

Experiences of families of child children

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The researcher wants to know the struggles, trials, loopholes and problems that families experience and encounter with regards to their child with the case of Emotional Disorder. The researcher notice that this disorder has different categories and types, and it is according to the type and level of severity. i. e. Bi polar syndrome, oppositional defiant, anxiety disorder and the obsessive compulsive disorder. These four kinds are also included in the two major types of the disorder, the externalizing or what we call acting out, and the internalizing which we call acting in.

In addition the researcher wants to know how the families of these children handle the situation of their kids. The hurdles and the trials that they are facing as they continually experience the problems that this disability brought not only to the child, but also in their families. The researcher also want to find some ways to help the families of these children on how to prevent or to help their children to go out in this battle of disability, what supports, interventions, treatment and other related services that will really help them to intervene the disability.

The researcher believes that different psychological treatment will prevent the disorder to be broad to the children and it will lessen the different problems and factors that will trigger the disability to become more active. More so, families of these children can be also a big help to prevent the disability that their son or daughter is experiencing. This research will help us see the problems and experiences of the families who has a member with emotional behavioral disorder, and how we can prevent this disability. B.

Conceptual Framework

Child/ Children with Emotional Behavioral Disorder (EBD) Problems and Interventions vv Families and Society * Insults * Teasing * Neglect * Rude comments * Offensive remarks v The paradigm discusses the experiences and effects of Child/children with Emotional Behavioral Disorder to the family and society where they belong. The problems encountered by these children, and the possible interventions that could be made to help families with this kind of disorder. C. Statement of the Problem 1. What is Emotional Behavioral Disorder? 2.

What are the effects of Emotional Behavioral Disorder to growing child/children to the family/society where he/she belong/s 3. What are the possible interventions to be made in order to help families with Child/children with Emotional Behavioral Disorder. D. Hypotheses 1. Null hypothesis - There is no great impact and problem on the family and society of children with emotional behavioral disorder. 2. Operational Hypothesis - There is a great impact and problem on the family and society of children with emotional behavioral disorder. E. Significance of the study

This study will focus on the experiences of families of child/children with emotional behavioral disorder; it will focus to the different experiences that emerge to their family, the life, the different situations and events happening to their child/children. And as parent's, what are the things that they consider, what are the preventions that they made in order for their child/children to act in manner that will give them satisfaction. This study would help the following: * To the parent's/families, they would greatly understand that having a child with Emotional Behavioral is not a problem, instead it is a test of patience.

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They will help them understand the difference of their child so they can do interventions and could give support to them. * To all the students taking SPED, so they would greatly understand on how to handle situations, and could show more patience, love and understanding to children with Emotional Disorder. , that the existence of these children makes their profession and job worthwhile. * To educators, so that they would greatly appreciate dealing with Child/children with Emotional Behavioral Disorder. To the government, so they would probably make government programs to help families of child/children with Emotional Behavioral Disorder. F. Scope and Delimitations The researcher will conduct interviews to the different families who have a child/children with emotional behavioral disorder. The researcher will prepare 20 survey questions for the 25 respondents. The researcher will use the descriptive survey. Questions will focus for what are the difficulties, what are the struggles and what are the advantages and disadvantages.

These following questions will help the researcher to know what the problems that the parent's are facing and experiencing. G. Definition of Terms 1. Emotional Behavioral Disorder - a condition exhibiting one or more of the following characteristics over a long period of time and to mark a degree, which adversely affects educational performance. 2. Internalizing Behavior - one of the two general categories of Emotional Behavioral Disorder, internalizing behavior means that it acts in, examples are: anxiety, fearfulness, withdrawal and other indications of an individual's mood or internal state. . Externalizing Behavior - one of the two general categories of Emotional Behavioral Disorder, externalizing behavior means acting out

examples are: aggressive, disruptive behavior and directed toward others. 4. Oppositional Defiant Disorder – it goes against in every situation. 5. Conduct Disorder – the mood and the attitude is persistent. 6. Obsessive Compulsive Disorder – it is an anxiety disorder, fearful of rejection. 7. Bipolar Disorder – it means that the mood has its episodes; it goes from positive to negative, and even vice versa.

Chapter II REVIEW OF RELATED LITERATURE Characteristics of students with Emotional Behavioral Disorder Children with emotional behavioral disorder are not a new problem in our society. It happens most of the time among children during the pre-adolescent and adolescent age. There are countless victims of this kind of aggression and some people believe that this problem is a serious problem with long lasting consequences, not only to the children with Emotional Behavioral Disorder, but also to the families in which these children belong.

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Compared with students who have other educational disabilities, students with Emotional Behavioral Disorder experience the lowest levels of academic success. A total of 51% of those identified with Emotional Behavioral Disorder drop out of school (U. S. Department of Education, 2002), and only one in five will attend a postsecondary school (Wagner, Kutash, Duchnowski, Epstein, ; Sumi, 2005). After high school, people with Emotional Behavioral Disorder experience instability in employment and challenges with their mental health.

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Social alienation for students is highly related to anxiety, depression, and conduct problems, and students who are at risk for Emotional Behavioral Disorder may be seen as lonely, unlikable, provoking, and lacking in social competency. These negative characteristics and outcomes may be avoided or minimized with early identification and intervention. Internalizing and Externalizing Behaviors Emotional Behavioral Disorder is often identified in internalizing or externalizing categories.

Internalizing behaviors are associated with problematic internal feelings, such as anxiety, sadness, reticence, fearfulness, and oversensitivity.

Students with externalizing behaviors tend to show outward behavioral problems that include aggression, unruliness, forcefulness, and oppositional behaviors. A few students may display both internalizing and externalizing behaviors (e. g. , a student with aggressive behaviors who also displays some depressive or anxious feelings), but usually students can be identified as primarily externalizing or internalizing.

Screening for both internalizing and externalizing behaviors is important because students with internalizing problems are easily overlooked: they typically create few discipline problems and maintain good grades, although some may have attendance problems. Teachers who are aware of students who are withdrawn, anxious, fearful, and unassertive can help school teams identify them so that early interventions can be put in place. Students with externalizing tendencies are more readily noticed by teachers.

Such behaviors as getting out of one's seat, provoking peers, acting aggressive and refusing to stay on task occur frequently in students with

Emotional Behavioral Disorder, and those behaviors often require the teacher's attention or disciplinary actions. Students with Emotional Behavioral Disorder tend to have high numbers of office referrals for behavioral offenses. Students who commit one to three behavioral offenses in sixth grade are more likely to have continued behavior problems in eighth grade and are less likely to be on track for high school graduation (Tobin ; Sugai, 1999).

Gender Issues Most students identified as at risk for or as having Emotional Behavioral Disorder are male. Surprisingly this prevalence occurs in both the external and internal categories, although male students are more likely to display external behaviors than internal ones. This may be seen when adolescent males express depressive feelings externally through negative interpersonal interactions. Females are identified as being at risk less frequently, but when they are identified, they are more commonly identified as internalizers.

Because males are much more likely to be identified as Emotional Behavioral Disorder or as at risk for Emotional Behavioral Disorder, teachers and administrators must be sure that they are not overlooking the needs and behaviors of adolescent females in the screening process (Young, Sabbah, Young, Reiser, ; Richardson, 2010). **Environmental Factors** Teachers often notice environmental factors. When students appear hungry or tired, teachers may view them as being at risk. In addition, teachers notice students who appear to have less-involved parents or familial stress.

One group of researchers determined that nontraditional family structure, low socioeconomic status, multiple school changes, urban school atmosphere, and parental dissatisfaction with the school were all predictors of school exclusion (expulsions and suspensions) for students with Emotional Behavioral Disorder (Achilles, McLaughlin, ; Croninger, 2007). Those findings suggest that heightened EBD indicators as measured by school exclusion may be influenced by a student's environment. Quality of life issues or other environmental factors may influence the manifestation of.

Emotional Behavioral Disorder When students completed a quality of life survey, those identified as having Emotional Behavioral Disorder demonstrated lower feelings of self competence and reported negative relationships with others. These quality of life scores did not differ significantly across ages or between the sexes of students with Emotional Behavioral Disorder. (Sacks ; Kern, 2008). Practical Issues School teams should determine who might manage the screening process and summarize its results. Further, schools should also consider what resources are available for intervention.

If they have inadequate resources, screening may be inadvisable; identifying students who are at risk but not providing the reasonable interventions could be considered an impractical and inappropriate use of resources.

Another important issue to consider is what permissions are needed to conduct school wide screening. Typically parents must grant permission for their child to complete a survey or any type of measure that could identify him or her as being at risk. But if a teacher completes a measure, such as a

teacher nomination form, it could be considered a typical Child Find activity—a normal educational process.

If the teacher completes an individualized form (i. e. , the SDQ or BASC-2 BESS) for all students, parental permission is probably needed. Consulting with district administrators and attorneys about this issue is prudent. Confidentiality, including how the data will be stored and who will have access to the data, must be discussed before screening takes place (Young, Caldarella, Richardson, ; Young, in press). Chapter III Methodology This research uses student-made questionnaire. The research is purely a descriptive research with 20 respondents chosen randomly.

The data gathered are tabulated and analyzed by finding its frequency percentage. A. Research Method/ Design This research employs descriptive method of research. Descriptive method is used in order to find facts about Emotional Behavioral Disorder which is adequate in this research. The method of collecting data was the normative survey, which is looking to the commonality of the responses of the respondents using the student-made questionnaire, prepared and made by the researcher. B.

Subject/Respondents/Participants

This research uses 20 respondents taken from the population or families of Barangay DBB-1, Barangay DBB-F (City of Dasmariñas) and families from Anabu II-F, City of Imus. The respondents of the study were chosen randomly. C. Statistical Tools/ Treatment/Instruments The instrument used to collect data was the questionnaire. For validation purposes the questionnaire was distributed to the twenty respondents for them to fill up. The

respondents were chosen randomly. The data are collected or gathered, tabulated and analyzed by finding the mean and frequency.

In analyzing the data, the researcher used the Frequency Percentage . Using the frequency percentage, the researcher will be able to determine the most number of occurrences in a certain aspect of research. D. Data Analysis The data in this research were analyzed using the following treatments: Frequency and Percentage. The frequency of particular observation is the number of times the observation occurs in the data. The frequency of each value or class interval is expressed as a percentage of the total number of observations. A percentage is a way of expressing a number as fraction of 100.