Understanding Students with Emotional and Behavioral Disorders

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REACH MS
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- Mississippi’s State Personnel Development Grant (SPDG)
- Awarded to the Mississippi Department of Education in 2005, refunded in 2010 and 2016.
- Operated by the University of Southern Mississippi’s Department of Curriculum, Instruction and Special Education.
- Two areas of focus:
  - Universal Design for Learning (UDL)
    - K-3 Classrooms
  - Positive Behavior Interventions and Supports (PBIS)
    - Tier I, II, & III in K12 Schools
    - Student-specific for students with significant cognitive disabilities (SCD) – NEW!
    - Early Childhood Settings –NEW!
    - Facility-wide in
      - Juvenile Detention Centers
      - Therapeutic Group Homes
REACH MS GOALS
(2016-2021)

• **Goal 1:** Increase the academic performance in English/Language Arts of Pre-K – 3 students with disabilities through implementation of Universal Design for Learning.

• **Goal 2:** Support development and expansion of positive learning environments in Mississippi through effective implementation of Positive Behavioral Interventions and Supports within a MTSS Framework.
Learning Outcomes

• Recognize characteristics of students with emotional and behavioral disorders.
• Describe effective adult response to student behaviors.
• Identify evidence-based strategies and interventions.
Write down two things you hope to take away from this session.
IDEA Definition of Emotional Disturbance
Emotional disturbance 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.
Characteristics

• 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 problems.
Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under paragraph (c)(4)(i) of this section.
Three Qualifiers

All three of these qualifiers must exist for any of the five characteristics which are exhibited.

1. Over a long period of time
2. To a marked degree
3. Adversely affects educational performance

IDEA, 2004
Types of Emotional and Behavioral Disorders

• Attention and Activity Disorders
  ▪ Attention Deficit Hyperactively Disorder

• Conduct Disorders
  ▪ Oppositional Defiant Disorder

(Office of Special Education Programs, 2021)
Name two other categories/types of emotional or behavioral disorders.
Types of Emotional and Behavioral Disorders

- Anxiety and Related Disorders
  - Phobias
  - Panic Attacks
  - Obsessive Compulsive Disorder
  - Posttraumatic Stress Disorder
  - Stereotyped Movement Disorders
    - Tics
    - Tourette's Syndrome
- Selective Mutism
- Eating Disorders
- Elimination Disorders
- Sexual Problems

(Office of Special Education Programs, 2021)
Types of Emotional and Behavioral Disorders

- Depression and Suicidal Behaviors
  - Bipolar Disorder
  - Dysphoria
  - Euphoria
  - Dysthymia
  - Unipolar

- Disorders of Thinking, Communicating, and Stereotypical Behavior
  - Schizophrenia
  - Delusions
  - Substance induced psychotics
  - Stereotypy
  - Self Injurious Behaviors

(Office of Special Education Programs, 2021)
Causal Factors

- Biological Factors
- Family Factors
- School Factors
- Cultural Factors

All interrelated

(Office of Special Education Programs, 2021)
Biological Factors

- Genetics
- Brain Damage of Dysfunction
- Malnutrition
- Temperament
- Physical Illness
Family Factors

- Parental deviance
- Discord
- Unpredictable harsh discipline
- Lack of emotional support
- Poverty

(Office of Special Education Programs, 2021)
School Factors

- Intelligence
- Academic Achievement
- Bullying – self confidence and self esteem
- Acceptance from peers
- Pragmatics – practical social use of language

(Office of Special Education Programs, 2021)
Cultural Factors

- Mass Media
- Peer Group
- Neighborhood
- Ethnic origin
- Social class
- Religion
- Urbanization
- Health and welfare services

(Office of Special Education Programs, 2021)
Characteristics of Students with Emotional or Behavioral Disorders

- **Learning characteristics**
  - Range of intellectual abilities, chronic school failure, absenteeism, grade retention, school dropout

- **Social characteristics**
  - Difficulty building and maintaining relationships, aggressive behavior, experience rejection, externalizing and internalizing behaviors

- **Language/communication characteristics**
  - Deficits in the areas of pragmatics, receptive, and expressive language and limited or inappropriate language use

(Office of Special Education Programs, 2021)
• 48% drop out
• Withdrawn behavior
• Antisocial behavior
• Deficits in social skills and interpersonal relationships
• Highest absentee rate (18 days)
• Lowest GPA of any student disability group
• Two-thirds cannot pass assessment

(Office of Special Education Programs, 2021)
Adult Response

- Appropriate expectations for students’ behavior.
  - Rules, expectations, or guidelines help create a positive social climate in your classroom/school.

(Office of Special Education Programs, 2021)
Managing space, time, and energy

- Arrange and rearrange the **physical space** and the **schedule** of the day to meet student’s **needs**
- Provide **multiple activity choices**, so **wait time** is **minimized** and used **productively**
- Look at the **environment** (physical and temporal) **first**, when a student has a problem in the setting
- The **organization of space or time** influences the **decisions** students make

(Office of Special Education Programs, 2021)
Experiences that Engage the Whole Child

- **Lesson design** is the foundation of everything you do in your classroom
  - If students are **bored, over-stimulated** or **disinterested**, they will engage in **challenging behavior**
- Engaged learners **don’t** have time for challenging behavior!

(Office of Special Education Programs, 2021)
• Adults who help students express their feelings nurture empathy
  ▪ “I can tell you’re sad/upset/mad about what just happened.”
  ▪ Would you like me to help you talk to about it?”
• Adults must also be genuine and express their own feelings
  • “I’m feeling a little bit frustrated that I can’t get this computer program to work. I’m going to find someone who can help us.”

(Office of Special Education Programs, 2021)
• **Notice** and **recognize** positive behaviors

  • **Notice and describe** accomplishments or positive behaviors.
  
    • “Tavon, I bet you are really proud of yourself for solving that problem….”
  
    • “I noticed that you gave Sonya a turn on the computer.

• **Teach** students how to **stop** and **notice** all the **positive** behaviors that happen each day.

(Office of Special Education Programs, 2021)
• Provide short, clear directions
• Staff members use a natural tone of voice and make eye contact
• Check in to make sure students understood
• Teach staff members to tell students what to do instead of what not to do
• Provide choices
  ▪ Whenever possible, offer students a choice
    • Promotes independence and self-regulation
    • Minimizes challenging behavior

• Examples
  • Ways to Show Their Knowledge
    ▪ Dramatic interpretations
    ▪ Digital slideshows
    ▪ Sculptures
    ▪ Podcasts
  • Seating
    ▪ Beanbag chairs
    ▪ Standing desks
    ▪ Small group tables
    ▪ Carpet

(Office of Special Education Programs, 2021)
• Redirect children to appropriate behaviors
  ▪ “No,” “stop,” and “don’t” do little to help a child know what to do
  ▪ Example of a positive redirection
    • Keep the scissors in the sewing area
    • Walk in the hall
• Facilitate social problem-solving
  • Help students know what to do when they have a problem
    • Learn to recognize their problem
    • Brainstorm solutions
    • Make a decision and try it out
Instructional Practices

Principles for Strengthening (or Increasing) Existing Behavior

**Principle 1: Positive Reinforcement Principle**

Provide positive reinforcement immediately after the desired behavior occurs.

**Example:** Praise student after task completion.

**Principle 2: Premack Principle** (First you work, then you play)

Allow the student to engage in a favored activity immediately following the occurrence if the desired behavior.

**Example:** After the completion of a disliked math assignment permit the student to complete a favored activity like computer time.

(Office of Special Education Programs, 2021)
Effective Instructional Practices

Principles for Strengthening (or Increasing) Existing Behavior

Principle 3: Contingency Contracting Principles
Specify in writing the desired behavior and the positive consequences that will follow if the student engages in the desired behavior.

Example: Allow student to listen to preferred music following the observance of the desired behaviors.
Effective Instructional Practices

Principles for Developing New Behavior

**Principle 1: Successive Approximations Principle**
Reinforce successive steps to the desired behavior.

**Example:** For problematic off-task behaviors, first reinforce the student for staying on-task for five minutes, then ten minutes, then fifteen, and so on.

**Principle 2: Modeling Principles**
Allow the student to observe a prestigious person engaging in the desired behavior.

**Example:** For problematic handwriting behavior, have the peer demonstrate the correct letter formation and have the student model the formation.
Effective Instructional Practices

Principles for Developing New Behavior

**Principle 3: Cueing Principles**
To teach the student to engage in a particular behavior at a certain time, provide a cue or prompt just before the desired behavior is expected.

**Example**: Teacher and student mutually develop a signal to cue the student to begin a task.

**Principle 4: Discrimination Principles**
To teach the student to engage in a specific behavior under one set of circumstances but not another, helps the student only when his or her behavior is appropriate to the cue.

**Example**: Reinforce the use of an “inside” voice when the student is in the classroom but not on the playground/break area.

(Office of Special Education Programs, 2021)
Principles for Decreasing of Extinguishing Undesired Behavior

**Principle 1: Extinction**
Arrange conditions so that the child receives no reinforcement following undesired behavior.
Example: Ignore talking out behavior.

**Principle 2: Reinforcement of Incompatible Behavior**
Reinforce alternative or desired behavior that is inconsistent with the undesired behavior.
Example: Reinforce on-task behavior to decrease the students out of seat behavior.

**Principle 3: Response Coast**
Arrange conditions so that something the student considers reinforcing is taken away when the undesired behavior occurs.
Example: Take away computer time when student demonstrates undesired behavior.
Intervention

The action or process of intervening.
Targeted Interventions

(Office of Special Education Programs, 2021)

Check In/Check Out

Practice defined - CICO, also known as the Behavior Education Program (BEP), is a secondary intervention for students at risk for developing severe problem behaviors (Crone, Hawken, & Horner, 2010).

Check, Connect, and Expect

Practice defined - CCE is a Tier 2 intervention program designed to improve the social behaviors of students who are at risk for school failure and prevent them from developing emotional and behavioral disabilities (Cheney et al., 2009).

First Step to Success

Practice defined - FS is an early intervention program that aims to give at-risk students a strong beginning to their education, strengthening their engagement and involving their parents in a collaborative relationship with their schools (Walker et al., 1998).
Functional Behavior Assessment Interventions

Practice defined - FBA is a systematic process for gathering information to identify the function of a serious behavior or a behavior that has been non-responsive to prior prevention and intervention efforts (Cooper, Heron, & Heward, 2007; O’Neil, Albin, Storey, Horner, & Sprague, 2015).

FBA is an assessment process that leads to the development of a behavior intervention plan (BIP); FBA is not an intervention (Cooper et al., 2007).
Individual Interventions

Prevent-Teach-Reinforce

Practice defined - PTR is a standardized, collaborative model for providing intensive, tertiary support for students with chronic challenging behaviors (Dunlap et al., 2010).

Assess the function of the problem behavior and then develop an individualized BIP that includes manipulating behavioral antecedents (i.e., Prevent); teaching replacement behavior (i.e., Teach); and arranging consequences (i.e., Reinforce) to improve the probability that students will successfully improve their behavior.

(Office of Special Education Programs, 2021)
Go back to the first question.

Were your two takeaways addressed?
Questions?