Emotional Behavioral Disorders

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Video

Link:

http://www.youtube.com/watch?v=Ru_VbYzR6Vw
It has always been hard for me to have friends. I want friends, but I don't know how to make them. I always think people are being serious when they are just joking around, but I don't figure that out until a lot later. I just don't know how to adapt.

I get into fights with people all the time. I take their teasing seriously and get into trouble. I don't remember having as much trouble getting along with kids when I was little. They seemed to feel sorry for me or thought I was weird. I used to run away from kids and hide in the bathroom at school or under my desk.

After I got back from the hospital, I really couldn't get along with anyone. That was when kids first began calling me "retard". I am not retarded, but I get confused and can't figure out what is going on. At first I couldn't figure out what they were saying to me. Finally one girl in my special education class became my friend. She kind of took care of me. I had another friend in junior high who was also nice and kind to me. But my best friend is my dog Cindie. Even though I give her a hard time, she is always ready to love me.

I like to play by myself best. I make up stories and fantasies. My mother says it is too bad I have such a hard time writing, because with my imagination and all the stories I have created in my mind I could write a book.

-Anonymous
An emotional and behavioral disorder is an emotional disability characterized by the following:

- An inability to build or sustain acceptable interpersonal relationships with peers and/or teachers.
- An inability to learn which cannot be effectively explained by intellectual, sensory or health factors.
Definition

- Consistent or chronic inappropriate type of behavior or feelings under normal conditions.
- Displayed pervasive mood of unhappiness or depression.
- Displayed tendency to develop physical symptoms, pains or unreasonable fears associated with personal or school problems.
Characteristics

1. Externalizing dimension
   - Exhibits painful shyness or withdrawal
   - Teased or victimized by peers
   - Seems to worry excessively
   - Panics in many situations and seems to have unfounded fears and phobias
   - Appears to have low esteem
   - Solves problems by disengaging
   - Tends to be suicidal or have thoughts of death and retreating from life
   - May be anorexic or bulimic
Characteristic

2. Internalizing dimensions
   - Causes or threatens physical harm to people and animals
   - Uses obscene gestures frequently
   - Ignores directions and reprimands
   - Is verbally hostile, including argumentative
   - Has tantrums, fits, rages
   - Damages property and belongings or others
   - Violates rights of others and societal norms
Characteristic

![Bar chart showing percentage of students with externalizing and internalizing behaviors, by gender. Boys have higher percentages in externalizing, while girls have higher percentages in internalizing.](chart.png)
Causes

- There are usually multiple or overlapping factors.
- Knowing the cause is not important unless it can lead to prevention or effective intervention.
- The three general areas that contribute to this cause are: biology, home & community and school.
Causes

Biology

- There is a definite relationship between prenatal drug exposure and childhood emotional or behavioral disorders.
- 53 percent of drug-exposed participants in Headstart preschool programs are identified as having these disabilities as early as kindergarten.
- Mood disorders, depression, and schizophrenia may have a genetic foundation.
Causes

Home & Community

- Everyone is a member of an immediate family, an extended family, or a community network and all of these shape and influence each individual's growth and development, whether positively or negatively.
- Combinations of poverty, abuse, neglect, parental stress, inconsistent expectations and rules and confusion over long periods of time can lead to emotional problems.
Causes

School

- Teachers' expectations affect the questions they ask students, the feedback they give, and the number and character of their interactions with students.
- Ex: a teacher who is unskilled in managing the classroom or to students' individual differences may create an environment where aggression, frustration, and withdrawal are common responses to the environment or the teacher.
- When effective teaching and behavior management methods are in place, students' outcomes improve.
Eligibility

- Student may be considered based upon an eligibility report
  - Documentation of prior extension of services available in the regular program
  - Psychological and educational evaluations
  - Report of behavioral observations
  - Appropriate social history
  - Adequate documentation of the characteristics

- Wisconsin Checklist
- Minnesota Checklist
Frequently asked questions about EBD

1. How do you define, "...interferes with other student's educational performance?"

2. What qualifies as mental health screening?

3. How do you handle the differences among parent, teacher, and self-report of student's emotional or behavioral responses?
Current strategies and interventions

- Systematic, data-based interventions
- Continuous assessment and monitoring of progress
- Provision for practice of new skills
- Treatment matched to the problem
- Multicomponent treatment
- Programming for transfer and maintenance
- Commitment to sustained intervention
Strategies

- Balance between behavioral control and academic instruction is required
- Integrated services
- Service delivery emphasizes inclusion when appropriate and the importance of a full continuum of alternative placements.
- Instruction should highly structured and relevant to the student's life.
- Special disciplinary considerations include functional behavioral assessment and positive behavioral support.
EBD Accommodations

- Modifying learning environment.
- Individual accommodations model.
- Individual Education Plan (IEP) and 504 plans.
Modifying Learning Environments

- Teachers have, for a long time, realized that people with disabilities need different ways of teaching and learning environments in order to learn and grow as a student.

- Students learn at different rates and learn in different ways and the ability to switch up how the content of your classrooms is delivered greatly increases the chances that all students will learn.
Individual Accommodations Model

- The Individual Accommodations Model (IAM) is a programmatic, learner-based approach to approach barriers associated with the recruitment, enrollment, advisement, and instruction of students.

- This model matches the students needs, strengths, goals, to accommodations.

- This model does not match accommodations to a disability which is one of the strengths that it has.
Individual Education Plans (IEP) and 504 Plans.

IEP

- IEPs are apart of the special education laws of the IDEA 97 laws.
- These laws allow for additional services and protections for students with disabilities that are not offered to other students.

504 Plan

- This plan is from section 504 of the Rehabilitation Act of 1973.
- This plan allows students with disabilities to have full and complete access to a well rounded and complete education.
Other Accommodations that Help Students with EBD.

- Establish a quite "cool-off" area.
- Provide and teach opportunities for the student to use self-control/ self-monitoring techniques to control behavior.
- Teach self-talk to relieve stress and anxiety.
- Supply relaxing times within the class.
- Use highly stimulating material when presenting something to the class.
- Specialized technology
- Develop and use behavior contracts

Above all treat them as a student, not someone who doesn't deserve "normal" learning environments.
Definition of Functional Assessment:
A set of procedures that attempts to identify contextual variables that promote and maintain challenging behavior, and based on assessment data, empirically selects intervention (Conroy, Fox, Sasso, Stichter, 2001).

Techniques of Functional Assessments include:
- Environment factors are related greatly to problem behaviors.
- Variables of Functional Assessment can be tested through assessments.
- Manipulations of variables either reduce problem behaviors or promote appropriate functional skills.
Sources

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