Deaf children with emotional and behavioral disorders

Definition

Students with emotional, behavioral or mental disorders. Such disorders are categorized as having an emotional disturbance, which is defined under the Individuals with Disabilities Education Act (IDEA) as follows: “...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:

- An inability to learn that cannot be explained by intellectual, sensory, or 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 factors.

Identification

Identification of deaf children with Emotional/Behavioral Disorder is difficult because there is no standardized method to assess these children. According to research by Meadow and Trybus (1985) they stated that emotional and behavioral disorders are more common in deaf children and other studies have shown that emotional problems can be 2-3 times higher than normative samples, stating that deaf children internalize problems due to a lack of communication skills and ability to express negative emotions. In addition, some studies have found that emotional and behavioral problems are higher in males than in females. The study found these traits in 8.4 to 9.6 percent of students. Common characteristics are:

- Disrupts classroom activities
- Impulsive
- Inattentive, distractible
- Preoccupied
- Does not follow or appear to care about classroom rules
- Poor concentration
- Resistance to change and transitions in routines
- Often speaks out with irrelevant information or without regard to turn taking rules
- Demonstrates aggressive behavior
- Intimates and bullies other students
- Regularly absent from school
- Consistently blames others for their dishonesty
- Low self esteem
- Difficulty working in groups
- Demonstrate self injurious behavior
- Can not apply social rules related to others personal space and belongings
- Often manipulative of situations

Children observed to have these traits should be evaluated by a psychologist or behavior specialist for a emotional or behavioral disorder.

Classroom management

Educators should identify the child's inappropriate behavior and then must create a baseline for the child's behavior, as the typical functioning state for that child. It is important the educator develop a relationship with students who are struggling. Educators should attempt to identify the trigger of inappropriate behaviors. This is important because we must know where the child starting point is in order to identify when the child begins to escalate. Then the teacher must desire what the desired outcome it for that child, setting a goal for appropriate behavior. The teacher should involve the child to develop a plan to work towards the goal, and should provide the child with appropriate benchmarks, expectations and rewards. The educator should provide positive praise when the child behaves appropriately. Educators should modify to the plan based on the student's progress. In addition to managing a child's behavior, it is important that educators develop self-awareness of their own emotions. When educators are aware of their triggers, emotions, and feelings they will be able to manage them during stressful classroom situations.

Evaluation of Behavioral And Emotional Problems in Deaf Children By Using The Child Behavior Checklist.

http://www.gallaudet.edu/clerc_center/information_and_resources/info_to_go/educate_children_%283_to_21%29/students_with_disabilities/emotionalbehavioral_disorders.html