

Contents

Preface	xi
Acknowledgments	xv
About the Authors	xvii
Part One: Understanding Emotional and Behavioral Disorders	
1. Introduction to Emotional Disturbance and Behavioral Disorders	3
By Any Other Name: Emotional and Behavioral Disorders	4
Possible Causes of Emotional Disturbance and Behavioral Disorders	5
Incidence	7
Serious Emotional Disturbance or Behavioral Disorders or EBD: What's the Difference?	8
What Are Informal Labels?	9
How Professionals View Labels	9
Identification of EBD	10
Behaviors That Fit Into Educational Stages	11
Characteristics of Emotionally Disturbed or Behaviorally Disordered Children and Youth	13
Summary	16
2. Major Types of Emotional and Behavioral Disorders	19
Externalizing Behaviors	20
Attention Deficit Hyperactivity Disorder (ADHD)	22
Aggressive and Violent Behaviors	23
Oppositional Defiant Disorder (ODD)	24
Juvenile Delinquency	25
Internalizing Behaviors	25

Depression	25
Anxiety Disorders	27
Substance Abuse	28
Withdrawn Behaviors	30
Function Disorders	30
Anorexia Nervosa	30
Bulimia Nervosa	32
Enuresis	32
Encopresis	32
Other Physical Manifestations of EBD	32
Childhood Schizophrenia	33
Summary	34
3. Causes of Emotional and Behavioral Disorders	37
Understanding Factors Related to the Development of EBD	38
Understanding Potential Causes of EBD	39
Biological Causes of EBD	39
Environmental Causes	43
Family Stressors	44
Variance Within Environmental Situations	47
The Community	47
Summary	50
4. Evaluating and Assessing Students Who Have Emotional and Behavioral Disorders	53
<i>Laura Zionts, Katherine deGeorge</i>	
The Purpose of Evaluation	53
An Overview of EBD Evaluation	55
Specific Aspects of the Evaluation Process as They Relate to EBD	57
Screening and Child Find	57
Referral for Special Education Evaluation	59
Decisions About Eligibility	59
Evaluation Techniques Used to Determine Eligibility	61
Intellectual-Cognitive Ability	61
Environmental-Ecological Assessment	63
Medical and Physical Developmental History	64

Emotional and Behavioral Functioning	66
Decisions About Eligibility	75
Summary	76
5. Violence and Aggression in Schools	79
<i>Sara Sibilsky, Paul Zions</i>	
Violence and Aggression in the Schools	79
The Roots of Violent and Aggressive Behaviors in Children and Adolescents	82
Violence, Aggression, and EBD	86
Responses to School Violence and Aggression	88
A National Perspective	88
A Local Perspective	89
Reducing and Preventing Violence and Aggression in the Schools	92
Early Intervention	93
Student Connectedness	93
Summary	98
6. Adolescents Who Have Emotional and Behavioral Disorders and the Juvenile Justice System	101
Background Information on EBD and the Juvenile Justice System	102
Perplexing Issues of Ethnicity, Mental Health, and Juvenile Justice in the United States	102
Addressing Issues of Ethnicity and Bias in Juvenile Justice Agencies	104
Addressing the Mental Health Needs of All Youth in the Juvenile Justice System	105
Special Education and the Juvenile Justice System	106
Funding of Educational Programs in Correctional Institutions	106
Youth Who Have EBD, FERPA Rights, and the Juvenile Justice System	107
Principles of IDEA in Correctional Facilities	107
Juvenile Justice and Youth Who Have EBD:	
Intervention and Reintegration Strategies	111
Effective Intervention Services and Strategies	111
Effective Reintegration Services and Strategies	113
Summary	114

Part Two: Helping Students Who Have Emotional and Behavioral Disorders

7. Treatment of Emotional and Behavioral Disorders	121
Behavior Modification	121
Behavior Modification With Children and Adolescents	123
Identifying, Defining, and Measuring a Behavior for Change	123
Identifying Events That May Promote or Maintain a Problem Behavior	124
Intervention Procedures and How They Are Used With Children and Adolescents	124
Examples of Two Behavior Modification Programs	128
Example 1. Positive Reinforcement	128
Example 2. Punishment Program: Response Cost	128
Schoolwide Discipline: Positive Behavioral Supports	129
Counseling-Psychotherapy	129
Counseling-Psychotherapy and Psychoanalysis	131
The History and Theory of Psychoanalysis	131
Counseling-Psychotherapy in Schools	132
Cognitive Behavior Therapy	133
School Implications for the Treatment of Behavior and Emotions	134
Positive Behavioral Supports	135
Keeping a Watchful Eye	137
Summary	138
8. School-Based Placements	141
After Identification	141
Determining Appropriate Educational Goals	141
The Least Restrictive Environment	143
The Continuum of Services: Placement Options	144
The General Education Classroom	145
Part-Time Placement in the Special Education Classroom	146
Full-Time Special Classroom	147
Public or Private Special Day School	148
Homebound Instruction	149
Detention or Correction Facilities	150

Mental Health Clinics	150
An Important Caveat About Placements	150
Possible Parental Reactions to Placement Options	153
Changing Placements Because of Behavior	154
A Few Words About Inclusion	154
Summary	155
9. Supporting Students With Emotional and Behavioral Disorders Outside the Public School Setting	157
Medications for Emotional and Behavioral Disorders:	
Psychopharmacology	157
Guidelines for Medication Use With Children and Youth Who Have EBD	158
Types of Medications Used, Side Effects, and Benefits	162
Adolescent Medication Treatment Issues	164
The Role of Psychiatric and Juvenile Justice Professionals on the IEP Team	165
The Psychiatric Consultant	165
Collaborative Efforts Between Mental Health Agencies and the Educational System	166
Systems of Care	168
Insurance, Managed Care, Medicare, and Systems of Care	169
Cultural Competence and Systems of Care	170
Systems of Care: Implementation Guidelines	170
Summary	171
10. The Role of Families in Supporting Children With Emotional and Behavioral Concerns	175
<i>Karla Anhalt, Richard Simpson, Laura Zionts</i>	
Parents as Referral Agents	175
Contact With Medical Personnel	175
Contact With Teachers	176
Teachers as Referral Agents	178
Parents as Advocates for Their Children With Emotional and Behavioral Concerns	178
The Importance of Being a Support Agent	180
Implementing Changes at Home	184
Suggestions to Provide to Parents That Are Designed to Improve the Parent-Child Relationship	185

Suggestions to Provide to Parents for Improving Communication Skills	186
An Example of Supportive Communication From Parent to Child	187
Exercises for Improving Communication	188
Ideas to Improve Discipline Strategies at Home	190
The Importance of Rules	190
Methods of Addressing Individual Behavioral Problems	191
Finding Ways to Relieve Stress	196
Tips for Professionals Working With Parents of Children Who Have EBD	196
Summary	197
11. What Lies Ahead: Postschool Transition	201
Critical Concepts About EBD	201
EBD Is a Disability	201
Least Restrictive Environment Versus Inclusion	201
Behavior Is a Shared Responsibility	203
Postschool Success	203
Transition Planning	206
Transition: Law or Concept?	206
Curriculum Considerations for School	206
Individualized Transition Plans	207
Planning Programs Around People, Not Schools	208
Self-Advocacy, Self-Responsibility, Self-Direction, and Self-Awareness: The Essential Transition Elements	211
Transition-Related Programming Specific to Youth Who Have EBD	213
Mental Health for All	214
Summary	215
Resources for Professionals and Parents	217
<i>Laura Zionts, Katherine deGeorge</i>	
Resources in Print	217
Internet Resources	218
Clearinghouses	225
Organizations	226
Index	229