

**Why Behaviorally Challenging
Students Act Up:**

**The Seven “High-Hit” Reasons and
How They Link to Intervention**

Howard M. Knoff, Ph.D.

**Director, Project ACHIEVE
Director, Arkansas State Improvement Grant
Little Rock, AR**

**www.projectachieve.info
knoffprojectachieve@earthlink.net**

**Howard M. Knoff, Ph.D.
Director, Project ACHIEVE
Director, AR State Improvement Grant**

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

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

**Websites: www.projectachieve.info
www.arstateimprovementgrant.com**

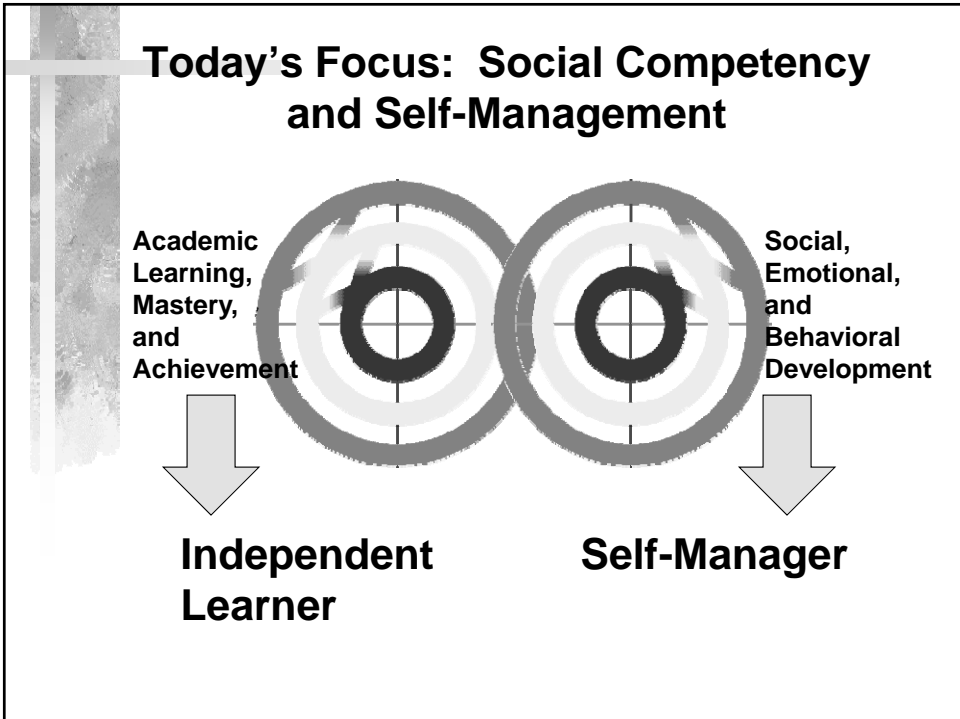
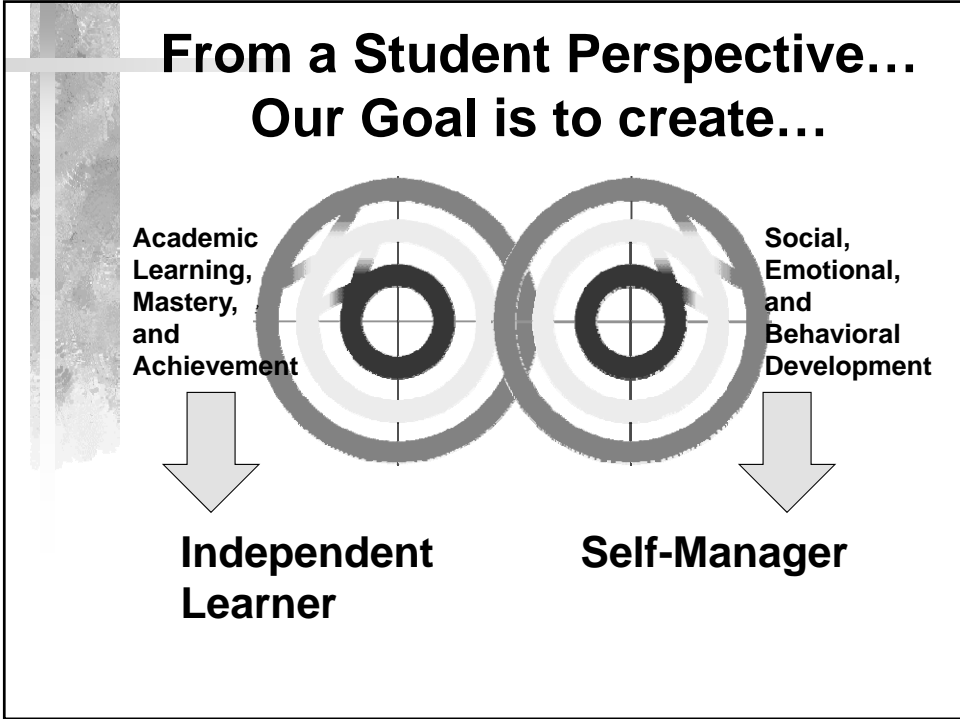
Presentation Overview

- Introduction
- Defining Social Competence and Socially Competent Behaviors and Skills
- “High Hit” Reasons Why Students do not Respond to Self-Competency/Self-Management Instruction
- Linking the “High Hit” Reasons to “High Hit” Interventions
- Some Rules of Thumb for Most Behavioral Interventions

The Ultimate Educational Goal

TO:

**Maximize ALL Students’
Academic Achievement and
Social, Emotional, and Behavioral
Development**



A Definition of “Self-Competency” or “Self-Management”

Self-Competence/Management involves:

A child or adolescent’s ability to:

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

Factors Affecting Children’s Social Competence

- Changes in the family structure—e.g., the impact of divorce/single parent (grandparent) homes/both parents working
- TV, computer or video games, music, the “Media”
- Poverty and other economically stressful conditions
- Poor parenting skills and low/inappropriate parental supervision
- Drugs and alcohol
- Low expectations for success, hopelessness

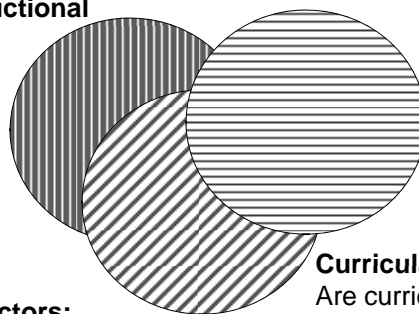
But. . .These Factors *Do Not Cause* Social Incompetence or a Lack of Self-Management

- Do all children from homes of divorce lack social skills?
 - Do all children from two-parent working homes lack social skills?
 - Do all children from poverty lack social skills?
- **When children lack social competency/ self-management skills, it is usually because they have not been taught them. Schools can teach social competency skills. Teachers/Related Services Professionals can partner with parents to reinforce these skills.**

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?

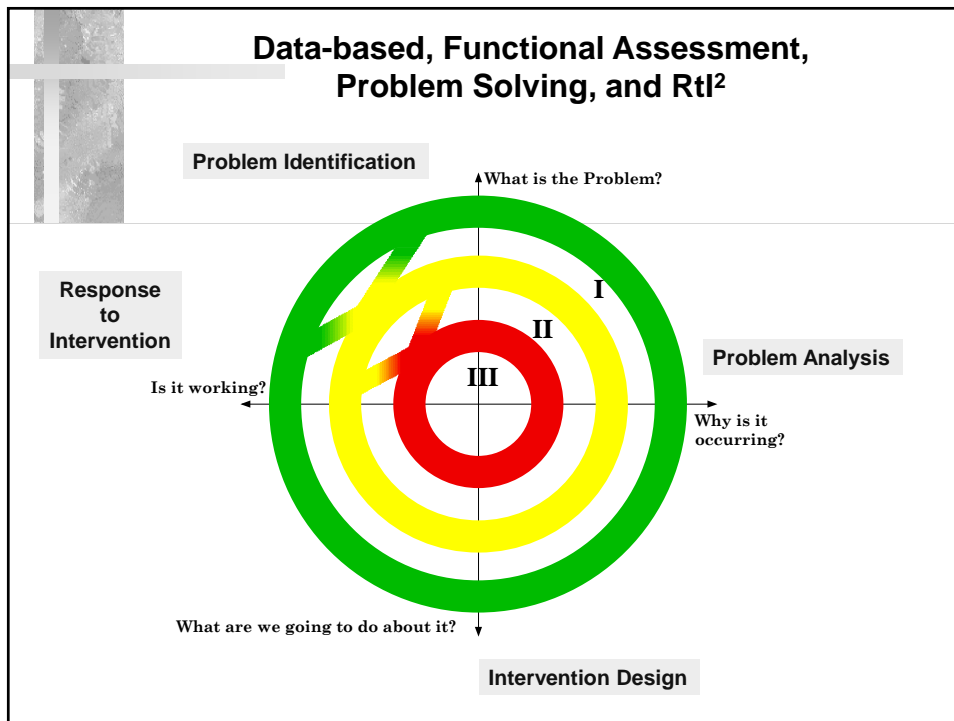
BUT.

Some Students do not respond to effective classroom management and school-wide Positive Behavioral Support Systems (PBSS).

They typically need additional instructional or intervention supports, strategies, programs, or services.



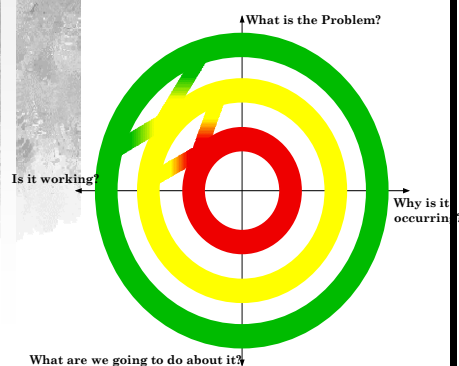
Data-based, Functional Assessment, Problem Solving, and RtI²



What Determines the Success of a Functional Assessment/RtI² Process ???

- Accurately Identifying the Problem
- Identifying the Skill Gap
- Functional Analysis (Explaining) the Skill Gap
- Selecting Scientifically-based Interventions
- Successfully Implementing and Evaluating the Intervention

The Tiers of the Positive Behavioral Self-Management System

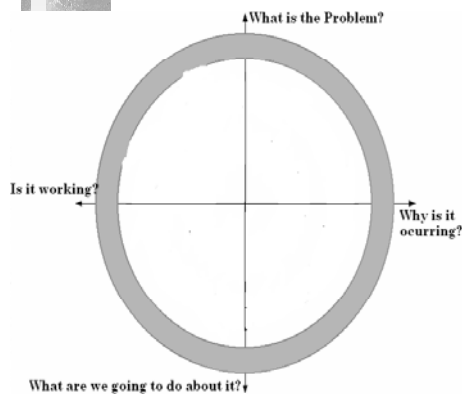


Tier 1: Prevention for All

Tier 2: Strategic Intervention for Some

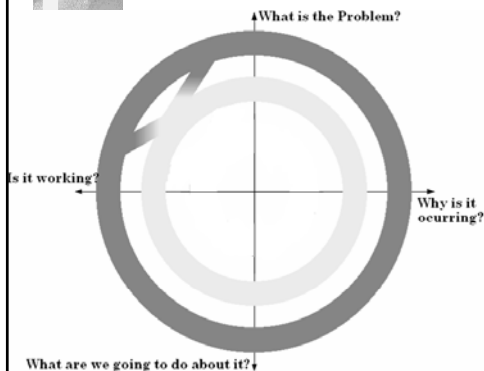
Tier 3: Intensive Need or Crisis Intervention for Few

Tier 1: Prevention Services for All Students



Positive School and Classroom Climates
 Effective Classroom Instruction
 Effective Instructional Grouping
 Effective Classroom Management
 Student Instruction in “Zones of Success”
 Social Skill Instruction and Use
 Well-Designed and Implemented Accountability Systems
 Consistency
 Student Modifications & Accommodations
 Early Intervention

Tier 2: Strategic Intervention Services for Some Students

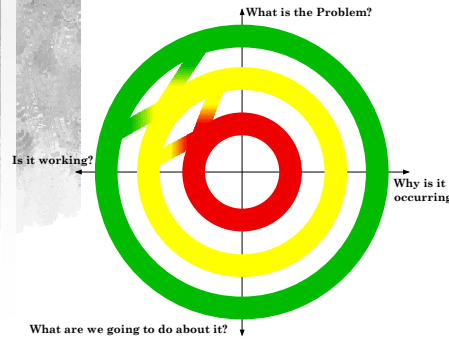


Peer/Adult Mentoring Programs
 Peer/Adult Mediation Programs
Strategic Skill Instruction
 Small Group Social Skills/
 Socialization Training
 Anger-/Emotion-/Self-Control Training
 Attention-Control Training

Strategic Behavioral Interventions
 (Behavioral Matrix Intensity II and III)
 [Response Cost, Positive Practice/
 Restitutive Overcorrection, Group Contingencies, Cognitive-Behavioral Strategies, etc.]

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

Tier 3: Crisis Management/Intensive Need Services



Individual Counseling/Behavior Therapy
(Behavioral Matrix Intensity III and IV)

[Relaxation Therapy, Desensitization, Cognitive-Behavioral Strategies, etc.]

School-Based Mental Health Services

Intensive Wrap-Around/
Continuum of Care Programming

First Things First:

Initial Problem Identification Steps

- ❖ Determine the Student's Current Classroom Status:
Academic and Social, Emotional, and Behavioral History, Progress, Current Functioning, and Skill Gaps
- ❖ Consider, Describe, and Quantify Initial Concerns
- ❖ Comprehensive Review of All Student Records
- ❖ Previous Teacher/Other Interview(s)
- ❖ Classroom Observations
- ❖ Parent Contact(s)/Interview(s)/Determine Need for Social-Developmental History
- ❖ Discount the Medical

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

Functional Assessment Questions . . .

When Dealing with Challenging Students

1. Describe the challenging behavior in specific, descriptive terms so that anyone observing the behavior would say, “There it is.”
2. Describe when, where, with whom, at what time of the day, and under what conditions:
 - * The challenging behavior typically occurs?
 - * The challenging behavior may occur?
 - * The challenging behavior never occurs?
 - * The challenging student is behaviorally successful?
3. Describe what occurs before, during, and after the behavior of concern?

Functional Assessment Questions . . .

When Dealing with Challenging Students

4. What are your student's competencies and/or self-management (and other) strengths, capabilities, talents, skills?
5. Is the problem occurring more or less often than (a) last week, (b) last month, (c) the beginning of the year, (d) or at the onset of the problem?
6. When did the problem behavior first occur?
7. What is the teacher's (your) preferred approach in:
 - * Preventing the problem?
 - * Identifying the problem early on and resolving, de-escalating, or stopping it?
 - * Responding to the problem when fully engaged or in progress?

Functional Assessment Questions . . .

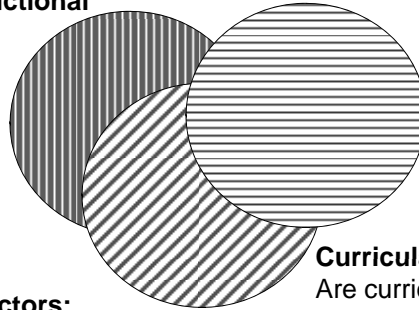
When Dealing with Challenging Students

8. How are these (prevention, strategic intervention, and crisis management) approaches/strategies working? How is the student responding to each?
9. Is the student concern largely a social, emotional, or behavioral concern? Why do you think the concern is occurring?
10. What interventions have been tried?
Why/how were they selected?
Were they implemented with integrity, the needed level of intensity, and long enough?
What were their data-based results in terms changing the target behavior, and how were these data collected?

Students Succeed or Do Not Succeed Because of Their Instructional Environments

**Teacher-Instructional
Factors:**

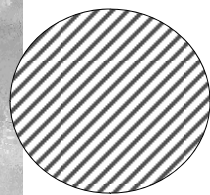
Are teachers well-matched to their students and curricula?



Student Factors:
Are students prepared and “programmed” for success?

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

Problem Analysis: Possible Reasons for Students’ Lack of Self-Management Progress or Success



Student Factors

Are students prepared and “programmed” for success?

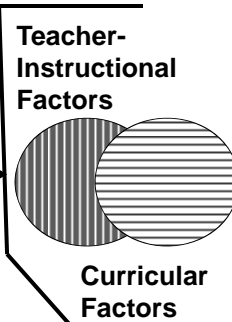
Biological/
Physiological Status

Skills

Motivation/
Accountability

Consistency

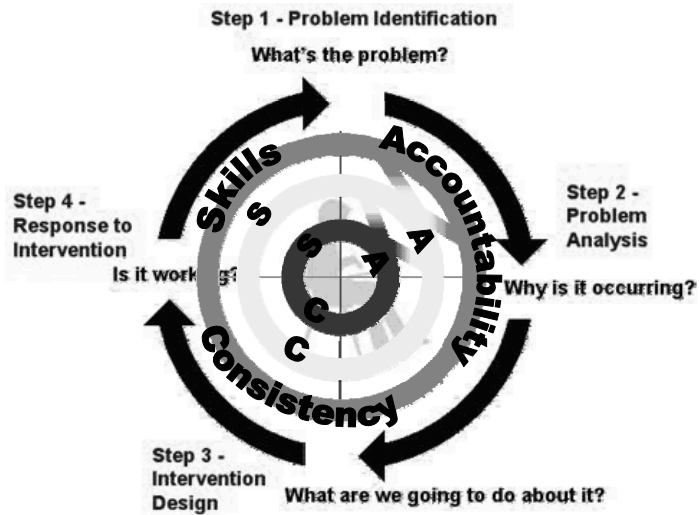
Special Situations



**Teacher-
Instructional
Factors**

**Curricular
Factors**

Tier 2 Student-Focused Interventions



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 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.

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 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.

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.

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.

Seven “High-Hit” Student Problem Analysis Reasons When 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

Linking Problem Analysis to Intervention

<u>Area #1/Skill Deficit:</u>	→	Teach
<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

Sample Interventions for “Skill Deficit” Student Problems

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

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

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

Sample Interventions for “Speed of Acquisition” Student Problems

Speed of Acquisition: Problem #2. A student is learning and demonstrating some social, emotional, or behavioral skills, but s/he is not learning and mastering these skills at the same rate or pace as other students in the classroom.

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

- ❖ Social Skills and Other Training Areas

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

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

Transfer of Training or Generalization: Problem #3. A student learns and demonstrates social, emotional, or behavioral skills when they are taught, but does not transfer or apply these skills independently during real or actual situations.

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

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

Sample Interventions for “Conditions of Emotionality” Student Problems

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

Sample Interventions.

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

Sample Interventions for “Motivational or Performance Deficit” Student Problems

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

Sample Interventions. Motivational Behavioral Interventions involving:

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

Sample Interventions for Student Problems due to Inconsistency

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

Sample Interventions. Interventions are based on a functional assessment of the source of the inconsistency, why it is occurring, and how it can be changed.

Possible Areas Where Inconsistency Occurs

Expectations

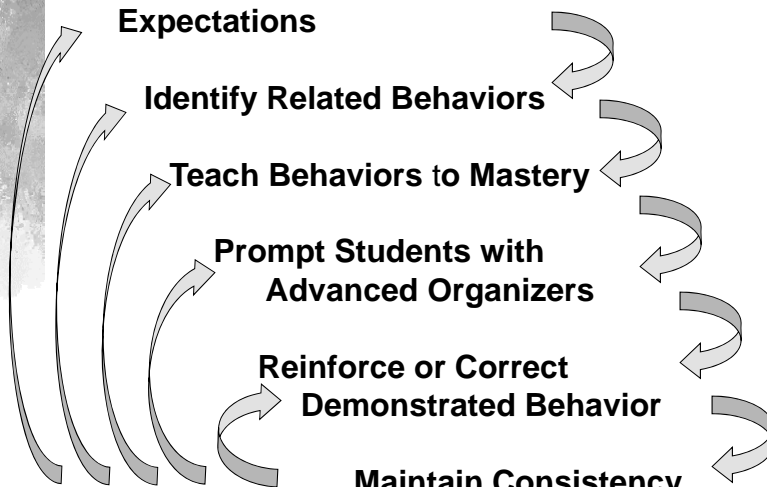
Identify Related Behaviors

Teach Behaviors to Mastery

Prompt Students with
Advanced Organizers

Reinforce or Correct
Demonstrated Behavior

Maintain Consistency



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. Interventions are based on a functional assessment of the source of the inconsistency, why it is occurring, and how it can be changed.

Three Types of “Special Situations”

Setting:

Common Areas of the School: Hallways, Bathrooms, Buses, Cafeteria, Playgrounds, Auditorium, Meeting Spaces

Peer:

Teasing, Taunting, Bullying, Harassment, and Physical Aggression/Fighting

Student:

Some specific or unique home, school, community, traumatic, or historical facet of a student’s life

Protocol for a School-Based, Special Situations Analysis

Analysis:

- I. Student Characteristics, Issues, and Factors
- II. Teacher/Staff Characteristics, Issues, and Factors
- III. Incentives and Consequences
- IV. Environmental Characteristics, Issues, and Factors: Physical Plant and Logistics
- V. Resources

Protocol for a School-Based, Special Situations Analysis

Analysis:

- I. Student Characteristics: Do the Individual Students have the skills?
- II. Peer Group Characteristics: What does the peer group contribute to the situation?

Is the peer group willing to become part of the solution?
Does the peer group have the skills?
- III. Teacher/Staff Characteristics, Issues, and Factors
- IV. Incentives and Consequences
- V. Environmental Characteristics, Issues, and Factors: Physical Plant and Logistics
- VI. Resources/Resource Allocation and Deployment

Some Rules of Thumb for MOST Behavioral Interventions

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

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

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

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

Some Rules of Thumb for MOST Behavioral Interventions

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

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

Rule 6: Most emotional behavior is conditioned

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

Some Rules of Thumb for MOST Behavioral Interventions

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

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

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

Some Rules of Thumb for MOST Behavioral Interventions

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

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

The Behavioral Intervention Survey

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

The Behavioral Intervention Survey

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

1	2	3	4	5
Expert in Both Consultation & Implementation	Very Skilled in Both Consultation & Implementation	Skilled Only in Implementation	Questionable Even in Implementation	No Knowledge of Intervention

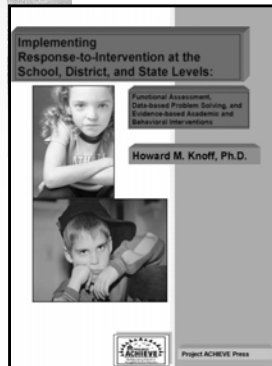
Implementing Response-to-Intervention at the School, District, and State Levels: Functional Assessment, Data-based Problem Solving, and Evidence-based Interventions

Howard M. Knoff, Ph.D.
Project ACHIEVE
Arkansas Department of Education

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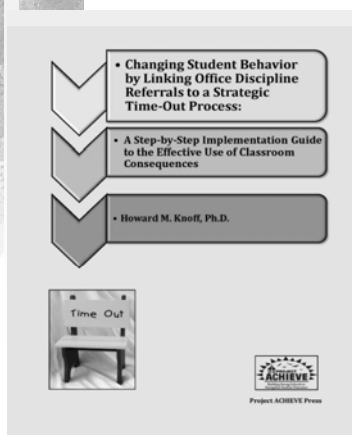


Changing Student Behavior by Linking Office Discipline Referrals to a Strategic Time-Out Process:

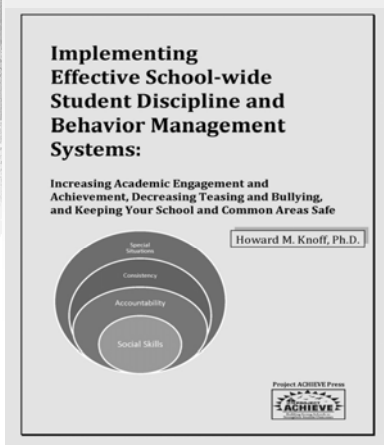
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Increasing Academic Engagement and Achievement, Decreasing Teasing and Bullying, and Keeping Your School and Common Areas Safe**



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

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

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