

RESOURCES AVAILABLE

Bruno J. D'Alonzo, Aspen Publications, Rockville, MD 1983. "Educating Adolescents with Learning and Behavior Problems." Covers curriculum and strategies working with parents, IEP's mainstreaming and vocational education for youth with behavior problems.

LDA, 1976. "The Band-Aid Kid." About learning disabled boys who are committed to juvenile institutions in Colorado. The Band-Aid Kid is a complex person who feels unworthy and experiences chronic depression and failure. Gives some possible solutions to what teachers can do to help children with behavior problems and would also be helpful for parents.

Larry B. Silver, MD, McGraw-Hill Book Company, 1984. "The Misunderstood Child." About learning disabilities and the emotional/behavioral problems associated with them. This is a good book for parents to help increase their understanding of children's problems.

LDA of Washington
425-882-0820
<http://www.ldawa.org>

**Washington State Family Educator
Partnership Project**
2638 8th Ave NE
Olympia, WA 98506 1-888-754-8798

**National Information Center for Handicapped
Children and Youth**
PO Box 1492
Washington, DC 20013
1-800-695-0285 (v/tty)
<http://www.nichcy.org>

National Alliance on Mental Illness
<http://www.nami.org>

**Parent Training and
Information (PTI) Offices are
located throughout the State.
Call our main office toll-free at
1-800-572-7368 (v/tty)
for the office closest to you.**

*Children and youth with disabilities have the right
to a free appropriate public education.
IDEA 2004*

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Parent Training and Information Program

Tips for Parents of Children with Behavior Disabilities

**Statewide Parent Training and
Information Center**
6316 So. 12th St.
Tacoma, WA 98465
(253) 565-2266 (v/tty)
1-800-5-PARENT (v/tty)
Fax: (253) 566-8052
E-mail: pave@wapave.org
Website: www.wapave.org

Third Decade of Service

If my child has a behavior problem, will he/she qualify for special education services?

In Washington, a student who qualifies for special education services as seriously behaviorally disabled must have exhibited one or more of the following characteristics over a long period of time and to a marked degree. The characteristics must be shown to adversely affect the educational performance.

They are:

- An inability to learn which cannot be explained by intellectual, sensory or health factors;
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- Inappropriate types of behavior or feelings under normal circumstances;
- A general mood of unhappiness or depression; or
- A tendency to develop physical symptoms or fears associated with personal or school problems.

Remember – students in special education can have secondary behavior problems considered a part of the disability. An example would be a student who has a learning disability and has behavior problems resulting from failure and frustrations.

If my child qualifies, will the placement be in classroom for children with behavior problems?

Each child's placement should be made based on individual need, not on the disability. Your child should be placed with students without disabilities to the maximum extent appropriate.

Remember – it is difficult to teach normal behavior in an abnormal setting. Children learn a great deal from their peers, both socially and academically, and the importance of contact with appropriate role models

cannot be stressed too much. Parents should carefully consider placement in classrooms where all children are behaviorally disabled.

Can my child receive services pertaining to behavior even if the label is one other than seriously behaviorally disabled?

The definition of related services is “supportive services required to assist a special education student to benefit from special education.” Those supportive services include, but are not limited to, counseling services, social work services in schools and psychological services. The provision of supportive services is an individual decision based on the needs of the child.

Remember – behavior problems can result from inappropriate placement, poor self-esteem, attention deficit disorder, impassivity and other conditions, which are a part of, but secondary to, the category the child is given. Such children would then need special services for behavior even when their disability is different.

The IEP for a student who is identified as having a behavior disability or has secondary behavior problems should include all areas related to the disability.

Those areas could include:

- Social/emotional
- Leisure activities
- Career/vocational
- Extra-curricular
- Transportation
- Discipline

Consideration must also be given to the need for an extended school year.

A child may need a complete physical in order to rule out factors that could cause the behavior problems, such as: a vision problem, a hearing impairment or a physical condition which may be pain producing.

Avoiding the “Parent Guilt Trap”

A child who has a behavior problem is often seen as a problem child rather than a child with a problem. Families are seen as dysfunctional because of the behavior and non-compliance of the child.

Parents, whose children are considered “behaviorally disabled”, are often enticed into a non-productive “guilt trap”. This can be caused by well meaning school personnel, doctors, counselors or neighbors who believe that all children's behavior is a reflection of the child-rearing skills of the parents. These “experts” forget about the variety of non-family related factors that influence a child or youth's behavior – school, food, peers, etc.

We urge parents to avoid the tendency to feel guilty, to publicly affirm their care and concern for the individual child and to accept all assistance for the student and family that really “feels right” and has real potential to make things better. Parents should seek out support groups in their community to give them an outlet and alleviate the feeling of being alone.