Engaging Students with EBD by Designing and Implementing Effective Instructional Programs

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Students with Emotional and Behavioral Disorders

- 1% of the special education population
- Students perform:
  - 1.2-2 grade levels behind in elementary school
  - 3.5 grade levels behind in high school

Students with Emotional and Behavioral Disorders

- At risk for:
  - Lower grades
  - Dropping out of school
  - Post-school unemployment rate of 52%
  - Poor graduation rates (32.1%) of students with any disability
    (U.S. Department of Education, 2006)
What do we need to do to support students with emotional and behavioral disorders?

Classroom Organization and Structure
- Routines and procedures
  - Rules
  - Expectations
- Physical Environment
  - Work space(s), storage, displays, etc.
- Respectful interactions
- Consistency!
If antisocial behavior patterns are not addressed early on, these children tend to experience numerous long-term negative consequences such as academic failure, impaired social relationships, and escalating rates of aggressive behavior.

Instructional Strategies

- Peer-mediated strategies
- Self-mediated strategies
- Teacher-mediated strategies

Types of Peer-Mediated Interventions

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<th>Secondary</th>
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<td>Cross-age tutoring</td>
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<td>Peer tutoring</td>
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<td>Peer assessment</td>
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Self-mediated Interventions

- Self-monitoring
- Goal Setting
- Self-evaluation
- Strategy Intervention
- Self-instruction

Teacher Mediated Interventions (Antecedent based)

- Structured academic tasks
- Modeling, rehearsal & feedback
- Previewing
- Adjusting task difficulty
- Story mapping
- Test-taking skills
- Choice-making
- Curricular modifications

Teacher-mediated Interventions (Consequence based)

- Token system
- Contingency reinforcers
- Use of free time
- Academic contracting
- Written feedback
- Bonus contingency

Children and youth who experience deficits in social skills usually demonstrate a lack of social competence, which can result in lifelong problems associated with employment, mental and physical health, relationships, and overall quality of life.

Social Skills Instruction: Developing Social Emotional Skills

Explicit Teaching of Social Skills
- Identify the skill
- Define the skill
- Model the skill
- Establish the student skill need
- Role play
- Provide performance feedback

Video Clip
Deciding How Someone Feels
1. Watch the person.
2. Name the feeling.
3. Ask.
Coping and Relaxation Strategies

Relaxation Strategies:
- Deep breathing
- Counting to 10
- Progressive Relaxation
- Exercise
- Modeling

Cognitive Behavior Techniques:
- Feelings thermometer
- Emotional pie
- Common thinking errors

Behavioral Strategies

Identify & Define Target Behavior
- Data Collection
- Direct Observation
- Interview
- Review of Records

Determine the Function of the Behavior
- Behavioral Support Strategies
- Reinforcement Procedures

Identify the Replacement Behavior
Teaching Strategies
- Reactive Strategies

Develop and Implement BSP

LAUSD Website, Division of Special Education
http://sped.lausd.net/appg/behavior_fba/FBATraining.htm
Collaboration
- Parents
- Therapists
- Physicians
- Mental health providers
- Classroom support staff

Factors to Consider
- Depression
- Burnout
- Emotional avoidance
- Self-efficacy

Teacher Care
- Be proactive
- What’s your plan?
  - Immediately after an incident
  - After work
  - Lifestyle
There are no secrets to success. It is the result of preparation, hard work, and learning from failure.

- Colin Powell

Every block of stone has a statue inside it and it is the task of the sculptor to discover it.

- Michelangelo