



Emotional & Behavioural Disabilities (EBD) Fact Sheet

<p>What is the definition?¹</p>	<p>Students with EBD have chronic, pervasive behavioural and/or emotional behaviors that differs significantly from appropriate age, cultural, or ethnic norms. These behaviours are so maladaptive that they adversely affect their learning and in some cases the safety of the student themselves, as well as other students.</p> <p>There are two EBD subtypes</p> <ul style="list-style-type: none">● externalizing behaviour characteristics● internalizing behaviour characteristics
<p>What are typical characteristics?¹</p>	<p><i>EBD externalizing behaviour characteristics</i> include instances of defiance and disruption most notably aggression and noncompliance.</p> <ul style="list-style-type: none">● Aggression can be either verbal (e.g., yelling, teasing, tantrums, using profanity, and well as threatening or humiliating another person) or physical (e.g., abusive and violent action - hitting, kicking, grabbing and fighting)● Noncompliance describes instances when students actively choose not to respond to instructions and request which results in fewer educational opportunities and often leads to serious patterns of antisocial behaviour.● Gender disparity - more males than females <p><i>EBD internalizing behaviour characteristics</i> include social withdrawal, anxiety, and depression</p> <ul style="list-style-type: none">● Social withdrawal - spends an excessive amount of time in solitary play and has lower rates of verbalization and positive social interactions with peers and adults● Anxiety - persistent and generalized (restlessness, fatigue, irritability, muscle tension, sleep disturbances, difficulty concentrating, excessive worrying, avoidance, seeking reassurance, ritualistic and repetitive behaviours, fear of social or performance situations). Anxiety-based school refusal commonly takes place between the ages of 5-6 and between 10-11, and at times of transition, such as entering middle and high school .● Depression - pervasive symptoms that affect mood, thoughts, and carriage.● Gender disparity - more females than males

	<p>Secondary characteristics of either subtype may include social skill difficulties and problems attending to instruction, poor academic performance.</p> <ul style="list-style-type: none"> ● Often have a learning disability and/or communication disorder
<p>What causes EBD?¹</p>	<p>Causes are difficult to determine but include biological and environmental factors</p> <ul style="list-style-type: none"> ● Biological - genetics, chemical imbalances, damage to the central nervous system, brain injury ● Environmental - school and family factors (e.g., exposure to violence, extreme stress, loss of an important person, child abuse)
<p>What are the implications?^{1,2}</p>	<ul style="list-style-type: none"> ● Students with EBD probably experience less school success than any other subgroup of students with or without disabilities. ● Students with EBD generally earn lower grades, fail more courses, are retained in grade more often, pass minimum competency tests at lower rates, and have more difficulty adjusting to adult life than do students with other disabilities ● One of the greatest obstacles to improving their outcomes is school attendance: It has been estimated that around 50% of students with EBD drop out of school, a rate almost twice that for all students with disabilities. ● The actual number of students with EBD who need services far surpasses the number actually identified, teachers tend to <ul style="list-style-type: none"> ○ under identify students with suspected EBD internalizing behavior characteristics because they have difficulty identifying them in classroom situations ○ be the least tolerant of the placement of students with EBD externalizing characteristics in their classes ● Do not tend to transition to post-school life successfully. Students who fail to respond to requests in school will likely have difficulty maintaining employment and difficulty developing and maintaining friendships. ● Very high school dropout rates, with high incarceration rate for those who drop out of school early - EBD externalizing, high unemployment rates, high substance abuse statistics, poor societal supports.
<p>What can you do?¹</p>	<ul style="list-style-type: none"> ● The complex and multifaceted needs of students with EBD and their families require teachers to “think community” - collaborate with other teachers, parents, and professionals ● Develop authentic relationships with students - doing so will promote trust, communication, and successful outcomes ● Explicitly demonstrate appropriate expectations for students with EBD ● Develop a repertoire of conflict resolution instruction so as you are able to respond to conflicts, inappropriate behaviour, and frustrating circumstances in a professional manner ● Provide individualized social skill instruction - model, coach, provide feedback,

	<p>and real situation application</p> <ul style="list-style-type: none"> ● Develop executive function skills instruction ● Nothing works everytime for students with EBD (or any student!)- monitor and modify instruction ● Develop a large repertoire of simple strategies to address completion of activities and assignments, sensory overload, attendance, ● Provide a structured and predictable classroom environment with clear and consistent expectations including transition planning and extra time to complete tasks ● Avoid giving ultimatums – use options instead ● Don't carry a grudge against the student; be able to start over
<p>Here are some resources!</p>	<ul style="list-style-type: none"> ● Understanding Medical and Disability Information ● Depression: Helping Students in the Classroom ● Teaching Students with Mental Health Disorders Resources for Teachers: Volume 2 Depression ● Supporting Positive Behaviour in Alberta Schools ● Fact Sheet for the Classroom: Oppositional Defiant Disorder

1 = Information adapted from: McLeskey, J., Rosenberg, M., and Westling, D. (2013) *Inclusion: Effective practices for all students (2nd ed.)*. Pearson: Boston, (pp. 96-109).

2 = Landrum, T., Tankersley, M., Kauffman, J. (2003). What is special about special education for students with emotional or behavioral disorders? *The Journal of Special Education*, 37(3), 148-156.