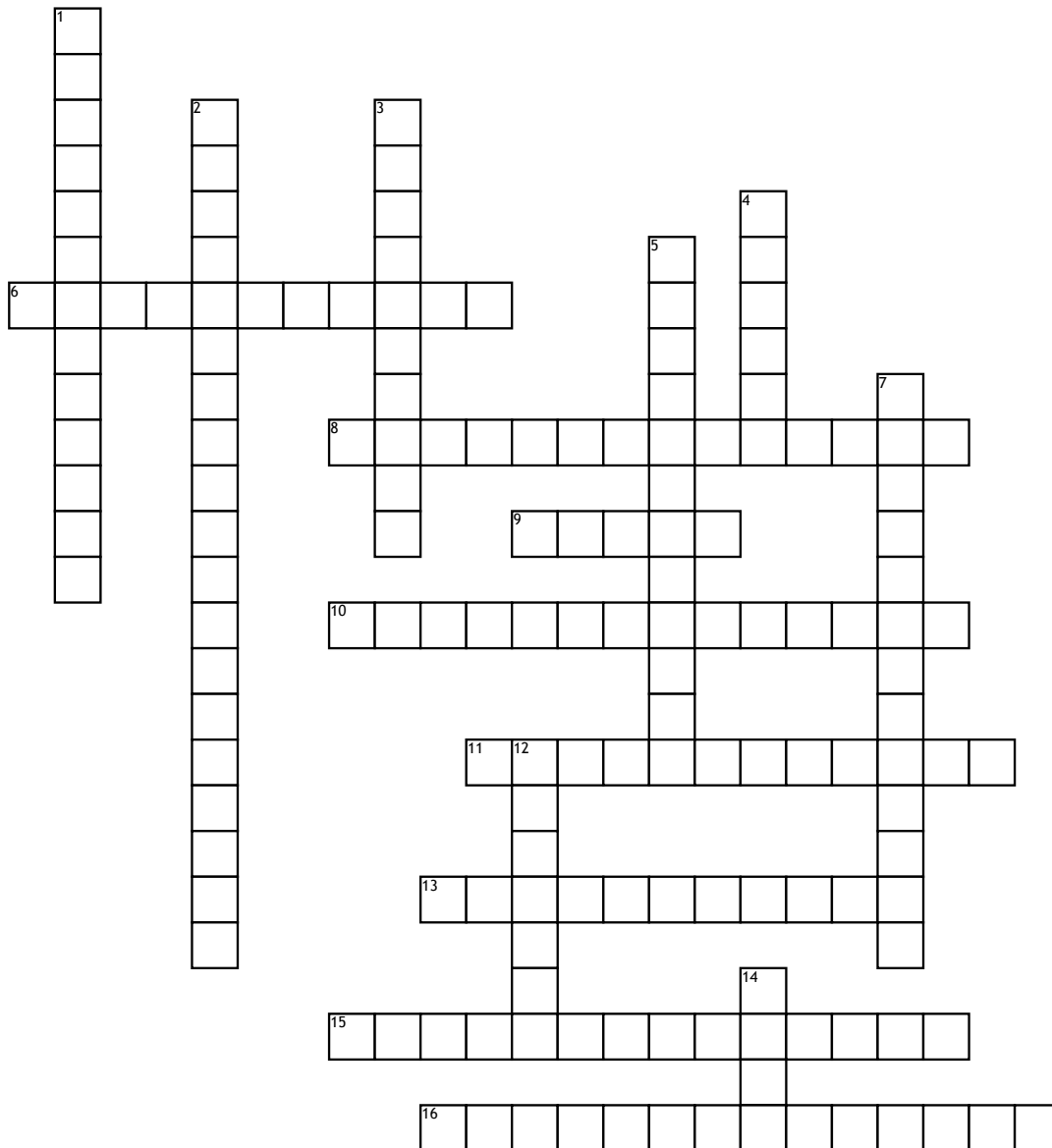


Emotional Behavior Disorder (EBD)



Across

6. remember that once you've established your behavior expectations, that you don't reward _____

8. _____ can be a great way to learn responsibilities and to become self-determined

9. Don't make the punishment too _____

10. _____ involves the child observing a specific behavior that he or she does and recording its occurrence or nonoccurrence

11. _____ the consequences of the behavior

13. it's important that these students get as much _____ as possible with their typically developing peers

15. _____ occurs when the student compares his or her own performance to a predetermined or standard goal

16. Self-Management also clears up any _____ or potential arguments when it comes to delivering rewards or consequences to students

Down

1. _____ behaviors are those that are outwardly aggressive such as hitting, cursing, destroying property, etc.

2. low GPAs, high rates of absenteeism, are at risk for failure

3. When you establish consequences (positive or negative) for behaviors, be _____

4. An easy way to _____ a child with EBD would be giving him a question that you know he knows the answer to.

5. low interpersonal skills, have few friends, don't participate in extracurricular activities

7. Students who exhibit these are withdrawn, may have anxiety disorders, or are schizophrenic

12. Helping a child with EBD getting into a _____ can effectively help their learning

14. make sure their rules/consequences are the _____ as their peers