

# **Disobedient, Disruptive, Defiant, and Disturbed Students: Behavioral Interventions for Challenging Students**

**Presented by Dr. Howard Knoff**

**Brief Description:** The new Elementary and Secondary Education Act (ESSA) requires districts and schools to develop multi-tiered systems of services, supports, strategies, and interventions for students who are at-risk, underachieving, unresponsive, and/or unsuccessful. Relative to students' social, emotional, or behavioral interactions, this often requires functional assessments that lead to (what are sometimes called) Tier 2 or Tier 3 interventions that sometimes involve comprehensive school-based mental health supports.

Initially, the presentation will discuss how to link functional assessment to strategic or intensive interventions. Given the advances of the past 20 years, a "21<sup>st</sup> Century" functional assessment approach that identified the "7 High-Hit Reasons" for students' challenging behavior will be outlined, and how these high-hit reasons align with specific intervention clusters. Critically, most functional behavioral assessment approaches only consider two of these seven high-hit types that will be discussed. Moreover, few FBA approaches forge a link with the wide range of available interventions.

The remainder to the presentation will sample Tier 2 and 3 interventions that: Increase or Establish New Student Behaviors; Decrease or Eliminate Inappropriate Behaviors; Teach Attention and Engagement Skills; Teach Social, Self-Management, and Self-Control Skills; Increase Student Motivation; and Enhance Peer Engagement/Initiation and/or Peer Response/Management Skills.

This presentation will provide case examples as appropriate. For each intervention, the following information will be provided: (a) Problem Situations where the Intervention is most-used or most useful; (b) functional assessment outcomes that necessarily link to make this intervention relevant; (c) the Age Levels where the Intervention will be most successful; and (d) the Severity Level of the Student and/or Problem where the Intervention will be most successful