Education of Individuals with Behavioral Disorder

Organisation, requierements

ACTIVE PARTICIPATION ON MEETINGS

GROUP PRESENTATIONS

ESSAY

Group presentations

- Groups of **3-4 students**

- Approximately **10-15 minutes**

- Presentations will be presented on **2nd meeting**

- **Choose one of the following options:**
    - Any topic connected to EBD (the role of trust, ADHD/ADD, labeling, conduct disorder...)
    - An interesting interview with someone that works with children with EBD (good practice)
    - An overview of an organization/instutition that works with children with EBD that you have positive experience with (good practice)
    - An overview of an interesting program/intervention for children with EBD (good practice)
    - If you have other ideas, I will be more than happy to consult

Essay

- Pick any topic connected to EBD and write a short essay (2 normostrany)
- **Deadline:**
  - End of the assessment period
  - Via odevzdávárna

Introduction Who am I?

- Introduce yourself and tell us:
  - What is your name?
  - What do you study?
  - What is your most favourite place in the world?
  - What is the one thing about yourself, that you are very proud of?

Structure of this course

1st meeting
• Developmental needs
• Sources of stress in childs development
• Protective and risk factors
• Basic terminology
• Definition of EBD
• Target groups

2nd meeting
• The development of EBD
• Differences between behavioral problems and EBD
• Characteristics of children with EBD
• Conflicts and how to handle them
• Support system

Let us get into it ☺

Developmental needs – what are they?

- Mentimeter

Developmental needs

- Human beyings are born with the implicit ideas of their needs

- Not only WHAT those needs are, but also WHEN (what age) and in interaction with WHOM are they suppose to be fulfilled

- If we are able to fullfill our needs, we can self-actualize and develope in a healthy way

- If we are NOT able to fulfill our needs, we develope frustration, feeling of helplesness and lack of sense

...we get lost in our own lives...

Developmental needs at different stages of development

- What characteristics are typical for children at that age?

- What are their developments tasks?

- What do parents and/or teachers expect from children at that age?

- What happens, if children are not able to fullfill those expectations?

- What is the role of parents?

- What is the role of teachers?

Maslow's hierarchy of needs
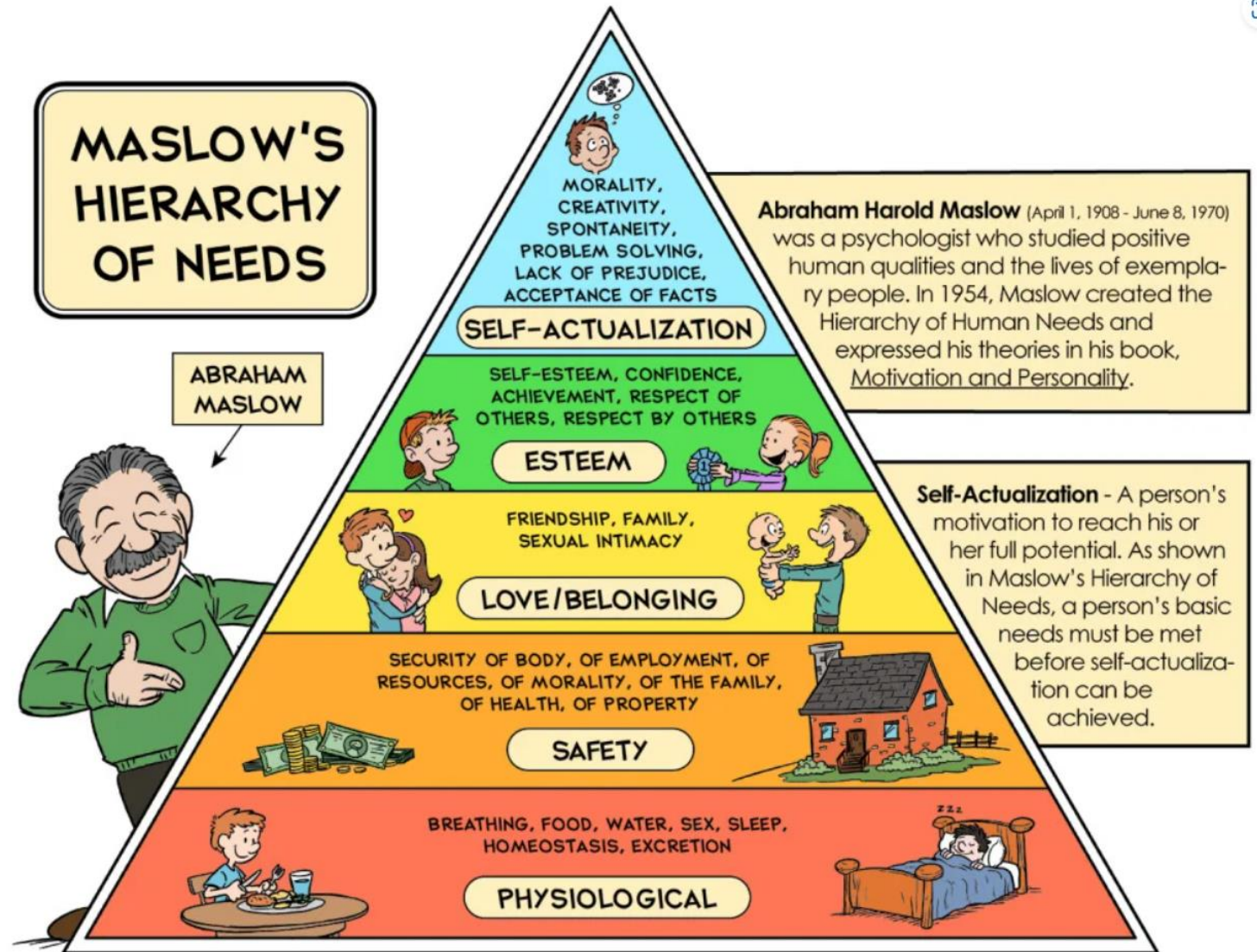
8 Stages of Development by Erik Erikson

- [8 Stages of Development by Erik Erikson - YouTube](#)

What happens, if our developmental needs are not met?

- In teams of 3 people go through short summary of Erikson developmental stages

- Pick one of the developmental stages and find, what can be the consequences of success or failure at chosen stage

- Prepare short summary for your colegues

- [A Brief Overview of Erikson's 8 Stages of Development - Spring Ridge Academy](#)

- [Erikson's Stages of Development (verywellmind.com)](#)

Developmental needs – why are they important?

- Before we can achieve autonomy, we need to go through all stages of development and gather enough specific experience

- Those experienceshappen in interaction with others (in early stages parents or close family)

- If we dont get those experience at home, we later seek alternatives elsewhere – but those might not be adequate and we seek the „adequate" fullfillment for the rest of our lives, but in wrong TIME and in wrong INTERACTIONS

Developmental needs – why are they important?

- None of us experienced „ideal childhood" – we all have strenghts but also weak spots and some stress situations are easier for us than other

- Some deprivations can show in everyday life, while other are visible only in certain situations connected to that need

Some examples from Ericson

- **Trust vs. Mistrust**
  - Failure to develop trust will result in fear and a belief that the world is inconsistent and unpredictable

- **Industry vs. Inferiority**
  - Children who are encouraged and commended by parents and teachers develop a feeling of competence and belief in their skills. Those who receive little or no encouragement from parents, teachers, or peers will doubt their abilities to be successful.

- **Identity vs. Confusion**
  - This stage plays an essential role in developing a sense of personal identity which will continue to influence behavior and development for the rest of a person's life. Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self. Completing this stage successfully leads to fidelity, which Erikson described as an ability to live by society's standards and expectations

- **Intimacy vs. Isolation**
  - Young adults need to form intimate, loving relationships with other people. Success leads to strong relationships, while failure results in loneliness and isolation

Psychosocial Stages: A Summary Chart

Age	Conflict	Important Events	Outcome
Infancy (birth to 18 months)	Trust vs. Mistrust	Feeding	Hope
Early Childhood (2 to 3 years)	Autonomy vs. Shame and Doubt	Toilet Training	Will
Preschool (3 to 5 years)	Initiative vs. Guilt	Exploration	Purpose
School Age (6 to 11 years)	Industry vs. Inferiority	School	Confidence
Adolescence (12 to 18 years)	Identity vs. Role Confusion	Social Relationships	Fidelity
Young Adulthood (19 to 40 years)	Intimacy vs. Isolation	Relationships	Love
Middle Adulthood (40 to 65 years)	Generativity vs. Stagnation	Work and Parenthood	Care
Maturity (65 to death)	Ego Integrity vs. Despair	Reflection on Life	Wisdom
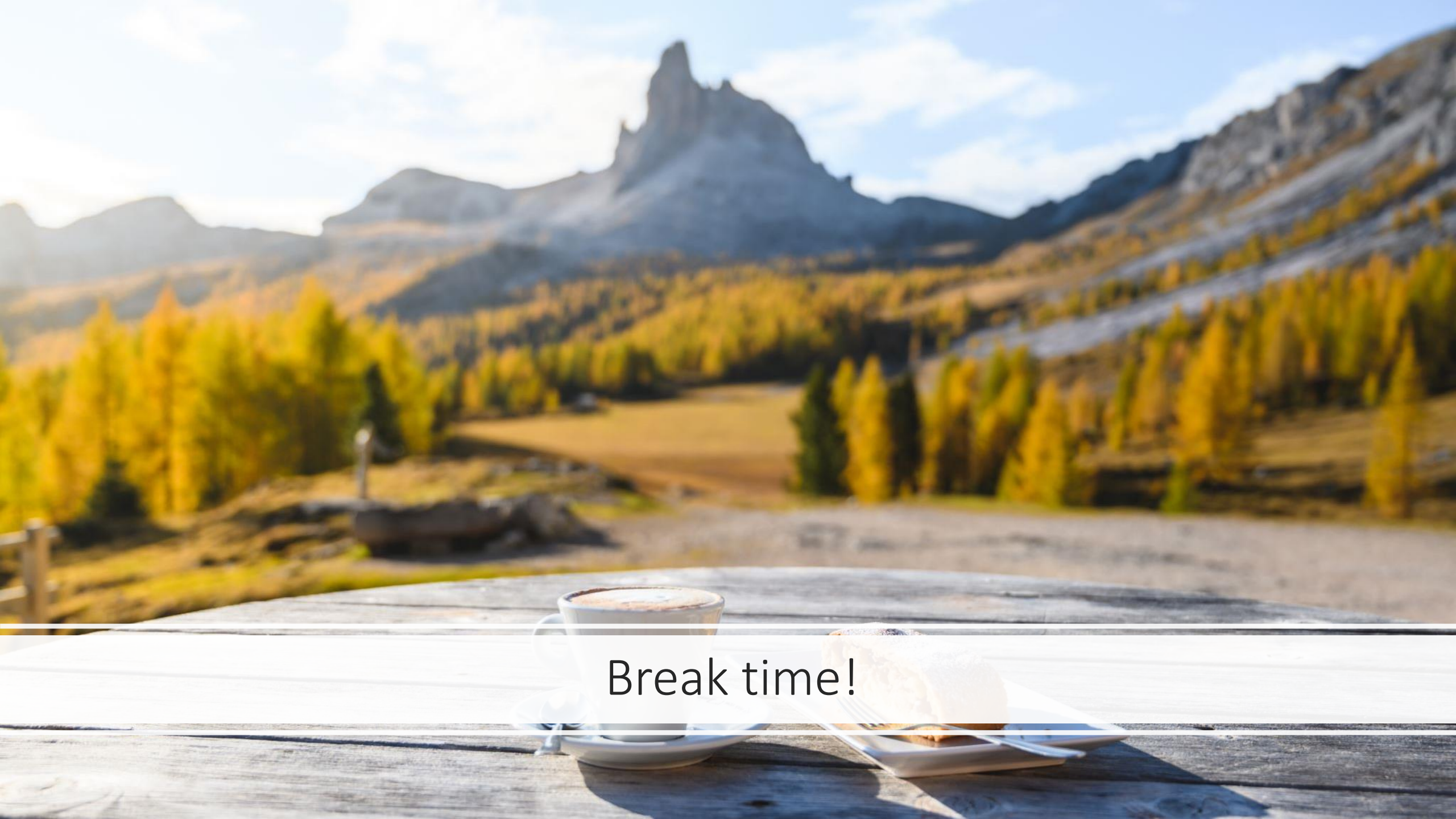
Break time!

Areas of protective and risk factors

- In ones development, needs are always fullfilled (or failed to be fullfiled) in interatcion with others in different environments

- It is not possible to say, that THIS or THAT will lead to behavioral disorders, but it is possible to determine certain areas of protective and risk factors

How would you define risk and protective factors?

Protective Factors

Protective and Risk Factors

- **Risk factors** are characteristics that precede and are associated with a higher likelihood of negative outcomes

- **Protective factors** are characteristics associated with a lower likelihood of negative outcomes or that reduce a risk factor's impact. Protective factors may be seen as positive countering events.

- Some protective and risk factors are **fixed** – they do not change over time, but some of them are considered **variable** and can change over time

Areas of Protective and Risk Factors

- Individual
- Family
- School
- Society/community

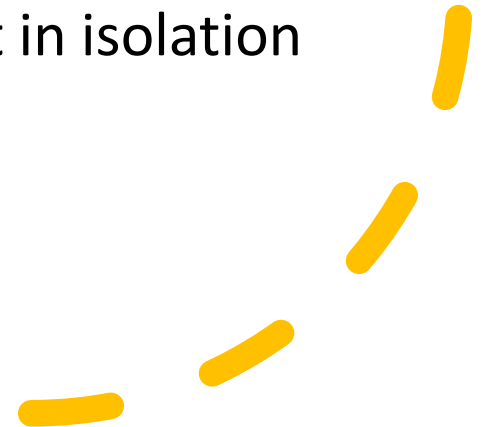# Protective and Risk Factors

- In teams of X read the second page of given story of a child

- Try to define specific protective and risk factors in following areas:
  - Individual
  - Family
  - School
  - Society/community

- Prepare a short presentation for your colegues

RISK FACTORS Risk factors increase the likelihood young people will develop health and social problems.	DOMAIN	PROTECTIVE FACTORS Protective factors help buffer young people with high levels of risk factors from developing health and social problems.
• Low community attachment • Community disorganisation • Community transitions and mobility • Personal transitions and mobility • Laws and norms favourable to drug use • Perceived availability of drugs • Economic disadvantage (not measured in youth survey)	COMMUNITY	• Opportunities for prosocial involvement in the community • Recognition of prosocial involvement • Exposure to evidence-based programs and strategies (some are measured in youth survey)
• Poor family management and discipline • Family conflict • A family history of antisocial behaviour • Favourable parental attitudes to the problem behaviour	FAMILY	• Attachment and bonding to family • Opportunities for prosocial involvement in the family • Recognition of prosocial involvement
• Academic failure (low academic achievement) • Low commitment to school • Bullying	SCHOOL	• Opportunities for prosocial involvement in school • Recognition of prosocial involvement
• Rebelliousness • Early initiation of problem behaviour • Impulsiveness • Antisocial behaviour • Favourable attitudes toward problem behaviour • Interaction with friends involved in problem behaviour • Sensation seeking • Rewards for antisocial involvement	PEER / INDIVIDUAL	• Social skills • Belief in the moral order • Emotional control • Interaction with prosocial peers

Key features of protective and risk factors

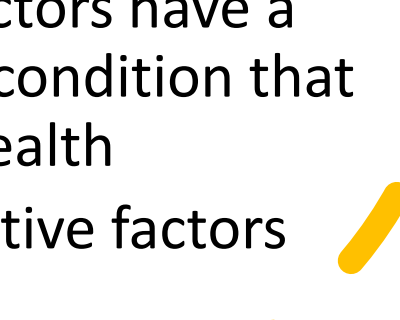**Risk and Protective Factors Exist in Multiple Contexts**

- People grow, learn and live their lives in different environments

- A variety of risk and protective factors operate within multiple environments

- Targeting only one enrivonmment when addressing a person's risk or protective factors is unlikely to be successful, because people don't exist in isolation

Key features of protective and risk factors

Risk and Protective Factors Are Correlated and Cumulative

- Risk factors tend to be positively correlated with one another and negatively correlated to protective factors

- People with some risk factors have a greater chance of experiencing even more risk factors, and they are less likely to have protective factors

- Risk and protective factors also tend to have a cumulative effect on the development
  - Young people with multiple risk factors have a greater likelihood of developing a condition that impacts their physical or mental health
  - Young people with multiple protective factors are at a reduced risk

Key features of protective and risk factors

Risk and Protective Factors Are Influential Over Time

- Risk and protective factors can have influence throughout a person's entire lifespan
  - For example, risk factors such as poverty and family dysfunction can contribute to the development of mental and/or substance use disorders later in life

So...what even are EBD?

Try to write your own definition in pairs

Definitions
Council for Children with Behavioral Disorders

- Emotional or behavioral disorder means a disability that is characterized by **emotional or behavioral responses** in school programs so **different from appropriate age, culture, or ethnic norms** that the responses adversely **affect educational performance,** including academic, social, vocational or personal skills;

- It is **more than a temporary,** expected response to stressful events in the environment;

- Consistently exhibited in **two different settings,** at least one of which is school related;

- And it **unresponsive to direct intervention** in general education, or the condition of the child is such that general education interventions would be insufficient.

Definitions
Eli Bower

- **An inability to learn** which cannot be explained by intellectual, sensory and health factors;
- **An inability to build or maintain satisfactory interpersonal relationships** with peers and teachers;
- **Inappropriate types of behavior or feelings** under normal circumstances;
- **A general pervasive mood of unhappiness or depression**
- **A tendency to develop physical symptoms or fears** associated with personal or school problems.

Different terminology

What is the difference?

- Behavioraly impaired
- Seriously behaviorally disabled
- Emorionally conflicted
- Corrupt youth
- Rear youth

Child/pupil/student with emotional and behavioral disorder (EBD)
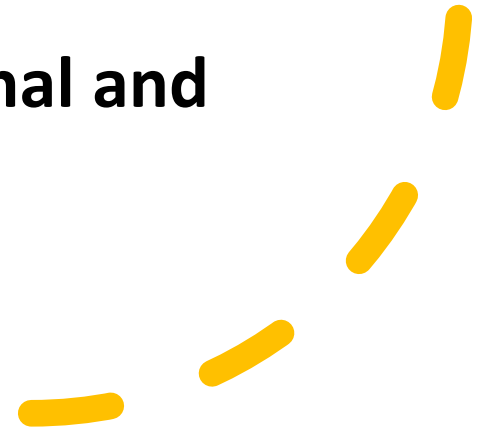
Who is our target group?
Who are we supporting?

Target groups

Children without considerable behavioral problems

Children At-Risk

Children with behavioral problems and EBD

Children without considerable behavioral problems

All children

Our goals:

- To eliminate risk factors and dangerous conditions in school environment
- To help them remain „without problems"

Strategies:

- Early assessment
- General school prevention programs
- Peer programs
- General support on individual, school, family and societal level

Children At-Risk

Children, who face many risks in their development

Our goals:

- To eliminate risk factors and dangerous conditions in school environment
- To support/build-up childs resilience against risk factors

Strategies:

- Early assessment
- General school prevention programs
- Peer programs
- Individualised assessment and support on individual, school, family and societal level

Children with behavioral problems or EBD

Children who developer behavioral problems or EBD

Our goals:

- To stop and eliminate problematic behaviour
- To build trust and positive self-perspective
- To build positive relationships
- To provide new experience
- To build new competencies
- To help to see owns future/perspective

Strategies:

- Early assessment and intervention
- Individualised support on individual, school, family and societal level
- Intervention
- Rehabilitation

Questions?

Task for next meeting

- Prepare group presentations and be ready to share them with your colegues!

Thank you for your attention ☺