

IDENTIFICATION AND ASSESSMENT OF LEARNERS WITH EMOTIONAL AND BEHAVIORAL DISORDER (EBD)

Introduction

This topic covers the identification, assessment, and diagnostic processes for learners with Emotional and Behavioral Disorders (EBDs). It explains the criteria for identifying EBD, including both diagnostic and exclusionary conditions, and the various methods employed for assessment. The methods include clinical and specific diagnostic interviews, observation, standardized psychological tests (such as projective and objective tests), achievement and attitude tests, functional behavioral analysis, neuroimaging, and DSM-5. Additionally, the topic highlights the importance of validity and reliability in EBD assessment, providing strategies to ensure accurate and consistent findings, such as using multiple tools, cross-setting diagnosis, and involving various diagnosticians.

Audience

This topic is intended for educators, special education personnel, parents, school psychologists, and other professionals working in the field of early childhood education and special education.

Length of the Topic

The topic is designed to be covered for 2 hours, depending on the depth of conceptualization and discussion.

Topic Outcomes

Upon completion of this topic, audience will be able to:

- Identify the diagnostic criteria for Emotional and Behavioral Disorders (EBD).
- Differentiate between the symptoms and exclusionary criteria for EBD.
- Understand the assessment process for EBD, including various methods and tools.
- Evaluate the validity and reliability of EBD assessment tools and procedures.
- Apply best practices in identifying and assessing EBD in educational settings.

Technology Requirements

- Computers and tablets with internet access.
- Assistive technologies for audiences with disabilities.
- Access to standardized psychological testing tools, if available in the educational setting.

Identification and Assessment of Learners with Emotional and Behavioral Disorders (EBDs) Overview

The general identification of a learners with EBD is done through the **diagnostic criteria in which a child should show the symptoms** for the suspected EBD. Symptoms are used as initial **identification criterion** in which a child or a victim must show behavior that are associated with EBD and such behaviors must; deviate from normal, must occur frequently (6 months to 1 year), must be severe, that all symptoms for the suspected EBD are shown and the consequence of the behavior is very destructive (N.B. the symptoms can be just few but being severe enough for them to qualify being EBD). Equally, they must distress the suspect or other individuals around, must affects child's learning or person's occupation, daily routine, must cause danger to the self and other people around. But the **Exclusionary criterion should seriously be applied that**, the behavior is not a result of medical condition, substance abuse, age, or disability.

Assessment for a Child with EBD

An assessment is a process of collecting information for the aim of specifying (speaking about specific type of EBD), verifying (identifying exact/accurate symptoms for a type of EBD), knowing the severity (if the victim has all symptoms necessary for EBD or the few with severe consequences for causing EBD) so as to make decision (intervention).

What should Assessment for EBD involve?

- Full physical examination; this is the process of the child suspected for a kind of EBD to attempt full physical diagnosis of diseases. The aim

is to know if a child suffers from diseases like malaria, cancer, diabetes or any other disease that would be causing abnormal symptoms to the child. A child can qualify to be the EBD suspect if h/she is free from any other form of a disease.

- General diagnostic interview; this involves the interview a psychologist does with the EBD suspect. The interview involves general questions like who are you, where are you from, what is your tribe, what things you like mostly, what things you hate mostly, asking his background and the background of his/her parents, his dominion, his friends, hobbies etc. If a person doesn't reply or give answers accordingly that person may be suffering EBD. If the person may be not capable of responding, his/her primary caregiver will alternatively be interviewed.
- Specific diagnostic interview; this is an interview which is done between the psychologist and the suspect about the specific symptoms of the particular EBD. If a person is suspected with depression, generalized anxiety disorder, post-traumatic stress disorder, conduct disorder ect, the psychologist will prepare the interview schedule concerning the type of EBD h/she suspected. The interview guiding questions are accordingly set to the type of EBDs

Assessment Methods

1. Clinical interview

This is a method which directs its question to the person suspected to the certain type of EBD with the aim of assessing his/her cognitive/clinical aspects. The answers a person gives provide clue whether he/she is a victim of the suspected EBD or otherwise. For example, a psychologist asks what

is your name? then the suspect answers I am Jesus Christ, I came here yesterday and expect to get back to the heaven right now.

2. Observation; observing the suspect in multiple settings

3. The use of standardized psychological tests

- Projective test

It is often used for diagnosis of emotional and behavioral disorder. The major goal is to assist/help the affected reveal their inner wishes, conflicts, feelings and fantasies. It is a test that demands a victim to reveal his/her feelings, conflicts, fantasies on a given task

- Objective test

In objective test the teacher/school psychologist prepares questionnaire in relation to suspected EBD. If the child/victim deviates from what is being asked to prove abnormality then the psychologist could easily notice the problem a person is suffering

- Achievement and Attitude Assessment Instrument

This measures the level of mastering that a child must have in progress to new skills which are pre-knowledge and age determining knowledge. It has 2 categories

a). Curriculum based Achievement Test (CBAT).

This uses actual items from classroom and curriculum to determine classroom skills/progress either below, high or low categories.

b). Teachers' made Achievement Test (TAT)

This determines what students have learnt at a period of time to the end of the year/term.

- Functional Behavioral Analysis (FBA)

This helps to discover what reinforces/pushes student to exhibit the behavior (where does behavior originates). It involves observing and determining the students' behavior and the events resulted from the behavior. Such a behavior must occur across several contexts and for a long time

4. The use of Neuroimagine;

This is the use of electronic devices like IMRA, CT SCAN, EEG, PET to assess the biological source of EBD in a person. It lies on the biological aspects of neurons, neurotransmitters, the impacts of neurons being above or below normal.

5. The use of DSM 2013, version 5

This analyses number of EBD's, the symptoms, the diagnosis, how to read it when to use for assessment of the suspect ect.

Validity and Reliability in Assessment of EBD

Validity in assessment of EBD means the assessment tool/s assessed what they intend to assess. That, if the school psychologist expected to assess depression, he must have applied appropriate tool, appropriate symptoms for the suspected EBD. The necessary procedures and processes for assessing the anticipated particular EBD must have been followed accordingly. This helps to make the assessment to be valid for it to provide correct/right findings about the targeted type of EBD.

Reliability

Reliability means the extent to which assessment tools provide consistent results over time. This means that, whether the assessment is re-attempted

by a similar psychologist after some time, it produces similar results. Whether the assessment is done by another person using similar tools, the findings will be similar with the once found by the formal psychologist. This is what it means by consistence of findings about the assessed type of EBD, which is literally called reliability.

How to insure Validity and Reliability?

- The use of more than one tool or procedure for assessing one EBD
- The use of multi-diagnocians with the aim of comparing results
- The application of cross-setting diagnosis, this means the process of observing the behavior of the suspect in different contexts to see whether the problem is due to a particular setting or it is within a person.

By gathering information from different people, for instance from parents, teachers, peers, the individual him/herself ect to find the consistence of findings for the type of EBD to qualify or not.

References

1. https://pepsic.bvsalud.org/scielo.php?script=sci_arttext&pid=S1516-36872024000201300
2. <https://opentext.wsu.edu/behavioral-disorders-childhood/chapter/module-3-classification-assessment-diagnosis/>
3. <https://csi.pressbooks.pub/introtopsydisorders/chapter/3-2-diagnosing-and-classifying-abnormal-behavior-2/>
4. <https://iris.who.int/bitstream/handle/10665/375767/9789240077263-eng.pdf?sequence=1>
5. <https://link.springer.com/article/10.1007/s00787-016-0918-2>