Chapter Eight Issues: Learners with Emotional or Behavioral Disorders (E/BD)

1. **Descriptors**:
   - Terminology (Column A/Column B)
   - Graubard’s “Perceiver as Definer”
   - Wood’s “Four Elements”
   - Dimensions of analyzing and measuring children's behavior

2. **Definitions**: definitional problems & current definition & proposed alternative definition.

3. **Classification**: Dimensions: externalizing and internalizing

4. **Causes**: (biological, family, school and cultural factors)

5. **Psychological and Behavioral Characteristics**

6. **Responsive Instruction Section**

7. **Educational & Instructional Considerations**

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8. Discuss the controversy with the present federal definition of E/BD and list three advantages of the National Mental Health and Special Education Coalition definition.

9. Why do estimates of the prevalence of E/BD vary so much across different studies?

10. Differentiate between externalizing and internalizing behavior disorders by writing two brief case descriptions of students with these types of E/BD.

11. Provide examples of 2 biological, 2 family, 2 school, and 2 cultural factors that contribute to E/BD.

12. What procedures are used to identify students with E/BD? Critically evaluate the adequacy of existing measures and techniques for this purpose.

13. Choose one of the Descriptors identified in class: “Perceiver as definer”, The Four Elements”, or “The Dimensions of Analyzing and Measuring Children’s Behavior.” Identify the researcher if applicable and describe the concepts and elements. Also discuss how by using this measurement/descriptor, it could help you understand a child with E/BD in your class.

14. **Describe approaches** to reduce bullying in schools. Be sure to discuss who should be involved and what should be involved.

15. Identify behavioral characteristics of Oppositional Defiant Disorder (ODD). Describe a child/youth who has ODD. Identify and discuss classroom interventions.
**Chapter 9: Learners with Communication Disorder**

1. Definitions
2. Communication Variations
3. Language Disorders (omit language development)
4. Speech Disorders
5. Educational Variations

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6. Distinguish between disorders of language and disorders of speech and provide two examples of each (define each example).
7. Describe each of the five subsystems of language (phonology, morphology, syntax, semantics and pragmatics) and, for each, provide an original example of an error that would be made by a child who has difficulty with that subsystem.
8. Distinguish between communication disorders and communication variation. When might a communication variation demand special teaching?
9. Provide an illustrative example of each of the four common articulation problems. When are articulation problems considered to be a disorder?
10. Discuss the processes and functions of the communicative mechanism (chart from class).

**Chapter 12: Learners with Autism Spectrum Disorders**

1. Historical Context: Kanner's and Asperger's Papers
2. Definition of Autistic Spectrum Disorders
3. Causes: (Early Causal Theories and Today's Causal Theories)
4. Psychological and Behavioral Characteristics
5. Educational Considerations
6. Assessment of Progress
7. Early Intervention
8. Transition to Adulthood
9. Videos on autism

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10. Why is "autism" more appropriately thought of in terms of the broader phrase "autism spectrum disorder"?
11. How is Asperger's syndrome diagnosed, and why is it more difficult to assess than autism?
12. What areas particularly need to be assessed for students with autism spectrum disorders, what are appropriate methods of assessment, and what special concerns are there regarding assessment?
13. Describe three strategies to help a student with autism be more included in a general education classroom.
14. What characteristics should early education and interventions for students with autism have?
15. What features should be present in a transition plan for students with autism spectrum disorders?