

Emotional Behavioral Disorder (EBD)

Criteria Area Review Tool

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Module 1

★ What are the three characteristics of behavior that must be present to be considered an EBD?

1. Demonstrates severe, chronic and frequent behavior that is not the result of situational anxiety, stress or conflict
2. Behavior occurs in school and in at least one other setting
3. Displays any of the 8 following behavior patterns:
 - a. Inability to develop or maintain satisfactory interpersonal relationships.
 - b. Inappropriate affective or behavioral response to a normal situation.
 - c. Pervasive unhappiness, depression or anxiety.
 - d. Physical symptoms, pains or fears associated with personal or school problems.
 - e. Inability to learn that cannot be explained by intellectual, sensory or health factors.
 - f. Extreme withdrawal from social interactions.
 - g. Extreme aggressiveness for a long period of time.
 - h. Other inappropriate behaviors that are so different from children of similar age, ability, educational experiences and opportunities that the child or other children in a regular or special education program are negatively affected.

Module 1 Continued

★ What are the three key components of the EBD definition?

1. Social, Emotional, or Behavioral Functioning
 - 1.1 The underlying issue is not a communication disorder, cognitive limitations, learning problems

2. Departs from generally accepted, age appropriate, ethnic or cultural norms
 - 2.1 The child's behavior is affecting the child to a greater degree than similar problems are affecting or would be expected to affect peers. The behavior is not the result of a developmental phase, and it is important to consider ethnic or cultural issues so as to avoid the misidentification or over-identification of children of color as EBD

3. Negatively affects a child's progress in one or more of the six areas:

3.1. Academic Progress	3.4 Classroom Adjustment
3.2. Social Relationships	3.5 Self-Care
3.3. Personal Adjustment	3.6 Vocational Skills

Module 1 Continued

- ★ **Describe the factors that contribute to the extremely low graduation rate for student with EBD.**
 - Lower functional skills
 - Absence of vocational (job) education in high school
 - School failure to address “counseling issues” (e.g. social skills, anger management)
 - A push for absolute standards of achievement in fully inclusive classes with little effort to meet emotional needs or provide modifications

*Students with EBD are expelled at a high rate, have the highest unemployment rate of any disability area 4 years after leaving high school, are at high risk for becoming homeless, have less stability in terms of keeping a job, and females with EBD are 6 times more likely than their peers to have multiple pregnancies at a young age and to have lost custody of their babies.

Module 2

Teacher Biases

- Check Your Biases at the Door!
- Manage your own behavior before managing a student's.
- Be a reflective practitioner



Module 2 Continued

Things to Consider with EBD Student's:

- Roles
 - Clarity, Independent, Cooperative, Setting
- Relationships
 - Think before you speak, Analyze Redirection,

“A student’s self-control, social competence, and even academic performance can often indicate the depth of the interpersonal relationship between the child and the teacher(s) in the school (Murray & Greenberg, 2006). Students with EBD are characterized by their inability to develop and maintain positive interpersonal relationships with others.”

-Kelly S. Regan

Module 3

- Describe the difference between an emotional behavioral disability and social maladjustment

Emotional Behavioral Disorder

- self-critical and unable to have fun
- often gullible
- difficulty adjusting behavior
- feels/acts as a victim
- ignored and rejected by peers
- wants and appreciates help
- blames oneself
- low self-esteem

Social Maladjustment

- little remorse and seeks pleasure
- street-smart
- more independent
- acts tough, and is a survivor
- considered “cool”
- doesn’t want help
- blames others
- displays “bravado”

Module 3 continued

- What is the relationship between alcohol or drug abuse (AODA) and emotional behavioral disorder (EBD)? Does one preclude the other?
 - They coexist
 - Significant drug involvement of student who have EBD does exist
 - Just because someone does use drugs, doesn't mean they have an EBD
 - Just because someone has an EBD, does not mean they use drugs
 - Therefore, one does not preclude the other

Module 3 continued

- What are the similarities in behavior between a student who is gifted and a student who has an emotional behavioral disability? Why is it important to be aware of these similarities?
 - off task
 - EBD - uninterested and low focus
 - Gifted - uninterested due to easy material
- It is important to be aware of the similarities when looking at a student's behaviors, because often times a student can be misidentified
- As educators, we need to develop lessons that can meet the needs of ALL students with different learning needs and abilities, to help keep students interested and on task

Sources:

- Boreson, L. (2006). *Effective Programs for Students with Emotional Behavioral Disabilities (EBD)*. WI Department of Public Instruction.
- <http://sped.dpi.wi.gov/files/sped/pdf/ebdguide.pdf>
- http://sped.dpi.wi.gov/sped_ed

True or False?? You Decide!

Before managing the behaviors of others, adults must be able to manage their own. Foremost, a teacher of a student with EBD should be a reflective practitioner, that is, she should consider her mindsets, biases, and perceptions of students with EBD.

True or False?? You Decide!

The teacher should develop a relationship with every student in order to establish trust and a commitment to the established ground rules.

True or False?? You Decide!

The teacher should strengthen the teacher-student relationship by empowering students with a sense of belonging and clarity in an environment that has clearly defined roles for learning, playing, and participating.

True or False?? You Decide!

The teacher should provide and use creative resources to support the learning and behavior of an individual with EBD.