1. DEFINING SEBD

OVERVIEW

In this module, we will cover the following topics:

- What is SEBD?
- What are some examples of SEBD?
- Examples of Social difficulties
- Examples of Emotional difficulties
- Examples of Behavioural difficulties
**INTRODUCTION**

In this course, you will learn about Social, Emotional, and Behavioural Difficulties, also known as SEBD. This is a deep-rooted issue that is much more prevalent than many people realise and can manifest in children in a wide variety of ways.

There has been a great deal of research into SEBD and what makes an effective behaviour management system for both schools and families alike. The research that has been conducted shows:

- Children who have SEBD need leadership and guidance
- They need positive relationships with teachers, parents, and peers
- The best results are seen in environments that are safe, predictable and comfortable
- Schools working with these children must manage behaviour well
- Families need to be consistent in their approach to these children
- The focus needs to be on the good a child does, not the bad
- Children with SEBD need good loving support above all else

**WHAT IS SEBD?**

The term SEBD, is generally applied to students who have disturbing or harmful behaviours, which can severely interfere with their ability to interact with others or handle their own thoughts and emotions.

The behaviour might take on the form of ‘acting-out’, highly disruptive behaviour, or ‘acting-in’ which is showing a tendency to be withdrawn and a loner

Although it might not be true across the board, many students with SEBD have family problems or come from backgrounds that have issues of abuse, drug or alcohol dependency, broken families, or they are children who have underlying behavioural issues.
General SEBD conditions can include:

- Attention and focus issues
- Disruptive or dangerous impulsiveness
- Difficulties controlling physical movements and language
- Verbal and physical aggression directed to other people
- Demonstrating violent and destructive behaviour
- Stubbornness, argumentative, contradictory, and belligerent behaviour
- Extreme fearfulness or anxiety over normal situations and events
- Avoidance behaviour and isolation
- Withdrawn or regressive behaviour
- Feelings of low self-worth
- A sense of hopelessness or depression

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**REMEMBER**

Good children can have bad days and the behaviour is not a reflection of the child themself but rather a reflection of their environment and their ability to cope and interact with the world around them.

SEBD does not make a child any less intelligent or special, it just means they have additional issues that need to be dealt with to keep them and others safe and happy.

**EXERCISE 1.1**

Which of the following behaviours could be considered to be a result of SEBD issues and might be seen in a school setting?

- Extreme and persistent bullying of other children
- Being withdrawn or anti-social
- Being shy around some of the children
- Arguing with the teacher on occasion
- Extreme outburst of anger or aggression
- Constantly contradicting and challenging teachers
- Day dreaming during certain subjects

See the end of the module for the answers
Video Exercise 1.2

Watch this video and then answer the questions below:

http://bit.ly/1fJ3Ffz

How many children were excluded from preschool according to a study?
What proportion of preschool children had serious behavioural issues?
What are three consequences of challenging behaviour?

What are some examples of SEBD behaviour?

We have looked at some general examples of what SEBD can look like, now we are going to look at some specific examples to see what SEBD can look like in a real life setting, as well as what can be done to lessen the severity and duration of the problems associated with this disorder.

Case Study 1: Tommy – Social Difficulties

Tommy is 8 years old and has changed schools twice this year already. He is a clever child but has trouble focusing in class. Even if he knows he is wrong he will argue with the teacher that his idea was right and everyone else is wrong.
Tommy does not like to play with the other children in the class and when they are at playtime he sits alone and doesn’t play with anyone. In fact, last week he hit another boy who tried to come over and play with him.

The school psychologist has been working with Tommy for a few months now and he is starting to improve and is trying to make friends. The psychologist thinks a lot of Tommy's problems are related to SEBD, the fact that his parents divorced just before the school year started and he is having trouble adjusting.

The school is working with Tommy and his mother to improve Tommy’s understanding of how other children like to socialise, and he is showing signs of improving in his school work and in his attitude towards others. Tommy even apologised to the boy he hit and they are now friends.

In this case study, Tommy was one of the lucky ones who was able to get help at a young age where he could learn to deal with SEBD and learn to live life despite of the issues he faces.

While he may never be very social and will likely always prefer to be a loner, he has a better chance now of living a normal life and interacting with people on a day to day basis.

**CASE STUDY 2: SAMANTHA – EMOTIONAL DIFFICULTIES**

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CASE STUDY 3: PATRICK – BEHAVIOURAL DIFFICULTIES

Patrick is a 15 year old who is at risk of dropping out of secondary school. He has been suspended several times during his school years and has been excluded from two different schools for violent and argumentative behaviour.

The most recent incident was a few months ago when he got into a shouting match with his English teacher because he would not do a class activity. It ended with him trying to attack and hit the teacher. Patrick faces being excluded from yet another school and leaving without qualifications because of his uncontrollable behaviour.

School psychologists have worked with Patrick to help him with anger-management, but unfortunately there has only been slight improvement. It is thought that a lot of his issues come from the family life Patrick has at home. His father was abusive to Patrick and his mother when he was growing up and it wasn't until recently his mother finally ended the relationship and the negative influence of his father was removed.

Patrick has always been hot tempered and untrusting of people. He was always getting into fights and arguments at school and never had any friends. When he became a teenager it seemed to get even worse and now even his own mother doesn’t know how to control him and is afraid of him.

Because of his age and the length of time he has been living with SEBD and letting it control him and his life, the outlook doesn't look so good for Patrick. The older someone gets the harder it is for them to change their actions and way of thinking, especially when it involves a complex disorder like SEBD.

Patrick is not a lost cause and there is still hope that he can learn to control his emotions and live with the issues he faces, but it will be much harder for him to fit into, and become a constructive member of society.
**Exercise 1.3**

In Case 1 - Tommy has the social difficulties aspect of SEBD; what were some things that pointed to this?

In Case 2 - Patrick has the behavioural difficulties aspect of SEBD; what were some things that pointed to this?

In Case 3 – Samantha has the emotional difficulties aspect of SEBD; what were some things that pointed to this?

See the end of the module for the answers

**Summary**

In this module we have looked at the following:

- Introduction to SEBD
- What SEBD is and how it can manifest itself in different ways
- Examples of social difficulties associated with this condition
- Examples of emotional difficulties associated with this condition
- Examples of behavioural difficulties associated with this condition
- What SEBD looks like in various case studies
- What the outlook for those living with SEBD might be

**Reminder**
Have you completed the following exercises?

- Exercise 1.1
- Video Exercise 1.2
- Exercise 1.3

Tick each box for the exercise that you have completed. Each one is important so make sure you complete them before moving on to the assignment. These will give you valuable insight to the topic and a better understanding of the material that is being presented.

**CONGRATULATIONS**

You have completed Module 1. Now take the online test for this module. You can find it here:

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Once you have completed the assignment below, you can progress to Module 2.

**EXERCISE ANSWERS**

**EXERCISE 1.1**

Which of the following behaviours could be considered to be a result of SEBD issues that might be seen in a school setting?

Answer:
Extreme and persistent bullying of other children
Being withdrawn or anti-social
Extreme outburst of anger or aggression
Constantly contradicting and challenging teachers
**VIDEO EXERCISE 1.2**

1. 5000 exclusions in 2008
2. 1 in 10 children have serious behaviour issues
3. Challenging behaviour:
   - interferes with children’s learning, development and successful play
   - is harmful to the child, other children or adults
   - puts a child at high risk of later social problems or school failure

**EXERCISE 1.3**

Case 1- Tommy has social difficulties because of SEBD issues; Answers can include: anti social behavior, argumentative and belligerent most of the time, violent outbursts and aggression.

Case 2 – Samantha had emotional difficulties of SEBD issues; Answers can include: failure to thrive in class, slipping grades, lack of interest in things she once enjoyed, withdrawal and lack of motivation.

Case 3- Patrick had behavioural difficulties of SEBD issues; Answers can include: frequent outbursts, violent behavior, attacks on teachers, and refusal to follow instructions or take orders.
TUTOR MARKED ASSIGNMENT

ABOUT YOU AND SEBD

In this assignment, write an essay of 500-1000 words telling us about yourself, your interests and your aims.

What have you done until now? Do you have a family? Are you employed, self-employed, or seeking work?

What education or training have you had? What do you see as your strengths and weaknesses?

How would you judge your life until now? Has SEBD played any part in it? What other work or life experiences have you had?

What are your goals? Is this set to be a major change for you? Or is it an extension of what you already do?

At this point, we aren’t looking for a plan of action, merely an overview of your situation and your goals.

You can write this assignment as an essay, structuring it as you feel best.

The purpose of this assignment is to help us (and you) understand what you hope to get out of the course, and to set your sights on the future.

Every learner has their own individual requirements, and we aim to help you achieve your goal.

When you have completed this assignment, send it to your tutor for marking. If you email your assignment, make sure you include your name and assignment number at the top of your work.

If you send the assignment by post, attach the cover sheet, which is on the following page.
ASSIGNMENT COVER SHEET

If you send your assignment by post, attach this cover sheet. Please put your name and the date in the arrowed boxes. Then staple the sheet to your assignment, and send it to your tutor.

Your tutor will keep the lower section of this form, returning the top portion to you.

If you email your assignment, you don’t need to send this form, but make sure you include your name and assignment number at the top of your work.

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