

SECOND EDITION

THE EFFECTIVE TEACHER'S GUIDE TO
**BEHAVIOURAL AND EMOTIONAL
DISORDERS**

Disruptive behaviour disorders,
anxiety disorders, depressive
disorders and attention deficit
hyperactivity disorder



MICHAEL FARRELL



The Effective Teacher's Guide to Behavioural and Emotional Disorders

‘Michael Farrell offers well sourced overviews of the conflicting and contradictory advice that is available to schools, suggests a variety of solutions to challenges, empowering the reader to make their own choices . . .’ Carol Smart, *Special Needs Information Press*

Fully updated with the latest research and advice on best practice, this new edition of *The Effective Teacher's Guide to Behavioural and Emotional Disorders* covers a range of conditions that cause learning difficulties for children, including disruptive behaviour, attention deficit hyperactivity disorder, anxiety and depressive disorders. The theoretical underpinning is fully updated but also condensed in this edition to make way for more practical strategies for teachers.

Teachers are likely to meet children with varying types and degrees of emotional behavioural disorders. This comprehensive guide equips you with informed and practical strategies to ensure that all pupils are included and provided for in the best possible way. The new edition has also been adapted to be more widely relevant to readers in different countries, focusing more on the strategies that work regardless of national context.

Writing in his popular accessible style, Michael Farrell suggests the best ways of dealing with a variety of conditions, always with practical classroom situations in mind. In each section, the book:

- sets out the definitions of the condition
- looks at the range of provision
- suggests intervention and support strategies
- gives points for reflection and suggested further reading.

Highly accessible and authoritative, this book provides teachers with an invaluable resource to help you create a truly inclusive classroom.

Michael Farrell is a special education consultant working with schools, local authorities, voluntary organisations, universities and others in Britain and abroad. He has published extensively in this field.

**The Effective Teacher's Guides series,
all by Michael Farrell**

The Effective Teacher's Guide to Behavioural and Emotional Disorders: Disruptive Behaviour Disorders, Anxiety Disorders, Depressive Disorders and Attention Deficit Hyperactivity Disorder (2nd edition)

The Effective Teacher's Guide to Sensory and Physical Impairments: Sensory, Orthopaedic, Motor and Health Impairments and Traumatic Brain Injury (2nd edition)

The Effective Teacher's Guide to Autism and Communication Difficulties: Practical Strategies

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The Effective Teacher's Guide to Moderate, Severe and Profound Learning Difficulties: Practical Strategies

The Effective Teacher's Guide to Behavioural and Emotional Disorders

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About the author

Michael Farrell was educated in the United Kingdom. After training as a teacher at Bishop Grosseteste College, Lincoln, and obtaining an honours degree from Nottingham University, he gained a Masters Degree in Education and Psychology from the Institute of Education, London University. Subsequently, he carried out research for a Master of Philosophy degree at the Institute of Psychiatry, Maudsley Hospital, London, and for a Doctor of Philosophy degree under the auspices of the Medical Research Council Cognitive Development Unit and London University.

Professionally, Michael Farrell worked as a headteacher, a lecturer at London University and as a local authority inspector. He managed a national psychometric project for City University, London, and directed a national initial teacher-training project for the United Kingdom Government Department of Education. His present role as a private special education consultant includes work with children and families, schools, local authorities, voluntary organisations, universities, and government ministries.

His many books, translated into European and Asian languages, include:

- *Educating Special Children: An introduction to provision for pupils with disabilities and disorders* (Routledge, 2008)
- *Foundations of Special Education: An Introduction* (Wiley, 2009)
- *The Special Education Handbook* (4th edition) (David Fulton, 2009).

Preface

I am of course extremely pleased to be writing the preface to the second edition of this book, *The Effective Teacher's Guide to Behavioural and Emotional Disorders: Disruptive Behaviour Disorders, Anxiety Disorders, Depressive Disorders and Attention Deficit Hyperactivity Disorder*.

It was previously called *The Effective Teacher's Guide to Emotional and Social Difficulties: Practical Strategies* published in 2006. The first edition was very well received and I have listened to constructive comments from readers to inform my approach to the new edition.

I hope it continues to be useful and I again welcome comments from readers to ensure any future editions are as informative and helpful as possible.

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September 2010
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What are emotional and behavioural disorders?

Introduction

This book aims to provide an account of approaches that are effective in educating and encouraging the development of children and young people with emotional and behavioural difficulties.

This chapter sets the book in the context of ‘The Effective Teacher’s Guides’ series of which it forms a part, and explains the features of the new edition of this title. I outline the types of disabilities and disorders, including emotional and behavioural difficulties, that are the concern of special education in England and in the United States of America. I suggest potential readers likely to find the book useful, and I then describe the content of subsequent chapters.

‘The Effective Teacher’s Guides’ Series

‘The Effective Teacher’s Guides’ series published by Routledge concerns provision for different types of disabilities and disorders. These include cognitive impairment (‘learning difficulties’ in the UK and ‘mental retardation’ in the USA), autism, emotional and behavioural difficulties, reading disorder/ dyslexia and others. Each book in the series describes practical strategies that enable the educational progress and personal and social development of pupils with particular disabilities and disorders.

The titles in the series are:

- *The Effective Teacher’s Guide to Sensory and Physical Impairments: Sensory, Orthopaedic, Motor and Health Impairments and Traumatic Brain Injury* (2nd edition)
- *The Effective Teacher’s Guide to Behavioural and Emotional Disorders: Disruptive Behaviour Disorders, Anxiety Disorders, Depressive Disorders and Attention Deficit Hyperactivity Disorder* (2nd edition)

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- *The Effective Teacher's Guide to Autism and Communication Difficulties: Practical strategies*
- *The Effective Teacher's Guide to Dyslexia and Other Specific Learning Difficulties: Practical strategies*
- *The Effective Teacher's Guide to Moderate, Severe and Profound Learning Difficulties: Practical strategies*

The new edition

This book, *The Effective Teacher's Guide to Behavioural and Emotional Disorders: Disruptive Behaviour Disorders, Anxiety Disorders, Depressive Disorders and Attention Deficit Hyperactivity Disorder* is the second edition of a book previously called *The Effective Teacher's Guide to Emotional and Social Difficulties: Practical Strategies*, published in 2006.

The first edition was generously reviewed and well received by readers. The new edition seeks to keep aspects which readers say they found useful while improving its remit and structure. Consequently, this new edition is different from the previous one in two main ways.

First, it seeks to make the content more widely accessible to readers in different countries. The 2006 edition was set within the context of legislation and procedures in the UK. The new edition focuses more on strategies that work without undue reference to a particular national context.

Second, the new edition has been restructured to reduce repetition. Essentially, this has meant describing various perspectives in a single chapter and then showing how these approaches and others are relevant to different types of emotional and behavioural difficulties.

Types of disability and disorder and types of emotional and behavioural difficulties

In the USA, pupils considered to need special education covered by federal law meet two requirements: they have a defined disability, and the disability has an adverse educational impact. Categories of disability under federal law as amended in 1997 (20 United States Code 1402, 1997) are reflected in 'designated disability codes' including the following:

- 01 Mentally Retarded
- 02 Hard-of-hearing
- 03 Deaf
- 04 Speech and Language Impaired

- 05 Visually Handicapped
- 06 Emotionally Disturbed
- 07 Orthopaedically Impaired
- 08 Other Health Impaired
- 09 Specific Learning Disability
- 10 Multi-handicapped
- 11 Child in Need of Assessment
- 12 Deaf/Blind
- 13 Traumatic Brain Injury
- 14 Autism.

In England, a similar classification (Department for Education and Skills, 2005, *passim*) comprises:

- Specific learning difficulties (such as dyslexia, dyscalculia and dyspraxia)
- Learning difficulty (moderate, severe, profound)
- Behavioural, emotional and social difficulty
- Speech, language and communication needs
- Autistic spectrum disorder
- Visual impairment
- Hearing impairment
- Multi-sensory impairment
- Physical disability.

It will be apparent that several types of disabilities and disorders concern broad areas of development relating to all children, whether or not they have a disorder or disability. The areas of development and related disabilities and disorders are categorised in the UK and USA as follows:

UK	USA
Cognitive development	Mentally retarded
Emotional and social development	Emotionally disturbed
Communication development impaired	Speech and language
Physical and motor development/ health	Orthopaedically impaired/ Other health impaired

Clearly, the various disabilities and disorders relate to conceptions of typical development, syndromes or injury affecting several areas of

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development, the functioning of sensory faculties, and the supposed effects of brain processing.

‘Emotional disturbance’ (USA) or ‘behavioural, emotional and social difficulties’ (England) are considered in this book in terms of ‘disruptive behaviour disorders’ (including conduct disorder), ‘anxiety disorders’ and ‘depressive disorders’. The book also examines ‘attention deficit hyperactivity disorder’ (ADHD) which in the USA is seen as a health impairment and in England as an emotional, behavioural and social difficulty (Department for Education and Skills (DfES), 2001). These examples follow classifications used in the *Diagnostic and Statistical Manual of Mental Disorders Fourth Edition Text Revision (DSM-IV-TR)* (American Psychiatric Association, 2000).

The classifications used in the present book are set out in Table 1, the list corresponding to the order in which the chapters are presented. The table gives equivalents of disorders and disabilities as they:

- are delineated in the present text
- might be categorised in the UK
- might be categorised in the USA.

Proposed readers

As part of ‘The Effective Teacher’s Guides’ series, readers of this book will include teachers and student teachers in mainstream and special schools, hospitals, psychiatric units and elsewhere. However, I hope that parents and non-teaching professionals with a role or an interest in special education will also find the book helpful.

Table 1 Broadly comparative terms

Text: Disruptive behaviour disorders (including conduct disorder)

UK: Behavioural, emotional and social difficulty

USA: Emotionally Disturbed

Text: Anxiety disorders and depressive disorders

UK: Behavioural, emotional and social difficulty

USA: Emotionally Disturbed

Text: Attention deficit hyperactivity disorder

UK: Behavioural, emotional and social difficulty

USA: Other Health Impaired

Outline of the remaining chapters

Chapter 2: Pedagogy

This chapter looks at pedagogies influential in educating pupils with emotional and behavioural disorders. Under behavioural approaches, I consider: learning theory through the work of Thorndyke on learning by trial and accidental success; classical conditioning through the work of Pavlov; conditioning emotional responses with reference to the early work of Watson; and operant conditioning through the work of B. F. Skinner. Next, the chapter looks at observational learning and modelling through Bandura's work and social cognitive theory. For both learning theory and observational learning, their relationship to special education and their scope are reviewed. I then consider applications of the approaches to elective mutism, phobia, and ADHD.

Chapter 3: Key perspectives

In this chapter I define and describe psychotherapy and its relationship to special education. I then explain various perspectives: systems, psychodynamic and cognitive-behavioural approaches. The chapter outlines each approach and considers its scope and relationship to special education.

Chapter 4: Disruptive behaviour disorders

This chapter considers oppositional defiant disorder briefly and then conduct disorder more fully. I comment on the criteria for conduct disorder and related issues. In examining interventions for disruptive behaviour disorders and implications for education, the chapter distinguishes approaches relevant for children and those for adolescents. Illustrative interventions are chosen that could be used in schools, could be used to complement school provision or which suggest schools could learn from the effectiveness of these interventions in reviewing their own provision. The question of medication is then considered. Finally, I summarise the aspects of provision in relation to curriculum and assessment, pedagogy, resources, therapy and care, and organisation.

Chapter 5: Anxiety disorders and depressive disorders

This chapter focuses on anxiety disorders (generalised anxiety disorder, obsessive-compulsive disorder, phobias, separation anxiety disorder, and

selective mutism), and on depressive disorders (major depressive disorder and dysthymic disorder). The final section seeks to summarise provision in relation to curriculum and assessment, pedagogy, resources, therapy/care, and organisation and other matters.

Chapter 6: Attention deficit hyperactivity disorder

This chapter outlines some of the debates currently relating to ADHD. It presents a definition of ADHD and considers its prevalence, and then looks at identification and assessment of the condition. The chapter outlines some of the other disorders with which ADHD co-occurs and causal factors. Turning to provision, it explains some of the main approaches, including behaviour management training, parent training, medication and educational approaches.

Chapter 7: Conclusion

The concluding chapter seeks to bring together some common threads of the book.

The book ends with a bibliography and a combined subject and author index.

Key texts

Farrell, M. (2009b) (4th edition) *The Special Education Handbook*, London, David Fulton

This book provides entries on various topics covering: special education issues and terms, disciplines associated with special education, venues relating to special education and school organisation, roles and responsibilities, individual differences among learners with disabilities and disorders, curriculum and assessment, resources and technology, pedagogy and classroom organisation, and therapy and care. It includes entries specific to emotional and behavioural disorders: anxiety disorders, ADHD, conduct disorders, depressive disorders, elective mutism, obsessive-compulsive disorder, oppositional defiant disorder, and phobias. Other relevant entries include various therapies, for example: behaviour therapy/behaviour therapist, cognitive-behavioural therapy/cognitive-behavioural therapist, drama therapy/drama therapist, play therapy/play therapist, and psychotherapy/psychotherapist.

Kauffman, J. M. and Hallahan, D. P. (2005) *Special Education: What It Is and Why We Need It*, Boston, MA, Pearson/Allyn and Bacon

This introductory but well argued book sets out the case for special education and explains some of its main features.

Reynolds, C. R. and Fletcher-Janzen, E. (eds) (2004) (2nd edition) *Concise Encyclopaedia of Special Education: A Reference for the Education of Handicapped and Other Exceptional Children and Adults*, Hoboken, NY, John Wiley and Sons

This reference work includes reviews of assessment instruments, biographies, teaching approaches, and overviews of learning disabilities.

Pedagogy

Introduction

This chapter looks at pedagogies that are very influential in educating pupils with emotional and behavioural disorders. In broad terms, the first of these pedagogies are behavioural approaches and the second concern observational learning and modelling.

Under the umbrella of behavioural approaches, I consider:

- learning theory through the work of Thorndyke on learning by trial and accidental success
- classical conditioning through the work of Pavlov
- conditioning emotional responses with reference to the early work of Watson
- operant conditioning through the work of B. F. Skinner.

Next, the chapter looks at observational learning and modelling through Bandura's work and social cognitive theory. For both learning theory and observational learning, their relationship to special education and their scope are reviewed. I then consider applications of the approaches to elective mutism, phobia, and attention deficit hyperactivity disorder. As work in this area is peppered with jargon and specific terminology, these terms are highlighted and explained as necessary for readers who may not be completely familiar with them.

This chapter draws on a related chapter in *Foundations of Special Education* (Farrell, 2009) where interested readers may find further detail.

Behavioural approaches

Learning by trial and accidental success

Early work on behaviour and learning was conducted by Thorndyke at the beginning of the twentieth century. It is sometimes described as learning by trial and error. In fact, it is more accurate to refer to learning by trial and accidental success because it is not the errors that lead to learning but the accidental stumbling on actions that lead to a positive outcome. Key terms in this work, as explained below, include 'association', 'the law of effect' and 'the law of exercise'.

Thorndyke ([1911]/1965) describes experiments in which a cat is placed in a box. The animal can only get out by performing certain actions. For example, it might have to turn a wooden button to open a door on the box (p. 31). Thorndyke discovered that if the same cat was repeatedly returned to a box, it progressively took less time to get out to escape or to reach food. Eventually the cat could extricate itself immediately. It was hypothesised that the cat forms associations between the action leading to the door opening and getting out. Previous experience leads to the cat forming the associations quicker (p. 48).

A 'law of effect' was proposed. Part of this is, 'Of several responses made to the same situation, those which are accompanied . . . by satisfaction to the animal will . . . be more firmly connected with the situation, so that, when it recurs, they will be more likely to recur' (p. 244). Conversely, responses accompanied by discomfort will be only weakly connected with the situation so that, when the situation recurs, the response will be less likely to do so.

A further 'law of exercise' states that a response to a situation will be more strongly connected with it, 'in proportion to the number of times it has been connected with that situation and to the average vigour and duration of the connections' (p. 244). Thorndyke believed that these laws taken in conjunction with instinct could explain imitation in animals and humans (pp. 251–7). For him, learning involves making and rewarding connections between stimulus and response or avoiding and punishing such connections (p. 266).

Classical conditioning

In the 1920s and subsequently, Pavlov ([1926]/ 1960) carried out investigations into the physiology of the cerebral cortex in dogs. These studies included a series of experiments exploring what came to be called 'classical

conditioning'. The terminology used in describing this work includes: 'reflex response', 'unconditioned stimulus', 'unconditioned response', 'conditioned stimulus', 'conditioned response' and 'extinction', and these are explained below.

A dog presented with food immediately begins to salivate. In classical conditioning terminology, it exhibits a salivation reflex response connected with digestion. The food was called the 'unconditioned stimulus' and the salivation was termed the 'unconditioned response' because they occurred naturally.

If the food was presented on several occasions accompanied by a sound such as a bell, the salivating reflex could subsequently be elicited using the sound of the bell alone. The animal salivated without the presence of food. In these circumstances, the bell was known as the 'conditioned stimulus' because the dog had learned to connect it with anticipated food. The salivation was called the 'conditioned response' because it occurred in response to a learned connection. This is a process of stimulus substitution. In this process, a stimulus, formerly neutral, acquires the power to elicit a response, which before was elicited by another stimulus. The change is brought about by the neutral stimulus being reinforced by the effective stimulus (Ibid. e.g. lectures 2 and 3 pp. 16–47).

Pavlov also studied the effect of different time intervals between the stimulus and the reinforcement, and the degree to which the properties of different stimuli could exert control. He examined the process of 'extinction' whereby the conditioned stimulus, when it is no longer reinforced, loses its power to evoke the response (Ibid. e.g. lecture 4, pp. 48–67).

Conditioned emotional responses

Conditioned emotional responses were studied by Watson and colleagues (Watson and Morgan, 1917; Watson and Rayner, 1920). Watson and Morgan theorised that original infant emotional reaction patterns are fear, rage and love. Later, mainly owing to conditioned reflex factors, an increasing range of stimuli elicits these emotions and combinations of them.

Watson and Rayner sought to demonstrate conditioned emotional responses through experiments on Albert B., an infant brought up mainly in a hospital environment (Ibid. p. 1). The experiments began when Albert was eight months old. He was shown various real animals and items, such as a white rat, a rabbit and cotton wool and indicated no fear of them. When the infant was nearly nine months old, the researchers established

that he showed fear when a noise, made by striking a hammer on a steel bar, was made outside his line of vision. When Albert was just over 11 months old, until when he was nearly 13 months old, Watson and Rayner sought to establish whether fear of an animal such as a white rat, could be conditioned by linking its presentation with striking the steel bar. After several pairings of Albert touching the rat and the noise, he became reluctant to touch the animal and eventually showed fear in its presence even in the absence of the noise. Some days later, when Albert was shown a white rabbit and it was placed in contact with him, he became frightened, suggesting transference of the appearance and the touch of the rabbit and the rat.

Watson and Rayner suggest many phobias are direct or transferred conditioned emotional reactions (Ibid. p. 14). However, there were certain methodological flaws in the experiments. For example, fear responses apparently generalised to associated items were sometimes ‘topped up’ by being conditioned directly (see also Harris, 1979). This casts doubt on a straightforward interpretation suggested by Watson and Rayner.

Operant conditioning

In animal experiments, Skinner ([1953]/ 1965) demonstrated ‘operant conditioning’. This work involves terms such as: ‘operants’, ‘reinforcement’, ‘generalised reinforcement’, ‘differential reinforcement’, ‘positive reinforcement’, ‘negative reinforcement’, ‘shaping’, ‘schedules of reinforcement’, ‘discrimination’ and ‘punishment’. These are explained in the remainder of this section.

Operant conditioning, reinforcement and discrimination

In operant conditioning, learning can occur if the researcher identifies a desired learning outcome and the animal is rewarded for behaviours (operants) progressively approximating the target behaviour (Ibid. pp. 62–6, p. 90).

Rats are trained using a cage with a lever and a food trough. A target learning outcome is decided on – for example, it might be for the rat to depress the lever. This outcome is broken into smaller components called ‘operants’. Importantly, ‘operant behaviour . . . is *emitted*, rather than *elicited*’ (p. 107, italics in original). The operants might be:

- the rat spontaneously (and fortuitously) turns towards the lever
- the rat approaches the lever