

## ***Emotional- Behavioral Disability Programming***

### **DEFINITIONS**

Emotional Behavioral Disability can be said to exist when a child demonstrates social, emotional, or behavioral functioning that so departs from generally accepted, age appropriate norms that it adversely affects their school progress.

An IEP team may identify a child as having an emotional behavioral disability if the child meets all of the following:

- 1) The child demonstrates severe, chronic and frequent behavior that is not the result of situational anxiety, stress or conflict.
- 2) The child's behavior occurs in school and in at least one other setting.
- 3) The child requires specially designed instruction
- 4) The child displays any of the following:

- Inability to develop or maintain satisfactory interpersonal relationships.
- Inappropriate affective or behavioral response to what is considered a normal situational condition.
- A general pervasive mood of unhappiness, depression, or state of anxiety.
- A tendency to develop physical symptoms, pains or fears associated with personal or school problems.
- An inability to learn that cannot be explained by intellectual, sensory or health factors.
- Extreme withdrawal from social interaction or aggressiveness over an extended period of time.

- Inappropriate behaviors that are so different from children of similar age, ability, school experiences and opportunities that the child or other children are negatively affected.

### **3 Key Components Must Be Considered:**

- Social, emotional, behavioral functioning
- Departure from generally accepted age appropriate behavior
- Behavior adversely affects the child in the following 6 areas:
  - School progress
  - Social relationships
  - Personal adjustment
  - Classroom adjustment
  - Self-care
  - Vocational skills

### **PROGRAMS and SERVICES**

The District's Emotional Behavioral programming is designed to promote positive change within the individual student. This is accomplished through specific instruction in the following areas:

- Social/ personal relationship skills
- Anger management
- Decision-making
- Problem-solving/ conflict resolution
- Organizational and study skills
- Transition skills, such as self-advocacy
- Behavior management plans are developed to provide the structure that is needed to shape

behaviors and allow the students and the teacher to monitor progress.

- The special education resource room gives the students individual support behaviorally and academically.
- Students are scheduled with their classmates in academic classes whenever possible (and appropriate). The IEP team will decide what level of support is necessary to be successful.
- Good communication among teachers, parents and the student is emphasized. A cooperative network is established to work on behalf of the student.
- Behavioral and academic progress are consistently rewarded.
- The high school students are offered work experience that reinforces employability skills. Students are able to earn credits for working in the school or in the community.

### **PARENT INVOLVEMENT**

- All decisions regarding the student's programming are made through the IEP team (Individualized Educational Plan) process, which parents are an important part.
- Parents are informed on a regular basis of their child's behavioral and academic progress.

Resources such as the following are available from the Student Services Office:

*An Introduction to Special Education  
Special Education in Plain Language*

## **UNDERSTANDING THE PROCESS**

### **Child identification**

The School District of Poynette identifies, locates, and evaluates those children, ages 3 through 21, who are in need of special education and related services, are residents of the District, and have not graduated from High School.

### **Referral**

A parent, teacher or any interested person from the school or community can refer a child with a suspected disability.

### **Evaluation**

Parents are notified if a referral is made by other than the parent. Parental permission is obtained prior to any evaluation. An IEP team will be scheduled to look at any testing and other information to determine whether or not EBD problems exist. This is accomplished through a review of existing data, classroom observations, student and parent interviews and teacher reports. The school psychologist is part of this team.

### **INDIVIDUAL EDUCATION PLAN (IEP) TEAM PROCESS**

An Individualized Education Plan (IEP) team combines and reviews the results of the assessment and determines whether the student exhibits an impairment and need for specially-designed instruction.

If an impairment and need for specially-designed instruction in the area of EBD is determined, an Individual Education Plan (IEP) is written to meet the emotional and academic needs of the student. This IEP plan will outline the child's

- Present level of school performance
- Specific goals and benchmarks
- Placement offer that indicates the setting in which the plan will be implemented.

Written parent consent for the initial placement is required prior to the start of services outlined in the IEP.

### **Statement of Non-Discrimination**

It is the policy of the School District of Poynette that no person may be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreational, or other program or activity because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital, or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

For more information contact:  
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Poynette, Wisconsin**