

Teaching Students with *Special Needs*

A GUIDE FOR FUTURE EDUCATORS

Second Edition



Christopher O'Brien | John Beattie

The University of North Carolina at Charlotte

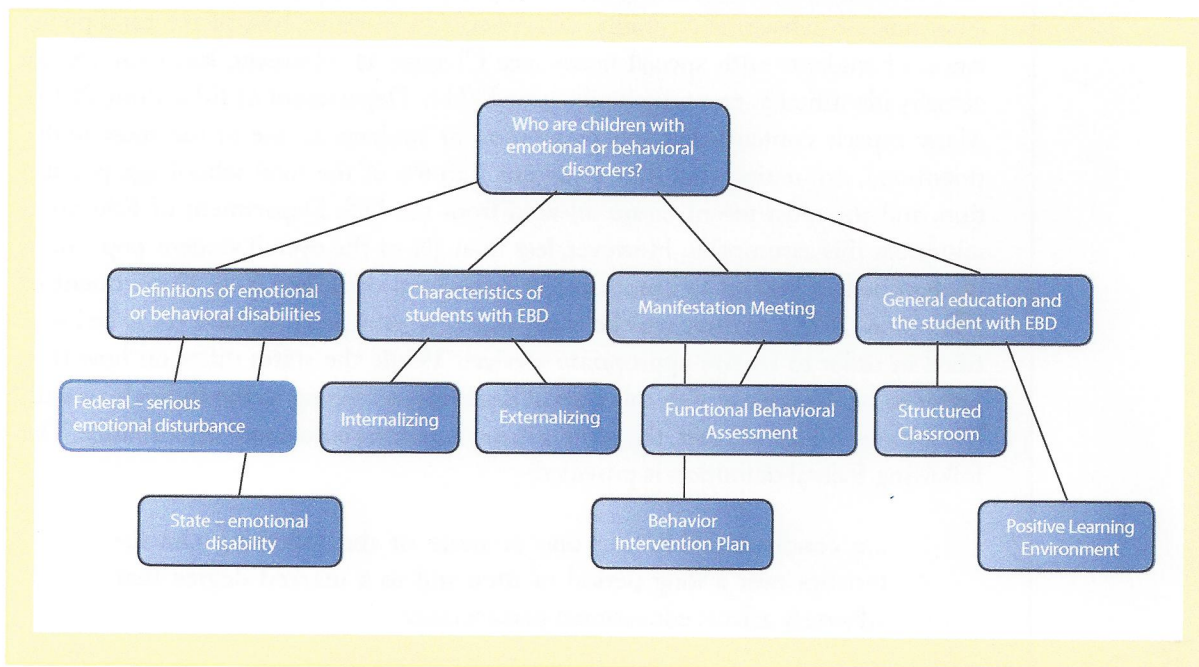
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CHAPTER

9

Teaching Children with Emotional or Behavioral Disorders

Alicia Brophy



THE TOP TEN TERMS FOR CHAPTER 9:

The following key terms or big ideas are critical to your understanding of the content for chapter 9 and the in-class discussions to follow.

• Serious emotional disturbance	• Emotional disability
• Internalizing behavior	• Externalizing behavior
• Manifestation determination	• Functional behavior analysis
• Behavior Intervention Plan	• Behavior Intervention Specialist
• Behavior goals	• Proximity control

Chapter 9 provides information about one of the most challenging aspects of teaching students with disabilities, dealing with problem behaviors. The purpose of this chapter is to define the characteristics of students with emotional or behavioral disorders and provide strategies for assessing students' behavioral needs in order to plan for their academic success accordingly. Additionally, this chapter will offer effective teaching strategies for students of this particular population within the context of the general education classroom and information pertaining to placement decisions.

DEFINING DISABILITY IN EMOTIONAL OR BEHAVIORAL DISORDERS

Of all students ages 6 through 21 who are currently receiving special education services, almost half a million children and youth have been identified as having an emotional or behavioral disability, or approximately 6% to 10% of the total population of students with special needs (see Chapter 1). However, less than 1% are actually identified as emotionally disturbed. (U.S. Department of Education, 2013). Many experts contend that this population of students is one of the most underidentified, estimating that they represent 3 to 6% of the total school-age population, and the most recent figure released from the U.S. Department of Education reinforces this assumption. However, less than 1% of the overall student population is identified as having an emotional or behavioral disability (U.S. Department of Education, 2013), so there may be many students out there who have yet to be identified in order to receive appropriate services. While the states differ on how they prefer to label students with this type of disability, according to the Individuals with Disabilities Education Act, the term utilized is **serious emotional disturbance**. The following federal definition is provided:

...a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects 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; or (E) A tendency to develop physical symptoms or fears associated with personal or school problems. (Individuals with Disabilities Education Act §300.7[b][9]).

Additionally, schizophrenia is included within the definition provided by the IDEA (1997); however, serious emotional disturbance is not applicable to children who are socially maladjusted, unless they are determined to be eligible for serious emotional disturbance under one of the aforementioned qualifications.

Schizophrenia – a mental disorder distinguished by degeneration of emotional responsiveness and thinking processes usually occurring in young adulthood; persons with this disorder may have difficulty organizing thoughts, engage in repetitive movements (i.e., pacing, wringing hands, etc.), experience hallucinations/delusions, experience difficulty with decision making, have a “flat affect,” exhibit catatonia, have limited speech, experience difficulty paying attention or focusing, or lack the ability to retain and apply information learned.

It is important to differentiate a child with an emotional or behavioral disability from one who is *socially maladjusted*. A child with an emotional or behavioral disability who meets the federal criteria above, is usually diagnosed with a mental health condition that severely impacts their ability to experience success in the academic environment, and has difficulty controlling one’s behavior or making appropriate choices due to the aforementioned mental health condition. A child who is socially maladjusted is a student who seems to be aware of and purposely breaks societal norms, such as a student who engages in truancy or substance abuse. Some educators believe social maladjustment involves “willful” rule violations.

According to Center (1990), social maladjustment is described as socialized aggression that occurs as “an adapted response to environmental circumstances that leads to support and acceptance from a specific sub-culture.” For example, if a student feels like they don’t belong to a school or group, they may choose to purposely display inappropriate behavior to show their frustration of being in said circumstance. Merrell and Walker (2004) provided some common characteristics of students with social maladjustment: a) meet criteria for diagnosis of Conduct Disorder or Oppositional-Defiant Disorder in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV), b) choose to engage in problem behavior they could stop if they chose to, c) utilize problem behavior to get what they want, d) engage in rebellious and criminal behavior within the context of deviant peer groups, e) maintain social status within their peer group by engaging in problem behavior, f) believe rules are not applicable to them, and g) do not have mental health problems or internalizing/emotional difficulties.

While the North Carolina definition is almost an exact duplicate of the federal definition, it does differ with regard to the name of this disability category. North Carolina legislation prefers to use the term *emotional disability* while the federal government uses the term *serious emotional disturbance*. In the state of North Carolina, the following definition of this disability is provided:

- (5) Serious emotional disability (hereafter referred to as emotional disability)
 - (i) 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 make educational progress that cannot be explained by intellectual, sensory, or health factors.
 - (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

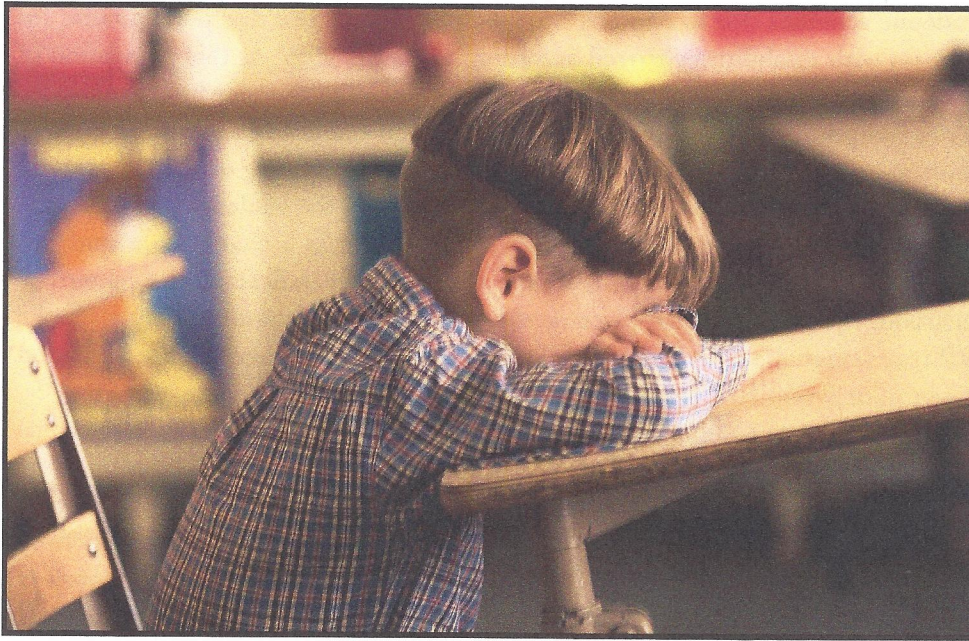
- (C) Inappropriate types of behavior or feelings under normal circumstances.
 - (D) A general pervasive mood of unhappiness or depression.
 - (E) A tendency to develop physical symptoms or fears associated with personal or school problems.
- (ii) Serious emotional disability includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under paragraph (b)(5)(i) of this section. (NCDPI, 2010)

CHARACTERISTICS OF CHILDREN WITH EMOTIONAL OR BEHAVIORAL DISORDERS IN SCHOOLS

Do any of the following statements sound familiar? “You can’t turn your back on Bryan for a minute, if you do, all heck will break loose. He’s like a bull in a china closet.” “Sarah can be sweet at times; just don’t get on her bad side. Her personality can flip on a dime.” “Nathan knows how to press all my buttons. He is smart and knows exactly what to say to get his classmates and teachers angry at him.” “Mia is a hard-worker but she gets frustrated doing her class work occasionally. She cries and throws her books and papers on the floor. I think she does this to get attention.” “Jamar is very shy most of the time. He never raises his hand or talks aloud in class. He seems to enjoy being in his own world.”

Children with emotional or behavioral disabilities (often called EBD) have many characteristics which can make them stand out in the classroom environment... if you know what to look for. Students who exhibit **externalizing behavior** are easy to spot, as this type of behavior is outwardly visible. Some examples of externalizing behavior are the following: non-compliant to teacher directions, verbally or physically aggressive toward staff and peers, physically destructive toward material objects, self-destructive (e.g., use of illegal drugs, lying, stealing, cutting oneself), argumentative, and blatant disregard for classroom rules. Another term for externalizing behavior typically used in the classroom setting is “acting out” behavior. Students who have emotional and behavior disorders tend to have a poor self-concept and by “acting out,” they let their teachers know that they are not happy or comfortable with themselves.

While externalizing behavior is very apparent, **internalizing behavior** is characterized by withdrawal, isolation, sadness, and shyness. While there are visible signs of internalizing behavior, the students who exhibit this type of behavior tend to be the ones who are least likely to be identified as EBD due to their predominately quiet and non-disruptive natures. Some examples of internalizing behavior are the following: avoidance of group and classroom activities, anxious, fearful of new situations, apathetic, self-depreciative, sad, self-conscious, and may appear to be inattentive or preoccupied.



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Whether a student with an emotional or behavioral disability exhibits an internalizing or externalizing behavior disorder, there are still many characteristics that are shared between the two. Students with EBD are habitually a population with the worst academic outcomes when compared to other students; they experience academic underachievement, have more absences, lower grades, higher course failure, higher retention rates, and more frequent suspensions or expulsions (Bullis & Cheney, 1999; Greenbaum et al., 1996, Korterling & Blackorby, 1992; Sutherland & Singh, 2004; Wagner, 1995). In fact, youth with emotional or behavioral disabilities are most at risk of students across all disabilities to drop out of school prior to completion; 44% of students with EBD drop out, the highest dropout rate within disability categories (Wagner, Newman, Cameto, Levine, & Garza, 2006). Additional characteristics of students with EBD are that they experience alienation and social rejection, can be inattentive/highly distractible, are rarely popular with peers, are not leaders within their peer group, and arouse and induce negative feelings in others.

FUNCTIONAL BEHAVIOR ANALYSIS AND INTERVENTION PLANS

In the 1997 Individuals with Disabilities Education Act Amendments (IDEA 1997), two terms emerged that many special educators were previously unaware of, Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP). The underlying reason for the inclusion of the aforementioned terms was due in part to a need for all students to be educated within safe academic environments and for teachers and school administrators to have access to tools necessary for addressing problem behaviors appropriately. Essentially, there needed to be a way for educators and administrators to discipline students who had disabilities within the realm of emotional and behavioral disorders in an effective and appropriate manner. In the past, many of these students were suspended or excluded from

academic activities due to ongoing discipline problems. The discipline process for students with disabilities changed according to IDEA 1997, as this population of students may now be disciplined using regular disciplinary procedures with some minor exceptions. Local education agencies (LEAs) can utilize regular disciplinary measures with students with disabilities as long as the following occur: a) discipline procedures must be nondiscriminatory (i.e., the same for students with or without disabilities); b) discipline procedures do not result in a change to a student's IEP placement (i.e., suspended for more than 10 days indicative of a pattern of exclusion, or change in IEP placement by school administrators rather than the IEP team); and c) a consequence of discipline procedures cannot be a termination of educational services (Yell & Katsiyannis, 2000).











In IDEA 1997, Functional Behavioral Assessments were expected to be completed within 10 school days of the removal of a student with disabilities for more than 10 school days, whether the behavior was related to their disability or not. In the reauthorization of IDEA (2004), if a student's problem behavior results from their disability, an FBA is required if one has not been conducted prior. However, administrators can exercise the option not to conduct one if the behavior is unrelated to the student's disability. If a student with disabilities is suspended for more than 10 days, a school's IEP team must conduct what is called a **manifestation determination** meeting. If the IEP team concludes that the inappropriate behavior exhibited by the student is related to the student's identified disability, then the IEP team must decide how to plan for the student's behavior effectively in order to decrease the likelihood of this inappropriate behavior reoccurring. A way for school staff to investigate a student's problem behavior is to conduct a functional behavioral assessment (FBA) and to create a behavior intervention plan (BIP).

Functional Behavioral Assessment is a process in which school staff gather information about certain behaviors that a student is exhibiting and discover environmental variables which may have an impact on these behaviors, to enable staff to problem-solve and determine why the behavior is occurring (Ryan, Halsey, & Matthews; 2003). The FBA process can be summarized as a problem-solving strategy that includes the following: a) identify the problem, b) collect and analyze information, c) plan for an intervention, and d) monitor and evaluate (Sugai, Lewis-Palmer, & Hagan-Burke, 1999-2000). Data about the problem behaviors of the student can be collected through either formal or informal means. When data is collected informally, it can include record reviews (e.g., review of student's academic, medical, and special education folders), report cards, discipline reports, interviews (e.g., teacher, parent, and student interviews), checklists, questionnaires, behavior or social skill rating scales, prior behavior contracts, and grade level assessments. Formal data collection measures include direct observations of the student, anecdotal recording (written narrative of behavior as occurring), duration recording (how long behavior occurs), scatter plot recording (time of day behavior occurs), and event recording (how often behavior occurs) (McConnell, et. al, 2001).

Figure 9.1.

SAMPLE BEHAVIOR CONTRACT

DAILY GOALS:

1. I followed the teacher's directions.		
2. I completed all my class work.		
3. I kept my hands and feet to myself.		
4. I cleaned up my workspace.		
5. I raised my hand to ask for help.		

To have a good day, I need 4 happy faces.
 I had 4 happy faces today.
 I had a good bad day.

The main reason why educators need to complete an FBA is to increase the probability that the Behavior Intervention Plan (BIP) they develop for a student will be effective and relevant (Foster-Johnson, & Dunlap, 1993; Horner, 1994; O'Neill et al., 1997; Repp, 1994; Sugai, Horner, & Sprague, 1999). A **Behavior Intervention Plan** is created by school staff following a functional behavioral assessment; it contains interventions, strategies, and supports that can be used to reduce or replace a student's inappropriate behaviors (McConnell, et. al, 2001). Parents, general educators, and students (when appropriate) should be involved in the development of the Behavior Intervention Plan alongside the special educator. The FBA process should be an entire team-collaborative effort. In some school systems, the person assigned to facilitate the FBA process is a **Behavior Intervention Specialist**. For students who are identified as having an emotional or behavioral disability, the FBA and BIP should be completed on a yearly basis prior to the annual review of the student's IEP. An example of a completed FBA and a BIP is provided on the following pages to assist your understanding following the case study.

Case Study: Tyler James

Tyler is a student in the seventh-grade at a local middle school. His exceptional children's teacher, Miss Katz has Tyler in her resource classroom for three periods of the day. The periods for which he receives resource support are math, English, and reading. The rest of his classes occur in the general education setting and comprise social studies, science, physical education, and band. He rarely finishes work he starts either in group activities or independently and often forgets to turn in his assignments (even if they are complete). According to Mrs. Smile, his science teacher, he frequently yells out answers to questions she asks during class instruction, and leaves his seat without permission constantly. Mr. World, his social studies teacher reports that Tyler is very rude to his peers and has even called him inappropriate names on occasion. Tyler has received frequent office referrals and has been suspended for 10 days this school year, even though school just started in August. His teachers are beginning to wonder if Tyler is receiving the appropriate academic and social support he needs.

Sample Functional Behavioral Assessment

Name: Tyler James
Student ID#: 123456
Date of Birth: 01/05/97
Date of Report: 10/05/10
Age: 13 years, 9 months

Purpose

This assessment is being completed as part of the IEP Meeting process to review Tyler's progress toward IEP goals/objectives, to identify specific services and needed interventions, and to make future program recommendations for Tyler. Information contained within this functional behavior assessment was gathered through direct observation, record review, and staff survey, and contains the following three major components/sections.

- Description of Tyler's behaviors, including behaviors that occur together, and any noticeable patterns of behavior.
- Identification of antecedents: events, times, and situations that seem to increase/provoke certain negative or positive behaviors;
- Identification of the consequences that increase or diminish the problem behaviors.

Information contained within this functional behavioral assessment will be used as the basis for establishing and refining a behavior intervention plan to promote Tyler's success in school.

Description of Behaviors

Behavior can be characterized by distracting behaviors to self and others, laughing at inappropriate times, not raising hand before talking, getting out of his seat without teacher permission, yelling at his classmates and staff, shifting of attention, a lack of persistence with tasks done independently, inappropriate reactions to tension, inappropriate responses with peers (verbal threats toward peers, name-calling, cussing), physical aggression toward peers (kicking, pushing), non-compliance to classroom directions, a need to accept school routines and procedures, inability to take responsibility for own behavior, disrespectful at times to staff/peers.

Sample Functional Behavioral Assessment (continued)

Patterns and predictors of Identified Behaviors:

Certain times of day – 1st period (P.E.,) mostly during/after lunch, passing time between classes, unstructured activities

Certain settings – any classroom setting with the exception of band, lunch, hallway

Predictors – when working independently, group work situations, when another student makes a comment about him (or if he perceives someone is talking about him), when trying to gain peer or adult attention

Consequences that seem to Influence Identified Behaviors:

- Misses activities
- Adult requests to stop
- Upsets or annoys those around him
- Proximity control used (i.e. teacher stands near Tyler to discourage inappropriate behavior)
- Gets others involved or contaminated
- Escalation of behavior
- Redirection and task completion
- Gets adult one-on-one time
- Time-out of class (Transitions/Alternative Structure Class - ASC)
- Removal of distractible items
- Earning of points on a behavior contract resulting in privileges within a behavior management system
- Tangible rewards
- Clearly set limits with clear consequences
- Positive feedback on work and behavior

Sample Behavior Intervention Plan

Based on Tyler's identified strengths and needs, a behavior intervention plan was implemented during Tyler's enrollment at Serenity Middle School. This intervention plan for was built on the following components:

- Tyler will respond constructively to frustration/anger
- Increase Tyler's knowledge of peer relationships
- Tyler will participate appropriately in social activities
- Tyler will improve his problem solving skills

Deliberate and consistent application of comprehensive interventions including proactive and responsive strategies:

- Continuously review the rules of the program with Tyler
- Continuously review the established consequences for behaviors with Tyler
- Increase Tyler's control over his own behavior by the use of verbal prompts, visual signals, proactive counseling, and tangible rewards and consequences linked to specific behaviors
- Use of full continuum of surface management techniques
- Contracting/point sheets

Sample Behavior Intervention Plan (continued)

- Use of reinforcement bank
- Use of alternative structure
- Coordinated expectations and reinforcers between teachers
- Coordinated expectations and reinforcers between home and school
- Reinforcement of group standards and individual goals
- Infused social skill instruction into class learning activities
- Assigned seating

Structured reinforcement for student success and hierarchy of consequences in response to student behavior:

- Tyler receives positive recognition through established behavior management system (daily points on point sheet, recognition for successful days, etc.)
- Tyler can move through the level system to earn additional school privileges, participation in special events, tangible reinforcement, and positive phone calls home

Clear understanding and consistent implementation of plan by all staff working with Tyler:

- Staff will review the plan at periodic staff meetings
- Staff will continuously communicate with Tyler to review the plan and promote consistency between home and school
- The case manager and other educators will review the plan with Tyler to promote ownership and responsibility
- Staff will review progress to make modifications as needed
 - The first follow-up and review date will be on 11/5/10.

The comprehensive services and interventions provided to Tyler within a special education resource program continue to be appropriate; however, he needs additional behavioral and academic support as outlined in the above behavior intervention plan.

Participants in this FBA/BIP Meeting

<u>Name</u>	<u>Role</u>
Ali Katz	Exceptional Children's Teacher
Sara Smile	General Education Teacher
Melissa Lee	Exceptional Children's Coordinator
Byron James	Father
Layla James	Mother
Tyler James	Student

INSTRUCTIONAL PLANNING AND PLACEMENT CONSIDERATIONS FOR CHILDREN WITH EBD

For students identified as having emotional or behavioral disabilities, one of the most important aspects of their IEPs is planning for *both* their academic and social success within the school environment. While the FBA process is not entirely what guides decisions the IEP team makes, it does provide useful information to the team

as they begin to construct both academic and **behavioral goals** for the student with emotional or behavioral disabilities. Additionally, the information provided by the FBA can be used to help guide the IEP team toward making decisions regarding the student's special education eligibility, whether a problem behavior is a manifestation of a disability, and where the student's needs can best be addressed (Sugai, Lewis-Palmer, & Hagan-Burke, 1999-2000). On the following table, it is shown that the majority of students with emotional or behavioral disabilities (about 55%) will spend almost half of each school day in the general, also called regular, education classroom.

Table 9.1.

Disability	<21 percent of the day (%)	21-60 percent of the day (%)	>60 percent of the day (%)	Separate environments*
Emotional disturbance	43.1%	18%	20%	18.2%
All disabilities	61.1%	19.8%	14%	5.1%

**The category of separate environments includes public and private residential facilities, public and private separate schools and homebound/hospital environments.*

Source: U.S Department of Education, 2013. Thirty fifth annual report to Congress.

While 18.2% of students with EBD are educated within separate placement settings such as public and private residential facilities, separate schools, and homebound/hospital environments, the greatest majority will be seen daily by general educators. With this in mind, it is important for the general educator to have some "tricks of the trade" when teaching this population of students. When observing general education teachers to provide guidance in creating an atmosphere of academic success for students with EBD, a problem that consistently crops up is lack of structure within the classroom environment. While a structured classroom is integral for all students, it is even more so for children with emotional or behavioral disabilities due to their unique characteristics such as inattention or high distractibility.

The first part of a structured classroom is to have an appropriate classroom arrangement. During creation of an appropriate classroom arrangement, there are four variables which must be taken into consideration. In organizing the classroom environment, the teacher must be aware of visibility during instruction time (e.g., Is the teacher visible to students at all times? Can the teacher see all of his/her students at once?), accessibility of classroom materials, distractible items, and the teacher's proximity to students. Teachers should organize student desks in such a way that students' vision is not hampered. Likewise, the teacher's desk should be facing outward on his/her classroom at all times so that if the teaching is helping students at the desk, all students are in eyesight. Bookshelves, computers, work center tables, etc. may need to be placed near walls so that students are unable to hide behind these objects. Classroom materials should be placed in a central location so that all students

will have access to them at any given time. If there are distractible items, these may need to be placed behind the teacher's desk so that students must obtain permission prior to usage or in an area away from students who have EBD, so that they will not be easily accessible. Aisles and walkways in the classroom should be clutter-free to enable the classroom teacher to maintain **proximity control** within the classroom environment to potentially ward off troublesome behaviors (Gallagher, 2010).



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The second part of a structured classroom is to have clear rules and consistent consequences for students who are in violation of the rules. Many schools have clearly outlined and established expectations of student behavior within the school environment. A way to involve students in their knowledge of the school and classroom rules is to allow them the opportunity to help the classroom teacher “create” classroom rules at the beginning of the school year. The teacher can provide scenarios to guide students toward stating the appropriate classroom/school rules. These can be written on a poster and signed by all of the students, so they can acknowledge that they were active participants in the creation of the rules and that they agree to follow said rules. A teacher may also want to post consequences for breaking the rules and discuss these with students prior to violation of rules. The consequences should also be reiterated with students if, and when, they do break the classroom or school rules.

The final part of creating and maintaining a structured classroom involves classroom routines. Students with emotional and behavioral disabilities tend to experience difficulty accepting changes to their daily routines, especially during times of transition. In order to keep students aware of daily activities, it is a good idea to post a daily agenda and a weekly agenda (to highlight activities such as specials, assemblies, featured guests, etc.). It is also a good idea to have specific break times outlined (i.e., bathroom breaks) due to the necessity of some students with EBD to be under constant adult supervision.

While the classroom teacher hopes that all students will be able to maintain their composure in the classroom environment, this may not always happen with students with EBD. The IEP team and the general education teachers with whom the student with EBD will have contact, need to take into consideration situations which may arise where the problem behavior of the student with EBD may affect the learning environment in a negative manner. A strategy that may be helpful for students with EBD is to provide them a place to “cool off” when they become agitated or frustrated (Gallagher, 2010). This may be in the physical classroom environment (i.e., desk near the back of the classroom, a study carrel, a reading corner, etc.) or the student with EBD may be given a “flash pass,” so that the student can temporarily escape the conditions that are contributing to the frustrating situation.

It may also be important to consider that there could be situations in which the safety of other students in the classroom may be compromised by the aggressive or volatile behavior of the student with EBD (i.e., hitting, kicking, throwing objects, etc.). In these situations, it is important to contact a member of the school’s “Crisis Intervention Team,” usually comprised of a school safety officer, school administrators, school staff who are not classroom-bound (reading specialists, staff development teachers, school counselors, etc.), and special educators. General educators need to have a plan in place to safely remove other students from the classroom and provide for the supervision of the student with EBD who may be experiencing difficulty or emotional trauma. A teacher should not ever place hands on a student with EBD who is in crisis except in situations where the child is inflicting injury on oneself, inflicting injury on another person, or severely damaging school property (i.e., destroying a computer, breaking a window, throwing a desk across the classroom), and preferably only with another adult in the classroom.

There are specific guidelines recommended by Horner and Sugai (2009) for seclusion and restraint use in the school environment which include the following: a) most circumstances involving a student’s problem behavior in which seclusion and restraint are used, could be preventable through early identification and intervention; b) seclusion and restraint can be incorporated as a safety response, but not used in a behavior intervention plan without previous conduction of a formal FBA; and c) seclusion and restraint should only be utilized as safety measures within a BIP and implemented by highly trained personnel. The “Crisis Intervention Team” members have been trained to efficiently and effectively deal with students during times of crises in the safest manner, so they should be the ones predominately dealing with a student who has EBD, and contacted as quickly as possible. If the general educator is involved in a situation where they are unable to contact the school’s office, a responsible student can be given this task.

There are additional ways to create a climate conducive to the learning of students with emotional and behavioral disabilities. The classroom should be a safe, caring, and nurturing learning environment. To facilitate a pervasive mood of positivity and acceptance of all students, it is important for the classroom teacher to serve as a role model for his/her students by providing positive feedback and comments to students on a daily basis. In *Teaching Students with Behavior Disorders*, Gallagher (2010) provides some guidelines for positive feedback; here are some examples:

1. Feedback should be given immediately, whenever possible.

2. Feedback should be given in an animated and genuine manner.
3. Feedback should be given on a frequent basis.
4. Feedback should be personalized.
5. Teachers should serve as positive feedback models for students to increase their usage of positive remarks to peers.
6. Feedback can be used to provide corrective directions.
7. Feedback should be provided for academic and social tasks.

While students with emotional and behavioral disabilities are not entirely unlike their same age peers, due to the problem behaviors they exhibit at times, they can become the most challenging population to teach within the confines of the general education classroom setting. The first part of integration into the classroom setting begins with the functional behavioral assessment process culminating in the creation of an appropriate behavior intervention plan. The BIP will assist the IEP team in planning for the student with EBD and in determining the appropriate placement for this student. General educators are important members of the IEP process because they will be involved facilitating the student's progress toward achieving their behavioral goals within the general education setting. In order to be successful, general educators need to have strong knowledge of appropriate classroom structure and techniques for constructing a positive learning environment.

Simple Ideas Future Teachers Should Understand about Supporting Students with Emotional and Behavioral Disabilities

Hold high expectations for student performance.

1. Provide structure and consistency in classroom procedures.
2. Provide immediate and positive feedback.
3. Maintain clear rules and consistent consequences for students who violate the rules.
4. Use proximity control as a preventive strategy for troublesome behaviors.
5. Provide a place for students to "cool off" in times of frustration or agitation.

GLOSSARY IN PLAIN TERMS

Serious emotional disturbance: federal classification of a student who has an emotional or behavioral disability (e.g., students who have poor social relationships, experience depression, have abnormal behavior/feelings, develop physical symptoms/fears exacerbated by school or personal problems).

Emotional disability: the term the state of North Carolina uses within its legislation to describe students who have emotional or behavioral impairments, the initial term within the State's definition is "serious emotional disability," however, after the first appearance within the law, it is called "emotional disability."

Externalizing behavior: problems that are outwardly manifested through behavior and can signal a child's negative reactions to their environment (e.g., non-compliance to teacher directions, work refusals, delinquency, aggression toward staff and peers).

Internalizing behavior: inclusive of behaviors that reveal difficulties within a child's inner emotional environment (e.g., depression, anxiety, self-consciousness, negative self-comments, withdrawal).

Manifestation determination: an IEP meeting held to determine if the inappropriate behavior exhibited by a student with disabilities is related or not related to their identified disability.

Functional Behavioral Assessment (FBA): a procedure used to gather information about student behavior and determine environmental variables surrounding its occurrence to enable staff to problem-solve; composed of the following: a) identify the problem, b) collect and analyze information, c) plan for an intervention, and d) monitor and evaluate.

Behavior Intervention Plan (BIP): a behavior plan developed by school staff containing interventions, strategies, and supports used to reduce or replace a student's inappropriate behaviors.

Behavior intervention specialist: school staff member who has specialized training in the implementation of evaluations and development of interventions for students who exhibit challenging behaviors within both special and general education settings.

Behavior goals: goals written for a student's IEP specifically related to social behaviors where a change is expected in order for the child to be successful within the context of the learning environment; consist of the following: a) condition under which the target behavior should occur, b) target behavior to be performed, and c) a measurable ideal level of achievement or outcome.

Proximity control: the teacher moves near students who are starting to engage in inappropriate classroom behaviors while continuing to provide instruction to the rest of his/her students.

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QUESTIONS *for Reflection:*

“Students who exhibit **externalizing behavior** are easy to spot, as this type of behavior is outwardly visible.” Assuming this statement is correct, what are some examples of externalizing behavior?

Why do you think the Federal Government mandated the usage of Functional Behavioral Assessments and Behavior Intervention Plans for students with disabilities?

How does the completion of a Functional Behavioral Assessment contribute to the effectiveness of a Behavior Intervention Plan for a student with an emotional or behavioral disability?

Who bears the responsibility of implementing the Behavioral Intervention Plan and if there is more than one individual, explain the roles of those involved?

What are some ways that a general educator can prepare to effectively and efficiently teach a student with emotional or behavioral disabilities while retaining a learning environment that is appropriate for his/her students without disabilities?