

Management of Emotional and Behavioral Disorders

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Emotional and Behavioral Disorders:

The concept and Nature

- Children who are troubled – who cause trouble for their parents, siblings, teachers and peers – are often diagnosed as Emotional and Behavioral Disorders (EBD). They are in conflict with self and others.
- It is a description of their behavior whose variance exceeds the tolerance and understanding of others.

- EBD is the term educators use most frequently. Other labels are 'serious emotional disturbance', 'behavior disordered', 'behavior disabled' and 'mentally disordered'.
- According to Bower, these children exhibit one or more behavioral patterns that deviate markedly from expectations and are displayed consistently over a substantial time.

- Absence of knowledge and skill acquisition in academics and social behaviors not attributed to intellectual capacity-, hearing and visual status, or physical health anomalies.
- Absence of positive, satisfying interpersonal relationships with adults and peers.

- Frequent instances of inappropriate behavior episodes that are surprising or unexpected for the conditions in which they occur.
- Observable periods of diminished verbal and other motor activity (e.g. moods of depression or unhappiness).
- Frequent complaints of a physical nature, such as stomachaches, soreness in the arm, or general fatigue.

- Children with behavior disorders are those who chronically and markedly respond to their environment in socially unacceptable, and/or personally unsatisfying Ways but who can be taught more socially acceptable and personally gratifying behavior.

- (Kauffman, 1977) A comprehensive definition of EBD is as follows:
- (i) The term emotional or behavioral disorder means a disability characterized
- by behavioral or emotional responses in school programs so different from appropriate age, culture or ethnic norms that they adversely affect educational performance.
- Educational performance includes
- academic, social, vocational, or personal skills. Such a disability is more than a temporary expected response to stressful events in the environment;

- is consistently exhibited in two different settings, at least one of which is school-related: and is unresponsive to direct intervention applied in the general education setting, or the child's condition is such that general education intervention would be insufficient.

- (ii) Emotional or behavioral disorders can co-exist, with other disabilities
- (iii) This category may include children or youth with schizophrenic disorders, affective disorders, anxiety disorders, or other sustained disorders of conduct or adjustment when they adversely affect educational performance in accordance with section (i).

CLASSIFICATION SYSTEMS:

BINARY SYSTEM

- The binary model applies a yes-no decision process: Either disturbance exists (yes), or it does not (no). A pupil is or isn't. The binary system does not allow for variations or degrees of emotional disturbance (mild, moderate, and severe).

CLASSIFICATION SYSTEMS:

Behavior Analysis System

- A behavior analysis system does not label individuals. Instead it describes Or classifies behavior as excessive (needing to be eliminated or reduced in frequency) or deficient (needing to be replaced or increased) in frequency.

CLASSIFICATION SYSTEMS:

Medical System

- Although not typically used by special educators or educational agencies, the Diagnostic and Statistical Manual of Mental Disorders has by far the best known system for classifying behaviours. Most mental health professionals use the guidelines to classify patterns of behavior.

ETIOLOGY

- Behaviors that deviate substantially from the norm do not occur in a vacuum.
- Etiology of EBD usually involves the interaction of multiple factors.
- It is not a one-to-one relationship between a single cause and a single effect. Behaviors of EBD typically are chronic (persist over time) or acute (deviate to the point of attracting attention from others).

ETIOLOGY :General kinds of factors- Predisposing and Precipitating.

- Predisposing factors are conditions that may increase the probability of developing behavior disorders.
- Example :A child who never has been allowed to develop skills for independent functioning may be predisposed to problems when placed in a classroom in which expectations to plan and work alone are high.

ETIOLOGY

- Precipitating factors are the immediate stressors or incidents that trigger maladaptive behaviors
- Predisposing and precipitating factors usually operate in tandem

The causes of EBD may be divided into two major categories: biogenic and psychogenic.

- Biogenic refers to the physical, biological, and hereditary insults that diminish an individual's capability to cope with environmental demands.
- Psychogenic describes internal conflicts raging within a child and the relationship of these conflicts to external, complex or environmental events.

- Biogenic factors usually are more evident in the severe types of EBD.
- Psychogenic factors are associated with the relationship between child and environment over time.

- If a child suddenly exhibits maladaptive behaviors, the search for cause may be confined to the present or immediate past; if troublesome behavior has developed gradually to the point that it increasingly attracts the attention of others, the search may probe for traumatic experiences in both the distant and recent past.

Approaches to Explain Abnormal Behaviour

- In the intrapsychic approach chaotic environments are believed to produce emotional distress (anxiety).
- The child's inner life is so disorganized that accurate perceptions and functional cognitive strength are absent.
- The emotional distress logically produces or is reflected by the resulting abnormal behavior (symptoms).
Abnormal behavior, thus, is a reflection and functional result of emotional distress. It also provides a tactic to relieve the distress or anxiety caused by chaotic environments.

Intrapsychic approach

- Intervention or therapeutic efforts concentrate on changing the inner turmoil or emotional distress.
- If the inner self can be strengthened, a predictable environment can be built from the chaos.
- And because the symptoms reflect emotional distress, they will disappear when intervention is successful in reducing the distress or anxiety.

Behavioral approach

- Contrasted to the intrapsychic approach,
 - the behavioral approach
 - focuses intervention efforts on both the abnormal behaviors and the chaotic environment that is producing them.
 - If individuals can learn abnormal behavior, they can learn adaptive behavior through rearrangement of the environment.

Effects of Emotional distress

- Emotional distress also provides a negative anticipatory set for entry into future interaction.
- If learning interactions are associated with failure, motivation to exhibit behavior that avoids interaction is strengthened.
- If the child and those who assist in changing environments and behaviors are successful, emotional distress is changed to emotional happiness (a condition reflecting positive evaluations of experience) and an eagerness to approach future positive interactions (Whelan, 1977).

Choice of the Approaches for Intervention

- One approach may work better in dealing with inner turmoil. Another may work better with a child in conflict with the environment. The child, not the theory, must be the winner.

Coping Styles or Behavior Patterns

- The ways children cope with internal and external chaos are as varied as the children who display them.
- Kauffman (1993) delineated four **coping styles or behavior patterns**.
- The first covers the common dimensions of undifferentiated responses to stimuli: distraction, hyperactivity, and impulsive behaviors.

Coping Styles or Behavior Patterns

- The second is aggression directed against self and others.
- A third described children who withdraw from interaction and regress to immature style(e.g., tantrums and extreme dependence).
- The fourth represents behavior that violates a code prescribing the differences between right and wrong.

Coping Styles or Behavior Patterns

- Children's ways of managing or coping with internal and external conflicts may not be consistent.
- Their past history is laced with many failures, all resulting from the inability of the environment to sustain acquisition and maintenance of increasingly complex styles needed for successful coping.
- Until it is changed, the chaotic environment functions to strengthen the very behaviors that interfere with the child's develop personally gratifying coping styles.

Problems

- Academic Achievement Difficulties
 - Behavior problems lead to academic problems, and increased failure in academic subjects produces even more deviant intra and inter personal problems.

Social Adjustment Problems

- The first of the categories of inappropriate social behaviors, developed by Kauffman (1993), is a cluster of three types of behaviors frequently observed in children who have EBD. The cluster encompasses (a) frequent episodes of apparently no purposeful motor activity (e.g., chair bouncing, fidgeting),.

Social Adjustment Problems

- (b) difficulty in attending to a task (e.g., switching attention to task-irrelevant items such as a paper clip), and
- (c) a tendency to respond quickly and without prior planning (e.g., quickly selecting a response from several alternatives without regard to all of the elements in a problem—grabbing a toy from another child, thus losing the chance to share several toys)

Social Adjustment Problems

- A second category is aggression; behaviors that produce emotional or physical harm to another person.
- Many pupils who exhibit high rates of aggressive behaviors probably would be placed in the conduct disorder category of DSM-IV. They repeatedly violate the rights of others and socially accepted norms for appropriate ways of behaving

- The third category focuses on behaviors described as withdrawn and immature. The two descriptions, however, may not always be observed in the same child.
- Nevertheless, many children who have difficulty coping with their environment because their behaviors are inadequate in relation to demands, withdraw or avoid situations in which their lack of competence will be exposed.

Social Adjustment Problems

- The fourth category has to do with behavior "that is considered to be morally 'wrong' in the eyes of the child's social group or the law" (Kauffman, 1993).
- Essentially, this category describes behaviors that are morally wrong (unfair), when compared to a social or legal standard, rather than right (fair).
- Many children in this category behave in ways that violate legal codes. If they are caught and adjudicated, they are labeled as juvenile delinquents.

Social Adjustment Problems

- Several factors account for the development of behavior patterns that violate moral and legal codes.
- They include chaotic environments with all of their inconsistencies about expectations and consequences for behaviors, outright abuse, lack of family cohesiveness, and clear rewards by significant adults for taking unfair advantage of another person.
- These factors often produce a person who feels no guilt or remorse for acting immorally, thus making the condition difficult to change by interventions in schools, courts, or other agencies.

Educational Practices

- Educators must deal with the coping styles of children who have EBD. Patterns of failure must be changed to patterns of success.
- When adults intervene to help, they must convince children that the intervention is not another form of rejection, a pain they have experienced many times during their lives.

Educational Environments

- Scientific validation of an intervention program requires specification of the behavior to be changed and observation of the behavior before, during and after intervention.
- This procedure can be used with both intrapsychic and behavioral intervention through precise, though not complex measurement procedures.

Cognitive behavior modification (CBM)

- This is used to train social and academic skills.
- Self monitoring instruction begins with a teacher doing a task while verbalizing the steps to complete it.
- The pupil then imitates, or models, the teachers motor and verbal performance.
- Upon completing the self-monitoring training, the pupil completes tasks through covert (silent) instructions.

Psycho Educational Approach

- This emphasizes the reciprocal nature of the relationship between emotional and cognitive experiences.
- It supports the position that how a pupil performs on a task influences internal feelings, and internal feelings (anxiety) may have an adverse effect upon task performance.

Life Space Interview

- This is one aspect of psycho educational approach to intervention.
- The procedure itself helps a pupil work through an incident (e.g. destroying a book while in a rase) by carefully eliciting comments regarding perceptions of the incident, the feelings attached to it, and some planning for how a similar incident might be managed in the future.
- An empathic teacher would go beyond the torn book part of the incident and explore with the pupil his feelings at that moment in time. The teacher and the pupil can use the incident for a teaching – learning encounter.

Psychotherapy

- It is an intervention that can help a child learn how past events, even though apparently long forgotten, profoundly influence present behaviors and relationships.
- Insights are gained only after many hours of hard work by child and therapist. In addition, new skills are taught and learned.

Multiple Approaches

- An applied intervention need not be of only a simple type or associated with only one specific theory. A teacher can use a variety of means to help pupils grow and change (to learn and use self control).
- Techniques of **signal interference and proximity control** can be used as part of psycho educational approach to intervention.

- Coordinated and concerted use of community resources is vital for the successful operation of facilitative education programs.
- A multidisciplinary team is a must.
- Unless child-helper interactions are filled with warmth understanding and supportive firmness when children's internal controls fail, goals will not be accomplished.

Positive Pupil-Teacher Relationships

- In order to establish positive pupil-teacher relationships two affective elements are essential differential acceptance and an emphatic relationship.
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Differential Acceptance

- It is the ability of teachers to receive large doses of hate, aggression and hostility without reacting in kind to the children who transmit them.
- Differential acceptance means understanding the act without condemning the child.
- A child who destroys property in angry frustration can be understood but the teacher need not approve of the destructive act.

Emphatic Relationship

- This requires teachers to develop the ability to discover clues other than verbal ones, that children provide as mirrors to their inner states of being.

Goals

- Once teachers learn to use differential acceptance and empathic relationship skills, positive interpersonal interactions with these pupils can be established.
- By building trust and supporting children's efforts, teachers gradually become valued sources of expectations and corrective feedback. Whenever possible teachers should encourage children to talk about their feelings.
- This is a more appropriate mode than destructive acting out of feelings and impulses.

Functional Model

- The teacher also must be a functional model source. The word functional is important as child will respond in kind to the teachers modeling of an appropriate response to frustration if it functions to enhance adaptive behaviors and leads to satisfaction.

Stages of Establishment of Relationship

- Establishment of relationships usually passes through several stages.
- 1. Orientation – This stage is evident when children first enter a placement
- 2. Sharing or reality testing
- 3. Cognition stage and (4.) Integration

Classroom Application

- Building relationships is concurrent with providing successful learning experience, in both the academic and the social behavior areas. When a child succeeds in a task in an environment that facilitates success, progress in academic and social behavior follows.

Significant Contribution of General Education

- The most significant contribution a general education classroom teacher can make is to plan the classroom so behavior problems will not develop.
- Place pupils at the curricular level consistent with their skills; have realistic expectations.
- Let pupils know what rules to follow. Concentrate on rules that emphasize positive behaviors; stress “do,” not “don’t”. Follow the rules consistently.

Significant Contribution of General Education

- If possible, ignore minor inappropriate behaviors. Give attention and praise for appropriate behaviors; praise attention to work assignments.
- Identify and correct situations in which behavior problems are likely to happen.
- Acknowledge improvement in academic and social skills.
- Recognition for a job well done goes a long way in teaching appropriate behaviors.

Structured Approach to Classroom Settings

- Gallagher (1970, 1979) developed specific ways of applying the structured approach to classroom settings.
- Focus initial instruction upon the individual child; introduce group instruction as children are ready.

Structured Approach to Classroom Settings

- Expand classroom physical arrangements from individual task areas to include cooperative group problem-solving areas.
- Change prescribed times for completing tasks to flexible time periods for completing long-term individual and group projects.
- Gradually introduce student participation in planning tasks.
- Partially replace teacher supervision of classroom activities with children's self-supervision

Structured Approach to Classroom Settings

- Replace extrinsic consequences for task completion with intrinsic feelings of self-worth that accompany success. Achievement and self-esteem go together.
- Make initial placement of a child for special educational services on a full-time basis. As he or she progresses, phase him or her into activities with peers in general classrooms

- These seven guidelines are selected examples of the elaboration Gallagher proposed to make the structured approach even more useful to teachers.
- The approach has been used to teach positive, creative behavior coping styles
- Implementing the guidelines is much more difficult than verbalizing them.
- It required many teacher hours of individual and group planning. The guidelines closely follow the notion that children and youth who have EBD need experiences with external structure before they can develop internal strengths for functioning successfully in a variety of environments.

Thank You

