

A Critical evaluation of how the two ALN strategies could support children with Emotional and Behavioral Disorders.

What is Emotional and Behavioural Disorders (EBD)?

Emotional Behavioural Disorders is an emotional disability defined as the lack of interpersonal ability to build or maintain successful relationships with others; or the difficulty to achieve learning which could not be explained by any intellectual, sensory or physical health issues. Children who have EBD consistent with diverse types of inappropriate behaviour or emotions under normal conditions. For example, a continuing displayed tendency of hyperactivity, depression, self-harm, anxiety, physical confrontation or aggression and so forth. EBD affects children's emotions, the way how they perceive and comprehend messages in situations. Children with EBD often have a lack of impulse control on actions and performances that affects their socialisation, their opportunities in learning, and the development of their social and emotional well-being. (British Medical Association, 2013).

Strategy 1: Time-out Approach

The time-out approach is a form of behavioural modification strategy for children with EBD that involves a temporarily separation of a child from an environment or situation, mostly when aggressive behaviour or defiant behaviour, such as fighting or arguing occurs. Children may receive in-class or out-of-class time-out, either as a disciplinary consequence, or as an occasion to resolve their emotions and temperament. This is a strategy based on the cognitive-behavioural models under the four main strategies that are targeted for EBD interventions. Brewer (2006) explained that this type of cognitive-behavioural model are planned for reducing the child's aggression and improving their social skills. This type of strategy aimed to reduce what is defined as the root cause of aggressive or socially inappropriate behavior, such as letting children to understand their feelings of anger and the reasons behind it, in order to learn to recover from upsetting events.

Evans et al. (2004) identified that the aim of the strategy is to allow children with EBD to have the opportunity to resolve own emotions and behaviours. Children may elect to enter a Time-out Room if they are feeling overwhelmed or upset. However, a Time-out Room may also be used to isolate a child who is being unsafe towards themselves or others. It provides the opportunity for children to have the time to cool themselves down to avoid any enlargement of negative or aggressive behaviours that might harm themselves or others physically or emotionally. Besides, it is also used as to modify children's discipline to let children rethink their own actions and performance.

Choate (2004) stated that one of the most essential ability children with EBD have to develop and possess is their ability to control own emotions and to recover themselves from upsetting situations. Offering children the chance to go for a 'time-out session' can benefit them by allowing them to develop empowerments on their own emotions, and are encouraging them the opportunities to have their own time and space to learn to modify own emotions. Jones and Jones (2004) defined that although children are allowed the time and opportunity to resolve their emotions, if there is no supervision from others, children with EBD will still find it hard to settle their feelings as they are unsure what and how to do. Besides, study from Brewer (2006) argued that the time-out approach only benefits children in the circumstances but doesn't enhance children's skills and learning on how to develop a better self-control on emotional and behavior aspects.

Strategy 2: Setting Well Defined Limits and Rules

Practitioners may establish some clear and simplified limits and rules with the child. They could first identify the main causes that are affecting children with their learnings. After the observation and assessment of individual child, they could decide some essential rules on their own. Then, to conduct a planning with the child, which include reflecting with the child their usual behaviours and the reasons behind those behaviours. For example, asking whether the child find it hard in some situations during the learning process, which to include the child's view and concerns within the planning. Then, discuss with the child on those behaviours, for example why and how those behaviours are affecting the learning process and to establish some rules with the child to support them in their learning.

Farley et al. (2012) offered some decisive factors for establishing classroom rules:

1. Rules that are created to prevent certain behaviors, such as physical aggression or tardiness from occurring. They are also set into place to promote appropriate behaviors, such as completion of tasks and respectful manners.
2. Rules preside over the relationships that students have with each other and staff members, how they spend their time during the school day, and how they access and care for school property.
3. Rules that are consistent across circumstances and environments.

The General Teaching Council for England (2004) explains that the main benefit from this strategy is that children with EBD could start to develop the abilities on following simple directions when the messages are clear and simple that could allow them to perceive and comprehend the messages. Besides, it also sets a limit for children to know their boundaries in actions, and to understanding the reasons behind those limits. However, Brewer (2006) argued that children might still find it hard to comply the rules when something that affects them happens and they could not control their behaviours and emotions. The rules will only be used in off-task behavior and disruptive behavior, but not when aggressive behavior occurs.



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