

EMOTIONAL and BEHAVIORAL DISORDERS in the classroom


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Emotional and Behavioral Disorders

What are emotional and behavioral disorders?



Emotional and behavioral disorders (EBD) is an umbrella term encompassing multiple disorders wherein a child's affect or behavior are atypical. EBDs can **vary in severity with no clear cutoff** between typical behavior, troubling behavior, and serious behavioral issues.

Not all children who experience EBD will meet diagnostic criteria, but just because they do not meet criteria does not mean they do not need help.



The Individuals with Disabilities Education Act (IDEA)

IDEA guides schools in the identification process for qualifying students under the disability category of emotional disturbance



Students may meet eligibility criteria by presenting one of the following characteristics over a long period of time and to a degree that significantly impacts a child's educational performance.

- 1** An inability to learn that cannot be explained by intellectual, sensory or health factors
- 2** An inability to build or maintain satisfactory relationships with peers and teachers
- 3** A general pervasive mood of **unhappiness or depression**
- 4** **Inappropriate behaviors or feelings** under normal circumstances
- 5** A tendency to develop physical **symptoms or fears associated with personal or school problems**



DIAGNOSIS

DSM-V

Students may have an established diagnosis from the *Diagnostic and Statistical Manual of Mental Disorders—Fifth Edition (DSM-V)* made by a physician, licensed social worker or licensed psychologist, but it is not required to meet criteria for eligibility.

Similarly, a diagnosis does not automatically result in a student meeting eligibility criteria.

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Prevalence of EBDs

EBDs are the fourth largest disability category under IDEA



In 2011, over **371,000 students (ages 6 to 21)** received **special education and other services in public schools** under the category of “emotional disturbance.”



The CDC reports that almost **8.3 million children** ages 4-17 (14.5%) have parents who have talked with a health care provider or school staff about the child’s emotional or behavioral difficulties.



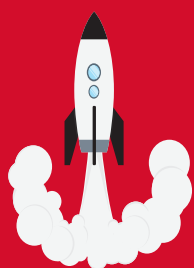
Nearly **2.9 million children** have been **prescribed medication** for these difficulties.

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In the Classroom

Peer Interaction



Research has shown **using peers is effective for improving academic achievement**, time on tasks, and behavior of students with disabilities and EBDs.



Class-wide Peer Tutoring (CWPT) is the most researched and widely recognized effective peer tutoring, wherein students are assigned pairs to peer tutor each other

TIPS FOR TEACHERS

Do not dismiss the problem

Teachers are often the first to suspect an undiagnosed EBD and the sooner the children can receive help, the sooner they can improve.

Remember these students are children

Children with emotional and behavioral disorders are not scary or “time bombs,” they need support. Do not permit bullying, teasing, demeaning or exclusion of the student by other students or by the system.

Provide accommodations

Follow the accommodations in the student’s IEP.

Join the student’s IEP team

Help shape the special education program and ensure it includes appropriate accommodations for the student’s needs.



Set clear behavioral rules and expectations for the entire class

A classroom management plan is recommended to provide structure, understand consequences and develop a shared approach to appropriate behavior.

Learn about the individual student

Two students with the same EBD will still learn differently. You will need to learn about each student's strengths and challenges.

Advocate for Teacher's needs

Teachers can also advocate for resources and support for themselves to better aid the student.

One third of new special education teachers leave the profession after only three years, which is largely attributed to lack of administration support.



SOURCES:

<http://nichcy.org/disability/specific/adhd>
<https://www.pacer.org/publications/ebd.asp>
<https://nichy.org/teaching-students-with-e-d>
<https://campbellcollaboration.org/lib/project/164>
<https://school-psychology.org/emotional-and-behavioral-disorders>
<http://www.schoolmentalhealth.org/Resources/Educ/MHClassroomFactSheet.pdf>
https://128.220.160.141/journals/education_and_treatment_of_children/v036/36.4.cancio.html
<https://www.hanoverresearch.com/2013/support-structures-for-students-with-emotional-behavioral-disorders>