Characteristics of the SIED population, which may be helpful when reviewing this document: {taken from the Rules (for the) Administration of the Exceptional Children's Educational Act 2.02(5)(a)}

- May exhibit pervasive sad affect, depression and feelings of worthlessness; cries suddenly or frequently.
- May display unexpected and atypical affect for the situation.
- May display excessive fear and anxiety.
- May persist in physical complaints, which are not due to a medical condition.
- May exhibit withdrawal, avoidance of social interaction and/or lack of personal care to an extent that maintenance of satisfactory interpersonal relationships are prevented.
- May appear out of touch with reality; have auditory and visual hallucinations, thought disorders, disorientation or delusions.
- May have difficulty getting mind off certain thoughts or ideas; unable to keep self from engaging in repetitive and/or useless actions.
- May display consistent pattern of aggression toward objects or persons to an extent that development or maintenance of satisfactory internal relationships are prevented.
- May demonstrate pervasive oppositional, defiant or noncompliant responses.
- May demonstrate significantly limited self-control, including an impaired ability to pay attention.
- May exhibit persistent pattern of stealing, lying or cheating.
- May demonstrate persistent patterns of bizarre and/or exaggerated behavior reactions to routine environments.
ESSENTIAL LEARNINGS FOR STUDENTS WITH: EMOTIONAL DISABILITIES (ED) (Significant Identifiable Emotional Disability—SIED)

Students with Emotional Disabilities need to learn to:

1. Understand and Maintain Physical Health
   • Know the effects of behavior on health in order to make healthy, personal choice
   • Know and understand the effects of nutrition and medication on managing behavior and emotional well-being
   • Know about the relationships between personal lifestyle choices and resulting diseases
   • Know about the use and abuse of medication, drugs, and alcohol
   • Learn the signs that indicate a need for seeking health care

2. Develop Personal Responsibility
   • Learn strategies to prevent and respond to potentially harmful behaviors and situations
   • Learn and practice personal hygiene, promoting social acceptance and personal relationships.
   • Learn how to play an active and responsible role in determining the outcomes of events
   • Learn when it is necessary to comply with social expectations, and community norms and rules

3. Develop Coping Skills
   • Learn a variety of strategies to plan, organize and manage daily routines and meet personal goals
   • Learn to identify and manage big and little stresses
   • Learn how to identify and deal with personal emotions and those of others
   • Learn strategies to cope with challenging people and situations

4. Develop Problem Solving and Decision Making Strategies
   • Learn to define a problem and select from a variety of options
   • Learn and use a variety of strategies for solving problems and making decisions
   • Learn how to recognize when change is necessary
   • Learn strategies for handling change

5. Self-Advocate
   • Know how to get community resources that provide support such as mental health, job and housing, and legal assistance
   • Learn strategies for asking for help and how to request the supports that you need
   • Learn personal strengths, weaknesses, needs, and abilities and how these relate to your daily functioning
   • Learn how to resolve issues of fairness and differing opinion with
adults and peers

6. Understand Human Behavior
- Learn how to identify and manage feelings
- Learn about the wide range of human social and sexual behavior
- Learn how behavior is affected by cultural values and personal experiences such as parenting and upbringing
- Learn to tolerate diversity in people and experience
- Develop personal behavior management skills
- Learn to identify the outcomes achieved by specific behaviors such as attention getting behaviors and the need to belong
- Learn new behaviors, which replace the ineffective ones and practice in a variety of settings
- Learn to recognize situations and events that cause emotional or behavioral responses and develop ways to manage those responses

7. Use Effective Student Behaviors
- Learn to manage time and materials
- Learn to work independently and as part of a team
- Learn effective skills for interacting with adults as well as peers in social and academic settings
- Learn to recognize when you are getting nervous or anxious in academic and social settings and use effective coping strategies
- Demonstrate how managing time effectively, using organizational strategies, and other learning aids can increase your ability to focus on learning new skills
- Learn to recognize and accept authority

8. Make and Keep Friends
- Learn how to select, develop and maintain friends who support appropriate behavior
- Learn how to resolve issues that occur as friendships grow
- Learn to support appropriate behavior of your friends
- Learn to separate personal needs and goals from those of a peer group and the skills for coping with peer pressure
- Learn effective social skills

9. Live Independently
- Learn to set long and short term goals
- Develop a specific career goal which matches with personal strengths and interests
- Develop a system of supports for coping with life after high school
CLASSROOM PRACTICES FOR STUDENTS WITH: EMOTIONAL DISABILITIES (ED) (Significant Identifiable Emotional Disability--SIED)

To provide effective classroom practices to students with emotional disabilities, educators need to:

1. Provide a Safe, Nurturing and Accepting Environment
   • Physical Environment
     • Arrange tables, desks, chairs, and work spaces so that the physical space suits the need of each student.
     • Allow students whose activity levels are high to listen and do work in flexible seating arrangements (i.e., sitting on the floor, standing, using a table rather than a desk).
     • Create private spaces for students where they can withdraw from the group when they need to be alone.
   • Routines and Procedures
     • Encourage student input when creating classroom rules and procedures.
     • Post rules and routines and adhere to them.
     • Notify students whenever possible in advance when routines will be interrupted.
     • Schedule activities, small and large group instruction, and other classes in such a way that the activity and attention spans of students are accommodated.
     • Teach and review the routines and procedures that students need for transition from a variety of activities such as large to small group activities and from the classroom to the lunchroom.
     • Create opportunities to practice routines and procedures.
   • Social Environment
     • Support failures as learning opportunities.
     • Use humor with students.
     • Provide students with opportunities to make choices and discuss the outcomes of those choices.
     • Teach students to work and play with their peers through positive interactions.
     • Model and reinforce appropriate social interactions with peers and adults.
     • Encourage students to take responsibility for the classroom atmosphere and to improve it when it is unsatisfactory.
     • Allow students time to evaluate their own interactions with others.
     • Be able to recognize and admit mistakes.
     • Establish a group identity for a class or class period by allowing everyone to play a critical role.
     • Establish and maintain clear boundaries between adult and student.
2. Help Students to Learn to Manage Their Own Behavior
   • Classroom Management Systems
     • Set clear, concise and achievable standards for behavior in your classroom and make sure that students and their families know what the standards are.
     • Use structure, consistency, reinforcement, feedback, consequences and cues to assist students to meet the standards.
     • Understand that students have different abilities and modify your expectations based on those individual abilities.
     • Use logical and natural consequences to help your students learn to manage their own behavior.
     • Reinforce students to meet standards and encourage students who are less successful.
     • Promote an atmosphere that respects students' feelings and abilities.
     • Recognize when students are frustrated with an activity so that it can be modified.
     • Address issues of fairness.

3. Know and Use Effective Teaching Practices
   • Practice Strategies
     • Provide feedback and encouragement as students try out new skills.
     • Provide homework that students have the ability to complete.
     • Provide opportunities for students to role-play and practice interpersonal skills.
     • Provide ongoing feedback to students.
     • Provide practice of new skills in a variety of environments.

   • Instructional Strategies
     • Use a variety of age appropriate activities, methods and materials when teaching.
     • Create simulations or provide hands on experiences that help students understand a new concept.
     • Encourage students to try new ideas, ask questions, and risk failure.
     • Use examples from your students’ lives to teach concepts.
     • Review daily what has been taught.
     • Provide opportunity for cooperative learning.
     • Incorporate social skills and life skills throughout the curriculum.

   • Crisis Management
     • Plan for potential crisis situations that includes necessary building staff.
     • Provide a variety of options for students in crisis and reinforce their use (i.e., voluntary time out, going to the counselor, principal).
     • Teach students in non-crisis times to use options.
     • Learn to recognize a crisis, when to ask for assistance, and when to follow the crisis procedures.

   • Individualizing Discipline Procedures
     • Write individual plans and evaluate their effectiveness regularly.
     • Involve students, their families and other school professionals in developing an individual behavior support plan.
     • Balance proactive with reactive strategies and consider students’ strengths and needs when writing behavior plans.
ASSESSMENT STRATEGIES FOR STUDENTS WITH: EMOTIONAL DISABILITIES (ED) (Significant Identifiable Emotional Disability--SIED)

In assessing the learning of students with emotional disabilities, educators need to:

1. Consider Evaluation Methods
   • Use a variety of ways to test for knowledge including verbal responses, portfolios, shortened tests, open book tests, self-evaluation, illustrations, computers and peer evaluation.
   • Develop the criteria on which students will be evaluated and provide those criteria to students at the beginning of a unit or class.
   • Include teachers, parents, peers, and other significant people in the students' lives in evaluating how the students are doing in using both academic and social skills.
   • Assess students' knowledge when they are in a non-agitated, non-crisis mode.
   • Allow students to use alternative environments, move around or change seats during testing, or complete testing at a later time if that may improve performance.
   • Critique works in progress and provide a series of tests over time so that the student receives useful feedback.
   • Provide students with information on performance relative to themselves and their peers.
   • Provide opportunity to retake test or redo lessons using feedback from the first attempt.

2. Consider Environmental Modifications
   • Provide people and/or technology as support (i.e., tape recorders, scripters, readers, computers).
   • Be flexible in choosing the environments in which assessment takes place (i.e., secluded area).
   • Make time adjustments when needed that allow for extra time, shorter time frames or varied time of day.
   • Be flexible in methods of testing such as written or verbal.
   • Match written test design to students' strengths (i.e., multiple choice, fill-in the blank, true-false, essay, matching).

3. Include Opportunities for Demonstrations
   • Create situations where students exhibit their skill acquisition and evaluate their performance.
   • Evaluate the student's problem solving process as well as the end product.
   • Use portfolios that show examples of work from the beginning to the end of a unit or class.
   • Allow for group presentations.
   • Assess students in real life situations and evaluate their use of skills (i.e., behaving in social settings, relationships with others in personal and community settings).
SERVICE OPTIONS FOR STUDENTS WITH: EMOTIONAL DISABILITIES (ED) (Significant Identifiable Emotional Disability--SIED)

• For students with emotional disabilities to have adequate opportunities to learn, schools need to:
  1. Assure that each student has access to an adult in the building to build a trusting relationship.
  2. Provide opportunities for collaborative co-teaching to occur between mental health faculty, special educators, and general educators through common planning times, flexible scheduling, team meetings, and shared professional development.
  3. Use community resources such as recreation facilities, clubs, and other experiential education activities to augment the school curriculum.
  4. Coordinate with other human service agencies to ensure that the mental health, social and legal needs of students are met.
  5. Provide a variety of career and work opportunities and the necessary supports so that students will graduate from school and support themselves through work.
  6. Provide off-campus learning opportunities such as job sites in the community, job shadowing, service projects, and experiential/outdoor education.
  7. Work with families to involve them in their student's education through a variety of means including the use of conferences, telephone calls, voice mail, computers, regular written logs and home visits.
  8. Work with families to assist in providing parenting skills, understanding their child's unique needs, understanding legal issues which relate to their children, and accessing community resources.
  9. Provide students with opportunities for support in crisis including access to a supportive adult, counseling and support groups.
  10. Provide students with the opportunity to remove themselves from the classroom setting when their emotional or behavioral needs indicate a need for a physical change.
  11. Allow for flexibility in scheduling including adjusting start and finish times to the school day, class scheduling, use of breaks, involvement in community activities, and alternative course options.
  12. Consider student-teacher ratios in programming for students with social and behavioral needs which accounts for the need for individual and small group instruction and behavior and classroom management.
  13. Provide staff development and continued support to assist personnel in understanding and working with students with significant social, emotional and behavioral needs.
  14. Provide critical information regarding behavior issues to appropriate school personnel.