

# Update on Behavior

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# Seclusion and Restraint Issues

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- Directives (no longer guidelines)**
  - Documentation**
    - **IEPs**
    - **Logs**
  - No mechanical restraint for behavior!**
  - Should not be used for verbal behaviors**
    - **Not doing homework**
    - **Refusal to comply**
    - **Swearing**
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# Severe EBD Students

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## Issues

- Failure to graduate
- Dismal post-high school outcomes
- Increased suspension/expulsion
- Increased use of off-campus placements

## Project with literature review and interviews

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# Why Look at This Issue?

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- ❑ **Federal focus on 20 indicators & outcome data**
  - ❑ **Students who are EBD are not doing well**
    - **Expelled at a higher rate**
    - **Highest unemployment rate of any disability area 4 years after leaving high school**
    - **High risk of homelessness**
    - **Less stability in keeping a job**
    - **Females 6 times more likely than peers to have had multiple pregnancies at a young age and to have lost custody of their babies**
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# Findings

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- ❑ **Negative/punitive teaching style (e.g., negative reinforcement, verbal reprimands) leads to poor learning and poor outcomes**
  - ❑ **Intervene early, monitor progress, provide positive consequences for improvement, teach cognitive-behavioral self-management, teach academic & cognitive skills directly and systematically**
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# Findings: Behavior Management

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- Use precise, unambiguous language
  - Teach behaviors you expect & teach replacement behaviors
  - Use interventions that are proactive & positive
  - ABA successful in reducing challenging behaviors
  - FBA is the most commonly recommended response to severe student behavior challenges
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# Findings: Social-Emotional

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- ❑ Cognitive Behavioral Interventions: Efficacy to improve student behavior has been substantiated
  - ❑ Teach social skills - interacting positively taught with carefully structured programs with lots of opportunities for practice and feedback
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# Re-examining the Continuum

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- **“In becoming too faithful to the concept of inclusive education, unintentionally, we may be undermining the importance of individualized programming for students with EBD”**
  - **“Our continuum for EBD is full inclusion or call the police”**
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**□ “It is important to note that the more restrictive settings may afford certain benefits not typically found in general education settings”**

**■ Smaller class sizes**

**■ Modified curricula**

**■ Social skill instruction**

**■ Behavioral and therapeutic support**

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# Teacher Skills Needed

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- Different attitudes & skills for EBD**
  - Systematic and positive approaches to manage behavior**
  - Ability to promote student learning**
  - Confidence to handle whatever happens in classroom**
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- Personal/professional skills: fairness, sensitivity, empathy, persistence, humor, enthusiasm, ability to remain calm in crises, self-efficacy, counseling skills, warmth, emotional maturity, cultural awareness**
  - Knowledge of mental health issues**
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- Additional graduate training appears to impact perception – behaviors thought less disturbing, fewer referrals**
  - Competencies of teachers and education of students in self-contained classrooms is already suffering and at further risk unless appropriate steps are taken to assure effective training**
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- “Given the complex needs of students with EBD...we believe that teacher educators and researchers must turn their attention to the extent to which generic special education training adequately prepares teachers to work with EBD students”**
  - Cross-categorical training hurts**
  - Research supports interview data**

# Implications for Supervision

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- Supervise & follow through**
- Support, understand the challenges**
- Look for creativity, personality, flexibility -  
“teach a student who’s blind about a shadow”**
- Clear expectations for staff**
- View questions or asking for assistance as  
a strength, not a weakness**
- Give the okay to do things differently**

# Implications for Higher Education

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- More research on effective practices and relate to improving outcomes for students with severe EBD
- IHE Program admission
  - Interview applicants – screen people out
  - Supervise practicum/student teaching
- IHE Program design
  - Have pre-practicum experience to inform people about job situations
  - Allow elective coursework in related areas such as counseling, psychology, etc.
  - Present multiple options, techniques rather than 1 philosophy or approach
  - Full continuum of options hasn't changed (LRE ≠ Regular Education)
- Cross-categorical training hurts – “Jack of all trades, Master of none”

# In Closing...

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- ❑ **Adolescent Psych and EBD – what’s disability and what’s adolescence?**
- ❑ **Strand at January WSTI Conference**
- ❑ **Resources on changing behavior proactively**
- ❑ **OHI Evaluation Guide**
- ❑ **Disproportionality & EBD**
  - **Peaceful Playgrounds**
  - **Guiding Questions**

