

**The MTSS Data-based
Problem-Solving Process**

**Focusing on Assessment
to Get to Intervention**

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Part II

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Today. . .

We are going to continue to talk
about how to use data-driven
decision-making to solve
student
problems...

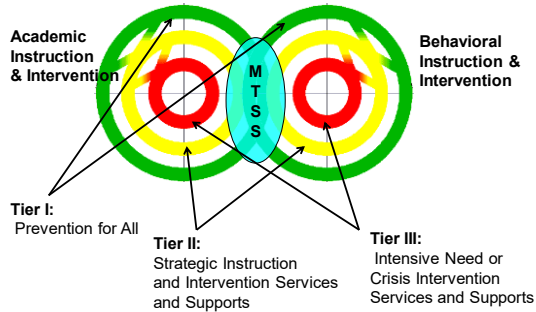
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Presentation Overview

- MTSS Review of Part I
- Review of the MTSS Data-based, Problem-Solving, Consultation, Intervention Process
- Generating Hypotheses to Explain Students' Academic and/or Social, Emotional, & Behavioral Challenges
- Functional Assessment Questions to Facilitate Hypothesis Generation
- Generating Predictions to Confirm or Reject Hypotheses
- Multi-tiered Interventions
- Developing and Evaluating Intervention Plans and Planning

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A Multi-Tiered Review of Where We've Been



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

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Where Does Multi-tiered Process Start?

In the classroom:

- With effective instruction and classroom management delivered by effective teachers
- Where students' mastery of academic material and positive response to classroom management is assessed and monitored in an ongoing way
- Where data-based problem-solving begins when students are not academically or behaviorally successful

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Students Succeed Because of 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?

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Where does the Multi-tiered Process Go?

For students who are not responding to effective instruction and teacher-initiated instructional or intervention approaches over time:

- **The problem-solving process becomes more formal**
 - diagnostic or functional assessments are completed
 - more intensive classroom-based interventions are implemented
 - student progress is monitored more frequently
 - data is used to determine the success of the interventions or the need for more intensive services.
- More specialized, multidisciplinary resources are used to deliver more specialized interventions to produce improved child outcomes
- **The intensity of services delivered are driven by student outcomes!!**

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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.

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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 teachers and other professionals involved.

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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 Process

- Determines why a student is not responding to effective instruction and classroom management.

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Component 2: The Data-Based Functional Assessment Problem-Solving Process

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Who's on the Building-Level MTSS Team?

Building Principal/Administrator
Curriculum/Academic Intervention Specialists
Behavioral/Behavior Management Specialists
Special Education Teachers
Counselor
School Psychologist
Social Worker
Speech Pathologist
School Nurse

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The Goals of MTSS Team Meetings

- Determine if there is enough "Relevant-Known" information to
- Identify the best academic or behavioral, assessment, instruction, or intervention specialist/consultant to. . .
- Go into the setting(s) where the "problem" exists to help teachers and others to "solve the problem"

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Critical Point. . .

Virtually all of the data-based functional assessment, intervention identification and planning, and intervention implementation and evaluation is done by the consultant assigned to the case by the Building-level MTSS team, outside of the MTSS team meetings, and directly in the classroom or setting where the difficulties are occurring.

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Components of the Multi-Tiered Process

The Multi-Tiered process involves two primary components:

Component 1: Multi-Tiered Teaming

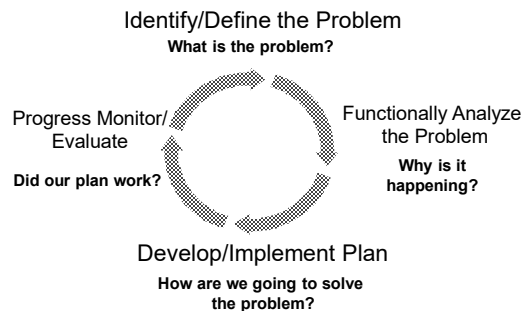
- A teaming process involves the use of different staff and/or teams that apply the problem-solving process to address a specific student situation.

Component 2: The Data-Based Functional Assessment Problem-Solving Process

- Determines why a student is not responding to effective instruction and classroom management.

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



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An Overview of the Problem Solving Process at the Student Level

- Step 1: Review all existing Data and History on the Student
- Step 2: Complete a "Gap Analysis," Functionally Describe the "Problem," and Identify Replacement Behaviors
- Step 3: Generate Hypotheses (using functional assessment) to explain why problem is occurring
- Step 4: Assess (confirm or reject) Hypotheses

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An Overview of the Problem Solving Process at the Student Level

- Step 5: Design and Write the Intervention Plan
- Step 6: Implement the Intervention Plan and Interventions
- Step 7: Formatively and Summatively Evaluate the Interventions and Intervention Plan

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A Case Study Simulation of the Data-Based Problem-Solving Process

- Step 1: Review all existing Data and History on the Student
- Step 2: Complete a "Gap Analysis," Functionally Describe the "Problem," and Identify Replacement Behaviors
- Step 3: Generate Hypotheses (using functional assessment) to explain why problem is occurring
- Step 4: Assess (confirm or reject) Hypotheses

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A Model Multi-Tiered Implementation Process/Flow-Chart for a School

- **Step 1**

The General Education teachers provide effective differentiated academic instruction and implement effective classroom management, while evaluating student progress and mastery.

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A Model Multi-Tiered Implementation Process/Flow-Chart for a School

- **Step 2 Teacher Implements Classroom-based Adjustments or Interventions, but the Student Continues to Not Succeed—Progressively or Significantly**

Teachers begin the more-formal problem-solving process by describing the problem in detail. . . In observable and measurable terms. . .

Including: Who, when, where, under what conditions, how often, how long, how intensively

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Engaging in 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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Initial Problem Identification/Analysis Steps
 “First Things First”

Goal: Describe and Quantify Initial Concerns

- Activity 1. Completion of student Cumulative Record Review
- Activity 2. Determination of student’s current functional academic/ social, emotional, behavioral status
- Activity 3. Parent/Guardian Interview
Potentially collect Social History
- Activity 4. Completion of student medical review (Get release of information)
- Activity 5. Interview Student, Previous Teachers, Interventionists
- Activity 6. Classroom observations

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Initial Problem Identification “Outcomes”

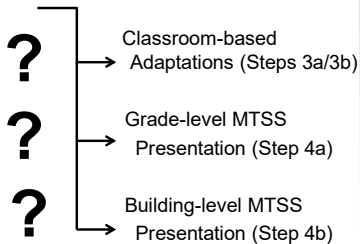
- ❖ Identify Student Assets and Weaknesses
- ❖ Identify Critical Life Events, Milestones, Circumstances (Positive and Negative)
- ❖ Discount/Identify Medical, Physiological, Genetic, Biochemical Status, Circumstances, Events
- ❖ Identify Academic and Social-Emotional/Behavioral “Speed of Acquisition”/Developmental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

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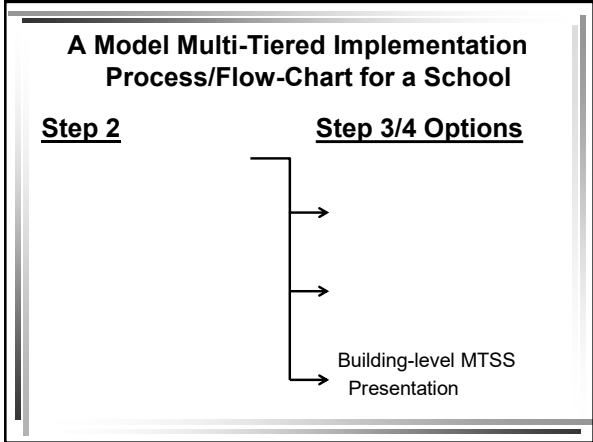
A Model Multi-Tiered Implementation Process/Flow-Chart for a School

Step 2

Step 3/4 Options



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Case Study: Samantha

Grade 9 (Referred to Building-level Team in January)

Case Study Description:

See Next Pages of Handout

Case Study/MTSS Data-Based Problem-Solving Workbook:

See Course Attachment (Pages 3 – 4)

[Re-Read]

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Case Study

Samantha **Grade 9** (January)

Samantha is a 16-year-old 9th grader at the 7th through 12th grade Central Community High School (CCHS) who is receiving special education services as a student with a learning disability. These services include daily co-taught classes for ELA, math, science, and social studies, as well as a daily resource class for content reinforcement.

Samantha frequently speaks disrespectfully to staff, especially staff members with whom she has not established a positive relationship. She skips class frequently, and is often tardy to class because she either is spending time with friends in the hallway or she wants to miss part of the class on purpose. She struggles with getting settled at the beginning of some classes, and with transitions from activity to activity when in class. When she does not know what to do or if the material appears difficult, she quickly becomes frustrated and often does not wait for staff members' help before verbally disrupting the class.

Since October, Samantha's attendance and behavior has noticeably declined. She used to respond effectively to certain staff members when frustrated, but has been resistant to even them recently.

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Case Study

Samantha **Grade 9** **(January)**

Samantha was retained in 4th grade. Between the 4th through 9th grade, she has experienced 11 different school transitions, including time in two alternative programs. Samantha re-enrolled in CCS during the last school year on January 30, 2012. At the end of the year, she did not pass her 8th grade ELA or Math state standards test. Samantha's current instructional skill level is estimated as follows:

Reading/Literacy	Approximately 5 th grade level
Mathematics	Approximately Middle School level
Language Arts	3 rd to 5 th grade level
Written Expression	3 rd to 5 th grade level

Samantha has a three-year old child (boy). While she lives with her mother (no father appears present), her son lives with her aunt—who does most of the child care. Samantha's son's biological father does not appear to be present in any parenting role or sense.

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Case Study

Samantha **Grade 9** **(January)**

Last year, Samantha's classroom behavior was addressed by her 8th grade team. A plan was set up for a cool-down time when needed and as a proactive response to potential problem behavior. This worked well for Samantha, as she was receptive to working with the teachers involved. Two of last year's teachers, significantly, "looped" up with her from 8th to 9th grade. These teachers have established positive relationships with Samantha, and this seems to significantly affect how she interacts with them.

One of these teachers notes that she comprehends very well in class when someone reads class material out loud. The other teacher observes that Samantha "has great drive and determination to do well when she wants to." Samantha appears to do well in one-on-one instruction and in some small groups, and she enjoys reading and participating in class. She also seems to learn best when material is chunked for her, and when she reviews or practices material a number of times.

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Case Study

Samantha **Grade 9** **(January)**

Samantha was working hard and doing well from the start of the school year until early October—when her absences, tardies, and skipped classes increased. Lately, even when in class on time, Samantha's behavior (talking out or to other students, irritating other students, using profanity, not following teacher directions, needing to be "the leader or authority" in the classroom, getting angry) often requires that she be asked to leave. Samantha has missed a large amount of instruction over the last three months.

Samantha's teachers wondered if something significant happened during the October break to cause this change of attitude and behavior. When asked about this, Samantha gets immediately upset and distraught, and will not talk. Samantha is not receiving any mental health services at the present time.

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Case Study: Identifying Targets of Change/
Story-Mapping Known Information

Samantha **Grade 9** (January)

Initial Concerns

- Medical Concerns
- Emotional/Cognitive Concerns
- Social Concerns
- Behavioral Concerns

Academic Concerns:
Literacy, Math, Oral Expression,
Written Expression

Academic/Behavioral Support Concerns

**See Next Pages/
Also: Case Study
Workbook Page 5**

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Case Study: Identifying Targets of Change

Samantha **Grade 9** (January)

Medical Concerns:

None Noted

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Case Study: Identifying Targets of Change

Samantha **Grade 9** (January)

Emotional/Cognitive

Since October, Samantha has demonstrated more angry incidents in class.

Social Concerns

(See Classroom Behavioral Concerns with Teachers and Peers)

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Case Study: Identifying Targets of Change

Samantha

Grade 9 (January)

Behavioral Concerns

Since October, Samantha has been sent to the Dean's Office on a number of occasions for:

- Needing to be "the leader or authority" in the classroom
- Talking out or to other students
- Irritating other students

- Using profanity
- Not following teacher directions
- Speaking disrespectfully to staff, especially staff members with whom she has not established a positive relationship

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Case Study: Identifying Targets of Change

Samantha

Grade 9 (January)

Academic Concerns

Samantha did not pass her 8th grade ELA or Math state standards test.

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Case Study: Identifying Targets of Change

Samantha

Grade 9 (January)

Academic/Behavioral Supporting Concerns

- Since October, she is skipping class frequently, and is often tardy to class because she either is spending time with friends in the hallway or she wants to miss part of the class on purpose.

- She struggles with getting settled at the beginning of some classes, and with transitions from activity to activity when in class.

- She quickly becomes frustrated and often does not wait for staff members' help before verbally disrupting the class when she does not know what to do or if the material appears difficult.

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A Case Study Simulation of the Data-Based Problem-Solving Process

- Step 1: Review all existing Data and History on the Student
- Step 2: Complete a "Gap Analysis," Functionally Describe the "Problem," and Identify Replacement Behaviors
- Step 3: Generate Hypotheses (using functional assessment) to explain why problem is occurring
- Step 4: Assess (confirm or reject) Hypotheses

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Step 2: Complete a "Gap Analysis," Functionally Describe the "Problem," and Identify Replacement Behaviors

Determine the gap between current and expected student levels of functioning

- Define expected level of functioning
- Define current level of functioning and skills mastered
- Identify the "Gap"
- Define desired/targeted level of functioning/ replacement behaviors (Intervention Goals)
- Determine if you have enough information to proceed

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Analyzing Available Information

- Identify "Relevant Known," "Relevant Unknown," & "Irrelevant" information
 - Relevant Known: Document and keep
 - Relevant Unknown: Assign member to collect/find information w/in specified time frame; suspend problem solving process if too much information is "Relevant & Unknown"
 - Irrelevant information: Do not allow it to bias or interfere with the problem-solving process

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Case Study: Samantha

Samantha **Grade 9 (January)**

[Relevant Known](#) [Relevant Unknown](#) [Irrelevant](#)

Assessment Domains
 Student: Medical, Emotional/Cognitive, Social, Behavioral

Academic/Curricular: Academic and Academic Supporting Behaviors

Teacher/Instruction

Classroom/Peer

School/District

Home/Community

**See Next Pages/
Also: Case Study
Workbook
Pages 6 – 8**

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Case Study: Analyzing Available Information

Samantha **Grade 9 (January)**

Student: Current Status

Samantha is a 16-year-old 9th grader at the 7th through 12th grade Central Community School (CCS) who is receiving special education services as a student with a learning disability. These services include daily co-taught classes for ELA, math, science, and social studies, as well as a daily resource class for content reinforcement.

Samantha was retained in 4th grade.

Between the 4th through 9th grade, she has experienced 11 different school transitions, including time in two alternative programs.

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Case Study: Analyzing Available Information

Samantha **Grade 9 (January)**

Student: Current Status

Samantha's current instructional skill level is estimated as follows:

Reading/Literacy	Approximately 5 th grade level
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Written Expression	3 rd to 5 th grade level

One of her teachers notes that she comprehends very well in class when someone reads class material out loud.

Samantha's teachers wondered if something significant happened during the October break to cause her change of attitude and behavior. When asked about this, Samantha gets immediately upset and distraught, and will not talk.

Samantha is not receiving any mental health services at the present time.

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Case Study: Analyzing Available Information

Samantha **Grade 9** (January)

Academics/Instruction: Current/Previous Academic Interventions

Last year, Samantha's classroom behavior was addressed by her 8th grade team. A plan was set up for a cool-down time when needed and as a proactive response to potential problem behavior. This worked well for Samantha, as she was receptive to working with the teachers involved.

Samantha appears to do well in one-on-one instruction and in some small groups, and she enjoys reading and participating in class.

She also seems to learn best when material is chunked for her, and when she reviews or practices material a number of times.

Samantha has missed a large amount of instruction over the last three months.

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Case Study: Analyzing Available Information

Samantha **Grade 9** (January)

Curriculum

No information currently in this area.

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Case Study: Analyzing Available Information

Samantha **Grade 9** (January)

Classroom/Peers

Two of last year's teachers, significantly, "looped" up with her from 8th to 9th grade. These teachers have established positive relationships with Samantha, and this seems to significantly affect how she interacts with them.

The other teacher observes that Samantha "has great drive and determination to do well when she wants to."

Samantha was working hard and doing well from the start of the school year until early October—when her absences, tardies, and skipped classes increased.

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Case Study: Analyzing Available Information

Samantha Grade 9 (January)

District/School

No information currently in this area.

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Case Study: Analyzing Available Information

Samantha Grade 9 (January)

Home/Community

Samantha has a three-year old child (boy). While she lives with her mother (no father appears present), her son lives with her aunt—who does most of the child care. Samantha’s son’s biological father does not appear to be present in any parenting role or sense.

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**Please Stop the Tape
To Look at the Areas
Where No Information
Appears . . .
and**

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At the Information that IS PRESENT and What Additional (Relevant/Unknown) Information You Need

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Prioritizing Initial Concerns

- Ways to Prioritize Initial Concerns, and Later Interventions:
 - Severity, Intensity, or Importance
 - “Early Successes”—Easiest to Address, Quickest Success, or Least Time, Effort, or Resources
 - Intervention “Pivots”

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Case Study: Prioritizing Initial Concerns

Samantha

Grade 9 (January)

Initial Concerns (Put in Priority Order): Area of Concern*

- 1.
- 2.
- 3.
- 4.
- 5.

**See Next Page/
Also: Case Study
Workbook Page 5**

* Identify areas as Medical, Emotional/Cognitive, Social, Behavioral, Academic (specify area), or Academic Supporting

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Please Stop the Tape and Rank Order the Top 6 Initial Concerns Regarding Samantha on Page 5

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Identifying Academic Replacement Behaviors

- Usually are the Next Skills in a Specific Academic Area's Scope & Sequence Chart that need to be Mastered by the Student- REGARDLESS of Age or Grade-level Placement
- May involve Prerequisite Skills needed by the Student to Master more Advanced Academic Skills
- Need to Emphasize that some Skills are not Sequential or Prerequisite even though they appear to be in a Scope & Sequence Chart (e.g., Blending in literacy)

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Identifying Social, Emotional, or Behavioral Replacement Behaviors

Potential Behavioral Intervention Targets:

- Increasing appropriate and/or establishing new social, emotional, or behavioral awareness, cognitions, self-management, actions, or interactions
- Decreasing or eliminating inappropriate social, emotional, or behavioral awareness, cognitions, self-management, actions, or interactions

Key Points:

- Even when decreasing inappropriate behavior, there must be identified appropriate (replacement) behaviors
- Replacement behaviors are described as positive outcomes; the words "Not," "Stop," or "Don't" are not used

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Case Study: Identifying Replacement Behaviors

Samantha **Grade 9 (January)**

Initial Concerns (Put in Priority Order): **Replacement Behaviors**

1.	See Next Page/ Also: Case Study Workbook Page 9
2.	
3.	
4.	
5.	

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**Please Stop the Tape
and Write Down the
Replacement Behaviors
for the Prioritized
Concerns Listed on
Page 9**

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Case Study: Identifying Replacement Behaviors

Samantha **Grade 9 (January)**

Initial Concerns (Put in Priority Order): **Replacement Behaviors**

1.	See Next Page/ Also: Case Study Workbook Page 9
2.	
3.	
4.	
5.	

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Case Study: Replacement Behaviors

Samantha **Grade 9** (January)

Emotional/Cognitive **Replacement Behaviors**

Since October, Samantha has demonstrated more angry incidents in class

Samantha comes into class in a calm and controlled manner, sits down quietly in her seat, takes out her materials, engages positively in the instruction and discussion, and maintains emotional control throughout the period.

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Case Study: Replacement Behaviors

Samantha **Grade 9** (January)

Behavioral Concerns **Replacement Behaviors**

Since October, Samantha has been sent to the Dean's Office on a number of occasions for:

- Needing to be "the leader or authority" in the classroom
- Talking out or to other students
- Irritating other students
- Using profanity
- Not following teacher directions
- Speaking disrespectfully to staff especially those with whom she has not established a positive relationship

Samantha is able to positively (or neutrally) interact with peers and teachers during discussions, she maintains quiet and space with peers during independent work, and she asks for help from peers and teachers in a quiet, calm, and polite way.

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Case Study: Replacement Behaviors

Samantha **Grade 9** (January)

Academic Concerns **Replacement Behaviors**

Samantha did not pass her 8th grade ELA or Math state standards test.

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Case Study: Replacement Behaviors

Samantha

Grade 9 (January)

Academic/Behavioral Supporting Concerns

Since October, she is skipping class frequently, and is often tardy to class because she either is spending time with friends in the hallway or she wants to miss part of the class on purpose.

She struggles with getting settled at the beginning of some classes, and with transitions from activity to activity when in class.

Replacement Behaviors

Samantha comes into class two to three minutes before the bell a calm and controlled manner, sits down quietly in her seat, takes out her materials, engages positively in the instruction and discussion, moves quietly and directly to designated areas of the classroom during transitions, and maintains emotional control throughout the period.

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Case Study: Replacement Behaviors

Samantha

Grade 9 (January)

Academic/Behavioral Supporting Concerns

She quickly becomes frustrated and often does not wait for staff members' help before verbally disrupting the class when she does not know what to do or if the material appears difficult.

Replacement Behaviors

When she does not know what to do on an assignment or task or the material appears difficult, Samantha will look at the material again, and then—if still stuck—she will raise her hand (mouth quiet), wait for the teacher to call on her, and then quietly, in a polite tone of voice, ask specifically for what she needs help on.

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Summarizing this Section.

- What were your main take-aways from this part of the Discussion?
- Would this systematic approach to identifying the Prioritized Concerns, Available and Needed Information, and Replacement Behavior help facilitate the processing of a Case Study?
- Questions or Comments?



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**Please Stop the Tape
and Take Some Time
to Write Down
Your Thoughts about
these Questions**

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Step 3: Generate Hypotheses (using functional assessment) to explain why the problem is occurring

Developing hypotheses to explain WHY the problem situation or gap exists

This occurs after the Initial Concerns have been prioritized.

This process typically is guided by the MTSS Team-designated Consultant (although others may assist)

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Step 3: Generate Hypotheses (using functional assessment) to explain why the problem is occurring

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?

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Step 3: Generate Hypotheses (using functional assessment) to explain why the problem is occurring

The diagram illustrates three interconnected categories of factors that can influence a student's behavior or learning outcomes. On the left, under 'Classroom/Peer Factors', there are images of students talking and a student looking thoughtful. In the center, under 'School/District Factors', there are images of a school building and a student in a library. On the right, under 'Home/Community Factors', there are images of a student at a desk and a student in a library. A large green arrow points from the School/District and Home/Community factors towards the Classroom/Peer factors, suggesting that these external factors can influence the classroom environment.

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Step 3: Generate Hypotheses (using functional assessment) to explain why the problem is occurring

Developing hypotheses to explain WHY the problem situation or gap exists

- Possible hypothesis domains:
 - Teacher/instruction
 - Curriculum
 - Student
 - Classroom/peers
 - School/district
 - Home/community

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Causal vs. Correlational “Why’s”


The Causal “Why’s”
 Student
 Teacher/Instruction
 Curriculum

The Correlational “Why’s”
 Classroom/Peers
 School/District
 Home/Community

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Step 3: Generate Hypotheses (using functional assessment) to explain why the problem is occurring

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?

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Problem Analysis: Possible Reasons for Teachers' Lack of Success on Behalf of their Students



Teacher Factors
Are teachers prepared and "programmed" for success?

- Knowledge/ Professional Development
- Skills
- Motivation/Accountability (Supervision/Evaluation)
- Consistency
- Special Situations– Classroom, School, System, Personal Variables

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Problem Analysis: Possible Reasons for Instructional Lack of Success

Effective Teaching Skills and Practices:

- Instructional Planning
- Positive Classroom Climate/Environment
- Teacher Expectations
- Cognitive Emphasis
- Motivational Strategies
- Instructional Presentation
- Prompts for Student Understanding
- Relevant Practice
- Academic Engaged Time
- Informed Feedback
- Modified Instruction
- Progress Monitoring and Evaluation

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Critical Academic Achievement (Teacher/Instructional) Questions

Questions regarding Teacher Conditions

1. Does the instructional environment support the learning/educational process?
2. Is the teacher being instructionally effective with the referred student?
3. Is the teacher adapting the curriculum such that there is an appropriate student-curriculum match?
4. Is instruction programmed for student success?

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Critical Academic Achievement (Teacher/Instructional) Questions

Questions regarding Teacher Conditions

5. Did the teacher use a systematic and diagnostic problem-solving process to identify any classroom-based interventions that have been implemented so far?
6. When classroom-based interventions were implemented, did the teacher have the appropriate knowledge, skill, confidence, objectivity, and/or interactional skills needed to maximize success?
7. When classroom-based interventions were implemented, did the teacher have the necessary resources, support materials, and staff available to maximize success?

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Critical Academic Achievement (Teacher/Instructional) Questions

Questions regarding Teacher Conditions

8. When classroom-based interventions were implemented, did the teacher identify the short-term and long-term outcomes that represent success or mastery for the student and intervention, and were these outcomes systematically evaluated by collecting progress monitoring data?
9. When classroom-based interventions were implemented, was the intervention implemented long enough (based on research and practice) in order for any successes to be realized?

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Problem Analysis: Possible Curricular Reasons for Teachers' and Students' Lack of Success



Curricular Factors

Is the curriculum appropriate for and facilitate teacher and student success?

Curriculum's Scope & Sequence and Instructional/Evaluation Materials

- Are not Aligned with External Benchmark or Internal (its own) Learning Outcomes
- Are not Scientifically, Pedagogically, or Developmentally Sound or Defensible
- Are not Engaging, Relevant, Motivating, or Organized with the Learner in Mind
- Are not Organized or Consistent
- Can not be Easily Modified or Adapted, and Provides no Guidance or Materials for Struggling Students

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Critical Academic Achievement (Curricular) Questions

Questions regarding Curricular Characteristics/Conditions

1. Does the curriculum, related to the "problem at-hand" specify the particular objectives that the student is expected to master for each skill, performance benchmark, and/or instructional unit?
2. Does the curriculum specify the particular skills that the student must possess as a prerequisite to success to meet the instructional objectives for each unit?
3. Does the curriculum task analyze specific skills, when appropriate, such that sequential and mastery-oriented learning results for all students?

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Critical Academic Achievement (Curricular) Questions

Questions regarding Curricular Characteristics/Conditions

4. Does the curriculum provide a range of levels to accommodate the different cognitive and language levels that might exist within an integrated classroom?
5. Does the curriculum introduce new skills such that students have a high probability of success and provide sufficient positive practice opportunities for students to practice to mastery?

81

Critical Academic Achievement (Curricular) Questions

Questions regarding Curricular Characteristics/Conditions

6. Does the curriculum have built-in opportunities for students to transfer new training to new academic situations, applications, and contexts?
7. Does the curriculum have horizontal skill books and other materials available for students who need extra instruction and/or practice to attain mastery?
8. Does the curriculum follow research-based methods of instruction relative to student mastery and other relevant outcomes?

82

Summarizing this Section.

- What were your main take-aways from this part of the Discussion?
- Would this systematic approach to hypothesizing the root causes of a student's problem help facilitate the processing of a Case Study?
- Questions or Comments?




83

**Please Stop the Tape
and Take Some Time
to Write Down
Your Thoughts about
these Questions**

84

Step 3: Generate Hypotheses (using functional assessment) to explain why the problem is occurring

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

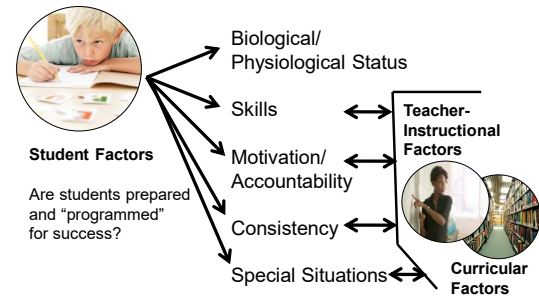


Student Factors:
Are students prepared and "programmed" for success?

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

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Problem Analysis: Possible Reasons for Students' Lack of Independent Learning or Self-Management Progress or Success



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

Teacher-Instructional Factors

Curricular Factors

86

Problem Analysis: Seven "High-Hit" Reasons Why Independent Learning or Social, Emotional, or Behavioral Self-Management does not Occur

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 .

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.

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Problem Analysis: Seven “High-Hit” Reasons Why Independent Learning or Social, Emotional, or Behavioral 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 during real or actual situations.

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.

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

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Problem Analysis: Seven “High-Hit” Reasons Why Independent Learning or Social, Emotional, or Behavioral 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.

89

Problem Analysis: Seven “High-Hit” Reasons Why Independent Learning or Social, Emotional, or Behavioral 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.

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Problem Analysis: Seven “High-Hit” Reasons Why Independent Learning or Social, Emotional, or Behavioral Self-Management does not Occur

- 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

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Student-Focused Hypotheses

Samantha

Grade 9 (January)

Which of the Initial Concerns relate ONLY to Samantha (that is, they do not also involve teacher, curricular, peer, or classroom factors)?

For these, why do you think Samantha is having these problems?

- 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

92

Please Stop the Tape and Take Some Time to Write Down Your Thoughts about these Questions

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Step 3: Generate Hypotheses (using functional assessment) to explain why the problem is occurring

Developing hypotheses to explain WHY the problem situation or gap exists

- Possible hypothesis domains:
 - Teacher/instruction
 - Curriculum
 - Student
 - Classroom/peers
 - School/district
 - Home/community

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Step 3: The Format for Hypotheses

“The student is _____
(describe the concern)

BECAUSE

_____ (describe your hypothesis to explain the concern).”

*** Hypotheses do not use labels to explain a student concern.**

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Case Study: Hypothesis Generation

Samantha **Grade 9** (January)

Emotional/Cognitive **Hypotheses**

Since October, Samantha has demonstrated more angry incidents in class.

Activity. Generate one hypothesis in each domain:

- Teacher/instruction
- Curriculum
- Student
- Classroom/peers
- School/district
- Home/community

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Case Study: Hypothesis Generation

Samantha **Grade 9** (January)

Emotional/Cognitive **Hypotheses**

Since October, Samantha has demonstrated more angry incidents in class **because:**

Teacher/instruction: her special education resource class this year is focusing on remediation and not on helping her understand the material in her current courses, and she is falling further behind there.

Curriculum: some of her reading assignments have not been adapted to her reading level, and she can't understand her work.

Student: after being prompted to cool down by her teachers, she chooses not to because it is easier to go to the office and avoid her classwork.

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Case Study: Hypothesis Generation

Samantha **Grade 9** (January)

Emotional/Cognitive **Hypotheses**

Since October, Samantha has demonstrated more angry incidents in class **because:**

Classroom/peers: in some classes, the students around her have refused to help her—even when asked appropriately.

School/district: her IEP starting in Grade 9 moved her from three resource room classes (in Grade 8) to one plus co-teaching.

Home/community: she has more responsibility to take care of her son in the evening, can't finish her homework, and is not getting enough sleep at night.

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Case Study: Hypothesis Generation

Samantha **Grade 9 (January)**

Behavioral Concerns **Hypotheses**

Since October, Samantha has been sent to the Dean's Office on a number of occasions for:

- Needing to be "the leader or authority" in the classroom
- Talking out or to other students
- Irritating other students
- Using profanity
- Not following teacher directions
- **Speaking disrespectfully to staff especially those with whom she has not established a positive relationship**

Activity. Generate one hypothesis in each domain:

Teacher/instruction
Curriculum
Student
Classroom/peers
School/district
Home/community

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Case Study: Hypothesis Generation

Samantha **Grade 9 (January)**

Behavioral Concerns **Hypotheses**

Since October, Samantha has been speaking disrespectfully to staff especially those with whom she has not established a positive relationship **because:**

Teacher/instruction: some of her teachers immediately respond to Samantha's first inappropriate behavior during a classroom period by threatening her with an office referral rather than quietly asking her if she is having difficulty with something.

Curriculum: some of her teachers have not been trained in the de-escalation prompts that have worked with her in the past.

Student: she does not believe that all of her teachers want to see her succeed.

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Case Study: Hypothesis Generation

Samantha **Grade 9 (January)**

Behavioral Concerns **Hypotheses**

Since October, Samantha has been speaking disrespectfully to staff especially those with whom she has not established a positive relationship **because:**

Classroom/peers: some of her peers (from "out in the hallway") reinforce Samantha's inappropriate behavior (because they, too, do not like the same teachers—even though they are afraid to act up in class themselves).

School/district: she was scheduled away from the three girls who were most supportive of her in 8th grade when they all transitioned into 9th grade.

Home/community: her mother has "bad-mouthed" some of the same teachers because she has had to miss work to attend Parent-Teacher conferences that have not resolved the many (inappropriate, from the parent's perspective) office discipline referrals.

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Case Study: Hypothesis Generation

Samantha **Grade 9 (January)**

Academic Concerns **Hypotheses**

Samantha did not pass her 8th grade ELA or Math state standards test.

Possible hypothesis domains:

- Teacher/instruction
- Curriculum
- Student
- Classroom/peers
- School/district
- Home/community

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Case Study: Hypothesis Generation

Samantha **Grade 9 (January)**

Academic/Behavioral Supporting Concerns **Hypotheses**

Since October, she is skipping class frequently, and is often tardy to class because she either is spending time with friends in the hallway or she wants to miss part of the class on purpose.

She struggles with getting settled at the beginning of some classes, and with transitions from activity to activity when in class.

Possible hypothesis domains:

- Teacher/instruction
- Curriculum
- Student
- Classroom/peers
- School/district
- Home/community

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Case Study: Hypothesis Generation

Samantha **Grade 9 (January)**

Academic/Behavioral Supporting Concerns **Hypotheses**

She quickly becomes frustrated and often does not wait for staff members' help before verbally disrupting the class when she does not know what to do or if the material appears difficult.

Activity. Generate one hypothesis in each domain:

- Teacher/instruction
- Curriculum
- Student
- Classroom/peers
- School/district
- Home/community

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Case Study: Hypothesis Generation

Samantha **Grade 9 (January)**

Academic/Behavioral Supporting Concerns **Hypotheses**

Samantha quickly becomes frustrated and often does not wait for staff members' help before verbally disrupting the class when she does not know what to do or if the material appears difficult **because**:

Teacher/instruction: her teachers don't always preview the work with her to assure her that it has been selected so that she can do it with good effort.

Curriculum: some of the work has directions that she cannot read and/or understand on her own.

Student: she does not always work through the problems that she can complete before asking her teacher for help on the ones that she cannot do.

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Case Study: Hypothesis Generation

Samantha

Grade 9 (January)

Academic/Behavioral Supporting Concerns Hypotheses

Samantha quickly becomes frustrated and often does not wait for staff members' help before verbally disrupting the class when she does not know what to do or if the material appears difficult **because**:

Classroom/peers: she is afraid to ask her peers for help because they have publicly teased her about "always needing help" in the past.

School/district: the school has scheduled too many special education students in her classrooms—too many for the one special education co-teacher assigned to help them.

Home/community: when she needs help at home, she is usually able to get her mother's help almost immediately.

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Step 4: Hypothesis Testing

Hypotheses need to be validated or invalidated by conducting functional assessments to collect needed data

- Identify data needed
- Identify the individuals who will conduct the assessments
- There are Six assessment methods used to collect data

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Collecting Data to Analyze Hypotheses: RIOTSS

- Review information
- Interview critical players
- Observe the Instructional Environment
- Test the Student
- Surveys and Behavior Rating Scales
- Self-Report Assessment

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Collecting Data to Analyze Hypotheses: RIOTSS

- Review . . . Existing information/records
- Interview. . . Information sources– Teachers (including last year’s), Support Personnel, Parents, the Student him/herself
- Observe. . . The student, teacher, others in setting(s) where the problem is occurring
- Test . . . With Authentic, Curriculum-based, Criterion-referenced, Norm-referenced tools
- Survey. . . Individuals or groups of students and staff at a grade-level or across an entire school
- Self-Report. . . Where an individual, including the target student, independently provides relevant information or data

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Step 4: Hypothesis Testing

- Assess only in areas that provide information to test hypotheses
- Assessments must be:
 - Reliable
 - Valid
 - Documented (multi-setting, multi-instrument, multi-respondent assessments are best)

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Functional Assessment: Developing Predictions to Test Hypotheses

Developing Predictions to Test Hypotheses:

- Prediction statements set up a situation whereby **the hypothesis and its converse** are both evaluated.
- It is necessary to demonstrate that **the referral concern exists (or occur) when our hypothesis is true**, and . . .
- It is also necessary to demonstrate that **the referral concern does not exist** (or occur) when they hypothesized reason for the concern **does not occur**.
- Prediction statements that use labels to explain a student concern cannot be tested.
- When students have **skill deficits**, predictions cannot be generated.

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Functional Assessment: Developing Predictions to Test Hypotheses

Developing Positive Predictions to Test Hypotheses:

- "When (If) . . . (the hypothesized reason for the referral concern occurs),
- Then. . . (the referral concern will be exhibited).

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Functional Assessment: Developing Predictions to Test Hypotheses

Developing Converse Predictions to Test Hypotheses:

- "When (If) . . . (the hypothesized reason for the referral concern does not occur),
- Then. . . (the referral concern will be not be exhibited).

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Functional Assessment: Developing Predictions to Test Hypotheses

Samantha is, _____

BECAUSE

Positive Prediction

When she _____, _____

Samantha

Converse Prediction

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Functional Assessment: From Hypothesis to Prediction

Since October, Samantha has demonstrated more angry incidents in class **because** she does not want to leave her new friends—that she recently met—in between classes to get to class on time.

Positive Prediction

When she has to leave her friends in the hallway between classes, then Samantha is angry in class.

Converse/Problem Prediction

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Functional Assessment: Developing Predictions to Test Hypotheses

Samantha is, **BECAUSE** _____

Positive Prediction

When she _____, Samantha

Converse Prediction

When she _____, Samantha

116

Functional Assessment: From Hypothesis to Prediction

Since October, Samantha has demonstrated more angry incidents in class **because** she does not want to leave her new friends—that she recently met—in between classes to get to class on time.

Positive Prediction

When she has to leave her friends in the hallway between classes, then Samantha is angry in class.

Converse/Problem Prediction

When her friends are not in the hallway between classes, then Samantha comes right to class and is not angry.

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Functional Assessment: Developing Predictions to Test Hypotheses

ASSESSMENT QUESTIONS:

- 1.
- 2.

ASSESSMENTS APPROACHES?

DECISION BOX →

		Question 1?	
		YES	NO
Question 2?	YES		
	NO		

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Assessing Hypotheses through Predictions

ASSESSMENT QUESTIONS:

1. Are Samantha's friends in the hallway between classes?
2. Does Samantha get angry?

ASSESSMENTS APPROACHES?

DECISION BOX →

		Question 1?	
		YES	NO
Question 2?	YES	✕	
	NO		✕

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Collecting Data to Analyze Hypotheses: RIOTSS

- Review . . . Existing information/records
- Interview . . . Information sources– Teachers (including last year's), Support Personnel, Parents, the Student him/herself
- Observe . . . The student, teacher, others in setting(s) where the problem is occurring
- Test . . . With Authentic, Curriculum-based, Criterion-referenced, Norm-referenced tools
- Survey . . . Individuals or groups of students and staff at a grade-level or across an entire school
- Self-Report . . . Where an individual, including the target student, independently provides relevant information or data

120

Functional Assessment: From Hypothesis to Prediction

Since October, **Samantha has been speaking disrespectfully** to staff especially those with whom she has not established a positive relationship **because: these teachers** have not been trained in **the de-escalation prompts** that have worked with her in the past.

Positive Prediction
 When prompts are not used, then Samantha speaks disrespectfully.

Converse/Problem Prediction
 When prompts are used, then Samantha speaks respectfully.

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Assessing Hypotheses through Predictions

ASSESSMENT QUESTIONS:
 1. Are prompts used?
 2. Is Samantha respectful?

ASSESSMENTS APPROACHES?
 DECISION BOX

		Question 1?	
		YES	NO
Question 2?	YES	✕	
	NO		✕

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Functional Assessment: From Hypothesis to Prediction

Samantha quickly **becomes frustrated** and often does not wait for staff members' help before **verbally disrupting the class** when she does not know what to do or if the material appears difficult **because** her **teachers don't always preview the work** with her to assure her that it has been selected so that she can do it with good effort.

Positive Prediction
 When teachers do not preview work with her, then Samantha gets frustrated and disrupts the class.

Converse/Problem Prediction
 When teachers do preview work with her, then Samantha calmly completes her work.

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Assessing Hypotheses through Predictions

ASSESSMENT QUESTIONS:

1. Do teachers preview with Samantha?

2. Does she calmly complete her work?

Question 1?

	YES	NO
Question 2?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ASSESSMENTS APPROACHES?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

ASSESSMENTS APPROACHES?

DECISION BOX →

YES

NO

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Summarizing this Section.

- What were your main take-aways from this part of the Discussion?
- Would this systematic approach to confirming the root causes of a student's problem help facilitate the processing of a Case Study?
- Questions or Comments?



125

Please Stop the Tape and Take Some Time to Write Down Your Thoughts about these Questions

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I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

Maya Angelou

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An Overview of the Problem Solving Process at the Student Level

- Step 5: Design and Write the Intervention Plan
- Step 6: Implement the Intervention Plan and Interventions
- Step 7: Formatively and Summatively Evaluate the Interventions and Intervention Plan

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Step 5: Designing and Writing the Intervention Plan

Intervention Plan Components/Sections:

- Academic/Behavioral Goals/Targets
- Evidence-based Interventions/Methods to be used
- People needed (for Consultation/Direct Services)
- Other Resources needed
- Sequence of Activities to Implement Intervention
- Timelines: Start/Finish
- Assessment/Evaluation Tools– Formative and Summative
- Data-based Indicators of a Successful Intervention
 - Short-term outcomes
 - Long-term outcomes

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Step 6: Implementing the Intervention Plan

- Interventions should:
 - Produce meaningful results
 - Be acceptable and realistic
 - Be taught to teachers and students before implementation
 - Be implemented with integrity and intensity
 - Used with other students, if possible

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Linking Problem Analysis to Intervention

Reason #1: Skill Deficit

Reason #2: Speed of Acquisition

Reason #3: Transfer of Training/Generalization

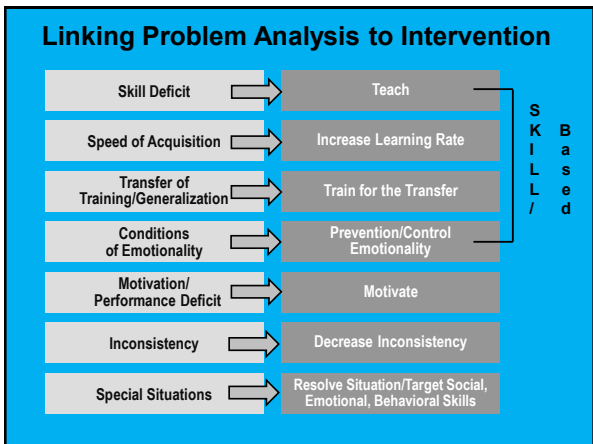
Reason #4: Conditions of Emotionality

Reason #5: Motivation/Performance Deficit

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

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

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Strategic Intervention Services for--Academics

- Peer/Adult Assisted Learning
- Computer-Assisted Learning
- Strategic Academic Interventions
- Programmatic or Curricular Interventions
- Specific or Focused Intervention
-
- Supplemental Interventions
- Intensive or Catch-Up Interventions
- Alternative Curriculum or Replacement Interventions

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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/Restitutional Overcorrection

Special Situation Interventions (High Hit 6-7)
 Self-Concept, Divorce, Loss, Teasing/Bullying, PTSD
 Groups/Interventions

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Intensive Need Services--Academics

- Peer/Adult Assisted Learning
- Computer-Assisted Learning
- Intensive Academic Interventions
- Programmatic or Curricular Interventions
- Specific or Focused Intervention
-
- Supplemental Interventions
- Intensive or Catch-Up Interventions
- Alternative Curriculum or Replacement Interventions
- With Assistive and Compensatory Supports

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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



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Step 7: Formatively and Summatively Evaluate the Interventions and Intervention Plan

Program Evaluation: Basic Assumptions

- Reveals how well an intervention program works, does not work, or when it needs a mid-course correction
- Motivates those who implement program
- Based on a "progress monitoring" approach
- Helps determine when goals have been reached or when new goals need to be set
- Helps maintain realistic expectations for success & determines why success has been attained

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Data-Driven Evaluation Decisions

- Interventions may be found to be:
 - Successful
 - Successful but needing additional implementation time
 - Approaching success but needing fine tuning
 - Not successful but not harmful
 - Not successful & harmful

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MTSS Building-Level Team Follow-Up

- The MTSS Team and Teacher should communicate periodically as interventions are implemented and outcomes measured.
- The MTSS process can be terminated when success has been maintained for an evidence-based period of time.

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Presentation Review

- MTSS Review of Part I
- Review of the MTSS Data-based, Problem-Solving, Consultation, Intervention Process
- Generating Hypotheses to Explain Students' Academic and/or Social, Emotional, & Behavioral Challenges
- Functional Assessment Questions to Facilitate Hypothesis Generation
- Generating Predictions to Confirm or Reject Hypotheses
- Multi-tiered Interventions
- Developing and Evaluating Intervention Plans and Planning

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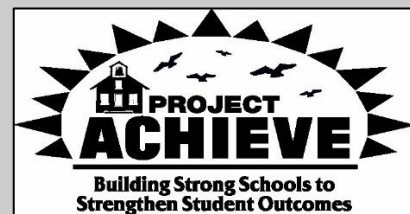
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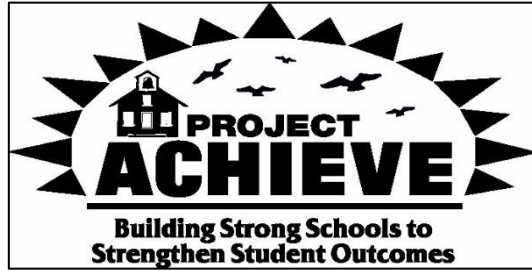
The MTSS Data-Based Functional Assessment/ Problem-Solving Process

Case Study: Samantha

Dr. Howard M. Knoff

Project ACHIEVE Educational Solutions





PROJECT ACHIEVE PRESS
A Division of PROJECT ACHIEVE INCORPORATED
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Designed by Howard M. Knoff, Ph.D.
Printed in the United States of America

MTSS Case Study

Samantha 16 years 0 months old **Referral: January, Grade 9**

Samantha is a 16-year-old 9th grader at the 7th through 12th grade Central Community School (CCS) who is receiving special education services as a student with a learning disability. These services include daily co-taught classes for ELA, math, science, and social studies, as well as a daily resource class for content reinforcement. Samantha frequently speaks disrespectfully to staff, especially staff members with whom she has not established a positive relationship. She skips class frequently, and is often tardy to class because she either is spending time with friends in the hallway or she wants to miss part of the class on purpose. She struggles with getting settled at the beginning of some classes, and with transitions from activity to activity when in class. When she does not know what to do or if the material appears difficult, she quickly becomes frustrated and often does not wait for staff members' help before verbally disrupting the class. Since October, Samantha's attendance and behavior has noticeably declined. She used to respond effectively to certain staff members when frustrated, but has been resistant to even them recently.

Samantha was retained in 4th grade. Between the 4th through 9th grade, she has experienced 11 different school transitions, including time in two alternative programs. Samantha re-enrolled in CCS during the last school year on January 30, 2012. At the end of the year, she did not pass her 8th grade ELA or Math state standards test. Samantha's current instructional skill level is estimated as follows:

Reading/Literacy	Approximately 5 th grade level
Mathematics	Approximately Middle School level
Language Arts	3 rd to 5 th grade level
Written Expression	3 rd to 5 th grade level

Samantha has a three-year old child (boy). While she lives with her mother (no father appears present), her son lives with her aunt—who does most of the child care. Samantha's son's biological father does not appear to be present in any parenting role or sense.

Last year, Samantha's classroom behavior was addressed by her 8th grade team. A plan was set up for a cool-down time when needed and as a proactive response to potential problem behavior. This worked well for Samantha, as she was receptive to working with the teachers involved. Two of last year's teachers, significantly, "looped" up with her from 8th to 9th grade. These teachers have established positive relationships with Samantha, and this seems to significantly affect how she interacts with them. One of these teachers notes that she comprehends very well in class when someone reads class material out loud. The other teacher observes that Samantha "has great drive and determination to do well when she wants to."

Samantha appears to do well in one-on-one instruction and in some small groups, and she enjoys reading and participating in class. She also seems to learn best when material is chunked for her, and when she reviews or practices material a number of times.

Samantha was working hard and doing well from the start of the school year until early October—when her absences, tardies, and skipped classes increased. Lately, even when in class on time, Samantha’s behavior (talking out or to other students, irritating other students, using profanity, not following teacher directions, needing to be “the leader or authority” in the classroom, getting angry) often requires that she be asked to leave. Samantha has missed a large amount of instruction over the last three months.

Samantha’s teachers wondered if something significant happened during the October break to cause this change of attitude and behavior. When asked about this, Samantha gets immediately upset and distraught, and will not talk. Samantha is not receiving any mental health services at the present time.

MTSS Case Study Analysis

Student's Name: Samantha

Date of Birth: August 7, 2001

Teacher's Name: 9th Grade Team

Grade Level: 9th

Date of Request:

Chronological Age: 16 years, 5 months

School:

Initial Concerns (Rank Order the Top 6 Priorities from 1-Highest to 6-)

Concern

Ranking

Emotional/Cognitive

Since October, Samantha has demonstrated more angry incidents in class.

Behavioral Concerns

Since October, Samantha has been sent to the Dean's Office on a number of occasions for:

- Needing to be "the leader or authority" in the classroom
- Talking out or to other students
- Irritating other students
- Using profanity
- Not following teacher directions
- Speaking disrespectfully to staff, especially staff members with whom she has not established a positive relationship

Academic Concerns

Samantha did not pass her 8th grade ELA or Math state standards test.

Academic/Behavioral Supporting Concerns

Since October, she is skipping class frequently, and is often tardy to class because she either is spending time with friends in the hallway or she wants to miss part of the class on purpose.

She struggles with getting settled at the beginning of some classes, and with transitions from activity to activity when in class.

She quickly becomes frustrated and often does not wait for staff members' help before verbally disrupting the class when she does not know what to do or if the material appears difficult.

Existing/Needed Information:

Existing Information
(Relevant Known?)

What Additional Information is Needed? Who Should Get It?
(Relevant-Unknown)

Student: Current Status

Samantha is a 16-year-old 9th grader at the 7th through 12th grade Central Community School (CCS) who is receiving special education services as a student with a learning disability. These services include daily co-taught classes for ELA, math, science, and social studies, as well as a daily resource class for content reinforcement.

Samantha was retained in 4th grade.

Between the 4th through 9th grade, she has experienced 11 different school transitions, including time in two alternative programs.

Samantha re-enrolled in CCS during the last school year on January 30, 2012.

Samantha's current instructional skill level is estimated as follows:

Reading/Literacy	Approximately 5 th grade level
Mathematics	Approximately Middle School level
Language Arts	3 rd to 5 th grade level
Written Expression	3 rd to 5 th grade level

One of her teachers notes that she comprehends very well in class when someone reads class material out loud.

Existing/Needed Information:

Existing Information
(Relevant Known?)

What Additional Information is Needed? Who Should Get It?
(Relevant-Unknown)

Student: Current Status (Continued)

Samantha's teachers wondered if something significant happened during the October break to cause her change of attitude and behavior. When asked about this, Samantha gets immediately upset and distraught, and will not talk.

Samantha is not receiving any mental health services at the present time.

Academics/Instruction: Current/Previous Academic Interventions

Last year, Samantha's classroom behavior was addressed by her 8th grade team. A plan was set up for a cool-down time when needed and as a proactive response to potential problem behavior. This worked well for Samantha, as she was receptive to working with the teachers involved.

Samantha appears to do well in one-on-one instruction and in some small groups, and she enjoys reading and participating in class.

She also seems to learn best when material is chunked for her, and when she reviews or practices material a number of times.

Samantha has missed a large amount of instruction over the last three months.

Existing/Needed Information:

Existing Information
(Relevant Known?)

What Additional Information is Needed? Who Should Get It?
(Relevant-Unknown)

Curriculum

No information currently in this area.

Classroom/Peers

Two of last year's teachers, significantly, "looped" up with her from 8th to 9th grade. These teachers have established positive relationships with Samantha, and this seems to significantly affect how she interacts with them.

The other teacher observes that Samantha "has great drive and determination to do well when she wants to."

Samantha was working hard and doing well from the start of the school year until early October—when her absences, tardies, and skipped classes increased.

District/School

No information currently in this area.

Home/Community

Samantha has a three-year old child (boy). While she lives with her mother (no father appears present), her son lives with her aunt—who does most of the child care.

Samantha's son's biological father does not appear to be present in any parenting role or sense.

Replacement (or Desired) Behaviors for the Prioritized Concerns:

Prioritized Concerns

Desired/Replacement Behaviors

Emotional/Cognitive

Since October, Samantha has demonstrated more angry incidents in class.

Behavioral Concerns

Since October, Samantha has been sent to the Dean's Office on a number of occasions for:

- Needing to be "the leader or authority" in the classroom
- Talking out or to other students
- Irritating other students

- Using profanity
- Not following teacher directions
- Speaking disrespectfully to staff, especially staff members with whom she has not established a positive relationship

Academic Concerns

Samantha did not pass her 8th grade ELA or Math state standards test.

Academic/Behavioral Supporting Concerns

Since October, she is skipping class frequently, and is often tardy to class because she either is spending time with friends in the hallway or she wants to miss part of the class on purpose.

She struggles with getting settled at the beginning of some classes, and with transitions from activity to activity when in class.

She quickly becomes frustrated and often does not wait for staff members' help before verbally disrupting the class when she does not know what to do or if the material appears difficult.

MTSS Case Study Analysis Forms

Student's Name:

Date of Birth:

Teacher's Name:

Grade Level:

Date of Request:

Chronological Age: ___yr ___mo

School:

Initial Concerns (Rank Order the Top 6 Priorities from
1-Highest to 6-Lowest)

Concern

Ranking

1.

2.

3.

4.

5.

Existing/Needed Information:

Existing Information
(Relevant Known?)

What Additional Information is Needed? Who Should Get It?
(Relevant-Unknown)

STUDENT

**ACADEMIC/
CURRICULAR**

**TEACHER/
INSTRUCTION**

Existing/Needed Information:

Existing Information
(Relevant Known?)

What Additional Information is Needed? Who Should Get It?
(Relevant-Unknown)

**CLASSROOM/
PEER**

**SCHOOL/
DISTRICT**

**HOME/
COMMUNITY**

Replacement (or Desired) Behaviors for the Prioritized Concerns:

Prioritized Concerns

Desired/Replacement Behaviors

- 1.
- 2.
- 3.
- 4.
- 5.

Hypothesis 1: Family/Neighborhood/Community Conditions.

1. _____ because

Positive Prediction:

When _____,

Then _____,

Converse Prediction:

When _____ DOES NOT _____,

Then _____ DOES NOT _____.

Referral Questions:

1. _____? (Yes/No?)

2. _____? (Yes/No?)

Organization of your Questions:

Question 1: _____?

Question 2:

_____?

YES

NO

YES	NO

How will the data be collected:

R eview Records:

I nterview:

O bserve:

T est:

S urvey:

S elf-Report:

Possible Interventions:

Hypothesis 2: School/School District Conditions.

1. _____ because

Positive Prediction:

When _____,
Then _____.

Converse Prediction:

When _____ DOES NOT _____,
Then _____ DOES NOT _____.

Referral Questions:

1. _____? (Yes/No?)

2. _____? (Yes/No?)

Organization of your Questions:

Question 1: _____?

Question 2:

_____?

YES

NO

	YES	NO
YES		
NO		

How will the data be collected:

Revue Records:

Interview:

Observe:

Test:

Survey:

Self-Report:

Possible Interventions:

Hypothesis 3: Classroom Conditions.

1. _____ because

Positive Prediction:

When _____,

Then _____,

Converse Prediction:

When _____ DOES NOT _____,

Then _____ DOES NOT _____.

Referral Questions:

1. _____? (Yes/No?)

2. _____? (Yes/No?)

Organization of your Questions:

Question 1: _____?

Question 2:

_____?

YES

NO

	YES	NO
YES		
NO		

How will the data be collected:

R eview Records:

I nterview:

O bserve:

T est:

S urvey:

S elf-Report:

Possible Interventions:

Hypothesis 4: Teacher Conditions.

1. _____ because

Positive Prediction:

When _____,

Then _____,

Converse Prediction:

When _____ DOES NOT _____,

Then _____ DOES NOT _____.

Referral Questions:

1. _____? (Yes/No?)

2. _____? (Yes/No?)

Organization of your Questions:

Question 1: _____?

Question 2:

_____?

YES

NO

	YES	NO
YES		
NO		

How will the data be collected:

R eview Records:

I nterview:

O bserve:

T est:

S urvey:

S elf-Report:

Possible Interventions:

Hypothesis 5: Curricular Conditions.

1. _____ because

Positive Prediction:

When _____,

Then _____,

Converse Prediction:

When _____ DOES NOT _____,

Then _____ DOES NOT _____.

Referral Questions:

1. _____? (Yes/No?)

2. _____? (Yes/No?)

Organization of your Questions:

Question 1: _____?

Question 2:

_____?

YES

NO

	YES	NO
YES		
NO		

How will the data be collected:

R eview Records:

I nterview:

O bserve:

T est:

S urvey:

S elf-Report:

Possible Interventions:

Hypothesis 6: Student Conditions.

1. _____ because

Positive Prediction:

When _____,

Then _____,

Converse Prediction:

When _____ DOES NOT _____,

Then _____ DOES NOT _____.

Referral Questions:

1. _____? (Yes/No?)

2. _____? (Yes/No?)

Organization of your Questions:

Question 1: _____?

Question 2:

_____?

YES

NO

	YES	NO
YES		
NO		

How will the data be collected:

R eview Records:

I nterview:

O bserve:

T est:

S urvey:

S elf-Report:

Possible Interventions:

NOTES