Emotional Behavioral Disorders

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Definition:

Emotional Behavioral Disorder- a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers
- Inappropriate types of behavior or feelings under normal circumstances
- A general pervasive mood of unhappiness or depression
- A tendency to develop physical symptoms or fears associated with personal or school factors.

http://www.gallaudet.edu/clerc_center/information_and_resources/info_to_go/educate_children_(3_to_21)/students_with_disabilities/emotionalbehavioral_disorders.html
Strategies:

Teaching Strategies for students with EBD/ED- The strategies should be based on changing the behavior that is unwanted. The typical strategies discourage the unwanted behavior and reward or encourage the behavior that is expected or desired from the student(s).

1. Specifically identify the behavior which needs to be changed.
2. Create a basic observation of this behavior.
3. Examine the information that was provided in the observation and evaluate this behavior.
4. Develop short and long term goals for the student.
5. Create a reward system for the student(s). For example, give student a check mark for every 15 minutes behavior is appropriate. When the student receives 8 checks they may have 10 minutes of computer time.
6. Reevaluate the created system and determine if it was effective for that particular student. Ask yourself if the behavior has subsided in many settings.
7. Make needed modifications to the behavior plan that was created in order to obtain the desired outcome.

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8. Create an area where the student can go to “cool down” it can be their cool down zone.
9. Have the student write in a journal several times a day. Instead of having outbursts in class the student can use this journal to work through their emotions and the educator can look at the issues and speak with the student about them privately.
10. Reward the student frequently for positive behaviors.
11. Incorporate student involvement in teaching strategies. High student involvement will decrease the amount of inappropriate behaviors.

12. Direct instruction is effective when working with students with EBD. Students need explicit instruction that is tailored to their specific needs.

13. Monitor the progress of the student in order to determine which methods work best and which methods do not work well for that particular student. Keep in mind that every student is different.

14. Require students to complete task in a specific order. This will help students reduce the amount of stress and overwhelmed feeling of the amount of work to do.

15. Have student create tasks in a cubical so they are not distracted by other students or the environment that they are in.

16. Allow re-takes for tests

17. Use audio tapes that read along with the selection of reading chosen. Studies show that this method increases the reading rate in these students.
18. Copy, Cover and Compare. Effective in learning vocabulary words. Students copy the word down, and then they cover up the word that was copied and write it from memory. Lastly, the students compare the correct spelling word to how they spelled it and review from there.

http://www.insidetheschool.com/articles/teaching-strategies-that-work-for-students-who-have-emotional-and-behavioral-disorders/

19. Teach personal boundaries.

http://www.k12.wa.us/SpecialEd/pubdocs/bestpractices.pdf

20. Establish a daily routine that is consistent.

http://www.mslbd.org/top_ten_characteristics_teachers_of_students_wEBD.htm
Website Descriptions

- This website from the National Deaf Education Center was used in order to gain information in regards to a definition of EBD, what some indicators are, and some strategies were used from this source (1-7).
  http://www.gallaudet.edu/clerc_center/information_and_resources/info_to_go/educate_children_(3_to_21)/students_with_disabilities/emotionalbehavioral_disorders.html

- This website is a type of blog by Eric Schreiner that was used in order to find strategies 8-10. The source contained other helpful sites and informational pieces that reflected information on other types of disorders as well as EBD.
  http://www.ehow.com/list_7216254_effective-students-emotional-behavioral-disorders.html

- This website from the Center for Innovations in Education was used to establish strategies 11-13. The website is a PDF that was revised in January of 2006. The site focuses on reading difficulty and other aspects that students with EBD have difficulty with.

- This website is also a PDF it was used in order to create strategies 13-15. The PDF focuses on a study that determined effective teaching strategies with students with EBD. The strategies were scientifically proven and were necessary to include in this project.
This website was used for strategies 16-18. The article was proposed by Teachers Corner. The article describes helpful strategies and how they were used in a particular classroom for students with EBD. Additional comments on the article by EBD educators were also helpful when determining strategies.

This website from Seattle University was used in order to create the 19th strategy. The website is a PDF that describes the effective methods for EBD students and events in which these methods are appropriate.

This website took a different approach in order to determine the strategy for number 20. This website focused on the teacher more than other websites did. The website established fun tips that determined how effective an educator could be with these students.
Conclusion

When it comes to our philosophy of diversity, we believe that every individual person deserves to be treated with respect and given all of the help they need in order to succeed in not only school, but their whole life. There are many people with special needs who will never outgrow their difficulties, therefore it is highly important to continue to provide as much care for them as possible. This can be provided up until age 21 by law and then by friends and family members as needed after they hit legal age. It is very important to treat them as a real person; they are all unique and just as much of a person as anyone else. The only thing a diverse person wants is to be accepted.

There are many different services for students with special needs. These could include simple accommodations and modifications in the classroom, as well as going to resource for certain periods throughout the school days. Accommodations may include more time, different methods of test-taking, technological help, self-reminders, and different classroom environment/management strategies, while modifications change the whole standard and material covered in the lesson. These services could also go as heavy as being placed in a self-contained classroom for as much of the school day as needed. Also, the IEP is a major resource when it comes to creating a plan of action for these students. The team members, after evaluating and establishing the problem, describe the present level of performance, annual goals, how to measure those goals, special education services needed, LRE, accommodations, the frequency and duration, and a transition plan. Outside of school, there are different speech and occupational therapies that offer extra training and help, as well as tutoring and parental help.
In our future classrooms, we want to provide a safe and well-managed environment to allow all students to learn appropriately and effectively. This can be a challenge, especially when dealing with EBD students, because they take extra behavioral and environmental planning in order to allow them to succeed. This would, first of all, involve being aware of all the different needs of the students in your class. That allows you to develop specific techniques to manage every student and make sure all of their needs are accounted for. We can accomplish these different tasks in the future by using the methods of Behaviorism. This involves creating consequences: positive and negative rewards and punishments. We can also use the shaping technique to get the students to continue appropriate behaviors. This also allows the opportunity to plan out lessons that meet the learning needs of every student, because they all have different learning styles. Lessons can be planned out using Gardner’s Theory of Multiple Intelligences, which would provide for every different learning style. Both of these will help to create the perfect classroom climate, free of extreme problems and where everyone feels welcome to learn.