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SPED 630 Characteristics of Behavioral and Emotional Disabilities

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In Characteristics of Behavioral and Emotional Disabilities, I gained knowledge and tools that will make me a better teacher and allow me to help students with emotional disorders succeed in the classroom. I am patient and love being an advocate for students with disabilities. As a special education teacher, I always want students to know that they have people behind them that truly believe in their abilities. A student’s family life can be a huge factor in how they act in the classroom. Each student doesn’t always have the family support and might not be taught or have the adult interaction skills we think they should have.

In today’s educational system, the Individuals with Disabilities Act (IDEA) has ensured that every student has the right to a free, appropriate public education and ensures special education services are provided as necessary. Special education services have come a long way and continue to get better and better for students. In the 1800s and early 1900s, it was sad to see how children with disabilities were treated and the lack of education they received. The Education for All Handicapped Children Act of 1975 was a big turn for change because it put in place checks and balances to protect the rights of these children and parents. In 2004 congress amended and renamed this act to IDEA. Being a special education teacher, it warms my heart to see all the improvements in education for students with disabilities. So many people have fought for students with disabilities. I will continue to fight for students with disabilities in and outside of the classroom. As a nation, we will continue to grow and help students achieve in the classroom.

A major factor to help students with emotional and behavioral disabilities is their environment. Students need to be in their least restrictive environment (LRE). Removing a student from the general education class should happen when a child’s disability is so severe that supplementary aids and services can’t provide he or she with an appropriate education. Every students LRE is different; it could be in a pullout setting, general education classroom with a para, or part day in a general education room and part day in the special education room. It all comes down to what the team decides is best for the student. This could start with where they sit in the classroom. For the classroom teacher, it’s so important to make sure and look over students IEPs. A student’s IEP will sometimes state where a student should sit in the classroom. If a student is known to disrupt the class, having them sit in the front corner can assist the alleviation of the disruption. Allowing students to stand if they need to or have bands on their chairs to continue to move if they need to can be a solution as well. These are suggestions I give to classroom teachers all the time. Every student is different, so it comes down to what works best for that individual student.