

Educational Implications Continued

- Try to determine if there are “triggers” to certain behaviors. These triggers could involve seating arrangements, classroom demands, classroom routines, instructional methods, another student, occurrences prior to coming to class or school, specific foods, etc. Once a trigger is identified (or suspected), the team should problem solve and suggest changes.
- Consider modifications in assignments or alternative assignments.
- Use humor to defuse or divert student problems
- Try not to hold a grudge; start each day with a “clean slate”.

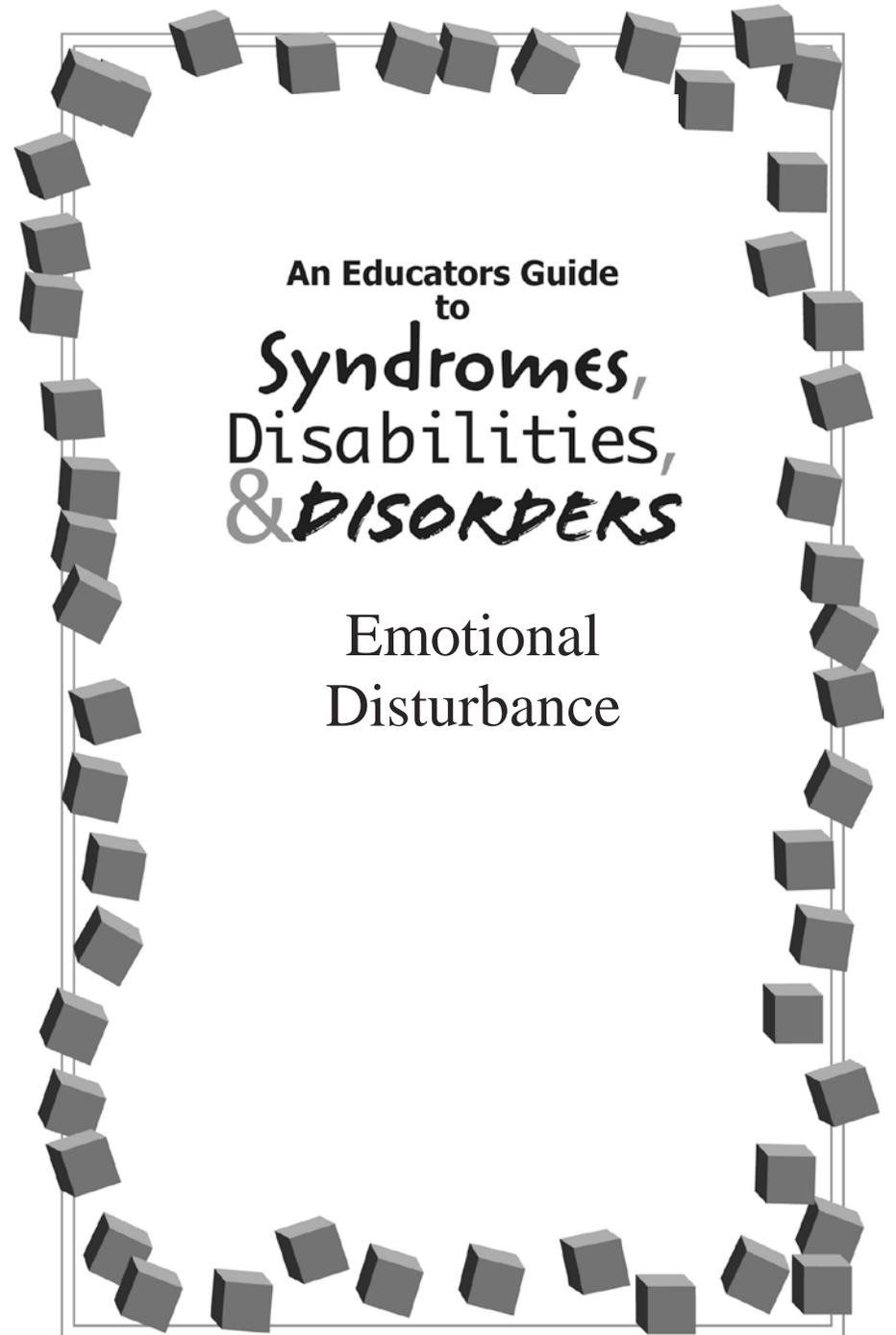
Resources

NAMI (National Alliance for the Mentally Ill)

Colonial Place Three
2107 Wilson Boulevard, Suite 300
Arlington, VA 22201
703-524-7600 • 800-950-6264
www.nami.org

National Mental Health Association

2001 North Beauregard Street, 12th Floor
Alexandria, VA 22311
800-969-6642 • www.nmha.org *Fact sheets, news updates, referrals, support groups*



Symptoms or Behaviors

A student identified as having a Behavior Disorder or Emotional Disturbance will demonstrate some type of behavior that interferes with his or her ability to learn and achieve in the classroom without intervention.

These types of behaviors may include:

- Social maladjustment (has poor attendance, displays jealousy, is not accepted by others, is indifferent or inattentive, etc)
- Withdrawal (is unhappy and worried, has difficulty in expressing thoughts and emotions, has poor relationships with others, daydreams, etc.)
- Aggression (looks for trouble, is defensive, disrupts class routine, resents authority, etc)
- Excessive extroversion (is a nonconformist or overly aggressive, rebels when suppressed, interrupts, etc.)
- Volatility (is easily upset, has a chip – on- the –shoulder or negative attitude, is insecure, etc.)
- Excessive shyness or timidity (has nervous habits, soft voice, few friends; avoids contact with people; tires without reason, etc.)

In order for the student to qualify for special education services in the area of Behavior Disorder or Emotional Disturbance and identified as a problem in many different settings and to a degree that has created problems for the student. All students who receive the BD or ED label are identified by the frequency and the intensity of their problem behaviors.

Instructional Strategies and Classroom Accommodations

- Use clear, directed behavior management plan that has been developed by the student's team. Make sure you understand the expectations and the consequences for the student if there are infractions.

- Make sure you know what to do if unacceptable behavior occurs. You are not responsible for the student's behavior, but you are responsible for your reactions to the student's behavior.
- Help the student develop some self-monitoring techniques for his or her own behaviors.
- If it is appropriate, work toward improving the child's self-esteem and confidence
- Write and use behavior contracts.
- Develop a system of cueing with the student. Cueing is a subtle, nonverbal way to telling kids their behaviors are acceptable or unacceptable.
- Pinpoint academic levels and areas affected by the problem. To be identified and, thus, qualify the student for special educational services, behaviors must interfere with learning. Many of these students have missed instruction because of their behaviors and may be below grade level in one or more areas. It is a myth that all students with a behavior disorder are gifted.