

Colin Morrissey

Behavior disorders

Test #1 over chapters 1 - 4

Ch. 1

1.

- A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- C) Inappropriate types of behavior or feelings under normal circumstances.
- D) A general pervasive mood of unhappiness or depression.
- E) A tendency to develop physical symptoms or fears associated with personal or school problems.

2.

- A) It helps identify students. Based on the 1 / 3 rule we can expect one third to exhibit behavior and emotional problems that concern teachers. Then another 1 / 3 of that group require procedures. Then defining that last 1 / 3 in placement for special education
- B) It's of benefit to the children to be identified. The goal of the educator is to fulfill a personal and professional need to reduce the suffering and maladaptive functioning of the students.
- C) The definition also helps identify appropriately then serve the students that need serving. There are many societal concerns such as poverty, violence, and crime that could be lessened with interventional approaches that try to lessen these behaviors.
- D) A definition tries to rule out any other causes that would potentially miss label a student. It also provides guidelines to label students. If students need to be served the opportunity is there for them to be served to benefit themselves and society as a whole.

Ch. 2

3. a) The psychodynamic model deals with disturbances in the unconsciousness. Intervention is only used to give insight into the nature and origin of the disturbance. In popular culture we see Freud as a man who studied dreams in trying to get to the unconscious. We also view this model in popular culture as the chair session where the patient answers a series of dialog with the psychologist to get at the root of what is the problem. In education the role of the teacher under this model is to accept and understand the student's behavior no matter how deviant it might be. This increases the chance for the student to understand and accept themselves. The therapeutic milieu is most often used to deliver psychodynamic intervention in class. This includes a nurturing climate, setting up students for success to promote self - control, and lastly life space interviews. These interviews are composed of talking about the maladaptive behavior on the spot and solving them.

b) The behavior model deals with an experimental study of behavior. It tries to use data from observations to formulate ideas on how stimuli effect behavior. In popular media we see this as the Pavlov dog effect. We can see this in our popular media when a person is rewarded for doing a desired behavior. Our world is full of rewards. In a commercial you might see a mom rewarding her kids who cleaned the house with pizza rolls. These type of reward scenarios for treating desired behaviors are all over the place that we usually don't think they are in play or are being done to us. We could currently be conditioned by others and not even know it. In the education field we can see this as continual praise for good behavior and maybe even rewards. Some classrooms even have token systems for good behavior. For reinforcement to work one has to give a desired reward and this can be different for everyone. Also after a while you generally want to reward less and less until behavior can be achieved for the most part without an reward.

Ch. 3

4. To begin an FBA, the teacher might first record the occurrence of tantrums by time of day. Next, a deeper observation could be made using a form constructed by the IEP team. This form will record more specific environmental variable or a period of time. Using those results a hypothesis could be formed as well as an intervention plan based on the hypothesis. If the intervention plan is working then you can assume that you found the correct variable causing the behavior. Another good tool is positive behavior supports that build upon the FBA and behavior intervention plan to provide a system of prevention and intervention for individuals. The positive behavior supports being an attempt to identify physical and social variables common to many classrooms that facilitate inappropriate behavior.

5. A norm group is supposed to be an accurate sample of the population that takes an assessment in order to provide data on normal scores. This test population or norm group should be similar to the people tested in the real thing in regards to age, sex, race, geographic region, or other important variables. The norm itself provides valuable context for a score, but norms alone cannot determine whether the score is so extreme as to indicate an E&B disorder. Subjective decisions must remain important as well as professional discretion. The only thing a norm will do is provide some sense of comparison. These assessments can often be inaccurate due to many variables or suffer from the orangutan effect of lucky guesses.

Ch. 4

6. Aggression, anxiety, depression, impulsiveness, and relationship problems

7. Law breaking behavior, learning difficulty, substance misuse, and suicide

8.

A) Anxiety: For anxiety the school can offer services in the form of supports. Just by simply talking about your anxiety to a teacher or counselor can help. The best thing that could happen is getting down to the root of the anxiety. If the student and professionals can get down to the root of the anxiety they can mutually develop a plan to attack the anxiety. This could be in the form of baby steps in working the student into anxiety filled situations. The only way to treat anxiety is become accustomed to it and adapt to it. The general idea is that you can't and shouldn't live your life with anxiety. Working the anxiety out with someone with mutual conversation and plan is best practice.

B) Depression: A student that shows depression or even general sadness should always be addressed. A teacher can spot a student that seems to be acting differently or unusually sad. The teacher can simply ask if the student is okay in private or tell the student that they can let them know if anything is going wrong for them. The teachers role should be to spot these behaviors because they can effect performance and also lead to suicidal thoughts. By asking if there is anything that they need to talk about because they seem sad opens the door for dialog. The goal is to get these students to the counselors office. The student should feel comfortable and welcome to go to the counselors office or open up to a teacher. After professionals know about the issue and situation then medications and interventions can be developed.