

Emotional/Behavioral Disorders



1.

Marianne Vormer
Dr. Anderson
October 11th, 2019

Terminology

Emotional Disturbance - IDEA Specific Emotional Disturbances

IDEA defines emotional disturbance as one of more of the following, affecting academic performance: **1.** inability to learn without intellectual, sensory, or health deficits. **2.** inability to have relationships with teacher or classmates. **3.** behaviors that are not considered “proper” or “normal”. a subjective measure. **4.** consistent unhappiness or depression. **5.** fears due to school or personal problems (“TRR Excetional Learners”).

Externalizing / Internalizing

Externalizing behaviors include acting out, antisocial behaviors, and aggression, and are typically directed towards others or nature. Internalizing behaviors include anxiety and depression, and are typically directed to one's self (“Externalizing-internalizing”).

Anxiety disorders, bipolar disorder, conduct disorders, eating disorders, OCD, and psychotic disorders are all included under EBD. Students may experience more than one disorder. Disorders are caused by family, stress, exercise, brain disorder, and overall health and social life (“Behavior Disorders: Definitions, Characteristics, and Related Information”).

Characteristics of EBD

Characteristics of EBD include hyperactivity, aggression, withdrawal, immaturity, and a difficult time in the classroom (i.e. lower academic performance). Students with severe EBD may exhibit mood swings, excessive anxiety, or distorted thinking. Characteristics must occur over a prolonged period of time for it to be classified as EBD (“Behavior Disorders: Definitions, Characteristics, and Related Information”).

Technologies

Tablets and Laptops

Tablets and Laptops offer students access to the programs and apps that aid in reading, writing, and other academic areas. For children with behavioral issues, access to a tablet or laptop may be a reward that encourages that student to try their best in the classroom (“Success with Technology: The EBD Classroom”).

Behavior Charts

These low-tech behavior charts can help students and teachers work on and monitor behavior for students who might struggle with behavior issues. Rewards, such as the tablet and laptop, can be presented as encouragement for the student to continue to do well (“Technology”).

Websites

Academic websites can help students do work outside of class, such as math websites that have games for students to play while learning math. Websites can help students who struggle with math anxiety to become more comfortable with the material outside of the classroom (“Technology”).

Headphones

For students who struggle with distractions, headphones may be beneficial to help the student focus on the task at hand. Whether that student is listening to calming music or reading along to audio, headphones can help center the student (“Success with Technology: The EBD Classroom”).

Daily Journals

Daily journals can help keep track of how students are feeling from the day to day. Journals can also help students release thoughts that are distracting them from learning the material in the classroom. There are many apps that are designed for journaling, or more specifically, mood tracker apps that can show statistics over a prolonged period of time. These apps can benefit students who are struggling with EBD with not only releasing their struggles, but also allows the teacher, counselor, and parents an opportunity to see where the students struggles are coming from, and perhaps offer some aid in providing some aid to that student.

Educational Strategies and Evidence, and Placements

Teachers can help students with EBD succeed in the classroom by altering their teaching methods slightly to benefit all the students in the classroom. Samantha Davis, art teacher at the Coney Island Prep Charter School in Brooklyn, NY, states that pacing is crucial in creating a classroom environment for students with EBD. Davis states that teachers should plan lessons to the pace of student's needs, without giving students extra time for confusion or distraction. The first 6-8 weeks should be very concrete timing and pacing, and after that students are granted a little more freedom, based off of personal needs. Davis also mentions the three C's - character, consistency, and clarity - teachers should be a role model for their students, teachers should take care of themselves and leave personal problems outside of the classroom, and teachers should be clear and direct with the instructions for teachers in order to ensure that students are not wondering what to do, how to do something, or the next steps in the process. Davis states that directness, even physical, direct paths for students, will be most beneficial in the classroom to keep students on track. Teachers should also check in with students

regularly to make sure that students do not have any additional needs that are going unseen. Teachers can also offer alternative assessments to students who struggle with certain emotional disorders. For example, many students experience test anxiety, and teachers could help students by offering an alternative way to communicate that they know the information. Teachers should also refrain from calling on students during class, since many students also have anxiety with public speaking. There are other ways to check a student is engaged and knows the material, and teachers should come up with creative ways for those students to express themselves in order to avoid anxious situations (“Teaching Strategies”). Besides being clear and direct with instructions for students who struggle with behavior issues, teachers should also reward students based off of efforts in the classrooms. Rather than giving students rewards based off of ability, teachers should praise effort in order for students to continue trying in the future (“Five Tips for Handling EBD Kids in an Inclusive Classroom”, 2013).

Art Approaches

Students with EBD may benefit from performing and musical arts as a way of expressing themselves. Performing arts can help engage students who are easily distracted in the classroom, yet this approach might not benefit a student who struggles with social anxiety. In order for this activity to benefit the whole class, teachers should know their students to make sure that, while they might be helping some students, are actually harming another. Visual arts can perhaps be more inclusive off all students. Visual arts allows students to work in their own stations, perhaps using headphones to help center the student even more if they struggle with distraction. Students with depression or anxiety may benefit from the visual arts since they are able to express themselves indirectly, while students with an externalized behavioral disorder can learn how to pace themselves, follow clear directions, and complete projects through clear direction of the teacher.

Students with EBD may benefit from project-based learning. Project-based learning focuses on solving real-world problems. PBL typically allows students to choose a topic and follow through with that topic over a prolonged period of time, allowing each individual student to focus on what interests them personally. Students can express their ideas, knowledge, and feelings through arts rather than words; furthermore, students can gain leadership skills, teamwork skills, and organization skills. If students struggle with time management and organization, teachers should always be there to give clear directions without specifically telling the student the idea or feelings to communicate. PBL in the arts gives students the opportunity to have a little more control over their own education, consequently being of more interest to that student, and overall engaging the student more during class (The Arts, Project-Based Learning, and Students with Challenging Behaviors: The Alignment of Standards with Student Characteristics”, 2018).

Externalizing-internalizing. (n.d.). Retrieved from <https://dictionary.apa.org/externalizing-internalizing>.

Five Tips for Handling EBD Kids in an Inclusive Classroom. (2013). Retrieved from <https://education.cu-portland.edu/blog/classroom-resources/5-tips-for-handling-ebd-kids-emotional-behavior-disorder-in-an-inclusive-classroom/>.

Teaching Strategies. (n.d.). Retrieved from <https://www.ws.edu/student-services/disability/teaching/learning.shtm>.

Technology. (n.d.). Retrieved from <http://emotionalorbehavioraldisorders.weebly.com/technology.html>.

The Arts, Project-Based Learning, and Students with Challenging Behaviors: The Alignment of Standards with Student Characteristics. (2018). Retrieved from https://www.researchgate.net/publication/327402626_The_Arts_Project-Based_Learning_and_Students_with_Challenging_Behaviors_The_Alignment_of_Standards_with_Student_Characteristics.

TRR Exceptional Learners. (n.d.). Retrieved from <https://trrexceptional-learners.weebly.com/idea-definition-for-emotional-behavioral-disorder.html>.

Success with Technology: The EBD classroom. (n.d.). Retrieved from <https://www.donorschoose.org/project/success-with-technology-the-ebd-classro/1613334/>

Much of this information is also based off of my own knowledge of anxiety in the classroom from my own experiences, as well as from a previous course, "Educational Psychology".

Image 1.: (2018). Retrieved from <https://onlinepsych.pepperdine.edu/blog/emotional-self-regulation-children-autism/>.