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Exceptional Child

Week 7

- 1) The debate over inclusion for ED students continues. What are the three areas of concern listed in the text?

According to text, curriculum is the first area of concern. Since general education classrooms implement high expectations, the conflict is that it may cause students with emotional and behavior disorders to develop more areas of concern. (Simpson & Mundschenk, 2012) state "At the same time, these classrooms often do not emphasize social skills development, anger management, and other topics that may be crucial for students with emotional disabilities." (p. 211) This raises issues because there is no direct support for social skills or behavioral management in general education classrooms. The second area of concern is social rejection because children with social and behavioral issues have difficulty making friends. Also, general education teachers may not always build relationships with students that have emotional and behavioral issues. Which ultimately leads to lack of ownership of students' failure or success. The third area of concern is mental health treatment; general education classrooms are not equipped to support mental health strategies and tactics.

- 2) What does the research have to say about the efficacy of the implementation of Positive Behavior Supports (PBS) school wide and Interagency Collaborations. Research findings on Positive Behavior Supports have been stimulate. Positive Behavior Supports have had a positive impact on bullying and peer rejection. (Lassen, Steele, & Sailor, 2006) state "In middle school, this approach has led to fewer office discipline referrals, fewer suspensions, and an increase in math and reading achievement scores that could be directly attributed to fewer behavior problems." (p. 215)

- 3) Do a brief outline of the steps involved in creating a functional behavior assessment.

1. Identify the problem behavior- describe and prioritize the behavior that is observed
2. Describe in detail the setting in which the behavior is observed-give details about the classroom seating arrangements and where the student sits (front of the class in an aisle etc.)
3. Gather information about the behavior using interviews, rating scales, observation, review of student records, and other techniques-use antecedents (what comes immediately before the behavior that causes it to happen), behaviors, and consequences (what happens as a result of the behavior). This is most commonly known as the ABC approach.

4. Review the data-team reviews observation data and also observes. Student's observation of own's behavior and well as the teachers' might also be considered.

5. Form a hypothesis about the function of the behavior based on the data gathered-example: Mark's behavior is a way of avoiding challenging tasks. He may have an outburst in class to avoid doing an assignment he feels is difficult.

## Reference

Friend, M. (2018). *Special education: Contemporary perspectives for school professionals*. New

York, NY: Pearson.