



## Emotional and Behavioral Disorders (EBD)

- Current trend
  - rather Socio emotional competence

### Social Competence

- social skills,
- sociometric status,
- friendship,
- outcomes (functional)

### Emotional Competence

- ability to handle emotions and identify emotions of others and get along with both of these

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## Theories on the background

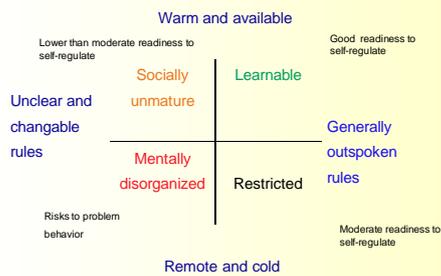
### Attachment-theory (Bolby 1969-1980)

- Attachment is behavior which bonds mother and child together (survival → learning how interact to achieve personal goals)
- Methods (interview and observation) (M. Ainsworth -78)
  - Secure attachment (B)
    - Avoidant (A)
    - Ambivalent (C)
    - Ambivalent/Resistant
    - Disorganized
- Four subclasses for each....(Crittenden -94)

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## Parenting styles



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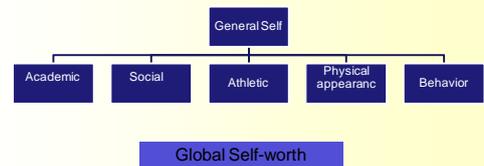


## Self-concept – self-esteem

Descriptive

Evaluative

-Expectations (goals)



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## How to minimize EBD at the class/school level

### ■ Recommendation #1: \*\*\*\*

- Identify specifics of the problem behavior and conditions that prompt and reinforce
  - Describe concretely the behavior problems and its effect on learning (child, children in proximity, class)
  - Observe and record frequency and context of the problem behavior
1. Time of Day
  2. Classroom location, (e.g., reading area, backyard,...)
  3. Subject
  4. Method of teaching
  5. Difficulty of the task
  6. Presence of particular peer or adults

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### ■ Recommendation #2: \*\*\*\*

- Modify the classroom learning environment to decrease problem behavior
- start of the class
- materials and how to engage to the tasks
- help seeking
- transitions to new tasks
- prevention/preparation for exceptions
- rules of group work– single projects (general rules how to act)
- interruptions (come and go)

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### Possible problems and solutions

Explanation: No chance to break daily routines

- Secure class is precondition for learning
- Practice how to manage interruptions increase finally time to conduct tasks
- Prepare pupils for change, use rewards, model behavior
- Try: Extinction

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### Recommendation #3: \*\*\*\*\*

**Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate**

- Identify where student needs explicit instruction for appropriate behavior
- Teach skills by providing examples, practice, and feedback.
  - Manage consequences so that reinforcers are provided for appropriate behavior and withheld for inappropriate behavior
  - Make sure that students receive positive feedback for right accomplish (even small parts of it)
- Studies on (attention seeking, social skills, problem solving, self-management, self-control)

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### How to use rewards and incentives

- Use small rewards often than big rewards seldom
- Reward immediately
- Reward always behavior/actions, do not individual (remember in the harmful situations as well)
- Discuss and open reasons behind rewards and positive feedback
- Use different rewards (verbal, look, touch, tangible; stickers, free activity, etc.)

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### Possible problems

- External rewards decrease learning motivation
  - rewarding behavior does not decrease learning motivation
  - Target special attention to risk groups
    - remember ratio 4 : 1 especially with EBD children
- Part of the academic curriculum

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### Recommendation 4: \*\*\*\*

- Draw on relationships with colleagues and families for guidance and support
- Plan and share teachership openly with your colleagues
- Anticipate challenging classroom situations, risk behavior, unexpected situation with colleagues
- Clear and documented rules how to proceed in challenging situation
- Family involvement to behavior modifications

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### Guidelines for parent discussions

- In the beginning, tell at least three strengths of the child what you have observed (behavior, learning)
- Define clearly 1 – 2 behavior problem and give clear examples related to definitions
- Describe how and when problem behavior emerges (quality and frequency)
- Tell to parents what is done and what is planned to do to extinct problem behavior and to learn new behavior

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**Recommendation 5: \*\*\*\***

- Implement schoolwide strategies to reduce negative and foster positive interactions.
  - Address schoolwide behavior issues by involving a school improvement team
  - Collect information on the HOT Spots throughout the school, such as the frequency of particular school wide behavior problems and where they occur
  - Analyze, make plan, assess/evaluate → modify
- If warranted, adopt a packaged intervention program that fits well with identified behavior problem(s) and the school context (80%)

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- **Confidential and supportive (secure) climate form basis for positive behavior**
- **Sense of community, in where adults are adults and share rules and educational goals (including social skills) promote appropriate behavior**
- **Data gathering is critical in targeting resources and changing strategies to improve behavior**

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