**EBD SUMMARY #2**

The assessment team recommends that STUDENT continues to qualify for and is in need of special education services in the area of **Emotional Behavior Disorder (EBD)**.  Without these services and support, STUDENT may continue to find difficulties in the school setting.

*When looking at the Emotional Behavioral Disorder criteria, STUDENT does meet the following components:*

*According to teacher reports, discipline file, file review, and teacher BASC’s there is documentation of established pattern of emotional or behavioral responses in* ***two of the three*** *areas (aggression, withdrawn, or severely disordered thought processes).*

* *According to teacher BASC’s,* t*hey* observe that STUDENT often
  + annoys others on purpose
  + defies teachers
  + calls other adolescents names
  + is easily distracted from class work
  + is negative about things
  + is easily upset
  + has trouble staying seated
  + cannot wait his turn
  + is overly active
  + complains when asked to do things differently
  + only sometimes communicates clearly.
* According to classroom teachers/classroom observation, STUDENT can become verbally and physically aggressive behaviors towards peers and staff; swearing, pushing, name-calling, and pushing desks.  STUDENT will also kick and spit, but not directly at people
* STUDENT will often “zone out”, hold his breath, throw himself on the ground and pretend to “swim”, touches/bumps into objects and misinterprets social situations.
* STUDENT has had 2 referrals to the main office (being removed from class and lunch) for the following behaviors: distracting and disrupting class, excessive talking, and disrespect to staff.

*According to teacher grade reports, teacher input, discipline file, file review and teacher BASC’s, Patrick has established a pattern of emotional or behavioral responses adversely affecting education.*

* According to teacher BASC’s, they observe that STUDENT often
  + annoys others on purpose
  + defies teachers
  + calls other adolescents names
  + is easily distracted from class work
  + is negative about things
  + is easily upset
  + has trouble staying seated
  + cannot wait his turn
  + is overly active
  + complains when asked to do things differently
  + only sometimes communicates clearly.
* STUDENT will become angry, swear and refuse to comply with the other task because he may be misinterpreting what the person is saying to him and not hearing the entire explanation.  STUDENT may perceive that he is being treated unfairly.  STUDENT has a difficult time verbalizing his thoughts and will get so “wound up” that his system becomes overloaded and he is unable to calm himself down resulting in explosive behavior such as kicking, swearing, and pushing items in the classroom.
* The above indicated behaviors interfere with STUDENT’s ability to receive initial instruction, assistance from teachers and ability to complete his assignments. This has been an ongoing concern for the past few years.

*According to teacher input, BASC reports, a file review, and transition survey’s, STUDENT does meet this segments of the EBD criteria:*

* Intrapersonal: STUDENT will become angry, swear and refuse to comply with the other task because he may be misinterpreting what the person is saying to him and not hearing the entire explanation.  STUDENT may perceive that he is being treated unfairly.  STUDENT has a difficult time verbalizing his thoughts and will get so “wound up” that his system becomes overloaded and he is unable to calm himself down resulting in explosive behavior such as kicking, swearing, and pushing items in the classroom.
* Academic: When STUDENT is angry or over-stimulated, he cannot attend to classroom learning, and is often out of the room during instructional times, thus missing teacher instruction, work time and practice of skills.
* Vocational: STUDENT will become angry, swear and refuse to comply with the other task because he may be misinterpreting what the person is saying to him and not hearing the entire explanation.  STUDENT may perceive that he is being treated unfairly.  STUDENT has a difficult time verbalizing his thoughts and will get so “wound up” that his system becomes overloaded and he is unable to calm himself down resulting in explosive behavior such as kicking, swearing, and pushing items in the classroom.
* Social Skills: When STUDENT is given an explanation of why he cannot do what he wants to do, he will become angry, swear and refuse to comply with the other task because he may be misinterpreting what the person is saying to him and not hearing the entire explanation.