

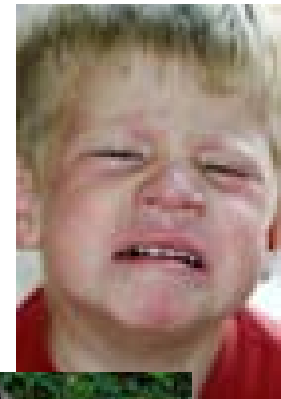
Perspectives on Services for Students with Emotional Disabilities: A Cause for Concern

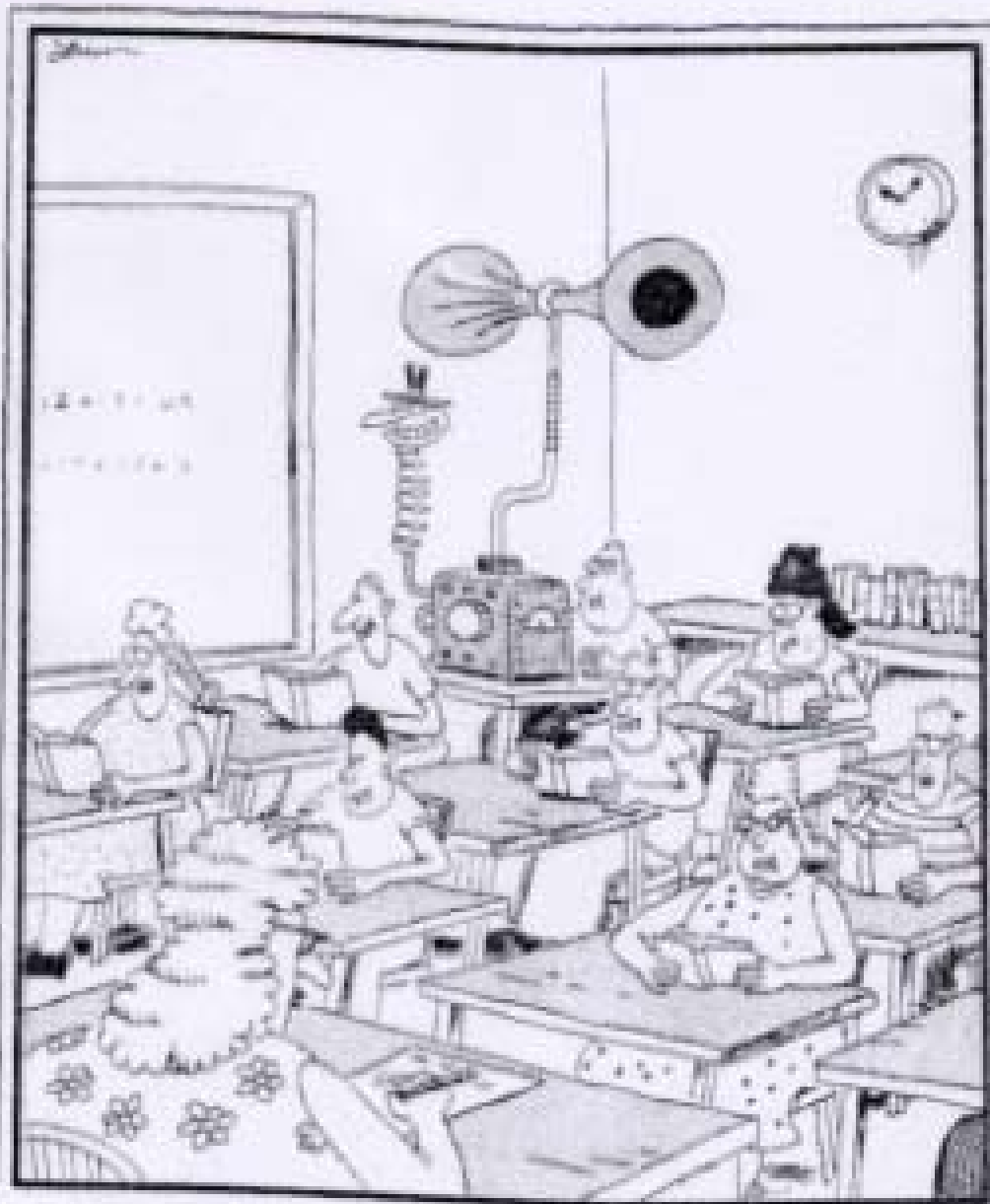


Richard Van Acker, Ed. D.

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College of Education (M/C 147)

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The class was quietly doing its lesson when Russell, suffering from problems at home, prepared to employ an attention-getting device.

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- *f. Extreme withdrawal from social interactions.*

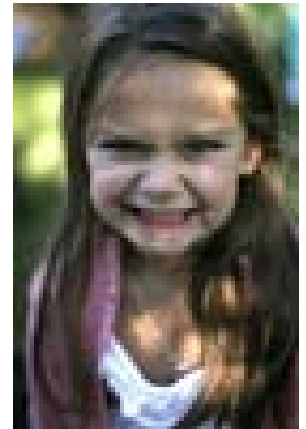
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- *e. Inability to learn that cannot be explained by intellectual, sensory or health factors.*
- *f. Extreme withdrawal from social interactions.*
- *g. Extreme aggressiveness for a long period of time.*

Emotional and Behavioral Disorder..

(National Association of School Psychologists, 2005)

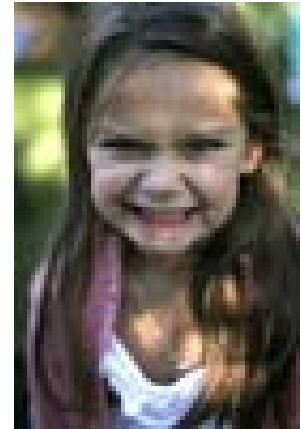
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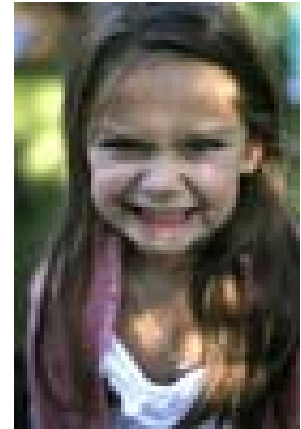
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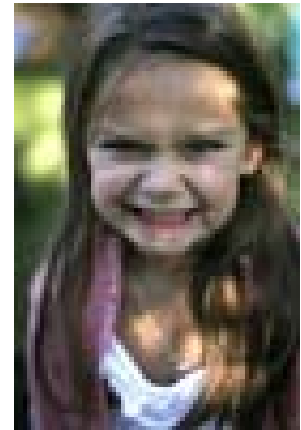
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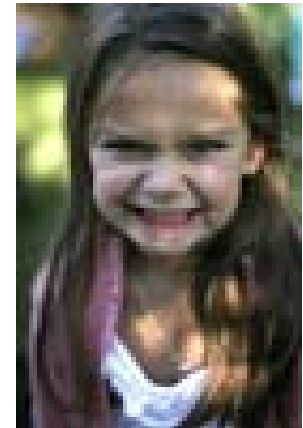
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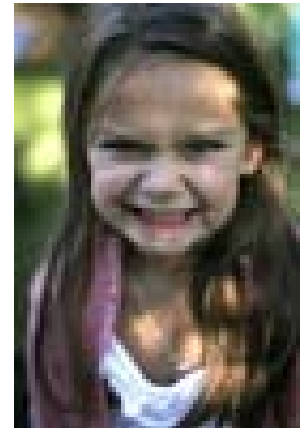
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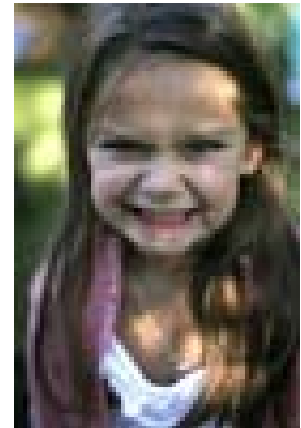


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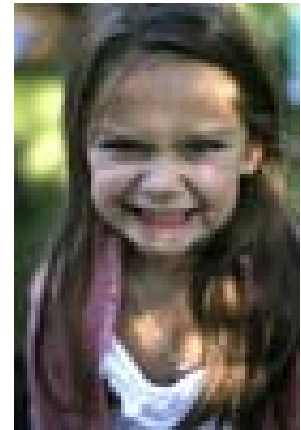
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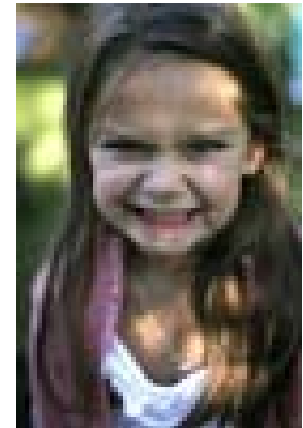
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- EBD is more than a transient, expected response to stressors in the environment.
- EBD must be displayed in more than one setting, one of which must be the school setting.



Serious Service Concerns

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- Too little empirical research has been directed towards academic instruction for this population – much of our practice is simply extrapolation from research addressing other disabilities (primarily LD).
- **School-based interventions must address both student characteristics (norms, beliefs, behaviors) and the school environment (e.g., teacher behavior, discipline practices, school climate).**

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- Nationally, school personnel have typically identified less than 1% of their student population as having an emotional or behavioral disorder (Walker et al, 2000).

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 - Conservative estimates suggest 2-5% of students display a significant emotional or behavioral disorder (Walker et al, 2000).
 - National Statistics estimate that 1 in 5 children and youth may have a serious emotional disturbance that can be identified. (SAMHSA 2007)

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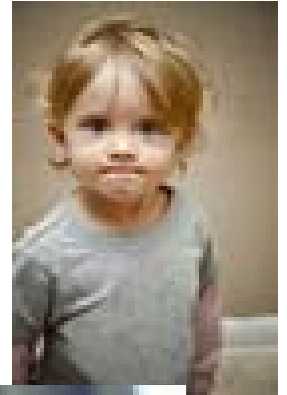
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- School psychologists often not comfortable in assessment of emotional and behavioral disorders (Rees, Farrell, Rees, 2003)

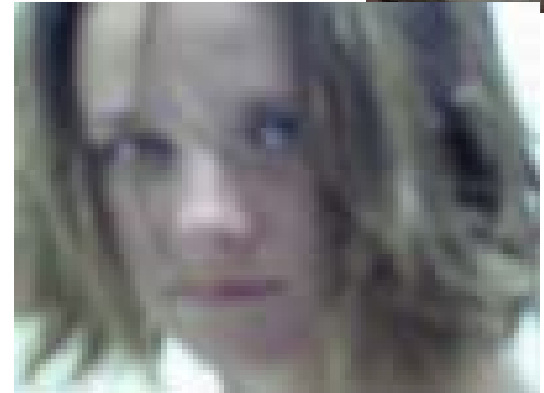
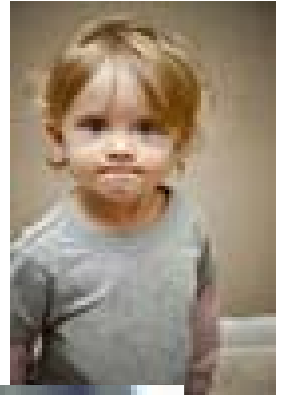
High Levels of Co-morbidity with Other Disorders

- **Learning disabilities** (Rock, Fessler & Church, 1997).



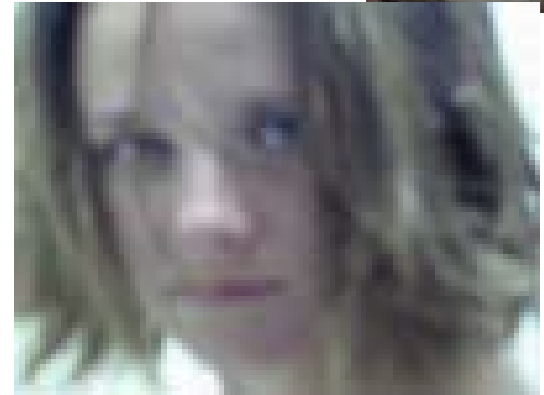
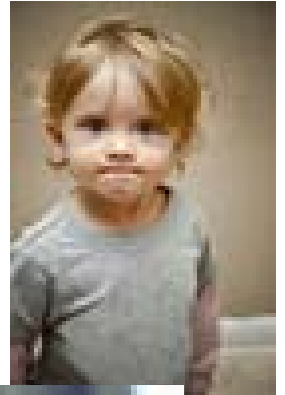
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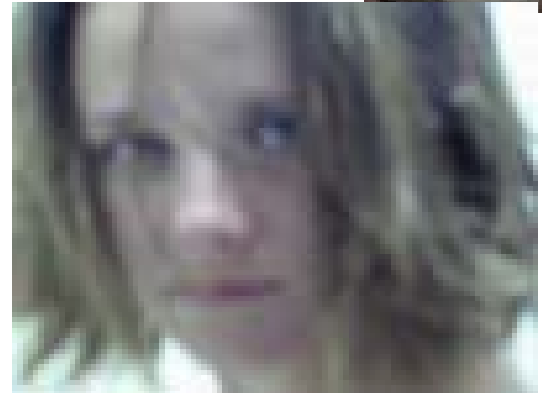
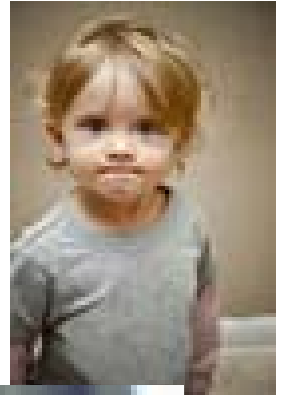
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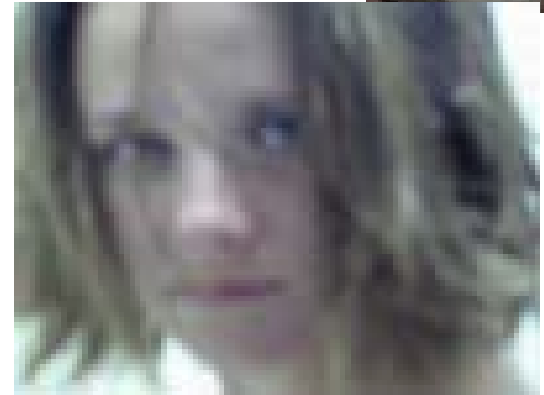
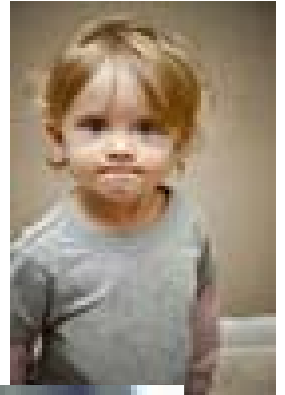
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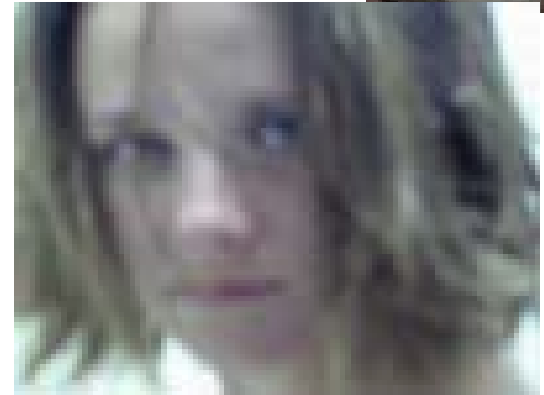
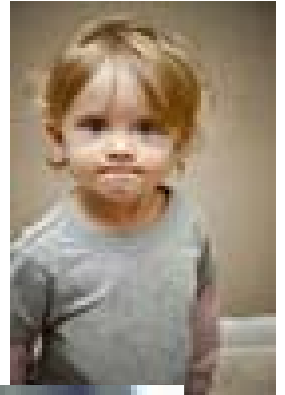
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High Levels of Co-morbidity with Other Disorders

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- Other Health Impairment (ADD/ADHD)
- Anxiety disorders
- Mood disorders
- Social maladjustment
- Substance abuse

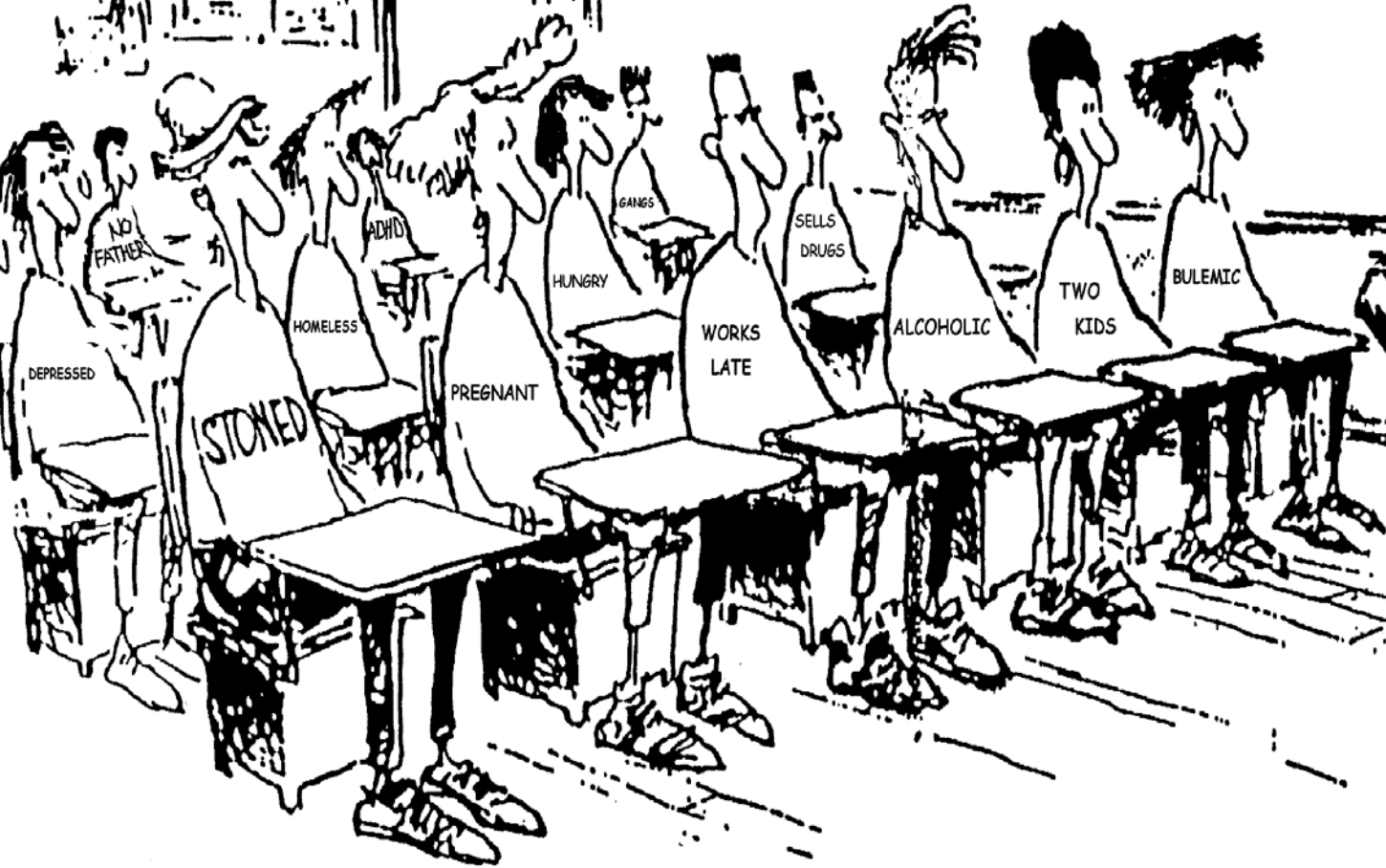


JIM BERGMAN
CIVILIAN
8/12/1982

**Test Today:
Othello**

*PSAT Tutoring
after school today*

**Aging Parent
Divorcing**

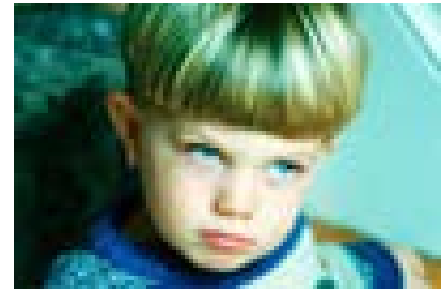


Good Morning, Teacher

The IEP team may not identify or refuse to identify a child as a child with an emotional behavioral disability.....

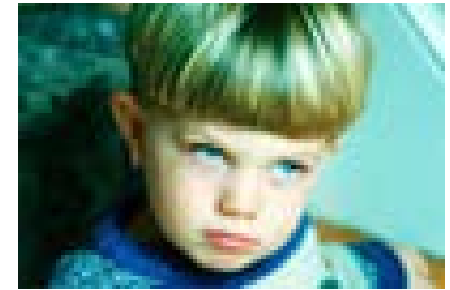
..solely on the basis that the child has another disability, or is socially maladjusted, adjudged delinquent, a dropout, chemically dependent, or a child whose behavior is primarily due to cultural deprivation, familial instability, suspected child abuse or socio-economic circumstances, or when medical or psychiatric diagnostic statements have been used to describe the child's behavior.

Dual Deficits in EBD



- Behavioral
 - Aggression
 - Non-compliance
 - Truancy
 - Lack of motivation
 - Low levels of task engagement and attending
 - Poor social skills and social problem solving abilities
 - Negative interactions with teachers and peers
 - Academic
- (Walker, Colvin & Ramsey, 1995)

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- Academic

- Failure to progress at a rate equal to peers (Anderson, Kutash, & Duchnowski, 2001)
- Significantly lower academic achievement, especially in reading (Lane, 2004)
 - 54-85% are below grade level in reading (Greenbaum et al., 1996; Nelson et al., 2004).
 - Effect size of .69 difference in academic achievement of students with EBD and their typically developing peers (Reid et al., 2004).

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 - **Drop out rates** – the % of youth with IEPs dropping out of high school compared to the % of all youth dropping out of high school;
 - **Suspension and expulsion rates** – significant discrepancy in the rates of suspension and expulsion of children with disabilities for greater than 10 days in a school year;

Performance Indicators and EBD (Cont.)

- **Educational placements, ages 6-21** - % of children with IEPs aged 6-21
 - A. Removed from regular class <21% of the day
 - B. Removed from regular class >60% of the day
 - C. Served in public or private separate schools, residential placements, or homebound or hospital placement;

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- **Disproportionality**– inappropriate identification of racial and ethnic groups in special education, and inappropriate identification of racial and ethnic groups in specific disability categories;
- **Transition** - % of youth aged 16 and above with an IEP including coordinated, measurable annual goals and transition services designed to meet post-secondary goals, and % of youth who had IEPs but who are no longer in school and have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

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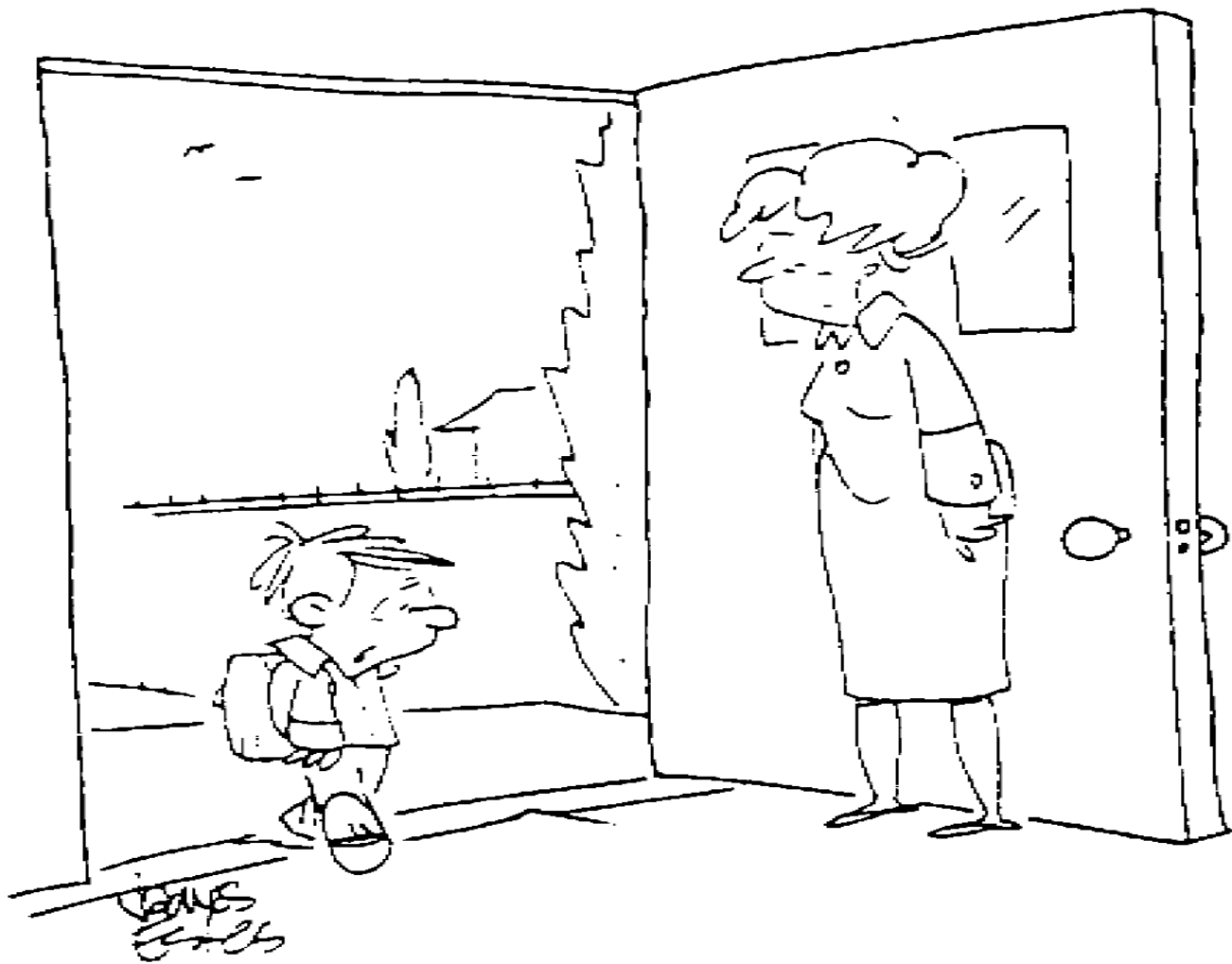
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- fail to graduate from high school.

Chesapeake Institute (1994) .



"How was my day? Let's just say it might be in the best interests of all concerned if we move out of the school district."

School Completion

- Graduated - 48.4% (Wagner, 1993)
- Aged out – 1.3% (Wagner, 1993)
- Dropped out/were expelled – 50.3%
(Wagner, 1993)
- School completion rates 14 times lower than their non-disabled peers
(Clark and Davis, 2000)



Postsecondary education (3-5 years out of high school)

- Any post-secondary school – 25.6% (only youth with MR and multiple disabilities were lower) (Wagner, 1993)
- Postsecondary vocational school – 15.4% (Wagner, 1993)
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- 4-year college – 4.2% (Wagner, 1993)
- Few students with EBD complete post-secondary education programs of any kind, and **their employment is not boosted by post-secondary education**, as it is for their non-disabled peers (Malmgren and Edgar, 1998).

Competitive employment

- A 47.4% competitive employment rate for youth with EBD 3-5 years out of high school (compared to the general population's rate of 69.4%) (Wagner, 1993)
- An unemployment rate 4 years after leaving high school for students with EBD of 52%, highest of any disability area (Wagner, 1993).
- Exhibit high unemployment, less stability in terms of keeping a job, work fewer hours, and earn lower wages compared to their disabled and nondisabled peers (Bullis & Cheney, 1999).

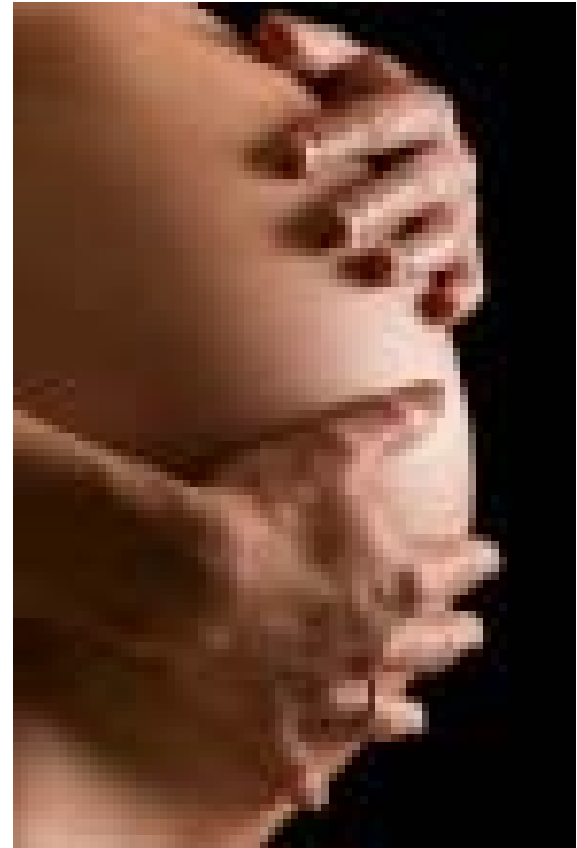
Arrest rates

- 2 years out of high school – 37% (Wagner, 1993)
- 3-5 years out of high school – 58% (Wagner, 1993)
- For dropouts with EBD – 73% (Wagner, 1993)



Parenting

- 3-5 years out of high school: Males – 18.2% and Females – 48.4% (Wagner, 1993)
- Young women with EBD are 6 times more likely than their peers to have had multiple pregnancies at a young age, and to have lost custody of their babies (Clark and Davis, 2000).



Other

- At high risk for becoming homeless (Clark and Davis, 2000)
- Are least likely of the disability groups to belong to community groups (Clark and Davis, 2000)
- Are least likely of the disability groups to register to vote (Clark and Davis, 2000)
- Those who also scored in the lower half on a measure of personal/social achievement were over 20 times more likely than peers to be victimized (teased, beaten up, personal property stolen) (Bullis & Cheney, 1999).

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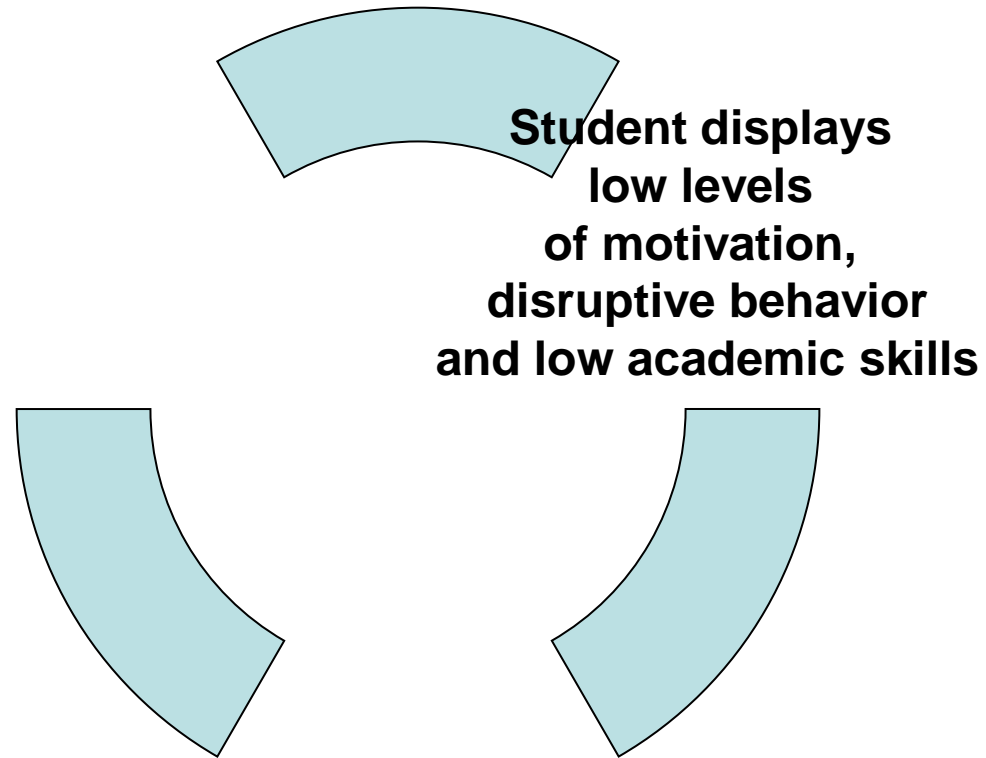
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- Youth with SED are more likely to come from single-parent families, low-income families and families in which the head of the household had less education than his or her age peers in the larger society. Youths from all of these types of families drop out with significantly greater frequency than their peers.
- **Push for absolute standards of achievement in fully inclusive classes with little effort to meet emotional needs or provide modifications**

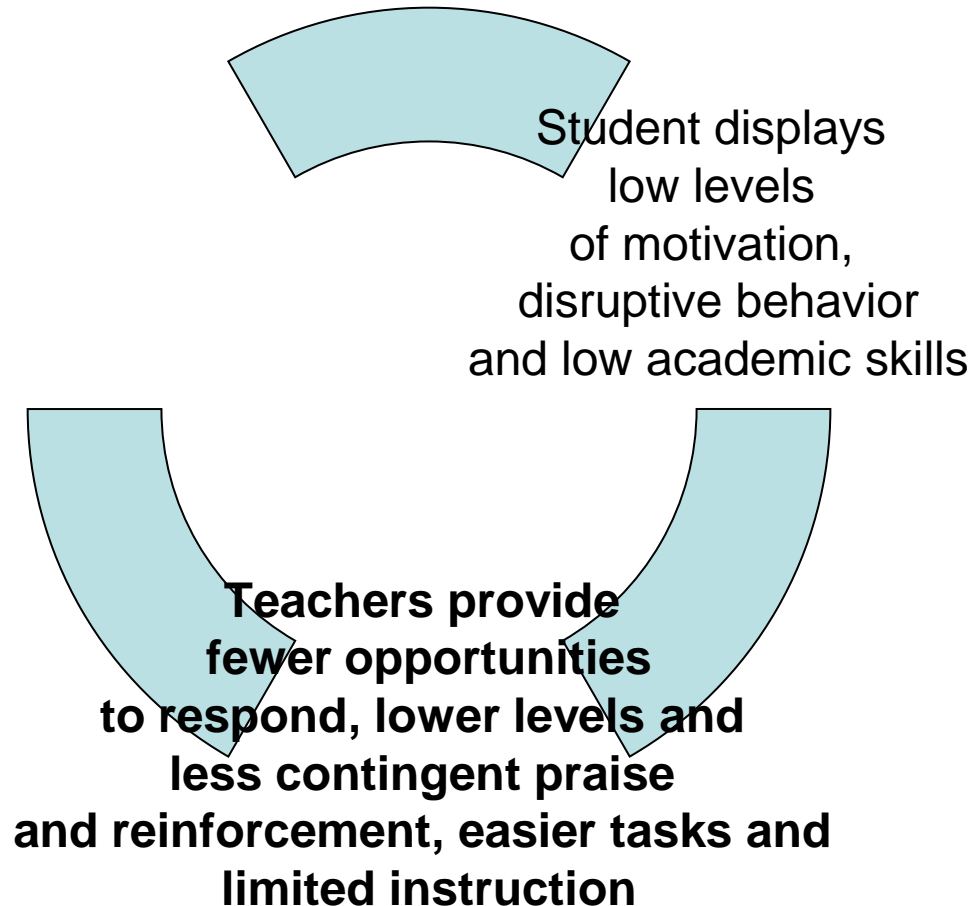
Rylance, 1997

Students with EBD and the School Context



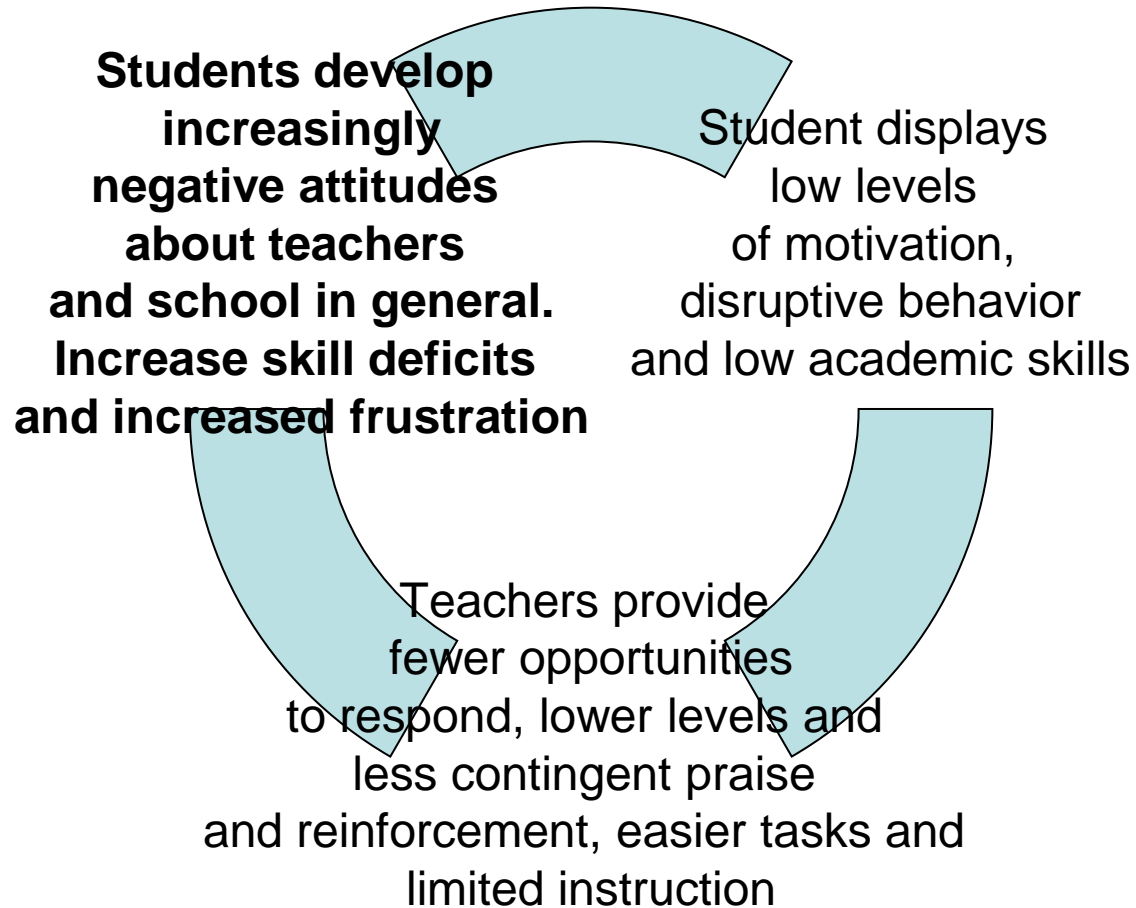
(Gresham, Lane, MacMillian, & Bocian, 1999; Gunter, Denny, Jack, Shores, & Nelson, 1993; Sutherland, Conroy, Abrams, & Vo, 2010; Walker et al, 1995; Wehby, Symons, Canale, & Go, 1998)

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“I told you I was smart. My teacher says she’s given up trying to teach me anything.”

Behavior Deficits vs. Academic Deficits

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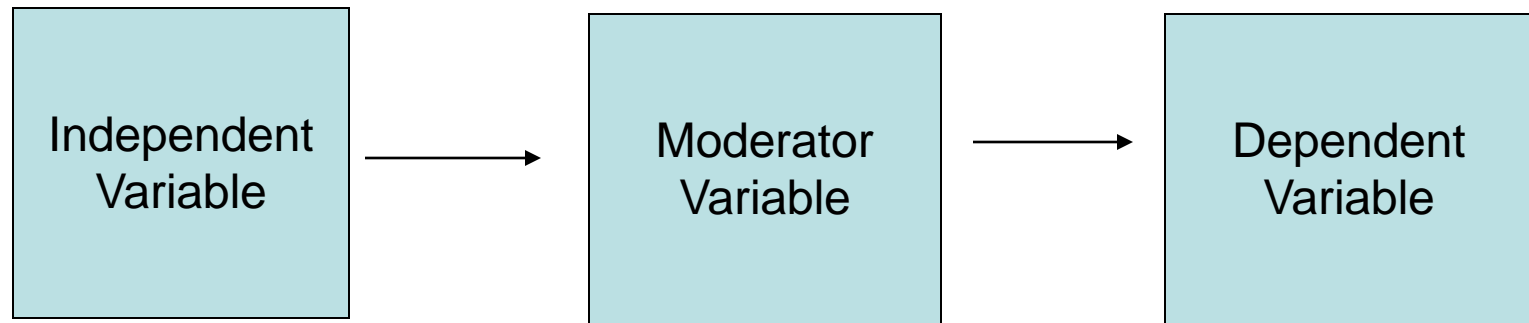
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 - Academic deficits lead to behavioral deficits (e.g., Chen, Rubin, & Li, 1997; Masten et al., 1995)
 - Altering either type of deficit has little or no impact on the other type of deficit (e.g., Farmer, Quinn, Hussey & Holohan, 2001; West, 2008)

Moderating and Mediating Effects

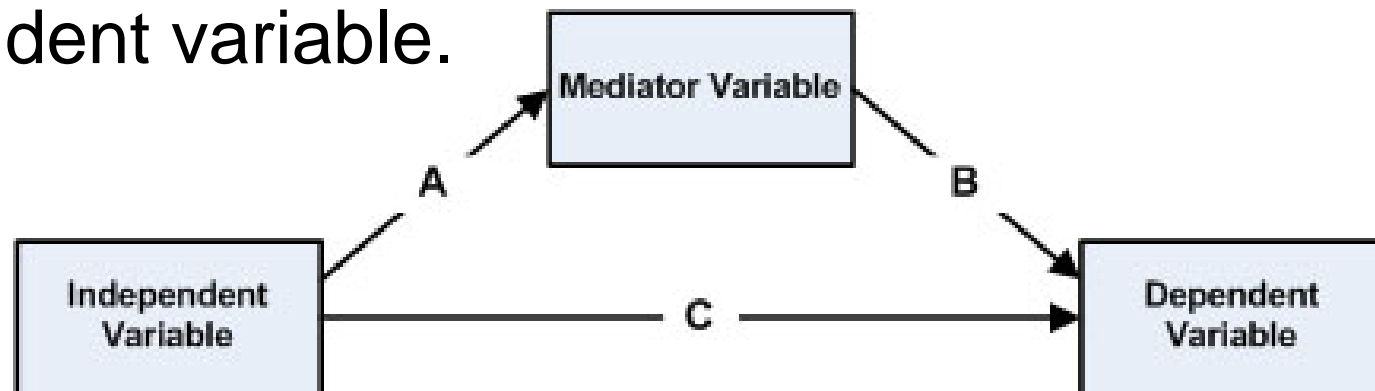
- Moderators –when the relationship between two variables (the independent and the dependent variable) depends on a third variable. The third variable is referred to as the moderator.



- Mediators – A mediator is a variable that is influenced by the independent variable and in turn impacts the dependent variable. Clarifies the relationship between the independent and the dependent variable.

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Identification of Interventions that Hurt

- Not all interventions help – some well meaning interventions can actually cause more harm – iatrogenic effects.
 - ‘Deviancy training’ – (Dishion, McCord, & Poulin, 1999)
 - Clustering high risk adolescent youth together for intervention may be harmful as the peer influences in early adolescence may serve to reinforce negative behaviors, normative beliefs, and attitudes.

Promising Practices

- Identification of effective academic interventions specifically for students with EBD
 - Reading (Lane, 2004; Nelson, Benner, Lane, & Smith, 2004)
 - Math (Gagnon, 2009; Templeton, Neel, & Blood, 2008)

Promising Practices

- Identification of effective academic interventions specifically for students with EBD
 - Reading (Lane, 2004; Nelson, Benner, Lane, & Smith, 2004)
 - Math (Gagnon, 2009; Templeton, Neel, & Blood, 2008)
- Interventions that address both academic and behavioral skills simultaneously.
 - Antecedent strategies (e.g., pre-correction) (Kern & Clemens, 2007)
 - Peer tutoring and self graphing (Sutherland & Snyder, 2007)

Promising Practices (Cont.)

- Interventions that address the student as well as the social context (e.g., teacher behavior, peer interactions, school climate)
 - Increasing opportunities to respond to academic requests and teacher praise
(Sutherland, Alder, & Gunter, 2003; Sutherland, Wehby, & Yoder, 2002)

Promising Practices (Cont.)

- Interventions that address the student as well as the social context (e.g., teacher behavior, peer interactions, school climate)
 - Increasing opportunities to respond to academic requests and teacher praise (Sutherland, Alder, & Gunter, 2003; Sutherland, Wehby, & Yoder, 2002)
- **Strength-based interventions** (Epstein, Synhorst, Cress, & Allen, 2009)

The Challenge to Intervention Researchers

- Effective assessment tools and assessment practices.

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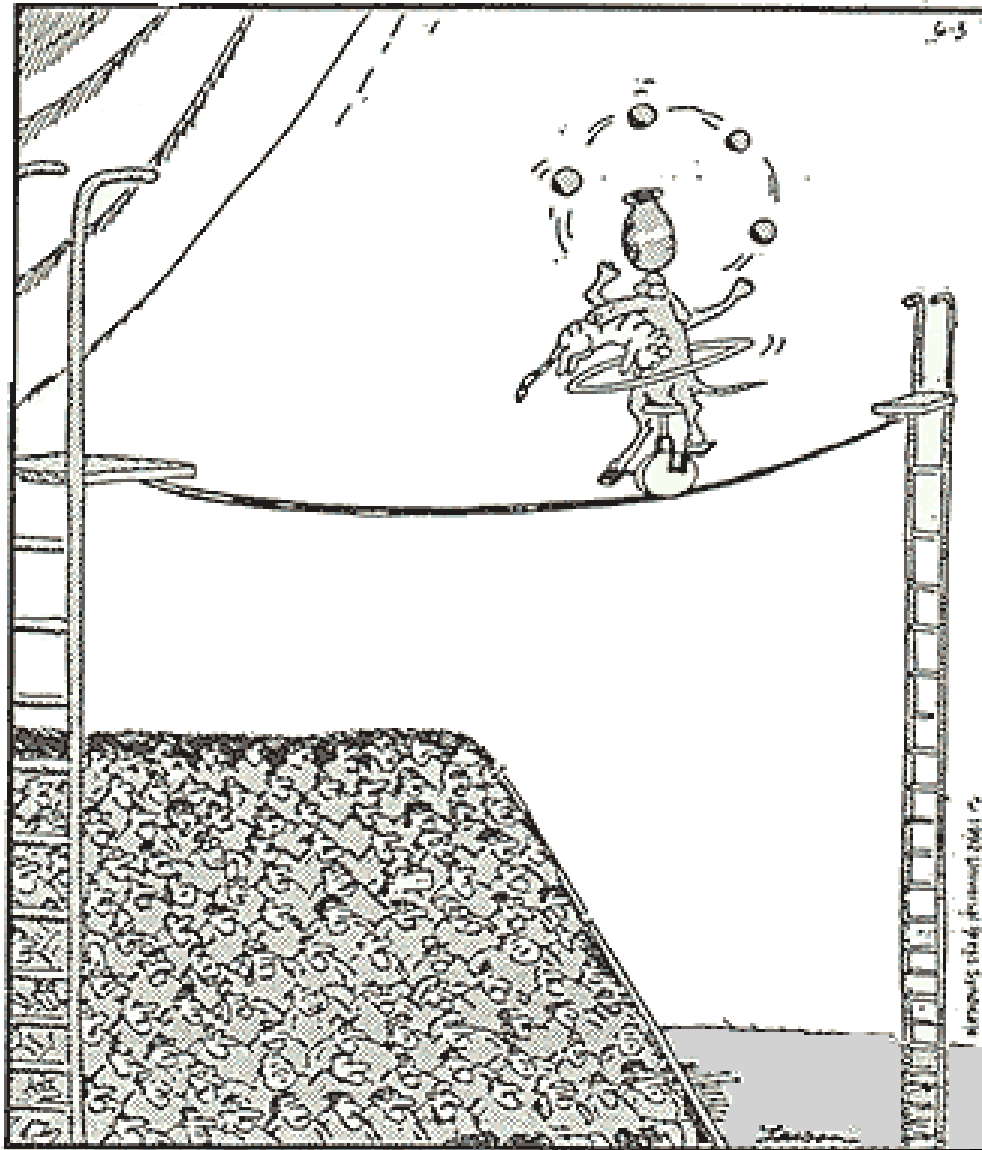
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 - Treatment integrity
- The identification of mediators (e.g., teacher behavior, peer affiliations) and moderators (e.g., age, gender, nature of placement) of intervention effectiveness.

THE FAR SIDE/Gary Larson



High above the hushed crowd, Rex tried to remain focused. Still, he couldn't shake on nagging thought: He was an old dog and this was a new trick.

Taken from AAHE Annual Meeting, March 14-17, 1993 (Washington, D.C.)

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