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Language Interventions and Social-Emotional Learning Helps Students Who Are Emotionally Disturbed

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Language Interventions and Social-Emotional Learning Helps Students who are Emotionally — Disturbed

Megan Walsh

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Scholarly and Creative Works Conference, 2019

Agenda

- Important Terms
- Review of Literature
- Statement of the Problem
- Purpose of the Research
- Methodology
- Findings

SNAPSHOT OF A VULNERABLE POPULATION

Students with emotional or behavioral disabilities are a small portion of the students with disabilities overall. But they represent a group that struggles the most in school, and they are often not identified until adolescence, when interventions are difficult to provide.

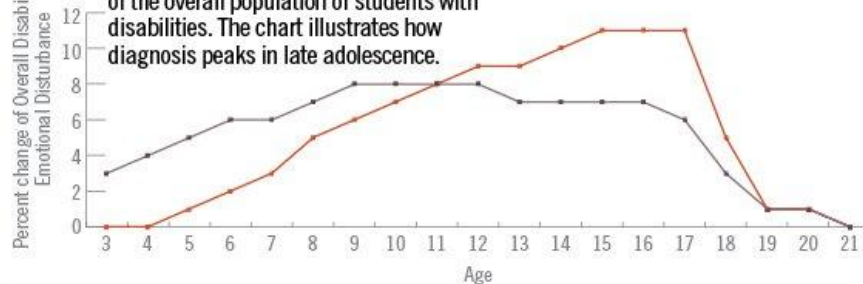
Of the approximately **6 million** students ages 6 to 21 with disabilities, over **335,000**—about **6 percent**



—have an “**emotional disturbance**” (the official term in federal special education law) as their primary disability.

About **52 percent** of students labeled with emotional disturbance are between the ages of 13 and 17, compared to **34 percent** of the overall population of students with disabilities. The chart illustrates how diagnosis peaks in late adolescence.

Percent change of Overall Disability vs. Emotional Disturbance



Students with emotional disturbances
All students with disabilities

Notes: Data is from 2016-17 school year unless otherwise indicated.

Wisconsin was not included in the 2016-17 dataset because of data problems. Illinois, Vermont and West Virginia were not included in the 2015-16 discipline information.

Percentages may not add up to 100 due to rounding.

SOURCES: Education Week Research Center Analysis of IDEA Data, 2018; 39th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2017.

Emotionally Disturbed

1. An inability to learn that cannot be explained by intellectual, sensory, or health factors.
2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
3. Inappropriate types of behavior or feelings under normal circumstances.
4. A general pervasive mood of unhappiness or depression.
5. A tendency to develop physical symptoms or fear associated with personal or school problems.

These students also typically have another disability as well

Important Terms

Inclusive Education

A classroom where students with and without disabilities all learn together



Social-Emotional Learning

1. Effectively manage emotions
2. Set and achieve positive goals
3. Feel and show empathy for other
4. Establish and maintain positive relationships
5. Make responsible decisions

Review of Literature

References on this slide:

Adams, D. (2013).

Benner, G., Nelson, R., & Epstein, M. (2002)

Kahn, I., Hashmi, S., & Khanum, N., (2017)

Maes, Wayne (1966)

Understand the disability and where it came from.

Teachers beliefs about inclusion and students who are ED have a negative impact on their teaching practices.

Needed interventions include academic, behavior, and social goals.

Social-Emotional learning is important to help these students express themselves.

Statement of the Problem

There is currently very little research on what teachers can do to work with students who are Emotionally Disturbed.



Research Questions

1. How do pragmatic language and SEL interventions affect teacher relationships with students who are ED?
2. How do these interventions help the student further develop an interpersonal relationship with their teacher?

Methods

-Location: Local Suburban School

-Participants: 5 students and 5 teachers

Grades: 1st, 2nd, 4th, and 5th grade

The teachers took part in two interviews

The students took part in a 30 minute intervention, twice a week, for 6 weeks

Kimochis

toys with feelings inside



HAPPY



SAD



MAD



BRAVE



EMBARRASSED



FRIENDLY



SORRY



DISAPPOINTED



FRUSTRATED



SILLY



HOPEFUL



LEFT OUT



EXCITED



JEALOUS



CURIOUS



CRANKY



SENSITIVE



PROUD



INSECURE



GRATEFUL



LOVED



GUILTY



UNCOMFORTABLE



SHY



HURT



SURPRISED







SCARED



KIND

The **ZONES** of Regulation[®]

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Mean Terrified Yelling/Hitting Out of Control</p>

First Finding

SEL interventions do, in fact, help students learn how to regulate their emotions.

Teachers reported that students seemed calmer after they used the taught strategies from intervention.

"We love the breathing strategy. He used to get so upset and would just scream. Now he just looks at his bracelet and knows what to do. I can see that he works better when he is calm right after breathing." -2nd Grade Teacher

Second Finding

It is important that the entire school team is aware of and understanding of SEL.

When the teachers knew which students were ED they knew how to talk to them on the playground and outside of the classroom setting.

“Whenever this one gets in trouble by me, he always breaks down. He tells me he can do that in his classroom. I wish I knew that before punishing him at recess.”

Third Finding

Students who were ED struggled to self-regulate once they entered the Red Zone.

The students often seemed out of control in this zone, and teachers could not get them back to green easily.

The teacher asked him to take a break, outside, with the timer. The student refused to do this, and instead he walked over to sit on the carpet.

Red Zone

I need to STOP.



Mad



Yelling



Mean

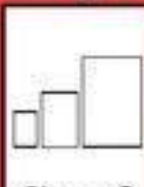


Hands
on

I can try these tools:



Deep
breaths



Size of
problem



Run



Take
a break

Research Questions Answers

-The students learned key skills to help them express themselves in a more purposeful way

-When the students had trouble expressing themselves, they were able to work with their teachers

Resulting in interpersonal relationships forming between the student and teacher!

Implications

How can teachers continue to help students who are ED further their language skills after the intervention?

What can teachers do in the classroom setting to teach SEL to all students?

How could learning specialists, including the speech teacher, work on SEL language skills with the students?

Questions or Comments?

Thank You!