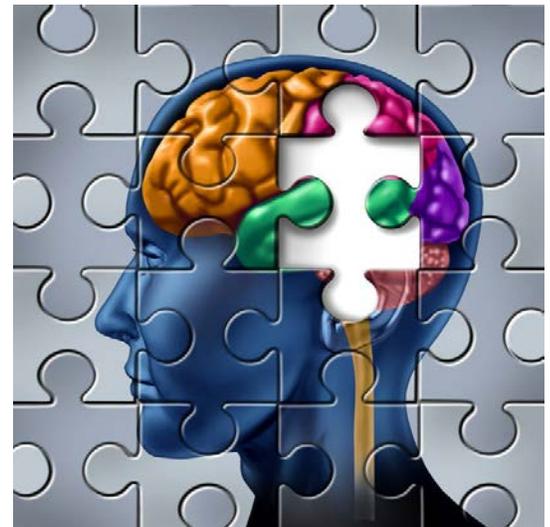


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## Supporting Students with Emotional/Behavioral Disorder

Emotional or Behavioral Disorder (EBD) refers to a condition in which behavioral or emotional responses of an individual are so different from his/her generally accepted, age appropriate, ethnic or cultural norms that they adversely affect performance in such areas as self care, social relationships, personal adjustment, academic progress, classroom behavior, or work adjustment. Many students with EBD also have expressive and receptive language disorders that impact their ability to communicate with peers and adults.



Each student with EBD will have characteristics that are unique to that individual. These students may have specific emotional characteristics/conditions such as anxiety disorder, mood disorder, oppositional defiant disorder, autism-spectrum disorder, bi-polar disorder, schizophrenia, and attentional disorders. Regardless of the diagnosis or label, it is important to recognize the functional limitations of these students, so self-management strategies, interventions and accommodations can be provided.

### Impact on Learning and Working

Students with EBD can be found at every level of cognitive functioning. They often have above average level intelligence and are very creative. Their strengths may go undetected, because others may be put off by their fluctuating emotions or behaviors and not tap into their skills and abilities. Students that exhibit externalizing behaviors are at the greatest risk for continued deficits in academic and workplace functioning. So to effectively manage students with EBD in a Job Corps setting will require staff to provide emotional and behavioral supports that leverage their strengths and foster the replacement of problem behaviors with more appropriate behaviors and choices.



For more information on EBD, see the Supporting Students with Emotional/Behavioral Disabilities and Behavior De-escalation Strategies [Part 1](#) and [Part 2](#) webinars located on the Job Corps Disability Website

# Students with EBD (cont'd)

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## Shifting From Deficits to Strengths

Shifting from a deficit model that focuses on multiple risk factors and moving toward a focus on strengths is a difficult, yet necessary, step to foster resilience, enhance competence, and facilitate successful academic and career technical experiences for Job Corps students with EBD. Generally, academic achievement and problem behaviors often go hand-in-hand for these individuals. When developing an Accommodation Plan for students with EBD, the Reasonable Accommodation Committee will want to consider emotional and behavioral accommodations that will support the student in all areas of the program.

## Universal Design for Learning (UDL) and EBD

Universal Design for Learning (UDL [www.cast.org](http://www.cast.org)) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. UDL provides a way to prepare and respond to the functional limitations associated with EBD (and all disabilities). By designing environments and tools with disabilities in mind from the start, staff and students all benefit from proactive rather than reactive solutions.

Assistive Technology (AT) can play a major role in UDL-type solutions. Low tech AT such as behavior charts, vision boards, graphic organizers, and reminder devices provide immediate structure and feedback to support students with EBD-related functional limitations. Other forms of AT include specific apps that help students with EBD-related conditions such as anxiety, frustration, attentional issues, impulsivity, social challenges, etc. (*Refer to Spotlight on Assistive Technology section*)

## Functional Limitations and Accommodations

The following table outlines some common functional limitations and possible accommodations to support students with EBD.

<p><b><u>Functional Limitation</u></b></p> <p>Issues with Communication</p>  <p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"><li>➤ Allow alternate format(s) for communicating (e.g., written response in lieu of verbal response)</li><li>➤ Provide advance notice of topics to be discussed to help facilitate communication</li><li>➤ Provide extended time on assignments, responses, tasks, tests</li></ul>	<p><b><u>Functional Limitation</u></b></p> <p>Self-Control</p>  <p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"><li>➤ Provide positive examples of self-control</li><li>➤ Provide praise and positive reinforcement when student demonstrates self-control</li><li>➤ Allow student/staff cues for need of time-out or break to redirect or decompress</li></ul>
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# Students with EBD (cont'd)

## Functional Limitation

Difficulty with Change



## Accommodations

- Maintain open channels of communication between the student and the instructors in order to ensure an effective transition
- Provide weekly or monthly meetings with the student to discuss classroom, workplace, or center issues and production levels—avoid surprising them with negative feedback
- Use timers/reminders to prepare students for upcoming transitions
- Practice key transitions with the student (e.g., moving from one assignment/task/class to another; changes in rules/expectations...)

## Functional Limitation

Lack of Social Skills



## Accommodations

- Teach replacement behaviors and reinforce with praise, privileges, tangibles
- Provide specific, positive feedback when student demonstrates appropriate social skill behaviors
- Provide peer mentors or role models
- Provide video examples of appropriate social skills and behaviors (e.g., YouTube)
- Teach acceptable social behaviors in different contexts (academics, career technical, recreation, residential)
- Allow the student a pass to access supportive adult (e.g., counselor, mentor, Center Mental Health Consultant, another instructor...) when behavior is escalating

## Functional Limitation

Difficulty with Authority  
(Instructors, Employers...)



## Accommodations

- Provide positive praise and reinforcement when demonstrating appropriate behavior with authoritative figures
- Provide written job instructions
- Develop written work agreements that include the agreed upon accommodations, clear expectations of responsibilities, and the consequences of not meeting performance standards
- Allow for open communication with instructors, managers, and supervisors
- Establish written long-term and short-term goals

## Functional Limitation

Maintaining Concentration



## Accommodations

- Reduce distractions in the work area
- Provide space enclosures or a private area to work
- Allow for use of white noise or environmental sound machines
- Allow the student to play soothing music using a headset
- Increase natural lighting or provide full spectrum lighting
- Plan for uninterrupted work time
- Allow for frequent breaks

# Spotlight on Assistive Technology: EBD

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## Anger Thermometer

The [Anger Thermometer](#) app teaches individuals how to identify, understand, and control their feelings and emotions. Using the Anger Thermometer can help students to identify how they are feeling, understand the signs of becoming angry, and/or use coping strategies to reduce their anger and move to a calmer mood to learn and/or interact with others.



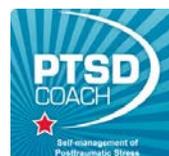
## Mindfulness Bell

The [Mindfulness Bell](#) is an app designed to provide customized reminders to take specified or random breaks throughout the day. The bell is the sound of a Tibetan Singing Bowl.



## PTSD Coach

The [PTSD Coach](#) app was designed by the U.S. Department of Veterans Affairs for people who have, or may have Post Traumatic Stress Disorder (PTSD). The app provides users with education about PTSD, information about professional care, opportunities to find support, and tools that can help users manage the stresses of daily life.



## Mood Meter

The [Mood Meter](#) app is designed to help people with mood disorders and related behavioral challenges. It provides users with the ability to plot their current feelings, and select strategies to shift feelings. The app can be personalized to track feelings, view reports, and receive reminders to check-in with oneself throughout the day.



## Anxiety

The [Anxiety](#) app is designed to help people with stress-related feelings learn how to change their thought process and related behaviors. It provides solutions for problems that trigger anxiety. Users can rate their level of anxiety and select calming activities to perform.



## WatchMinder

The [WatchMinder](#) is a simple wristwatch that can be easily programmed to set up discreet vibrating reminders. It was designed to aid people with Attention Deficit Disorder (AD/HD) and others with special needs in staying focused, managing their time, and modifying their thoughts and behaviors.



E-mail your comments or suggestions to:  
Johnetta Davis, National Health and Wellness Manager  
[davis.johnetta@dol.gov](mailto:davis.johnetta@dol.gov)

# Disability Resources

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## PBIS World

PBIS (Positive Behavior Intervention and Supports) is a website containing links to hundreds of interventions, supports, and resources. It is designed to help guide users through a positive behavior intervention process, starting with behavior identification (e.g., anxiety, impulsiveness, defiance, low self-esteem...) and offers suggestions for interventions and data collection tools.

## Council for Exceptional Children (CEC)

CEC is a professional association of educators dedicated to advancing the success of students with disabilities. The website provides research-based publications, professional development opportunities, and resources to support people working with students with disabilities. One subdivision of CEC, Council for Children with Behavior Disorders, provides a free bi-monthly newsletter (Behavior Today) containing various strategies, tools, interventions, and accommodations for people with behavioral/emotional-type challenges.

### Upcoming Webinars

- Disability Coordinator Orientation Part 3: Other Disability Program Requirements
- Need Accommodation Solutions: Ask JAN (focus on Learning Disabilities and Intellectual Disabilities)
- Disability Program Administration: Auditing (Disability Data and Accommodation Plans)
- Disability Partnerships
- Disability Coordinator Orientation Part 2: RA Process

Please check the [Event Registration](#) page on the [Job Corps Community Web site](#) for dates/times

## Accommodation by Disability Resource Handouts

Have you seen the new **Accommodation by Disability Resource Handouts**? They are located on the Job Corps Disability Website in the [New Items](#) and [Tools](#) sections on the [Home](#) page. There are a total of **twenty** individual resource sheets providing basic accommodation suggestions for several common disabilities in the Job Corps population including learning, ADHD, behavior/conduct, anxiety, and psychotic disorders.

### Regional Disability Coordinators

- Boston: Kristen Philbrook ([philbrook.kristen@jobcorps.org](mailto:philbrook.kristen@jobcorps.org))
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