Including Students with Emotional and Behavioral Disorders

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Including Students
Strategy for accommodating students with special needs.

• Identify classroom environmental, curricular, and instructional demands.
• Note student learning strengths and needs.
• Check for potential areas of student success.
• Look for potential problem areas.
• Use information gathered to brainstorm instructional adaptations.
• Decide which adaptations to implement.
• Evaluate student progress.

(Friend, Bursuck, 1999)
Definition of Emotional and Behavioral Disorders

**Emotional**
- The term means 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:
  - (A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
  - (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
  - (C) Inappropriate types of behavior or feelings under normal circumstances.
  - (D) A general pervasive mood of unhappiness or depression.
  - (E) A tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

http://ww2.childpsychology.com/ED/emotiona.htm

**Behavioral**
- A condition of disruptive or inappropriate behaviors that interferes with a student's learning, relationships with others, or personal satisfaction to such a degree that intervention is required.

**Characteristics:**
- Aggressive behavior
- Bullying, threatening or intimidating behavior.
- Physically abusive to others.
- Showing little empathy and concern for the feelings, wishes and well being of others.
- Showing callous behavior towards others and lack of feelings of guilt or remorse.
- They may readily inform on their companions and tend to blame others for their own misdeeds.

http://www.pecentral.org/adapted/adapteddisabilities.html
Proactive Strategies for Emotional and Behavioral Development

• Set Goals: Improves self worth when goals are reached. Goals must be challenging but reachable. They must be paired with positive or negative consequences.

• Give Responsibility: Giving students responsibility demonstrates a level of trust in their ability to act maturely (i.e. caring for pets).

• Engage in Self Appreciation: Positive self talk can help improve self worth. Teachers should reinforce list of their positive attributes.

(Mercer, Mercer, 2001)
Promote Cooperation

• Encourage positive interactions among students: Using a variety of peer groupings including peer tutoring and cooperative learning to reinforce positive social development.

• Cooperative learning promotes strong social foundations for all learners. Group goals and success leads to positive outcomes for all.

(Mercer, Mercer, 2001)
Classroom Techniques of Successful Inclusion Programs

- Commitment to sustained intervention.
- A clear consistent behavior management system.
- Program is guided by individual students needs and educational program (IEP).
- Create a behavior plan with parents, student and other team members.
- Have student sitting closer to instruction and teacher to minimize possibility of problems.

(Kauffman, Lloyd, 1995)
Classroom Techniques of Successful Inclusion Programs (Continued)

- Interventions are systematic and based on data.
- Continuous assessment and monitoring for progress.
- Use effective instructional practices:
  - Flexible time allotment.
  - Effective modeling of skill or product.
  - Engaging tasks.
  - Positive expectation from all involved with student success.
  - Teaching for generalization of skills

(Muscott, 1995)
Classroom Routines

Students must know from the very beginning how they are expected to behave and work in a classroom work environment.

• A routine is what the student does automatically without prompting or supervision. Thus a routine becomes a habit, practice or custom for the student.

• Students are less likely to act up in frustration, trying to figure out what the teacher wants, if the classroom procedures are clearly stated.

(Wong, Wong, 1998)
Positive Reinforcement Plan

• Many teachers apply these principles in a natural way, without taking the time to write a behavior modification plan specifying the target behavior, consequent events, schedule of reinforcement and so forth. However this is not always the case with some students and a plan must be developed and applied.
Steps to create Positive Reinforcement Plan

• The teacher uses a time sampling technique to record student target behavior during set time.

• Use the data recorded from the time sampling to develop a positive reinforcement plan.

• Consistently implement the plan and check the base line.

(Mercer, Mercer, 2001)
Other Strategies

- Contracts: Involve students, parents, and all team members involved with student success.
- Token System: Tokens can be collected to redeem anything from computer time to pencils.
- Planned ignoring: Used when student’s behavior is not threatening and maybe signaling another problem.
- Use of non-verbal signals: These signals can be determined with student as part of behavior plan.
- Proximity control: Moving closer to misbehaving student can resolve problem.
- Support form routine: Creating a more structured routine.
- Hurdle help: Misbehavior can be caused by overwhelming tasks. Facilitation of thinking, modeling, breaking down steps can help students before discipline problems occur.

(Friend, Busuck, 1999)