

# SPED 630 Final



Taylor Sandoe & Sara Olsen

# Motivational theory

Motivational theory- is figuring out what drives a person towards a goal or an outcome.

Maslow's Hierarchy of Needs



Fig. 17.2: Maslow's Need Hierarchy

## Theories of Motivation

### Early (Content) Theories

"Emphasis on what motivates individuals"

1. Maslow's Hierarchy of Needs
2. ERG Theory of Alderfer
3. Gregor's Theory X and Theory Y
4. Herzberg's Two-Factor Theory
5. McClelland's Theory of Needs

### Contemporary (Process) Theories

"Emphasis on actual process of motivation"

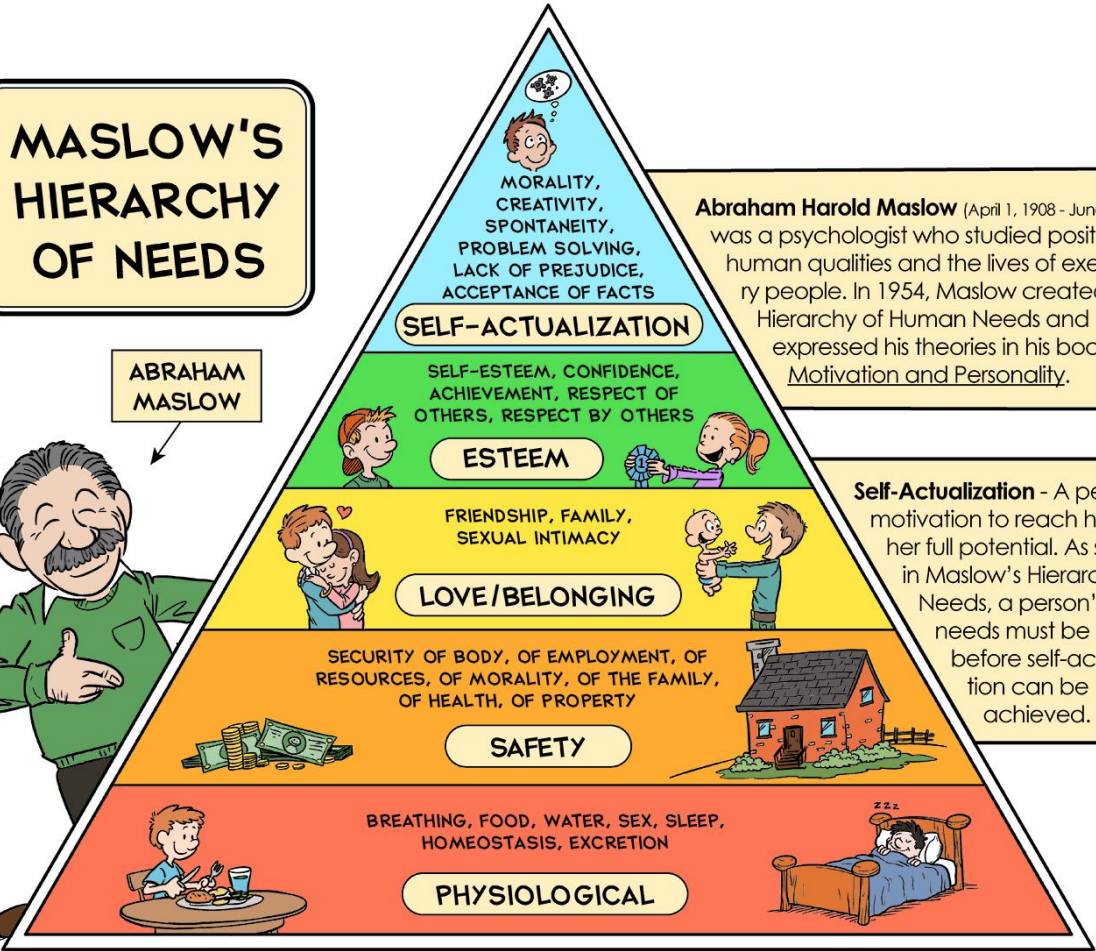
1. Cognitive Evaluation Theory
2. Goal-Setting Theory
3. Self-Efficacy Theory
4. Reinforcement Theory
5. Equity Theory
6. Vroom's Expectancy Theory

Students' motivation towards academics/school will be lacking, until their needs are met. [Motivational Theory](#)

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# MASLOW'S HIERARCHY OF NEEDS

ABRAHAM MASLOW



**Abraham Harold Maslow** (April 1, 1908 - June 8, 1970) was a psychologist who studied positive human qualities and the lives of exemplary people. In 1954, Maslow created the Hierarchy of Human Needs and expressed his theories in his book, *Motivation and Personality*.

**Self-Actualization** - A person's motivation to reach his or her full potential. As shown in Maslow's Hierarchy of Needs, a person's basic needs must be met before self-actualization can be achieved.

# What does a Behavioral & Emotional Disability look like?

## According to IDEA:

→ "a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance."

## Characteristic of ED

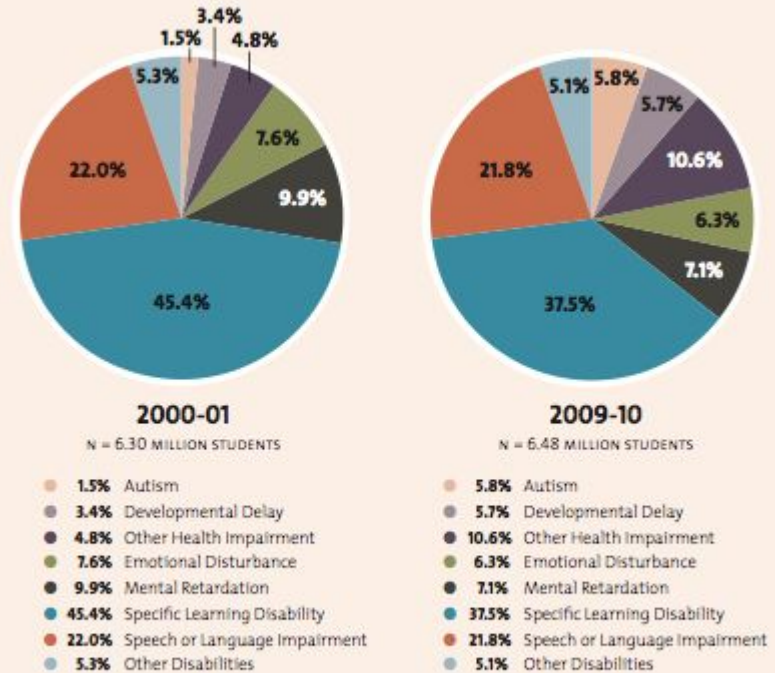
- Hyperactivity--short attention span
- Aggression--acting out or fighting
- Withdrawal--not interacting with others or has excessive fear and anxiety
- Immaturity--temper tantrums and inappropriate crying
- Learning difficulties--performing below grade level

# Types of behavior Disabilities

→ Most common emotional disorders:

- ◆ Anxiety disorders
- ◆ Bipolar disorders
- ◆ Conduct disorder
- ◆ Eating disorders
- ◆ Obsessive Compulsive disorder
- ◆ Psychotic disorder
- ◆ Schizophrenia
- ◆ ADHD

2 Special-Education Population by Disability  
2000-01 and 2009-10



Note: The special-education population in 2009-10 was slightly larger in raw numbers than it was in 2000-01, but the proportion of students with disabilities among all students declined from 13.3 percent in 2000-01 to 13.1 percent in 2009-10.

# Internalizing & Externalizing Behaviors

## ❖ Externalizing Behaviors:

- A behavior that is directed outwards and towards others.
  - Aggression
  - Temper tantrums
  - Noncompliance
  - Hitting
  - Conduct disorders

## ❖ Internalizing Behaviors:

- A behavior that involves mental or emotional conflicts.
  - Shyness
  - Easily upset and difficult to calm down
  - Withdrawn
  - Anxiety
  - Depression



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# Effects of having an Emotional Disability

## Academically:

- Most students with emotional disorders achieve below grade level in academic achievement.
  - Greatest deficits in Math and Spelling
- Those students with emotional or behavioral disorders have a tendency of underachieving.
  - Performing at a lower level than their peers may lower their self-esteem more than it already is.
  - Students may be underachieving in more than one subject area. They may be struggling in both Math and Reading.
  - It may not be that students do not understand the academic content, but they may be struggling emotionally and that is overpowering their focus on their academics.
  - Students who are underachieving, will have lower self-esteem, which can affect their social skills with other people and their peers.

Students are capable to of grade level content- Due to time outside of classroom and suspensions there are gaps

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# Effects of having an Emotional Disability

## Social Skills

- Students with EBD usually face challenges with social skills.
- Some of these challenges are:
  - Hard time making friends.
  - Aggression
  - Loneliness
  - Peer rejection
  - Academic failure, which can lead to dropping out of school
  - May become withdrawn from others
- There are ways that teachers can try to incorporate social skills into their lessons. The picture to the side shows some different ways.



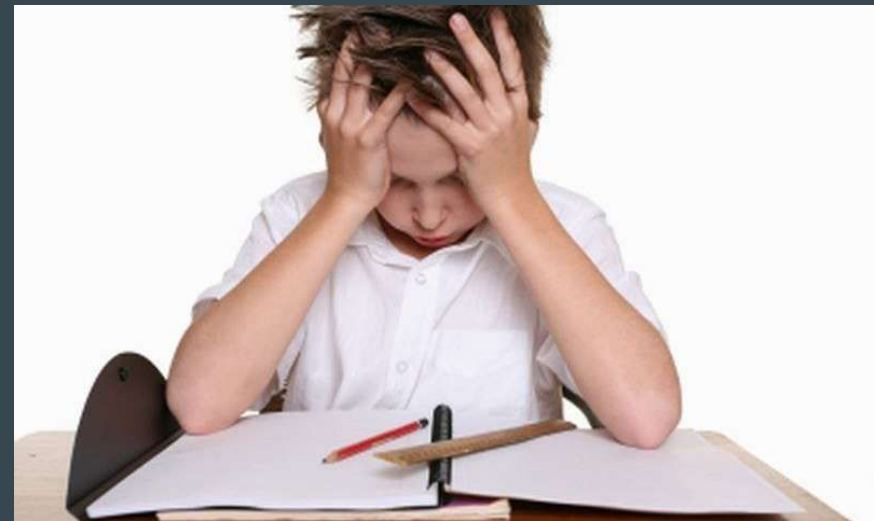
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# Effects of Labeling

- ❖ Labels play a huge role at school (*Gifted Students, Special Education students, struggling students, at-risk students*)
- ❖ Labels seem to benefit the teacher more than the student.
- ❖ Students are labeled to get the students the assistance that they need in order to succeed
- ❖ When students are labeled as "Learning disabled" it allows educators to get the student extra support and develop an IEP for them
- ❖ A negative effect of labeling is that it can result in the student and the teacher reducing their effort, expectations, and goals.
  - The student may also develop a lower self-esteem
  - A student who is labeled may also have peer issues
- ❖ Students may catch on to the fact that they are being labeled, they may believe the labels and feel that they are dumb or stupid and are not able to do well in school.
- ❖ There are many things teachers can do to help students who are labeled not feel that way.
  - Focus on the strengths of the students, not their weaknesses
  - Make sure the students know they are accepted in your class by everyone
  - Make sure other students have a good attitude towards students with emotional or behavioral disorders.

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# What could cause ED:

## Family:

- Relationships at an early age
- lack of emotional and psychological support
- Children who experience violence and abuse
- Children who go through trauma at a young age
- Needs are not met

## Family Interaction -Negative

- May affect how child interacts with others and building relationships (friends, peers, adults, teachers, family, etc)
- Feel less encouragement (drive to succeed) and not supported
- Students blame themselves
- When parents fight or argue it can lead to the child feeling threatened, on edge, or fearful that the family will be split up
- Mental health problems offer when children are in a unfavorable environment



# Causes Continued...

External pressures on families:

- Step parents/siblings
- Culture
- Parent's work
- Siblings
- Addiction
- Family values
- Money
- Social Support
- Media- Pressure to look like your making it
- Co-workers/peers
- Divorce



## Percentage of children in poverty\*

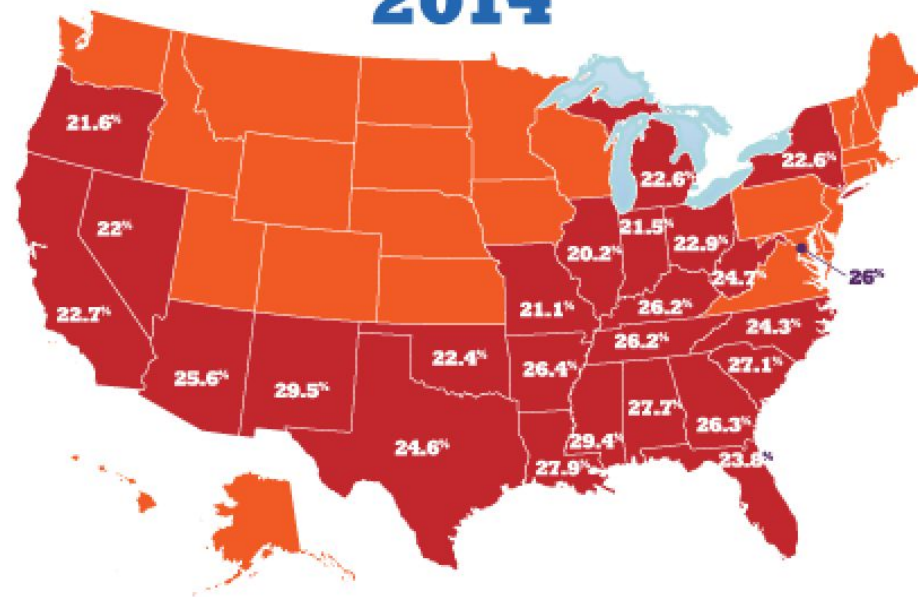
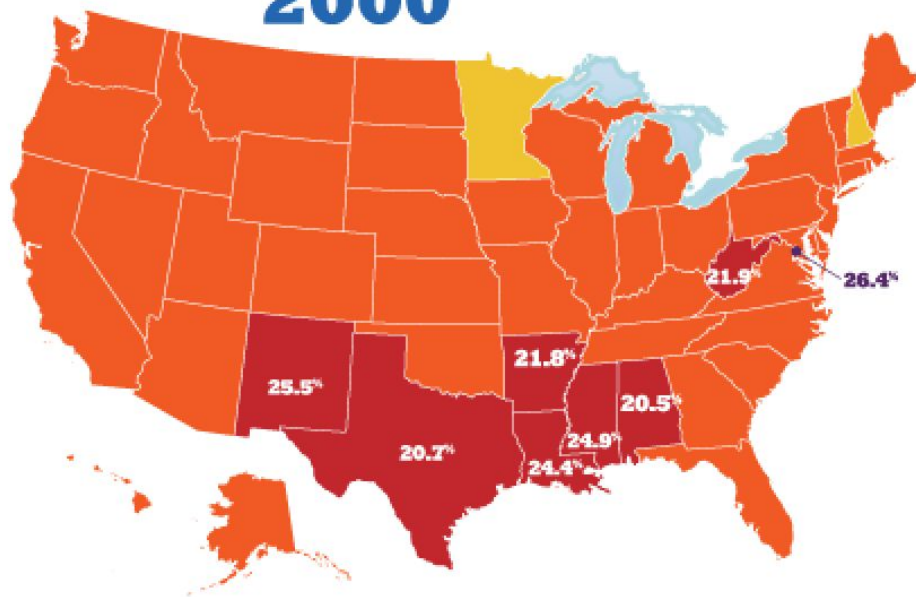
\*Ages birth (0 years) – 17 years

10% 20% 30%



### 2000

### 2014



# Causes Continued



- Biological Factors
  - Genetic Makeup- children have a higher chance of having EBD if the disorder has a history in their family.
  - That being said EBD does not follow a typical pattern of inheritance.
  - Chemical Imbalance- Imbalance in dopamine, serotonin, acetylcholine and norepinephrine neurotransmitters or low levels of minerals like Zinc, Magnesium or Potassium in the body.
  - Epigenetic regulation- is how a person reacts to environmental situation. Epigenetics is not always constant. Gene is not always "on" or "off" the environment and epigenetic regulation for a mental disorder to develop.
  - Biological factors only affect behavior in interaction with environmental factors.
- Some disorders that are thought to be caused by genetics
  - Autism- neurodevelopmental disorder
  - ADHD- neurodevelopmental psychiatric disorder
  - Schizophrenia-mental disorder
  - Depression-psychiatric disorder
  - Anxiety- psychiatric disorder

# Causes Continued

Traumatic Brain Injury (TBI) can cause emotional disabilities

## HOW TRAUMATIC BRAIN INJURY (TBI) AFFECTS DAILY LIFE

### HEALTHY

- Frontal:  
Concentration, Problem Solving, Speech
- Parietal:  
Sense of Touch, Pain, Temperature
- Occipital:  
Healthy Vision
- Temporal:  
Memory, Organization
- Cerebellum:  
Balance & Coordination
- Brainstem:  
Breathing, Steady Heart Rate



### TBI

- Frontal:  
Lack of Focus, Irritability, Language Difficulty
- Parietal:  
Difficulty with Reading, Spatial Misperception
- Occipital:  
Blind Spots, Blurred Vision
- Temporal:  
Problems with Short- & Long-Term Memory
- Cerebellum:  
Difficulty Walking, Slurred Speech
- Brainstem:  
Changes in Breath, Difficulty Swallowing



# Causes Continued

## Cultural Factors as Causal Explanations

- Various expectations in various cultures
- Too much pressure (parents have high expectations for academic achievement or sports advancement)
- Culture shock → Perception they are different than new culture

## Other causes:

- Social Media
- Neighborhood
- Peer groups

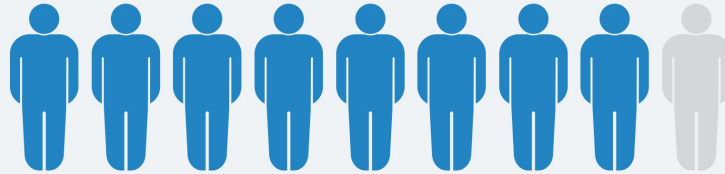


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# Things Problem Behaviors can lead to in Adolescence

- ❖ Juvenile Delinquency - the act of participating in unlawful behaviors as minors.
- ❖ Substance Abuse - overindulgence in or dependence on on an addictive substance, especially alcohol or drugs
- ❖ Sexual Activity - activities associated with sexual intercourse



9 OUT OF 10  
PEOPLE WITH SUBSTANCE PROBLEMS  
STARTED USING BY AGE 18

## TECHNIQUES FOR YOUR CLASSROOM

### *Focal Points for Teaching Students with EBD*

- Focus on structure and routine.
- Create clear rules and consequences.
- Use rewards for good behavior.
- Ignore bad behavior when possible.
- Be consistent.
- Offer lots of praise and encouragement and create a supportive environment.
- Use plenty of hands-on activities.
- Use art activities to provide an enjoyable outlet for emotions.
- Utilize extracurricular activities—they help channel energy.
- Give all students responsibility in the classroom.
- Involve families and friends.

STUDENTS AND THEIR  
PARENTS RESPECT  
AND VALUE TEACHERS  
WHO ARE CONSISTENT  
BECAUSE CONSISTENCY  
IS PREDICTABLE AND  
*trustworthy.*



Know first  
who you are  
then adorn  
yourself  
accordingly

Epictetus

THE KIDS WHO NEED  
THE MOST LOVE  
WILL ASK FOR IT IN  
THE MOST UNLOVING  
OF WAYS.



Taylor Sandoe

My teacher gave  
me the **BEST**  
gift of all:



**Believing  
In Me!**

Unique Teaching Resources

Dear Teacher,

I am forever grateful that you  
always communicated how much faith  
you had in me. It was something  
I really needed to hear at the time!

- Katie

CLASSROOM MANAGEMENT

— **IS NOT** —

TIPS AND TRICKS.

— IT'S HOW WE —

RELATE, SPEAK,


**ENCOURAGE,**

**GUIDE AND CARE.**

-LIZ'S EARLY LEARNING SPOT

"Students who are  
**loved at home,**  
come to school to  
learn, and students  
who aren't, come to  
**school to be loved.**

-Nicholas A. Ferroni

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# Strategies used with EBED kids

## ADHD

- The best way to help children with ADHD is providing a constant schedule.
- Providing them with a learning and living environment that is not too distracting.
- Medication can be an option

## Conduct Disorder

- Wrap-around services- the idea of targeting all factors (child, parent, family, social system) and modify antisocial behavior, rates of restrictive placement, and reducing the cost
  - Mind Disorders
- Child Cognitive Behavioral Treatment and Skills Training- Trains children anger-coping, peer coping, and problem-solving skills
  - Mind Disorder
- Parent Management Training
- Family Counseling



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# Strategies continued

## Anxiety

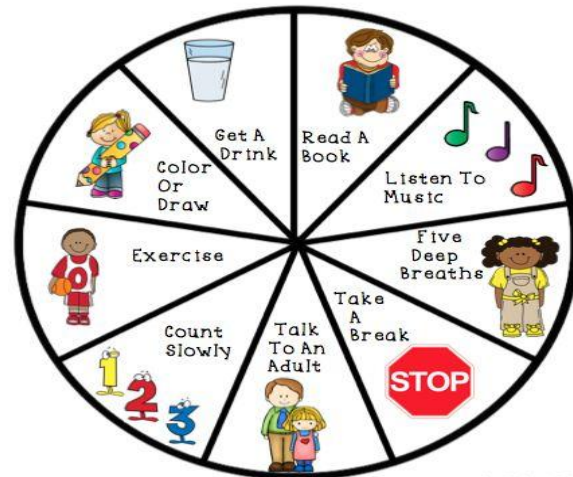
- Medication
- Psychotherapy
- Self care
- Coping skills

## Other strategies used when working with behavior students

- Breaks
- Talking one on one
- Safe place "go-to" when they are overwhelmed
- Schedules
- Social Stories
- Finding student's interests
- Having conversations- meeting student needs
- Getting on their eye level and talking with them
- Prepare them for feedback

## Coping Skills Wheel

9 Ways to Handle Big Emotions



- Music
- Going for a walk
- Pick your battles
- Having rules and expectations and following through with them

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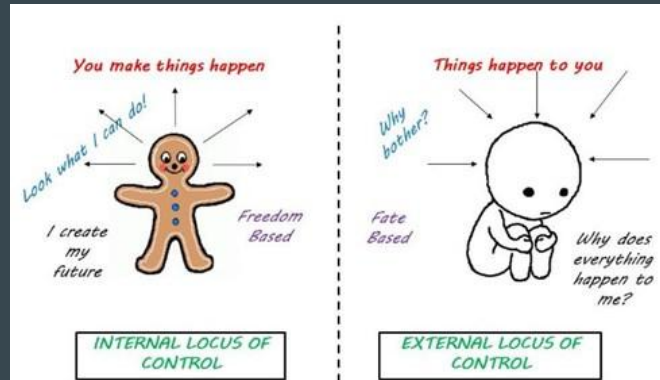
# Locus of Control

Locus of Control- the perceived responsibility for one's behavior.

Internal locus of control- believe that they can control events related to their life

External locus of control- believe that outside factors of them self determine their life.

Students with ED won't always be able to identify why something is going on in their life. When they can't figure out the why they won't be able to take responsibility for their action. This is why students with ED need the support of family, teachers, peers anyone that works with them to help them understand and identify how they can control their events and factors outside of themselves.

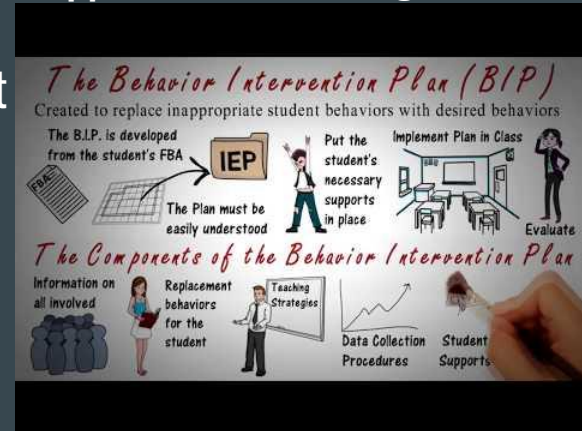


Locus of Control

Sara Olsen

# Behavior Intervention Plan

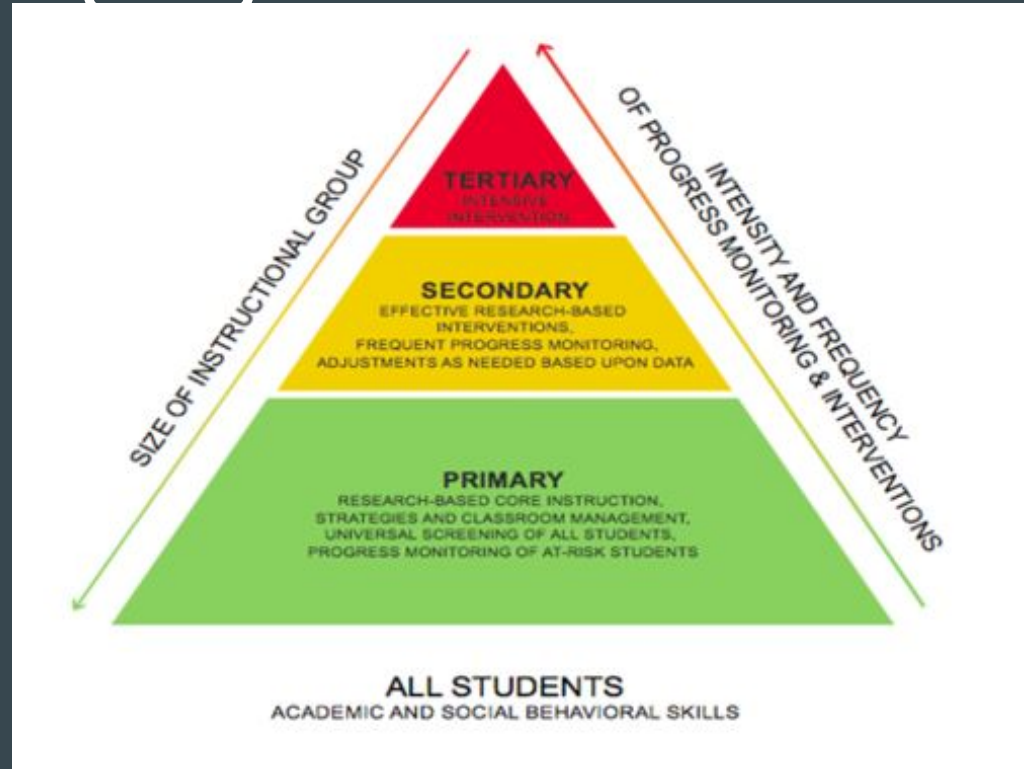
- Behavior Intervention Plans can be extremely effective if the whole team is on board. That means student, parents, and every teacher the student has contact with. Staying consistent for the child is important.
- When putting together the intervention the goals should be realistic.
  - At the beginning having only one goal for them to focus and have success with. Once progress is shown more goals can be added to the BIP.
  - When the data is showing that a replacement behavior is not working then changes need to be made to see success. BIP progress will not happen fast so making sure following through with the plan everyday is important.
- Replacement Behavior should be taught and retaught



# Multi-Tiered System of Support (MTSS) MTSS

## Response to Intervention (RTI)

- Tier One: Green
  - In classroom support
- Tier Two: Yellow
  - Small group interventions
- Tier three: Red
  - Intense support needed





# Accommodations/Modifications

**Modification:** Change in what is being taught or expected to do.

**Accommodation:** Change that helps student overcome or work around disability.

It's Important for teachers to attend IEP meetings to know what modifications or accommodations a student might have in a class.

General Education teachers should not hesitate to ask the sped teacher for help. It's a team effort and takes the team working together to help the student.

## **Behavioral Assessment Must Be Included in IEPs**

- Functional Behavior Assessment (FBA) helps teachers understand why a child is doing a specific behavior.
- Under IDEA schools are required by law to use an FBA for students with behavior problems.
- The assessment is usually done by a behavior specialist.
- The FBA is used as the basis of the Behavior Intervention Plan (BIP)



Sara Olsen/Taylor Sandoe

# Expectations and Routines

- Only through direct instruction can teachers be certain that students will learn and master the desired behaviors and what is expected of them in the classroom.
- Teachers need to provide direct instruction of their desired classroom routines and behaviors, and provide opportunities for students to practice these desired behaviors and routines.
- During direct instruction, teachers need to provide positive reinforcement for correct behavior response in the classroom.

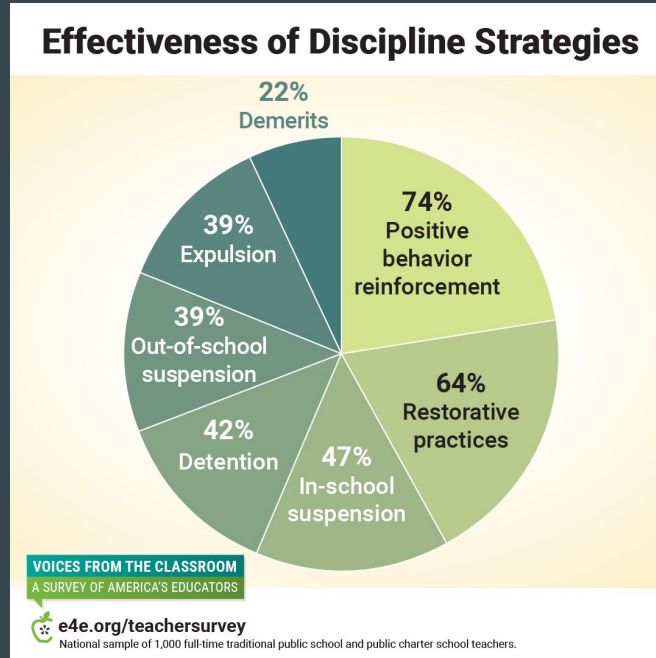


JUST BECAUSE YOU  
COVERED IT, THAT DOESN'T  
MEAN THEY LEARNED IT.

# Positive & Negative Reinforcement

	<b>Reinforcement</b> (Increase / maintain behavior)	<b>Punishment</b> (Decrease behavior)
<b>Positive</b> (add stimulus)	<b>Add</b> pleasant stimulus to <b>Increase / maintain</b> behavior	<b>Add</b> aversive stimulus to <b>Decrease</b> behavior
<b>Negative</b> (remove stimulus)	<b>Remove</b> aversive stimulus to <b>Increase / maintain</b> behavior	<b>Remove</b> pleasant stimulus to <b>Decrease</b> behavior

# Positive Reinforcement



## Ignoring Behaviors

- When a student seeks attention in disruptive ways it may be due to underlying distress such as anxiety or another emotional or behavioral disorder. Ignoring the behavior can increase the student's anxiety or discomfort.
- Try and ignore bad behaviors and get positive praise to the desired behaviors.

# Types of Reinforcement

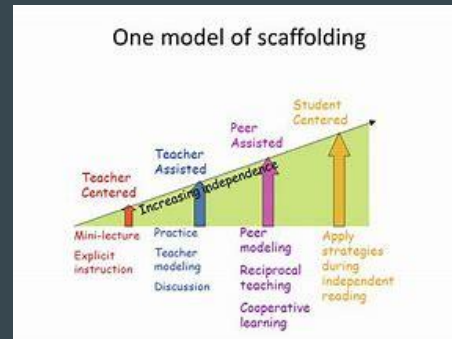
## Types of Classroom Reinforcements

- Edibles such as small pieces of food or drink
- Sensory Experiences such as small toys, fans, massagers
- Tangible items such as bouncy balls
- Activities- Ex. lunch with teacher or play basketball with a teacher
- Special privileges such as a role within the classroom
- Social praise such as "good job" or "I see your working hard"
- Attention
- Stickers
- Free time (middle schoolers usually play games)
- Extra recess (elementary)
- Positive call home
- Special recognition at assemblies or within classroom



# Model

- Modeling in the classroom means vocalizing a thinking process.
  - Begin by reading a segment of text aloud as students follow along.
  - In everyday language, reason aloud. Verbalize the steps expert readers follow to solve a reading problem or analyze a text.
  - Encourage students to apply similar procedures as they read.
- Students need to see and hear how something should be done. We can not assume a student knows how to do something. Student can't improve if they don't know what they are doing in the first place.
- Peer Modeling is a great thing to use in the classroom sit a student that demonstrates desired behavior. Sometimes when a student sees a peer doing it something it goes along way rather than being told by the teacher.



# Self-Monitoring 235

**Self Monitoring- Helps students self-assess their own behavior and record the behavior**

- Promotes independent and responsible behaviors
- Promotes independence and self esteem
- Increases coping ability
- Improves on task behaviors
- Increases productivity
- Improves self awareness and reflection.



# Impulsivity

- Impulsivity is when someone struggles to think before acting.
- Impulsivity can look different for every child. What impulsive can look like
  - Do silly or inappropriate things to get attention.
  - Being aggressive towards other kids.
  - Grabbing something from someone or pushing inline.

Impulsivity I think goes in hand with locus of control. Students act out before thinking they are unable to identify internal or external why they are doing this. Until students with ED have been given the guidance and teaching they can not fully understand locus of control and how to overcome impulse situations.





# Student Centered Learning

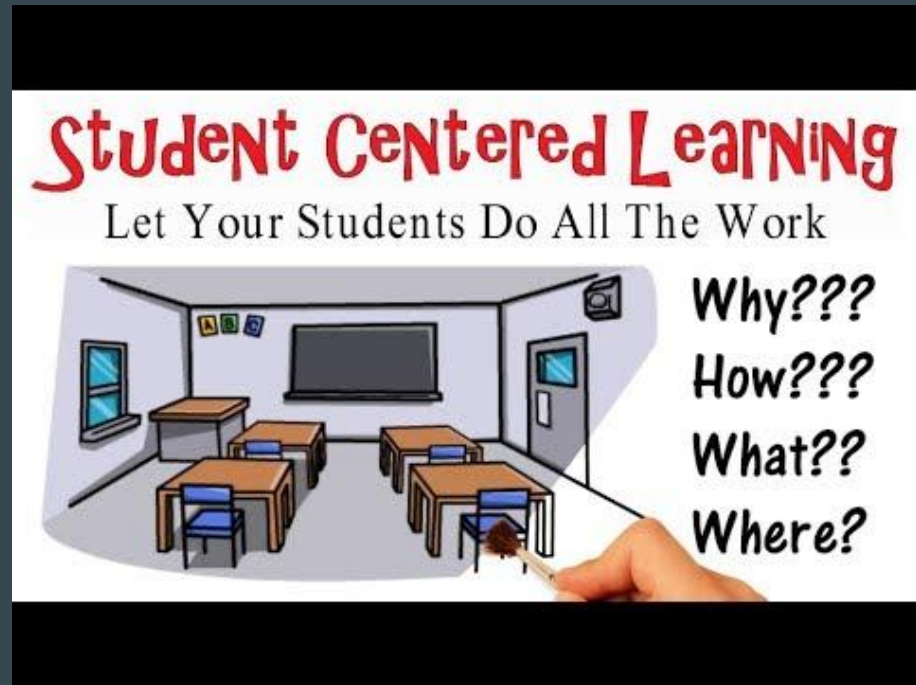
More student engagement

Better parent child relationships

Students take more pride in their learning

Students are doing more of the work

and not being lectured.



# Classroom Environment

- Having smaller class sizes
- Family involvement
- Positively praising students good behaviors
- Have positive relationships with your students
- Involve your students in class decisions
- Use differentiation for students that need it
- Student expectations are set, clear, and consistent with all students





# Token System

- A in-class positive reinforcement plan for building up and maintaining appropriate classroom performance and behavior
- Steps to setting up a Token Economy & Point System
  - 1. Select the behavior you want to reward
  - 2. State what desired behavior looks like- in kid terms
  - 3. Decide how you will measure behavior
  - 4. Decide initial reinforcer and backup reinforcer
  - 5. Place price (in tokens) on reinforcers
  - 6. Start your system
    - Make sure to let student know what their plan is



# Classroom Routines

Routines need to stay consistent and explained fully.

Never assume that the students understand what you have told them. Teach them and go over it daily until students are performing the task on their own without being told.

Learning the routines should be hands on so they can make connections.

Three easy steps that you should always remember

- Explain classroom procedures clearly
- Rehearse classroom procedures until they become routines
- Reinforce a correct procedure and reteach an incorrect one.



# Reflection

This class has definitely deepened my understanding of students who “act out” or have a behavioral disabilities. I think it is SO important for ALL educators to know “how kids work” or why students act the way the do. This course has done that for me along with a few other things. As a special education teacher we are the “go-to” person when dealing with any sort of difficult or challenging student. The strategies I have learned from this course, I will take with me and keep in my “back pocket”. I look forward to the upcoming year to 120 new faces, making new memories, and to the new challenges that await me, I can’t wait to practice what I love to do, teaching and building relationships with students.

Taylor Sandoe

# Reflection-Olsen

Being a special education teacher this class has helped me refresh and expand my knowledge on ways to work with students with emotional and behavior disorders. Key factors that I will make sure to always reinforce in my classroom in building relationships, explicit instruction, clear classroom expectations, and to focus on the positive behavior and praising the positive behavior. When working with students who are ED it is a team effort. Everyone in the school, the student and parents need to work together to help the student succeed. Going into my second year of teaching I'm happy to be able to take everything I have learned from this class and use it in my school. As teachers we want our students to grow everyday as teachers we need to expect that out of ourselves as well.