



Another Look at EBD Criteria & Evaluation

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Why this new look at an old issue?

- Improved documentation
 - Transfer students
 - Student moving to another level or building
 - Ethics, professionalism, due process
 - Discipline
- Disproportionality
- Inappropriate identification
- Procedural compliance \neq good practice

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Myths and Legends...

- **PI-11 criteria are just suggestions**
- **Checklist is enough w/o comments or examples**
- **We can refuse to identify a student as EBD because he/she "chooses"...**
- **Any student who misbehaves qualifies**
- **Behavior "A" may be at school only, "B" at home only, but we still have "across settings"**

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"Disturbed"? or "Disturbing"?

- EBD is not
 - For all students with behavioral issues, social deficits, mental health issues...
 - For students who don't "need" special education...



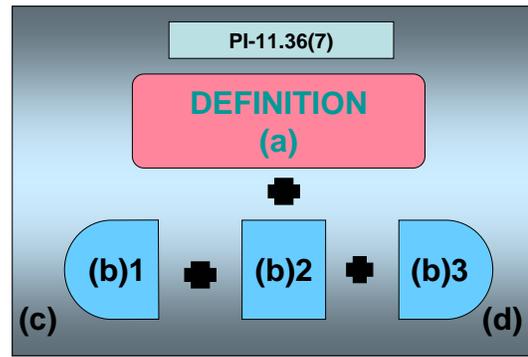
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Let's review...



- Meets the definition
- *Severe and chronic and frequent*
- *Occurs across settings*
- *Pattern/characteristics*
- Variety of sources, systematic observations, review prior documented interventions
- Not based solely on a label, diagnosis, etc.

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"But anybody can qualify..."

- What's your agenda?
- Here's where quality comes in
- Need to do a thorough evaluation



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Back to Square One...

PI-11.36(7) (a) - the definition:



- 1) Social/emotional/behavioral functioning
- 2) *So departs from generally accepted*
- 3) Adversely affects 1 or more: academics, social relationships, personal adjustment, classroom adjustment, self-care, vocational skills

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Social/emotional/behavioral

- Not necessary to define or delineate
- Issue is not a communication disorder, cognitive limitations, learning problems – or if the student does, the social, emotional, behavioral issues are the root



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So departs...

...from generally accepted, age appropriate, ethnic or cultural norms



Let's take a little detour...



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Ethnicity, Culture, and Behavior

[adapted from Dona & Bardon, 2001]

- How aware are you of the child's cultural background?
- What else should you know about the child's background and how will you obtain this information?
- What do you need to be aware of regarding your own cultural background that could potentially influence your perception of the child's culturally-related needs and behaviors?
- What set of factors elicits the behavior of concern?
- What need(s) is the student trying to meet?
- How are these needs a reflection of the child's cultural background?

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[cont.]

- What is the level of "match" between classroom strategies and management techniques and the cultural dimensions that characterize this child's learning and social orientations?
- Could the child's problematic behavior be a response to this "mismatch"?
- What supports do you need to bring your classroom instructional approaches into greater alignment with the child's cultural dimensions and learning orientations?

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Don't forget...



- We cannot assume child deficits without examining context
 - Do negative classroom environments contribute?
 - Does the student know the expectations of the classroom and school?
 - Are there supportive rather than punitive school policies and a commitment to functions of behavior?

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Back to the criteria...



Adversely affects -

- Academics: *traditional measures of school progress*
- Social relationships: *get along w/ others*
- Personal adjustment: *feelings about him/herself*
- Classroom adjustment: *function & succeed in classroom settings*
- Self-care: *lack of personal care*
- Vocational skills: *transition planning*

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Criteria [PI-11.36 (7)(b)1-3]

- 3-dimensional model
- Behavior characteristic of EBD: same behavior pattern that is severe, chronic, and frequent and *occurs* at school and at least 1 other setting



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Severe, Chronic, Frequent



- Severe: *in excess, extremely intense, to a significant degree, repeated*
- Chronic: *habitual, persistent, recurring over a long period of time, an on-going pattern (chronic ≠ 6 months)*
- Frequent: *much more than normal or expected, occurring regularly, with very short intervals between occurrences*

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Settings

- "Occurs", not "is a problem"
- Why *don't* certain things occur?
- School (educational disability)
 - All school settings including bus, playground, lunchroom, field trips
- At least one other
 - Home
 - Community
 - Reliability of information



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Preschool Students

- "So different from children of similar age..."
- Less important to delineate "school, home, community"; more important to focus on behaviors in a variety of settings
- Are the settings appropriate for young children?



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Behavior to Watch With Young Children...

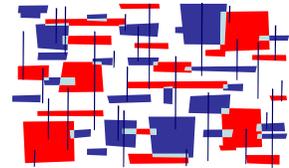
- Low threshold for frustration
- Excessive difficulty socializing, trusting
- Throwing toys or other objects to get own way
- Yells, shouts, curses to excess
- Frequent and extreme tantrums
- Wants to be alone, not interested in other children
- Appears depressed or withdrawn
- Very short attention span, extreme distractibility, anxiety or impulsiveness
- Unusual behavior: eating unusual things, picking at certain areas of body, crying at inappropriate times



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Characteristics of EBD

- Patterns, not discrete behaviors
- Patterns are severe, chronic, frequent, across settings
- Consider behavioral deficits as well as excesses - too much or too little



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- **An inability to develop or maintain satisfactory interpersonal relationships**

- Lacks trust in others or is fearful of others
- Ignored or rejected by peers
- Is too easily influenced by peers
- Uses/manipulates others
- Excessively dependent
- Excessively controlling
- Inability to interact with a group/play by the rules
- Wants constant attention or approval
- Sees self as a victim
- Difficulty attaching to others
- Difficulty separating from caregivers
- Lack of social awareness—may not understand social conventions or behavioral expectations
- Exhibits inappropriate sexual behavior
- Overly affectionate



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- **Inappropriate affective or behavioral response to a normal situation**

- Inappropriately laughs or cries
- Lies, cheats, steals
- Overreacts
- Refuses to do school work
- Refuses to respond to others
- Non-compliant or passive-aggressive
- Inability to make changes or transitions
- Exhibits flat affect
- Appears remorseless
- Becomes defensive without provocation
- Lacks empathy
- Overly perfectionistic or hard on self
- Disorganized or scattered thought processes
- Lack of assertiveness
- Wide mood swings
- Excessive emotional responses
- Impulsive; lack of self control
- Extreme responses to changes in routine or schedule



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- **Pervasive unhappiness, depression, or anxiety**

- Listless or apathetic
- Thinks/ talks repeatedly of suicide
- Overly pessimistic
- Preoccupied with negative feelings
- Hides
- Runs away from home
- Anxious habits such as nail biting or hair pulling
- Expresses feelings of worthlessness, hopelessness
- Preoccupied
- Obsessive/compulsive
- Loss of interest in activities
- Lacks interest in surroundings, activities, etc.
- Volatile temper or excessive anger
- Blames self; extremely self-critical



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- **Physical symptoms, pains or fears associated with personal or school problems**

- Physical complaints that cannot be easily checked or verified and are most visible during stressful situations
- Excessive absences, tardiness, truancy
- Frequently requests visits to the school nurse
- Refuses to attend school ("school phobic")
- Self-mutilating
- Unusual sleeping or eating patterns
- Eating disorders
- Flinches or cowers
- Has atypical physical reactions (i.e., sweaty palms, dizziness, voice tone, always "freezing", and so on)
- Excessively fearful in response to new situations, certain people or groups, certain classes or activities
- Neglects self-care and hygiene
- Auditory or visual hallucinations
- Psychosomatic illnesses (stomach aches, nausea, dizziness, headaches, vomiting)



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- Inability to learn that cannot be explained by intellectual, sensory or other health factors



- Disorganized
- Quits or gives up easily
- Has been retained
- No health or sensory impairments have been found by a physician or impairments are not significant enough to explain the discrepancy
- May be learning to some extent but there's a significant difference between potential and demonstrated learning
- Achievement scores are incompatible with IQ scores
- Difficulty retaining material

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- Extreme withdrawal from social interaction

- Does not participate in class
- Isolates self from family, peers, staff at school
- Avoids eye contact
- Keeps head down on desk; may cover head with jacket or other apparel
- Speaks in a quiet voice or mumbles; refuses to speak
- Truant or runs away
- Shuts self in room



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- Extreme aggressiveness



- Recurring patterns (not isolated incidents)
- Verbal: vulgar language, swears, threatens, belittles, name calling, loud, argumentative, challenging, condescending, lying
- Physical: spits, kicks, trips, hits, bites, pinches, throws or destroys objects, carries and uses weapons, intimidating, destroys property, vandalism, tantrums, cheating, stealing, bullying, cruelty to animals

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- Other inappropriate behaviors that are so different from children of similar age, ability, educational experiences and opportunities that the child or other children in a regular or special education program are negatively affected

- Within a reasonable range of expectations
- Reactions are more intense/extreme or passive/apathetic than peers in cultural reference group
- Taking into account any cultural or ethnic issues so as to avoid misidentification or over-identification of minorities
- Social maturity
- Emotional maturity
- Ostracized by peers
- Presence interferes with the education of others
- Reality distortion
- Hallucinations
- Rigid or ritualistic behaviors
- Stereotypic movements



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What's Not Okay?

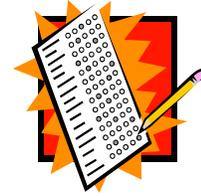
- Isolated incidents
- 1 behavior is chronic at school, while a second behavior occurs at home...
- Setting standards not in PI-11
(e.g., "chronic" = 6 months, deliberate behavior ≠ EBD, etc.)



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Complete Evaluation [PI 11.36(7)(c)]

- **Variety of sources of information**
 - Interviews
 - Records, grades
 - Testing
 - Rating scales
- **Observations**
- **Prior documented interventions**
- **Cause?**



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Best Practices in Evaluation

- Do FBA at the same time
- Educational needs, not just eligibility
- Behavior rating scale/checklist
 - Likert scale rather than "yes-no"
 - Even number of scale options
 - Aggregate data
 - Can be response bias
 - Nothing on antecedents or consequences



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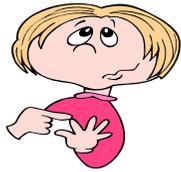
- **Observations**
 - Behavior occurs in a context
 - Variety !!
 - 20 minutes
- **Interviews**
 - Opportunity to observe
 - Open-ended questions
 - Subjective



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Observable, Measurable Behavior

- What does the student do or say? What does the teacher see or hear?
- Objective (e.g., "hits" instead of "gets mad")
- Measurable
- Definition clear to all



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Triangulate!



- At least 3 sources that corroborate each other
- Individually and as a team
- Multiple, varying sources - not all 1 kind (e.g., not all interviews, or not all test scores)

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PI 11.36(7)(d)

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.

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Not "solely"...

- No automatics
- Neither inclusionary nor exclusionary
- Information but not determinant
- Systems are not interchangeable
- This is an educational impairment



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Need for Special Education



- 1) Child has needs that cannot be met in regular education as structured; [Mismatch between needs & regular education is too great]

If student needs can be met in regular ed., no "need for special education"; if cannot be met in regular ed., go to #2

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- 2) Modifications, if any, in regular education to allow access to general ed. curriculum and meet the educational standards that apply to all children. Consider:

- Content
- Methodology
- Delivery of instruction



These modifications may (2A) or may not (2B) require special education...

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- 3) Additions or modifications, if any, not provided in regular education

- Replacement content or curriculum
- Expanded core curriculum
- Other supports



"Need for special education" means "yes" to question 1 AND needs listed under 2B or 3

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Resources



- *Educational Evaluation of EBD:*
<http://dpi.wi.gov/sped/ebdguide.pdf>
- *Using Interviews to Collect Behavioral Data:*
<http://dpi.wi.gov/sped/doc/ebdintview.doc>
- *Collecting Observational Data:*
<http://dpi.wi.gov/sped/doc/ebdobserve.doc>

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Why Are So Many Minority Students in Special Education? Understanding Race & Disability in Schools. Beth Harry & Janette Klingner. 2006. Teachers College Press, New York, NY.

We Can't Teach What We Don't Know: White Teachers, Multiracial Schools, 2nd edition. Gary R. Howard. 2006. Teachers College Press, New York, NY.



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