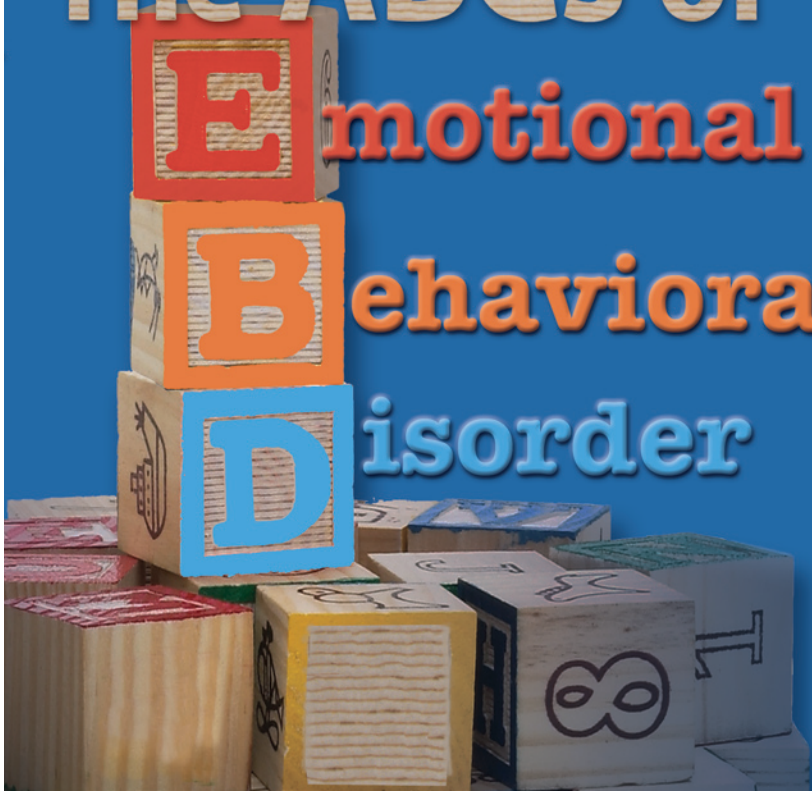


Attainment's



The ABCs of
Emotional
Behavioral
Disorder



Video Workbook

The ABCs of EBD

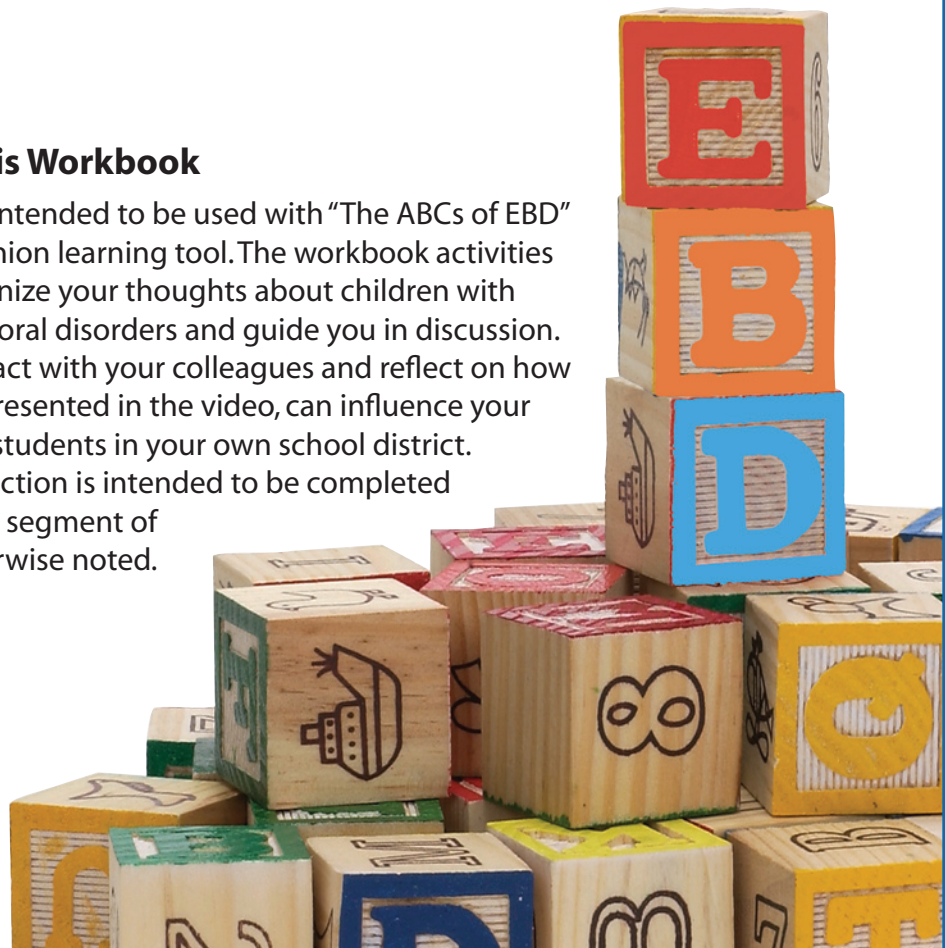
Video Workbook

Introduction

In order to assist students with Emotional/Behavioral Disorders (EBD) educators must first understand and empathize with these students. Just as there are differences between any two people, each student with EBD is also unique and exhibits behaviors in different ways. This video introduces Amanda and Erin, two young women who have made great efforts to succeed despite having EBD. As Amanda and Erin share their stories, best practices for educators are discussed and demonstrated by various professionals working in the school system.

How to Use This Workbook

This workbook is intended to be used with “The ABCs of EBD” video as a companion learning tool. The workbook activities will help you organize your thoughts about children with emotional/behavioral disorders and guide you in discussion. Take time to interact with your colleagues and reflect on how the information presented in the video, can influence your relationship with students in your own school district. Each workbook section is intended to be completed at the end of each segment of video unless otherwise noted.



Some of the people you will meet in the video:



Bob Clasen, Host

Bob is an emeritus professor of Educational Psychology at the University of Wisconsin-Madison. Currently, he is a consultant in the area of Gifted and Talented Education.



Lynn Boreson

Lynn is the EBD consultant for the Department of Instruction in Wisconsin. She provides legal advice in areas of Wisconsin Educational Statutes.



Robin Corelli

Robin is a nationwide education consultant helping schools and school districts work with children with special needs. She conducts workshops on effective teaching strategies.



Amanda

Amanda is an energetic 6th grader who loves to dance, read, and ride horses. She lives in Oregon, Wisconsin with her grandparents. She has been identified as having EBD.



Erin Berg

Erin is a college student pursuing her degree in graphic design. She lives with her parents and son in Waunakee, Wisconsin. In middle school she was diagnosed as being twice exceptional, gifted in learning, yet challenged in social interactions.



Molly Kilkenny, Author

For the past ten years Molly has worked with students of all ages who have been identified with EBD. She received her master's degree in Special Education from the University of Wisconsin-Whitewater. Molly currently teaches in Oregon, Wisconsin and also conducts workshops on Non-Violent Crisis Intervention for staff in her school district.

Before the video

Before watching the video, reflect on teachers you have had in the past. Pinpoint three characteristics of the teacher you liked the most and the teacher you liked the least. (This activity will be referenced later.)

Favorite Teacher Characteristics

Least Favorite Teacher Characteristics

Small Group Discussion: What qualities were commonly chosen?

Getting Started

To assist in implementing some of the strategies and practices in the video, identify a student you currently work with who is having difficulty being successful.

Write initials of target student here _____

List specific difficult or frustrating behaviors you observe from that target student:

Interacting _____

Socializing _____

Learning _____

Controlling Emotions _____

What am I doing that's working well?

What am I doing that's not working as well as I'd like?

Start Video

Section 1: Intro to EBD—myths and misconceptions

Video Reflection:

I was surprised that _____ .
(When sentence is completed, share with a partner)

A misconception I've had about a different disability was _____

Then I found out _____

How I would help someone understand EBD is a real disability:

These are my target student's strengths and positive qualities:

Small Group Discussion: How are students with Emotional/Behavioral Disorders similar to students with other disabilities?

Section 2: Amanda's Story—assisting students

Video Reflection:

I wonder why _____ .
(When sentence is completed, share with a partner)

School staff assisted Amanda by shortening her activities and providing choices. Identify some areas your target student needs assistance and how you can help.

**Areas needing
assistance or modification**

I can help by

_____	_____
_____	_____
_____	_____
_____	_____

My whole class could benefit from:

Small Group Discussion: What is one of your target student's area of assistance that you are more interested in learning about?

Section 3: Strategies and Modifications—productive classroom environment, being proactive

Video Reflection:

I never thought about _____ .
(When sentence is completed, share with a partner)

Just as Sherri Jordan employs proactive techniques in her second grade classroom to have a productive classroom environment, you also can plan ahead.

Choose two behaviors listed from Section 1 that you observe as being most problematic. Brainstorm specific actions you can take to be proactive in preventing the behaviors from developing.

Behavior #1 _____

Under what conditions this most often occurs: _____

Why I think this occurs (i.e. avoidance, attention, power, etc.):

My Proactive Plan:

Behavior #2 _____

Under what conditions this most often occurs: _____

Why I think this occurs (i.e. avoidance, attention, power, etc.):

My Proactive Plan:

Small Group Discussion: Why do educators need to consider the cause of a behavior before developing a plan to change the behavior?

Section 4: Crisis Intervention—de-escalating and problem solving

Video Reflection:

I noticed _____ .
(When sentence is completed, share with a partner)

To de-escalate a potential crisis, I want to remember...

Not To Do:

To Do:

When processing a problem, I want to remember...

NOT TO DO:

TO DO:

Small Group Discussion: What assistance is available from others to de-escalate a crisis and process a problem?

Section 5: Erin's Story—making connections

Video Reflection:

This reminds me of _____ .

(When sentence is completed, share with a partner)

Erin frequently mentions the power of having a relationship with teachers and knowing that staff were interested in her. How might you strengthen the rapport you have with your target student or send the message that you care?

Why I think this occurs (i.e. avoidance, attention, power, etc.):

Small Group Discussion: How might you create time to build rapport?

Final Thoughts

Return to the “Before the Video” activity of remembering your favorite and least favorite teacher. When interacting with your target student, which qualities and teacher characteristics are you demonstrating most?

Additional Notes or Ideas to Consider...

Conclusion

Helping students with EBD to learn and interact with others needs to be a school-wide approach. Remember that all students want to succeed. Some just need more support and guidance from the school community. What is your role in the school community and how can you best support those students that need our help the most?

