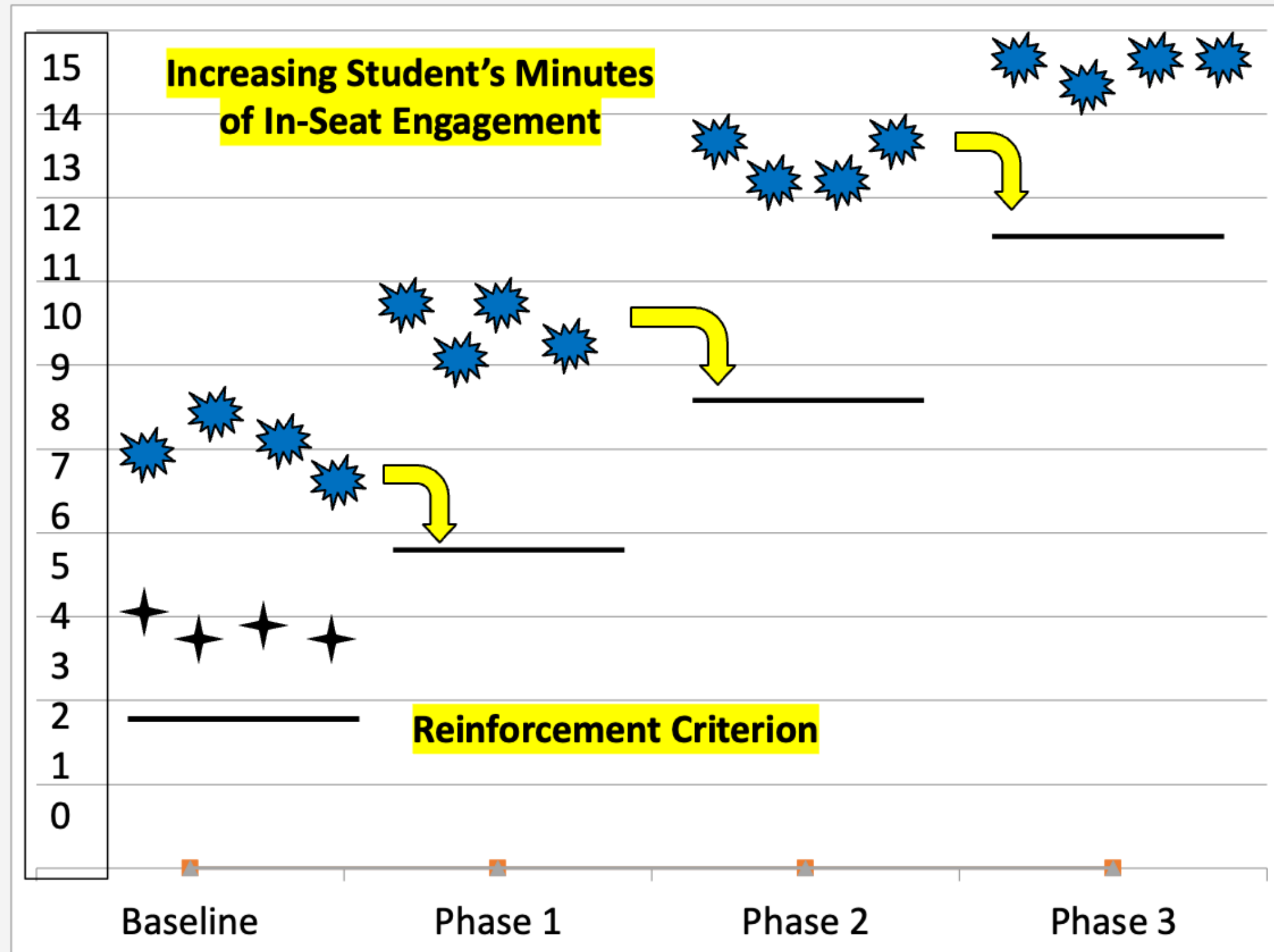
Important Behavioral Principles:

Students need to be taught self-reinforcement scripts and skills (Stop & Think: “Tell Yourself, You Did a Good Job!”)

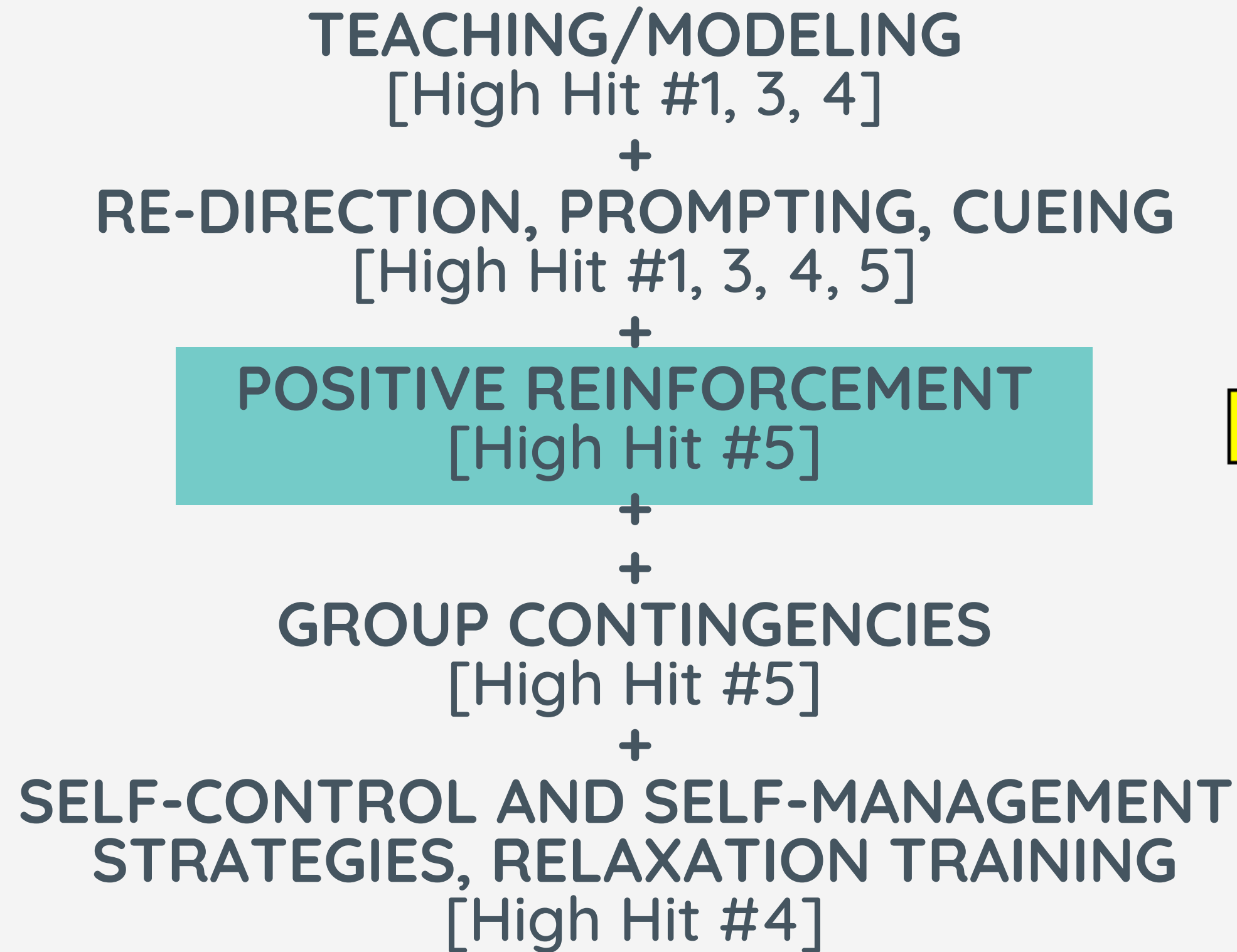
Tangible reinforcers should move to Tangible plus Social reinforcers should move to Social and Self-reinforcers as soon as possible

Some interventions are strengthened when the peer group is trained in the skill of delivering positive reinforcement to a target student, and then prompted and motivated to correctly and consistently use this skill “in real life”

Setting & Adjusting Reinforcement Baselines & Criteria



Strategies Designed to Increase Behavior



Strategies Designed to Increase Behavior

Differential Reinforcement of Other (DRO),
Incompatible (DRI), or Low Rates (DRL) of Behavior
[High Hit #5]

+

EXTINCTION-IGNORING
[High Hit #5, 6]

+

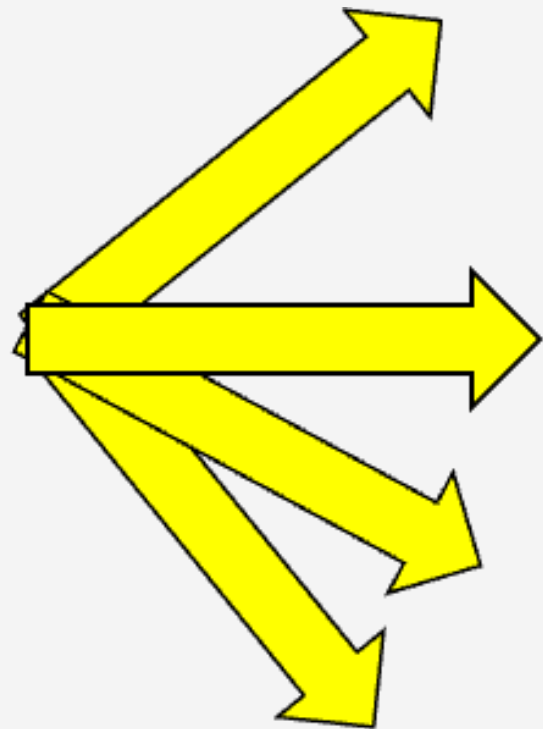
RESTITUTIONAL OR POSITIVE PRACTICE OVERCORRECTION
[High Hit #5, 1]

+

RESPONSE COST
[High Hit #5]

+

TIME-OUT
[High Hit #5]



The Home Stretch...



Some Rules of Thumb for MOST Behavioral Interventions

Rule 1: You can't motivate a student out of a skill deficit

Rule 2: Students do not learn behavioral interventions through
“Discovery Learning”

Rule 3: Thus, students must be taught, must learn, and must master
most behavioral interventions prior to implementation

- The Language (Verbal, Non-verbal, Symbolic)
- The Expectations
- The Contingencies

Some Rules of Thumb for MOST Behavioral Interventions

Rule 4: Most skill instruction involves cognitive scripts that translate into behavioral skills

Rule 5: Skill Mastery occurs when students can demonstrate their skills under “conditions of emotionality”

Rule 6: Most emotional behavior is conditioned

Rule 7: Incentives and consequences only motivate when they are meaningful and powerful to/for the student

Some Rules of Thumb for MOST Behavioral Interventions

Rule 8: Sometimes, incentives and consequences compete with each other—especially when students triangulate with adults and peers

Rule 9: When Inconsistency is the underlying reason for a student's difficulties, the intervention must be implemented “past the history of inconsistency”

Rule 10: Intervention Plans should be completely written, planned, resourced, and trained for prior to implementation

Some Rules of Thumb for MOST Behavioral Interventions

Rule 11: Interventions must be implemented with the appropriate integrity and the needed intensity

Rule 12: The severity of a student's behavioral problem does not necessarily predict the intensity of the intervention



SPONSORED BY BROLLY

Session Review

The Importance of Self-Management

Data-Based Problem Solving: Functional Assessment (the Seven High Hit Reasons for Challenging Behavior) to Intervention

Overview of Tier 2 & 3 Interventions for Challenging Students (Increasing Appropriate, Decreasing Inappropriate, and Self-Controlling Behavior)

Positive Reinforcement as an Anchor to Motivational Interventions

Intervention Rules of Thumb and Summary

QUESTIONS

DISCUSSION





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

11600 Court of Palms, Unit 703
Fort Myers, FL 33908

E-mail: howieknoff1@projectachieve.info
Phone: 813-495-3318

Websites: www.projectachieve.info
Blog: www.projectachieve.info/blog
Twitter: [@DrHowieKnoff](https://twitter.com/DrHowieKnoff)

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





SPONSORED BY BROLLY

Upcoming Webinars

No Webinar in December

Stay Tuned for January-June webinars

Send us a message at learn@brollyed.com

if you have any questions about this webinar or upcoming webinars.



SPONSORED BY BROLLY

Learn More

To learn more about Brolly, visit our website or schedule time to chat on our calendar using the QR code.

www.brollyed.com

