

Emotional and behavioral disorders in children: An annotated bibliography

Anderson, S. R. (2012). Psycho-educational processes as strategies for students presenting with emotional and behavioral disorders. *American International Journal of Contemporary Research*, 2(7), 25-36. Retrieved from <http://www.aijcnrnet.com>

This article provides an overview of the challenges faced by children with emotional and behavioral disorders within the context of the Jamaican educational system. The author of this article, Susan Anderson, is a lecturer in Educational Psychology and Special Education at the University of the West Indies in Jamaica, and hence is an authority on this subject. The author has used a qualitative approach to evaluate teacher's experiences in using behavioral modification and computer-aided strategies to help children with special needs in the classroom. This study found that the teacher's past experiences with 'difficult' children had an important role to play in their attitudes towards children with emotional and/or behavioral disorders. The behavioral modification strategies taught to the teachers during their training was not sufficient to deal with children with clinically diagnosed problems. The article found that intense training and involvement is necessary from the teacher's side to ensure healthy development of these children. A limitation of this article is its small sample size (n=8) and hence, it is not known if the results can be extrapolated to larger populations.

Evers, T. (2010). *Educational evaluation of emotional behavioral disability (EBD) – 2nd edition*. [Evaluation guide]. Retrieved from Wisconsin Department of Public Instruction website: <http://sped.dpi.wi.gov/sites/default/files/imce/sped/pdf/ebdguide.pdf>

This document was prepared at the Wisconsin Department of Public Instruction by a task force which included directors of special education, psychologists, teachers and parents. Information in this

document covers the eligibility criteria for emotional and behavioral disability in children. These criteria have been documented with the intention of identifying children with special needs and providing them with focused treatment and education; however, it is not meant to be used as a guide to provide medical diagnoses. The intended audience is parents and teachers who can perceive and identify signs and symptoms, which might be important pointers to an underlying condition. The document provides extensive definitions and descriptions of emotional disabilities, criteria for classification as severe, chronic and/or frequent, behavior of the child in different settings, and certain specific and inappropriate actions and behaviors. It also gives an overview on how to identify a disability including various sources of information that can be used, interviews with the child, and observation of the child in different settings.

Hanover Research. (2013). *Effective programs for emotional and behavioral disorders*. [Report].

Retrieved from Hanover Research website:

https://www.district287.org/uploaded/A_Better_Way/EffectiveProgramsforEmotionalandBehavioralDisordersHanover2013.pdf

This report provides an extensive analysis of the strategies used in dealing with children with emotional and behavioral disorders. Hanover Research is a market research firm which provides detailed analyses and insights into the current issues in a number of fields, including possible management strategies. The intended audience is teachers who can use the information in this report for providing a suitable environment to these children for their overall growth and development in schools. The information presented here is a literature review and pertains to the best practices and effective programs for educating students with behavioral disorders. The report begins with a general overview on this subject followed by targeted two-tiered programs for helping these students. According to data from the latest studies in this field, the focus for

educating these students should be on academic involvement, constant appreciation and encouragement, peer assistance, self-evaluation, and the use of tiered intervention systems.

Janzen, J. F. (2011). *Parent and teacher involvement: children with emotional and behavioral disorders* (Master's thesis). Retrieved from <https://krex.k-state.edu/dspace/bitstream/handle/2097/17602/JessicaWhite2014.pdf?sequence=1>

This Master's project was undertaken at the Kansas State University by a student of Family Studies and Human Services and it aims to evaluate the efficacy of an online educational module that can help parents of children with emotional and behavioral disorders. The focus of this project is elementary school children with emotional disabilities as this is a developmentally important age for acquiring emotional stability. This thesis aims to provide information to the parents about their child's disability and to provide ways to overcome issues associated with these disabilities. As part of this project, an online resource was developed to provide information to parents about the importance and strategies of involvement in their child's education and lives. Other efforts in the same direction could include similar modules for pre-school children and adolescents, and modules to inform teachers the best way to teach students with special needs in the classroom.

Lembke, E. (2006). *Teaching reading to students with emotional behavioral disorders*. [Monograph].

Retrieved from Center for Innovations in Education website:

<http://www.studentprogress.org/doc/readingandemotionalbehavioraldisorders.pdf>

This document has been prepared as part of Center for Innovations in Education's (CISE's) effort to inform teachers the best way to teach reading to children with emotional and behavioral disorders. The author of this document, Erica Lembke, is an assistant professor in the Department of Special Education at the University of Missouri and has extensive experience in

this field. The intended audience for this document is teachers who can use the tips provided to effectively teach reading to their students with special needs. This article particularly focuses on those children who have learning difficulties in addition to behavioral problems. Strategies suggested include student engagement, involvement of peers, direct instruction and monitoring progress. The information is presented in a question and answer format which makes it easy to understand the focus of a section. At the end of the document, a number of links to important resources are provided which can further help teachers develop strategies for teaching children with learning difficulties.

National Council for Special Education. (2012). *The education of students with challenging behavior arising from severe emotional disturbance/behavioral disorders* (Paper No. 3). [Policy Advice Paper]. Retrieved from National Council for Special Education website: http://ncse.ie/wp-content/uploads/2014/09/EBDPolicyReport_1.pdf

This policy advice paper has been prepared by the National Council for Special Education (NCSE), Ireland, in order to inform and advise the Minister for Education and Skills about the opportunities for higher education for children with emotional and behavioral disorders. This document takes into consideration the fact that it is extremely difficult to interact with, let alone educate, children with severe emotional and behavioral issues. The recommendations made in this paper are based on extensive national and international research, detailed discussions with members of NCSE, and on-site data collected by visiting schools catering to students with special needs. The recommendations provided by NCSE include evidence-based interventions, proper targeted training of teachers, access to tried and tested educational programs, and regular assessment of the child's progress in the classroom. This paper also provides an estimate of the expenses in order to fully implement all the recommendations made by the NCSE.

Obiyo, N. O., Igbo, J. N., & Onu, V. C. (2013). Use of technology for students with emotional-behavioral-disorder (EBD) for enhancement of job opportunities. *International Journal of Education Learning and Development*, 1(1), 37-45. Retrieved from http://www.eajournals.org/wp-content/uploads/USE-OF-TECHNOLOGY-FOR-STUDENTS-WITH-EMOTIONAL-BEHAVIORAL-%E2%80%93-DISORDER-_EBD_-FOR-ENHANCEMENT-OF-JOB-OPPORTUNITIE.pdf

This article focuses on the use of technology to help children with emotional and behavioral disturbances get good jobs and build a meaningful career. The research presented in this paper has been carried out in secondary schools in the Enugu State of Nigeria. A total of 150 teachers were asked to fill out a questionnaire designed to find out the awareness levels of the teachers regarding the available technology for teaching purposes and the extent to which they were being used in the classroom. This study found that teachers in Nigeria were not very aware of the technology they could use to help children with special needs and this was interfering with the overall development of these students. Also, most of the teachers do not make use of the technology available to them for teaching purposes. Hence, it is important that teachers are trained appropriately in order to ensure that students with special needs grow up to be employed and respected people.

PACER Center. (2006). *What is an emotional or behavioral disorder?* (PHP-c 81). [Information sheet]. Retrieved from PACER Center website: <http://www.pacer.org/parent/php/PHP-c81.pdf>

The PACER Center, funded by the Minnesota Department of Education, works towards educating and empowering parents who have children with emotional and behavioral problems. This information sheet aims to provide a general overview on the emotional and behavioral disabilities, their types, attributes and identification criteria. The language used is simple and

clear and is ideal for an audience that does not understand complex medical terminology. All the important facts regarding the development of an emotional problem and specific behaviors associated with it have been broken down in a systematic manner, making it very easy for the reader to grasp the information. This document also talks about the DSM-IVR criteria followed in the United States, for the diagnosis of emotional and behavioral problems in children such as adjustment disorders, anxiety disorders, post-traumatic stress disorder and obsessive-compulsive disorder. Each type of emotional disorder has been described in a clear manner with respect to its symptoms, types and pointers for diagnosis.

Pastor, P. N., Reuben, C. A., & Duran, C. R. (2012). Identifying emotional and behavioral problems in children aged 4 – 17 years: United States, 2001 – 2007. *National Health Statistics Reports, 48*. Retrieved from <http://www.cdc.gov/nchs/data/nhsr/nhsr048.pdf>

This report presents an analysis of statistical data from 2001 to 2007 collected by National Health Interview surveys about the identification, characteristics and use of services for children aged 4 – 17 years with emotional and behavioral problems. This analysis found that only about 7% of the children were reported to have emotional disturbances. However, there was a lack of consistency among data obtained from the different methods used to conduct the survey. Additionally, as per data obtained from different investigations, there were differences in the demographic characteristics, diagnosis and in the use of services by children with emotional and behavioral disabilities. As parents were the only source of information for the survey, there may have been errors due to ignorance or misinterpretation of their child's behavior. On the other hand, the sample size was quite large, which was able to offset experimental errors to a great extent.

Shulman, S., Ireys, H., & Peterson, S. (2006). *Treating emotional and behavioral disorders in children and adolescents* (Update 3). [Data Update]. Retrieved from Mathematica Policy Research, Inc. website: <http://www.bridges4kids.org/qualitycareupdate3.pdf>

This document has been prepared by Mathematica Policy Research, Inc. in collaboration with the Health Resources and Services Administration (HRSA), United States Department of Health and Human Services. This data update has been compiled to inform designers of health plans about the issues that need attention regarding providing care to children with special needs. About 40% of children who avail the benefits of commercial health plan packages have emotional and behavioral disorders, and it is important to analyze specific areas that need interventions. All statistics have been derived from the National Survey of Children with Special Health Care Needs conducted in 2002. Data has been presented in an easy-to-understand format in the form of figures, charts, tables and graphs. This update also throws light on the fact that most parents are unable to make use of the plan packages due to lack of accessibility and/or coverage. This has implications for future revisions of health plans to ensure maximum usability for the desired population.

The National Academies. (2009). *Preventing mental, emotional, and behavioral disorders among young people: progress and possibilities*. [Report brief for policymakers]. Retrieved from http://www.law.uchicago.edu/files/files/prevention_policymakers_brief.pdf

This policy brief has been prepared with the intention to inform policymakers regarding mental, emotional and behavioral disorders facing the current healthcare scenario. It also highlights how these disorders can be prevented by identifying early symptoms and risk factors, and using preventive interventions. It urges parents and teachers to focus on preventing the disorder rather than waiting for it to present as a full-blown condition. Some of the approaches highlighted in

this report brief include strengthening families and individuals, regular screening and cognitive training for children at risk, providing a friendly school environment, and using community programs to help the child interact with his/her family and friends. At the level of the government, it is important to ensure that there are consistent rules in the diagnosis and treatment of emotional and behavioral problems in children, and to identify and follow preventive goals across schools and medical centers for promoting early management.