



# Support Services For Students of Special Education With Emotional And Behavioral Problems

Ming-Tsang Tsay, Shu-Li Cheng, Fang-May Liao, Yan-Nan Chiue  
Taipei City East Special Education Resources Center

## \*BACKGROUND

Due to the influence of the trend of inclusive education, more and more students with special needs stay learning in ordinary class. They not only disturb schoolmates and themselves but also give their teachers and school related personnel a big challenge if they have emotional and behavioral disorders. Therefore, ordinary teachers and special education teachers both need to have more abilities of solving emotional and behavioral problems, and also need more professional assistance to support them. In view of this, the Department of Education of Taipei City Government established a "Taipei City Students with Special Needs Emotional and Behavioral Problems Intervention Team" in 2003. The team assists with severe emotional and behavioral control cases that had been referred from various schools.

## \*WORK CONTENTS

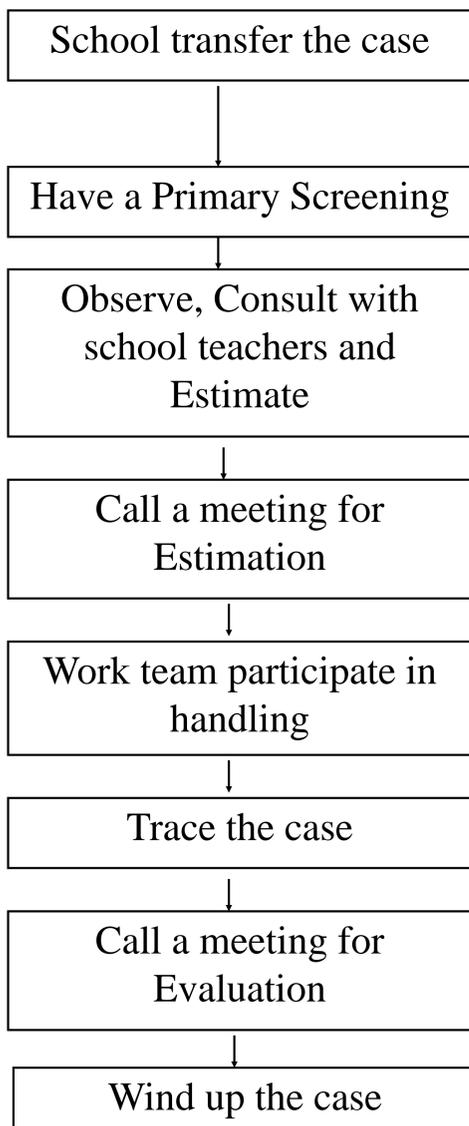
The team consists of teachers who accepted the professional training and assist with cases by the way of positive behavioral supports. Besides helping schools to deal with the cases, these teachers do some works which tallies the goal of prevention, including a survey on the adaptation conditions of new students with special needs, a telephone service to offer consultation about emotional and behavioral problems, a psychiatric and medical consultation for school, studies and workshops about emotional and behavioral problems.

## \*METHODS

### 1. direct methods :

Helping schools to deal with the students of special education with emotional and behavioral problems (offering consultation, assisting in dealing with problems, cooperating with teachers in carrying on curriculums which contain social skills, emotional management, concentration training, etc., assisting in proceeding with parents teacher communications).

### Service Procedure



★ The school teachers fill out the application form. (They can offer the documents of counseling and individualized education program later.)

★ Check the qualification of the case

★ Observe, Interview and collect data to make an estimate of the whole condition and do functional assessment.

★ Check the qualification of the case

★ Design and carry out the strategies.

★ Interview, observe, and consult

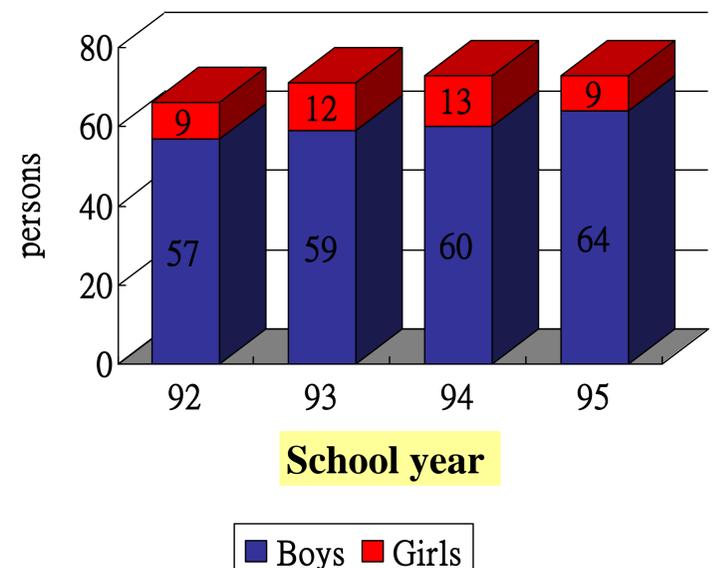
★ Discuss the effect of handling, and evaluate if the case is wound up or not.

★ Deliver the report to school as a reference.

### \*the effects of the professional supports :

The team sends feedback forms to schools every end of the semester. School teachers write down their satisfaction, and their opinions will be the reference to the team. The feedback forms retrieved tell us that school teachers are very satisfied with the services (90%) which benefit cases and schools.

### The table of the cases transferred by schools over the years



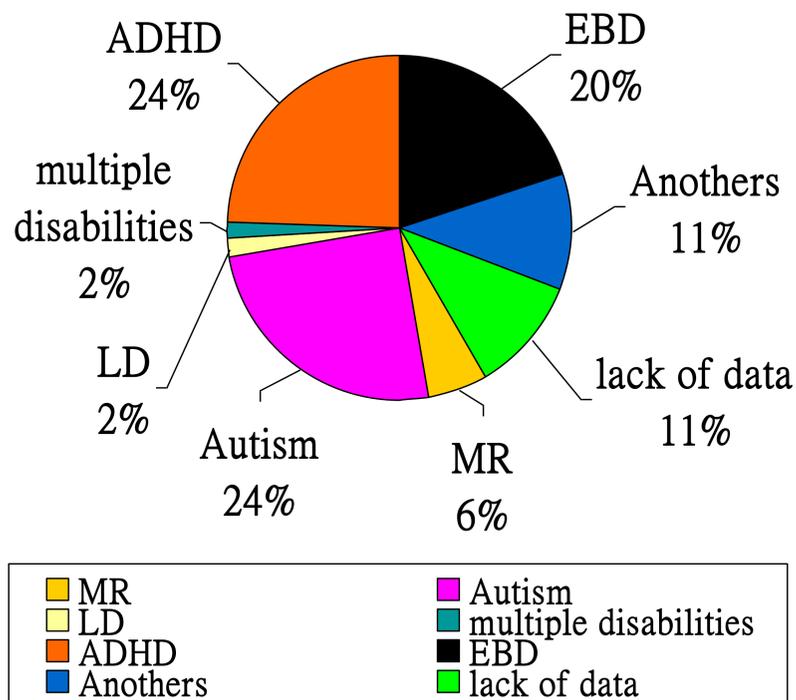
There has been 283 cases for four years, There are nearly seventy cases per year. Boys account for a large part of population. (84.8%).



# Support Services For Students of Special Education With Emotional And Behavioral Problems

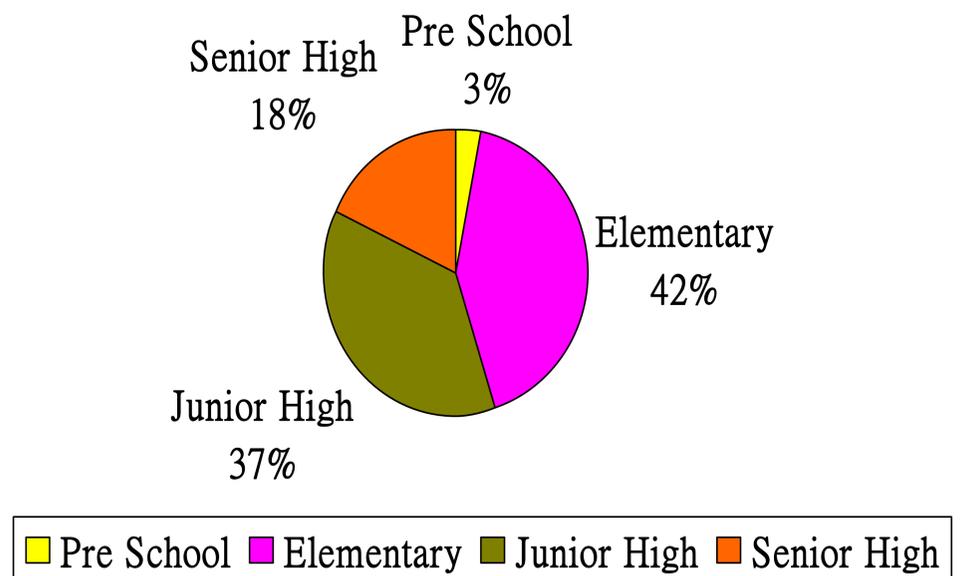
Ming-Tsang Tsay, Shu-Li Cheng, Fang-May Liao, Yan-Nan Chiue  
Taipei City East Special Education Resources Center

## The kinds of disabilities according to medical diagnosis



The most cases are diagnosed as Autism or ADHD.

## Analyses of the educational levels of the cases



There are more cases studying in elementary schools.

## 2.indirect methods :

(1) a survey on the adaptation conditions of new students with special needs

The team send out the questionnaires, investigating the adaptation conditions of new students entering elementary, middle, and high/vocational schools and either identified or suspected to have Autism, EBD, or EBD w/learning disabilities. The challenged students will be given phone interviews and school visits. The teacher of the team will fill out the feedback form to offer the suggestions.

(2) a telephone service to offer consultation about emotional and behavioral problems

The teacher of the team offer a telephone service at pm1:30 to 4:30 on Monday to Thursday every week. They will provide suggestions, teaching strategies, parent education, and knowledge of special education.

(3) a psychiatric and medical consultation for school

There are a doctor in department of psychiatry and a teacher of the team offering interview chances to school teachers once per two weeks. They provide suggestions, teaching strategies, class management, parent-teacher communication, and medical consultation.

(4) studies and workshops about emotional and behavioral problems

The team make a study of "the share about the case of EBD" and a workshop of "Dealing with emotional and behavioral problems." The contents of the workshop include a general idea of dealing with behavioral problems, evaluating the functional behavior and requirements of the case with A-B-C strategies, designing the antecedent strategies, behavioral training, and consequent strategies according to the evaluation.

## \* Difficulties and limitations :

(1).The cases' behavioral problems are usually sticky and complicated, professional support teacher should combine resources in whole school and even out of school, and consult parents and school teachers. The pressures and frustrations result decreasing of members.

(2).The teacher who wants to participate in the team should have professional knowledge and practical experiences. It is not easy to be a professional support teacher.

## \* Suggestions :

(1). Propagate the information of the team to the schools and districts which transfer only a few cases.

(2). More workshops of "Dealing with emotional and behavioral problems" can help more teacher learning strategies and knowledge.

(3). Conduct parents grow-up group to let parents have basic knowledge and abilities.

(4). Collect successful cases into a booklet to supply them to teachers for reference.