

# **The Seven High-Hit Reasons for Students' Challenging Behavior**

## **Functional Assessment for the 21<sup>st</sup> Century**

**Dr. Howie Knoff**

President, Project ACHIEVE Educational Solutions  
Little Rock, AR

knoffprojectchieve@earthlink.net  
www.projectachieve.net  
501-312-1484

1

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

**49 Woodberry Road  
Little Rock, AR 72212**

E-mail: knoffprojectachieve@earthlink.net  
Phone: 501-312-1484

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

2

## Howie Knoff, Ph.D.



- 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

3

## *Insights to Behavior*



**Insights to Behavior** provides web-based applications that create legally-defensible Behavior Intervention Plans in under an hour

These Plans include age-appropriate and research-based strategies so you can track, manage, and modify K-12 Student behaviors better than ever.

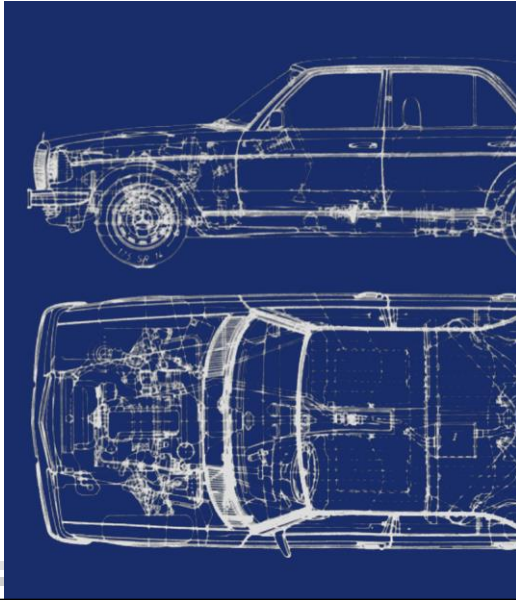
[communications@insightstobehavior.com](mailto:communications@insightstobehavior.com)

800-507-2881

4

# Today's Thesis

- The FBA methodology is 30 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.



5

## To Address These Issues . . . We will

- Review Presentations Part I and II
- Discuss Data-Based Problem Solving
- Detail the Seven High-Hit Reasons for Students' Behavioral Challenges
- Connect the Seven High-Hit Reasons with Tier II and Tier III Interventions

6

## Our Three-Part Series

Part I: Solving the Disproportionality Dilemma:  
Implementing an Effective School Discipline, Classroom  
Management, and Student Self-Management System

Part II: Teaching Students Social, Emotional and Behavioral  
Self-Control and Self-Management Skills

Part III: The Seven High-Hit Reasons for Students'  
Challenging Behavior

7

## Our Three-Part Series

Part I: Solving the Disproportionality Dilemma:  
Implementing an Effective School Discipline, Classroom  
Management, and Student Self-Management System

Part II: Teaching Students Social, Emotional and Behavioral  
Self-Control and Self-Management Skills

Part III: The Seven High-Hit Reasons for Students'  
Challenging Behavior

8

## 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 control, coping, and behavioral skills
- Effectively control their own emotions, thoughts, and behavior



9

## Operationalizing Self-Management

**Emotional  
Self-Management Skills**

**Attributional-Attitudinal  
Self-Management Skills**

**Social-Behavioral  
Self-Management Skills**



10

## What Key Self-Management Competencies do Students Need?

- Social Competencies
  - Listening, Engagement, and Response Skills
  - Communication and Collaboration Skills
  - Social Problem-Solving and Group Process Skills
  - Conflict Prevention and Resolution Skills
- Emotional Competencies
  - Emotional Awareness, Control, and Coping Skills—  
Self and Others
  - Self-Concept/Self-Esteem Skills
- Behavioral Competencies
  - Social, Interactional Skills
  - Classroom and Building Routine Skills
  - Instructional and Academic Supporting Skills

11

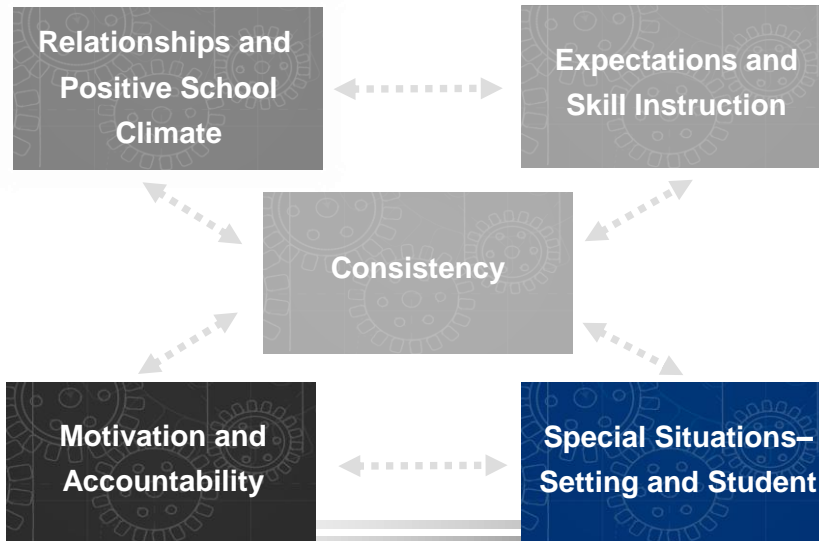
## WHY... Is Self-Management Important in Schools?

- 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



12

## The “Scientific Core” of Students’ Social, Emotional, and Behavioral Self-Management

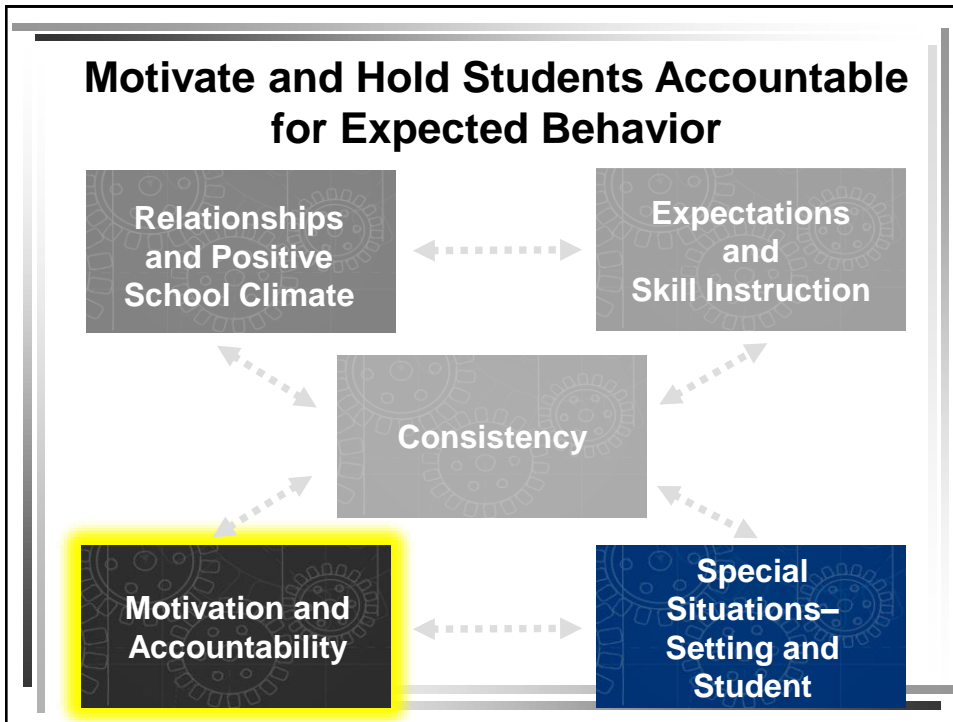


13

## Disproportionality: Students of Color and Students with Disabilities



14

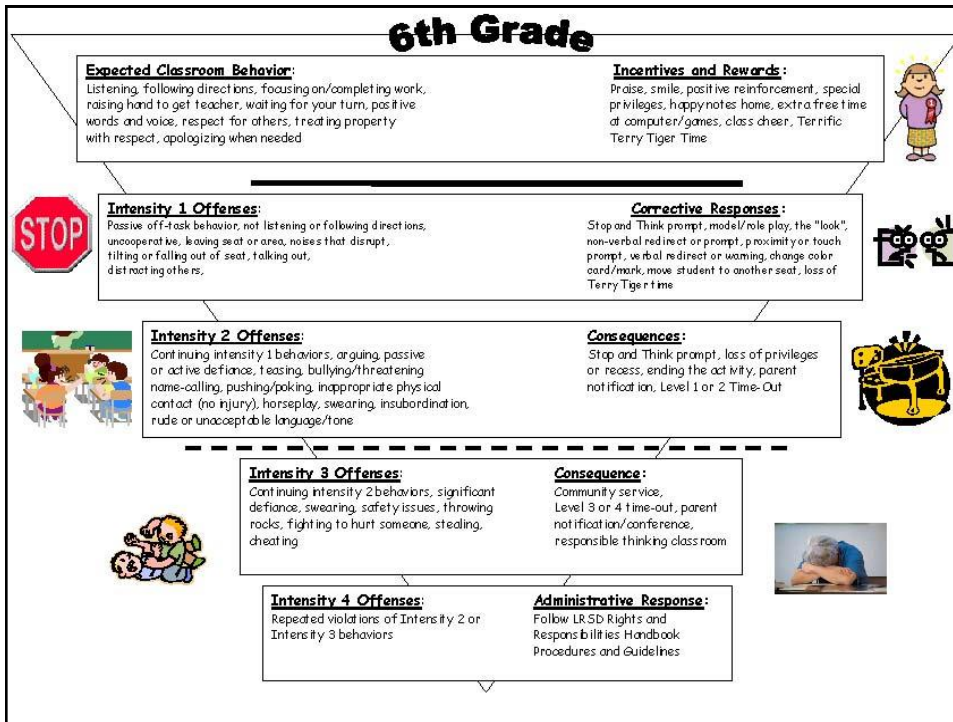


15

## Creating a Practical Code of Conduct: Behavioral Matrix

	<u>Expected Prosocial Behaviors</u>	<u>Responses</u>
+	Classroom and Common Areas of School	→ Positive Responses, Incentives, Rewards
	<b><u>Inappropriate, Challenging Behavior Continuum</u></b>	<b><u>Responses that Facilitate Behavioral Change</u></b>
	Intensity I: Annoying Behavior	→ Corrective Responses
-	Intensity II: Disruptive/Interfering	→ Classroom-based Consequences + Positive Behavioral Practice
	Intensity III: Persistent/Antisocial	→ Classroom Removal, Teacher/Administrator Consequences + Positive Behavioral Practice ***
	Intensity IV: Severe/Dangerous	→ Classroom Removal, Administrative/Code of Conduct Response + Restorative/Positive Practice ***
*** Evaluate the need for Functional Assessment/Strategic Intervention		

16



17

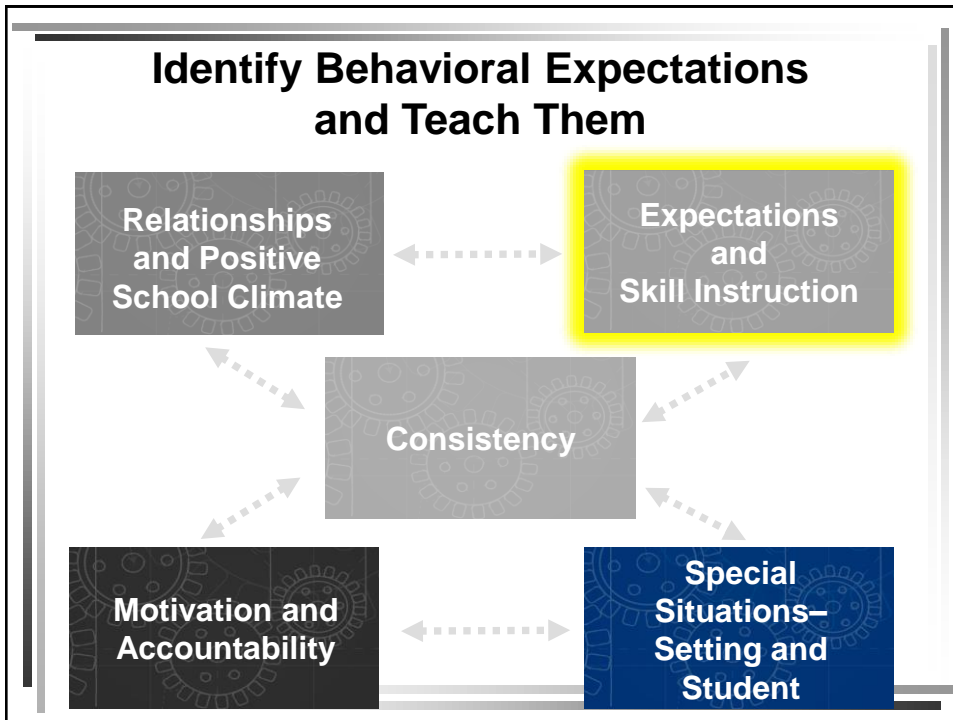
## Our Three-Part Series

**Part I:** Solving the Disproportionality Dilemma: Implementing an Effective School Discipline, Classroom Management, and Student Self-Management System

**Part II:** Teaching Students Social, Emotional and Behavioral Self-Control and Self-Management Skills

**Part III:** The Seven High-Hit Reasons for Students' Challenging Behavior

18



19

## The Goal of an Evidence-Based Social Skills Program

TO:

- ❖ Teach Children Interpersonal, Social Problem-Solving, Conflict Prevention and Resolution, and Emotional Control and Coping Skills
- ❖ That facilitate their Social-Emotional/ Behavioral Development, and
- ❖ Help them develop Self-Management Skills

20



21

## The Stop & Think Social Skills Program

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>Listening</li> <li>Following Directions</li> <li>Asking for Help</li> <li>Ignoring Distractions</li> <li>Dealing to Teasing</li> <li>Contributing to Discussions/Answering Classroom Questions</li> </ul> | <ul style="list-style-type: none"> <li>Waiting for an Adult's Attention-<br/>How to Interrupt</li> <li>Dealing with Losing</li> <li>Apologizing</li> <li>Dealing with Consequences</li> <li>Dealing with Classroom Questions</li> </ul> |
| <ul style="list-style-type: none"> <li>Deciding What to Do</li> <li>Asking for Permission</li> <li>Joining an Activity</li> <li>Giving/Accepting a Compliment</li> <li>Understanding Your/Others' Feelings</li> </ul>                            | <ul style="list-style-type: none"> <li>Avoiding Trouble</li> <li>Dealing with Anger</li> <li>Dealing with Being Rejected or Left Out</li> <li>Dealing with Accusations</li> <li>Dealing with Peer Pressure</li> </ul>                   |

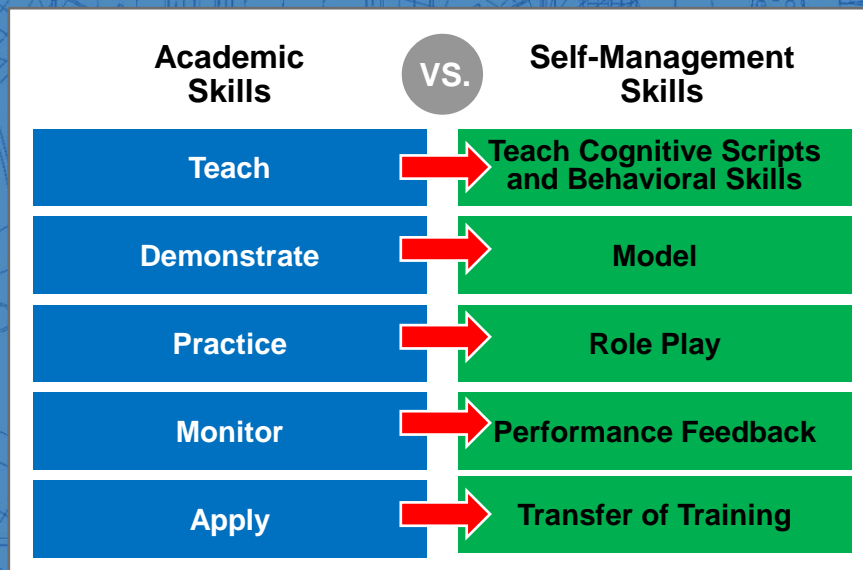
22

## Critical Components of the Stop & Think Social Skills Program

- \*\* A Universal language that helps to condition behavior.
- \*\* A Universal teaching process that results in student learning, mastery, and self-management.

23

### Research-to-Practice: How to Teach Social, Emotional and Behavioral Skills



24

## Behavioral Expectations for the Common Areas of the School

Hallway  
Bathroom  
Buses  
Playground  
Cafeteria  
Courtyards  
Auditorium  
Study Halls  
Library/Media Center  
Computer/Tech Rooms  
Entering/Leaving Building



25

## Our Three-Part Series

Part I: Solving the Disproportionality Dilemma:  
Implementing an Effective School Discipline, Classroom  
Management, and Student Self-Management System

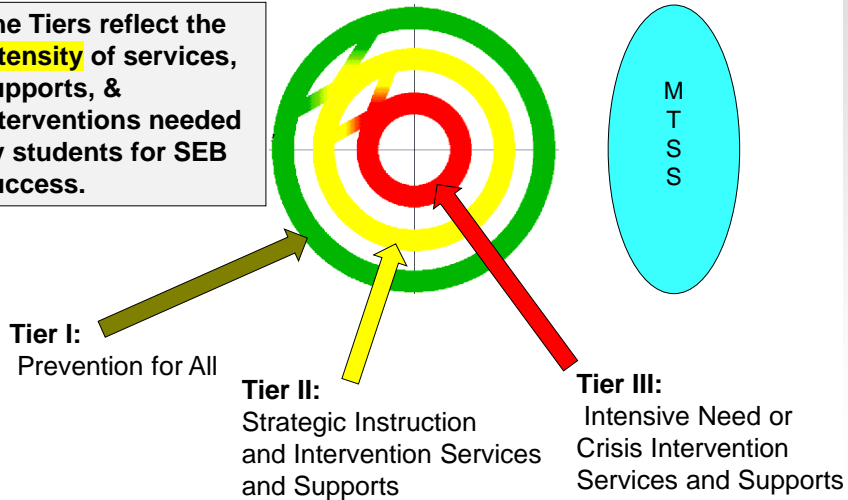
Part II: Teaching Students Social, Emotional and Behavioral  
Self-Control and Self-Management Skills

Part III: The Seven High-Hit Reasons for Students'  
Challenging Behavior

26

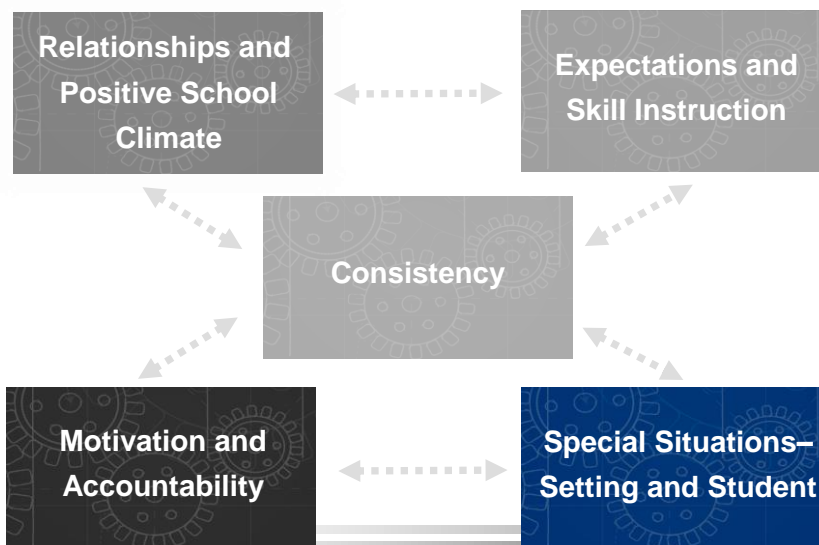
## Facilitating Students' Social, Emotional, and Behavioral Self-Management

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



27

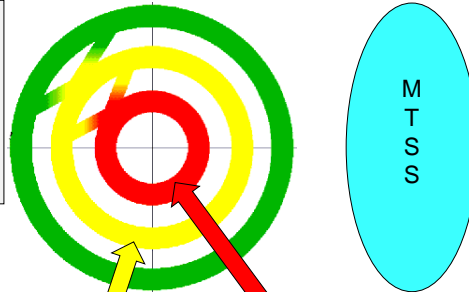
## Some Students Still Demonstrate Social, Emotional, or Behavioral Challenges Even in Effective Tier I Systems



28

## Facilitating Students' Social, Emotional, and Behavioral Self-Management

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



**Tier II:**  
Strategic Instruction  
and Intervention Services  
and Supports

**Tier III:**  
Intensive Need or  
Crisis Intervention  
Services and Supports

29

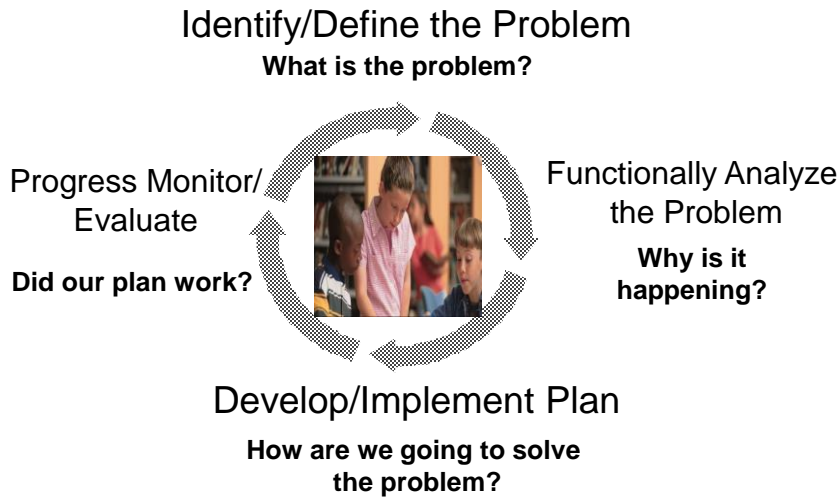
## Moving to Tiers 2 and 3

- 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 assessments.



30

## Engaging in the Data-based, Functional Assessment Problem Solving Process



31

## The Critical MTSS Problem Solving Components

- Accurate Identification of the “Problem” and the Gap between this and a desired Outcome
- Successful Differentiation between the “Problem” and a “Symptom”
- Accurate Functional Analysis of the Gap (i.e., WHY the gap exists)
- Successful Selection of the Research-based Intervention that links to the Functional Analysis
- Appropriate Training, Preparation, Implementation, and Evaluation of the Intervention

32

## **Initial Problem Identification/Analysis Steps**

### **“First Things First”**

- ❖ Consider, Describe, and Quantify Initial Concerns
- ❖ Review of Records
- ❖ Determine the Student’s Current Classroom Status:  
Academic/Behavioral Progress and Work Samples  
Scope & Sequence Checklist (academic concern)  
Behavioral Checklist (academic and behavioral concern)
- ❖ Parent Contact(s)/Interview(s)– Determine Need for  
Social-Developmental History
- ❖ Previous Teacher/Other Interview(s)
- ❖ Discount the Medical
- ❖ Classroom Observations

33

## **Problem Identification Outcomes**

- ❖ Identify Student Assets and Weaknesses
- ❖ Identify Critical Life Events, Milestones,  
Circumstances (Positive and Negative)
- ❖ Discount/Identify Medical, Physiological, Genetic,  
Biochemical Status, Circumstances, Events
- ❖ Identify Academic and Social-Emotional/Behavioral  
“Speed of Acquisition”/Developmental Progression
- ❖ Identify Issues of Attendance, Poor Instruction,  
School and/or Curricular Moves/Transitions

34

## Engaging in 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?

Dentist

35

## When Students do not Succeed:

We Need to Analyze their  
Instructional Environments

**Teacher-Instructional  
Factors:**

Are teachers  
well-matched  
to their  
students and  
curricula?



**Student Factors:**

Are students prepared  
and "programmed"  
for success?

**Curricular Factors:**

Are curricula  
well-matched to  
students and teachers?

36

## Because Some Struggling Students are . . .

**Instructional Casualties:**  
Past or Present



**Student-Specific Casualties:**  
Past or Present



**Curricular Casualties:**  
Past or Present

37

## When Students do not Succeed:

We also Need to Analyze their Ecological Environments



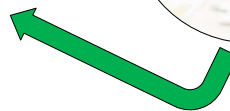
**Classroom/Peer Factors**



**School/District Factors**

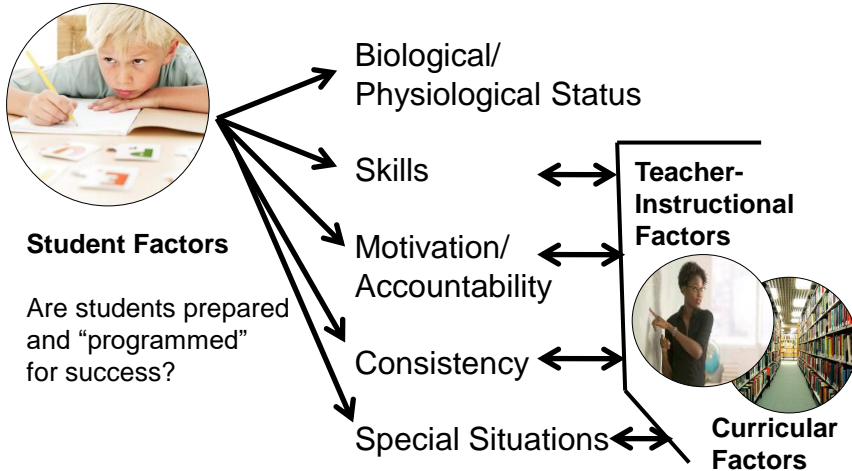


**Home/Community Factors**



38

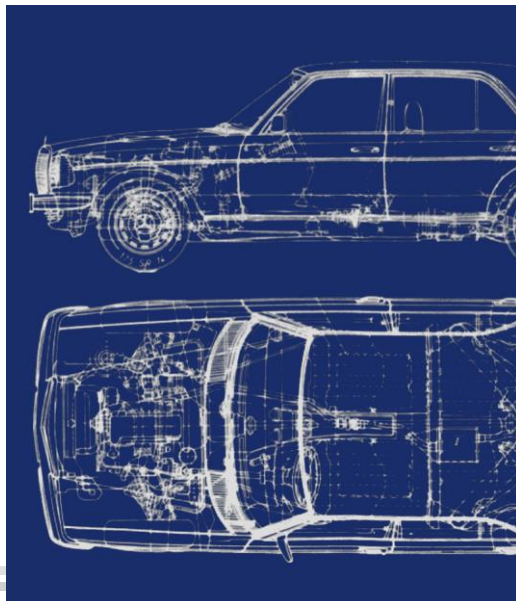
## Functional Assessment Evaluates the Components of Student Self-Management



39

## 21<sup>st</sup> Century Functional Behavioral Assessment

- The FBA methodology is 30 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.



40

## **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

41

## **Seven “High-Hit” Student Problem Analysis Reasons When Self-Management does not Occur**

Skill Deficit: Problem #1

While not demonstrating inappropriate 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.

42

## Teaching Social, Emotional, and Behavioral Skills

- Teach the Scripts and Skills
- Model
- Role Play
- Performance Feedback
- Transfer of Training



43

## 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.

44

## **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.

45

## **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.

46

## 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.

47

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

48

## 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.

49



50

**Inconsistency also creates. . .**



**. . . a HISTORY of Inconsistency**

51

### **Seven “High-Hit” Student Problem Areas 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.

52

## Special Situations

- Physical issues
- Mental health issues
- Disabilities
- Significant trauma
- Physical/Sexual abuse
- Severe levels of poverty
- Dysfunctional homes
- Homelessness



53

## 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

54

## Linking Problem Analysis to Intervention

<u>Area #1/Skill Deficit:</u>	→	Teach	S K I L L /
<u>Area #2/Speed of Acquisition:</u>	→	Increase Learning Rate	
<u>Area #3/Transfer of Training/Generalization:</u>	→	Train for the Transfer	
<u>Area #4/Conditions of Emotionality:</u>	→	Prevent/Control Emotionality	
<u>Area #5/Motivation/Performance Deficit:</u>	→	Motivate	
<u>Area #6/Inconsistency:</u>	→	Decrease Inconsistency	
<u>Area #7/Special Situations</u>	→	Resolve Situation/Target Social, Emotional, Behavioral Skills	

55

## 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

56

## 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.

57

## 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

58

## 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

59

## 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

60

## 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.

61

## 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.

62

## 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.

63

## Implementing Interventions

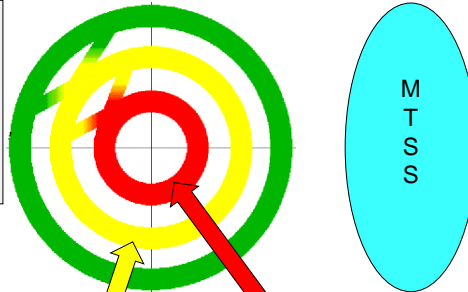
- Interventions should be:

- Linked to functional assessment/problem analysis results
- Planned before they are executed
- Acceptable and realistic
- Produce meaningful results
- Be taught to teachers and students before implementation
- Be implemented with integrity and intensity
- Be useful for other students whenever possible

64

## Facilitating Students' Social, Emotional, and Behavioral Self-Management

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



**Tier II:**  
Strategic Instruction  
and Intervention Services  
and Supports

**Tier III:**  
Intensive Need or  
Crisis Intervention  
Services and Supports

65

## 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)

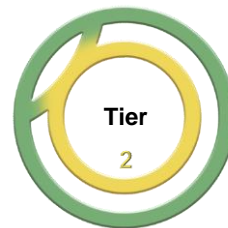
Small Group Social Skills/Socialization Training  
Cognitive-Behavioral Training in: Anger-/Emotion-/Self-Control  
(Relaxation, Thought Stopping/Anxiety, ART) Attention-Control Training

### 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/Restititional Overcorrection

### Special Situation Interventions (High Hit 6-7)

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



66

### **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



67



68

## **Now Forming: District- or School-Centered PLC MasterClasses**

- ❖ School Discipline, Classroom Management, and Student Self-Management PLC (Mixed Professionals)
- ❖ The Administrators' Pandemic Response and Student Success Support PLC
- ❖ The "Next Step" Professional Role and Function PLC for Related Service Professionals

**E-mail Howie:** [knoffprojectachieve@earthlink.net](mailto:knoffprojectachieve@earthlink.net)

<http://www.projectachieve.info/services/virtual-plc-masterclasses>

69

## **The Project ACHIEVE School Success Store**

Nationally Published Books, Monographs, & E-Books  
The Stop & Think Social Skills Program: Home and School  
Leadership and Strategic Planning Monographs  
School Discipline, Classroom Management, and  
Student Behavior  
Multi-Tiered and Special Education Supports  
Webinar Library Subscriptions  
Virtual PLC MasterClasses  
Virtual/On-Line Professional Development Workshops

<http://www.projectachieve.info/store>

70

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

**49 Woodberry Road  
Little Rock, AR 72212**

E-mail: [knoffprojectachieve@earthlink.net](mailto:knoffprojectachieve@earthlink.net)  
Phone: 501-312-1484

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

71