

**CATHOLIC UNIVERSITY OF SANTIAGO DE GUAYAQUIL  
FACULTY OF ARTS AND HUMANITIES  
SCHOOL OF ENGLISH LANGUAGE**

**TITLE OF PAPER**

**EMOTIONAL AND BEHAVIORAL DISORDERS IN A 6<sup>TH</sup> GRADER AND  
THEIR IMPLICATIONS FOR EFL TEACHERS ON CLASSROOM  
MANAGEMENT AT UNIDAD EDUCATIVA SANTIAGO MAYOR DURING  
THE FIRST QUINMESTER 2019-2020.**

**AUTHOR:**

**Doménica Soledad Araujo Zapata**

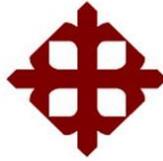
**SUBMITTED IN FULFILLMENT OF THE REQUIREMENT FOR  
OBTAINING THE BACHELOR DEGREE IN ENGLISH  
LANGUAGE WITH A MINOR IN EDUCATIONAL  
MANAGEMENT**

**PROJECT ADVISOR**

**Mariela Fátima Vásquez Barros, MSc.Ed.**

**GUAYAQUIL, ECUADOR**

**15 of September of 2020**



**CATHOLIC UNIVERSITY  
OF SANTIAGO DE GUAYAQUIL  
FACULTY OF ARTS AND HUMANITIES  
SCHOOL OF ENGLISH LANGUAGE**

**CERTIFICATION**

We certify that this research project was presented by **Doménica Soledad Araujo Zapata** as a partial fulfillment of the requirements for the **Bachelor Degree in English Language with a Minor in Educational Management**.

**PROJECT ADVISOR**

---

**Mariela Fátima Vásquez Barros, MSc.Ed.**

**DIRECTOR OF ACADEMIC PROGRAM**

---

**González Ubilla, Stanley John, MSc.**

**Guayaquil, on the 15<sup>th</sup> day of September of 2020**



**CATHOLIC UNIVERSITY OF SANTIAGO DE GUAYAQUIL**

**FACULTY OF ARTS AND HUMANITIES**

**SCHOOL OF ENGLISH LANGUAGE**

**STATEMENT OF RESPONSIBILITY**

**I, Domenica Soledad Araujo Zapata**

**HEREBY DECLARE THAT:**

The Senior Project **EMOTIONAL AND BEHAVIORAL DISORDERS IN A 6<sup>TH</sup> GRADER AND THEIR IMPLICATIONS FOR EFL TEACHERS ON CLASSROOM MANAGEMENT AT UNIDAD EDUCATIVA SANTIAGO MAYOR DURING THE FIRST QUINMESTER 2019-2020**, prior to obtaining the **Bachelor Degree in English Language with a Minor Educational Management**, has been developed based on thorough investigation, respecting the intellectual property rights of third parties regarding citations within the corresponding pages whose sources are included in the bibliography. Consequently, this work is of my full responsibility.

Under this statement, I am responsible for the content, truthfulness and scientific scope of the aforementioned paper.

**Guayaquil, on the 15<sup>th</sup> day of September of 2020**

**AUTHOR**

**Doménica Soledad Araujo Zapata**



**CATHOLIC UNIVERSITY OF SANTIAGO DE GUAYAQUIL**

**FACULTY OF ARTS AND HUMANITIES**

**SCHOOL OF ENGLISH LANGUAGE**

## **AUTHORIZATION**

I, **Doménica Soledad Araujo Zapata,**

Authorize the Catholic University of Santiago de Guayaquil to **publish** this Senior Project: **EMOTIONAL AND BEHAVIORAL DISORDERS IN A 6<sup>TH</sup> GRADER AND THEIR IMPLICATIONS FOR EFL TEACHERS ON CLASSROOM MANAGEMENT AT UNIDAD EDUCATIVA SANTIAGO MAYOR DURING THE FIRST QUINMESTER 2019-2020**, in the institutional repository. The contents, ideas and criteria in this paper are of my full responsibility and authorship.

**Guayaquil, on the 15<sup>th</sup> day of September of 2020**

**AUTHOR**

---

**Doménica Soledad Araujo Zapata**

**URKUND REPORT**

## Urkund Analysis Result

Analysed Document: D-AraujoFINAL-31-08-2020.doc (D78428896)  
Submitted: 9/1/2020 2:20:00 AM  
Submitted By: mariela.vasquez@cu.ucsg.edu.ec  
Significance: 0 %

Sources included in the report:

Instances where selected sources appear:

0

**PROJECT ADVISOR**



---

**Mariela Fátima Vásquez Barros, MSc.Ed.**



**CATHOLIC UNIVERSITY OF SANTIAGO DE GUAYAQUIL  
FACULTY OF ARTS AND HUMANITIES  
SCHOOL OF ENGLISH LANGUAGE**

**ORAL PRESENTATION COMMITTEE**

  
\_\_\_\_\_  
**GONZÁLEZ UBILLA STANLEY JOHN, MSC.**  
FACULTY DIRECTOR

  
\_\_\_\_\_  
**JARRÍN HUNTER XIMENA MARITA, MSC.**  
FACULTY STAFF

  
\_\_\_\_\_  
**HOYOS HERNANDEZ, DAVID EDUARDO, MGS.**  
REVISOR



**CATHOLIC UNIVERSITY OF SANTIAGO DE GUAYAQUIL**  
**FACULTY OF ARTS AND HUMANITIES**  
**SCHOOL OF ENGLISH LANGUAGE**

**GRADE**

---

A handwritten signature in blue ink, appearing to read 'Mariela Fátima Vásquez Barros'. The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

---

**Mariela Fátima Vásquez Barros M.Ed.**

**Project Advisor**

## **ACKNOWLEDGEMENTS**

I want to say thank you to the School of English at Universidad Católica Santiago de Guayaquil for helping me to achieve my goal and for allowing me to work and study during these years.

I want to thank to Isabel Pérez, lead principal and Miss Cecilia Mosquera, English Area Coordinator from Unidad Educativa Santiago Mayor, for their collaboration, during my graduation work process. Also, I want to express my gratitude to Ms. Mercedes Minchala Ríos for sharing her teaching experience with me during my internship as a university student.

I really express my words of gratitude to the English Area Teachers at Unidad Educativa Santiago Mayor, English Area teachers, for collaborating with the surveys, for taking time to fill up each question of the questionnaire, for being part of my internship time and supporting me.

## **DEDICATION**

I dedicate this graduation work to my family and friends, who have always been there for me, and supporting me, during my university studies and life. I want to thank them for everything, they have done for me.

# INDEX

ACKNOWLEDGEMENTS.....	VI
DEDICATION.....	VII
INDEX.....	VIII
FIGURES INDEX.....	IX
ABSTRACT.....	XI
INTRODUCTION.....	2
PROBLEM STATEMENT.....	3
JUSTIFICATION.....	6
CHAPTER I: THEORETICAL FRAMEWORK.....	8
CHAPTER II: LITERATURE REVIEW.....	17
CHAPTER III: METHODOLOGY.....	23
CHAPTER IV: DATA ANALYSIS.....	30
REPORT OF THE INTERVIEW.....	38
RECOMMENDATIONS.....	50
BIBLIOGRAPHY.....	51
APPENDIX.....	66

## FIGURES INDEX

Figure 1 Age of participants, graph created by the author .....	30
Figure 2 Gender of Participants, graph created by the author .....	30
Figure 3 Experience years of participants, graph created by the author .....	31
Figure 4 Participant's study field, graph created by author .....	31
Figure 5 Frequent behaviors observed on students, graph created by the author.....	32
Figure 6 Characteristics recognized among students .....	32
Figure 7 EFL teachers should be trained for BED students. ....	33
Figure 8: Problematic skill in managing a child who has behavioral and emotional disorders.....	34
Figure 9, Behavioral disorder cases that teachers had dealt with in the EFL classroom, during the last 5 years .....	34
Figure 10 knowledge about bipolar disorder in children, graph created by the author.....	35
Figure 12 important points in an EFL teacher's presentation, graph created by the author .....	36
Figure 13 Classic reactions to negative situations of students with behavioral disability in the classroom .....	37
Figure 14 Mind Network of the interview, created by the author .....	38
Figure 15 Mind Network of the interview, created by the author. ....	39
Figure 16 Mind Network of the interview created by the author .....	39
Figure 17 Mind Network of the interview created by the author .....	40
Figure 18: Mind Network of the interview created by the author .....	41
Figure 19 Mind Network of the EFL Teacher created by the author.....	42

Figure 20 Mind Network of the interview of an EFL teacher created by the author.....	43
Figure 21 Mind Network of the interview of an EFL Teacher created by the author.....	44
Figure 22 Mind Network of the second interview of an EFL teacher created by the author.....	44
Figure 23 MindNetwork of the interview for an EFL teacher created by the author.....	45
Figure 24 Mind Network of the interview to an EFL teacher created by the author.....	46
Figure 25 Mind Network of the interview for an EFL Teacher created by the author.....	46

## **ABSTRACT**

This is the study of behavioral and emotional disorders (BED) in a child at a high school of Guayaquil which helps to understand the implications for English teachers. This research was conducted in order to recognize negative situations which are produced by students with BED. Emotional and Behavioral Disabilities are related to the persistent mood changes on children, which provoke them to start incidents inside of the classroom.

EFL Teachers at Unidad Educativa Santiago Mayor, answered a survey in order to collect data about students with emotional and behavioral disorders. It was also applied a structured interview to a psychologist and an unstructured interview to the classroom teacher of a child with bipolar disorder. The results of the survey showed that there is a need for training programs, while the interviews provided important information about the implications for EFL teachers to be used in classroom management strategies.

**Keywords:** Emotional and behavioral disorders, Classroom management, Implications, EFL teachers

## INTRODUCTION

In this research work, I'll be explaining about a student with emotional and behavioral disorder, and the implications for EFL teachers that are necessary to be considered during the project.

Emotional and behavioral disorders, influenced on a student's learning and socializing capacities, which could affect them and their future. For this reason, many implications are going to be applied on EFL Teachers at Unidad Educativa Santiago Mayor, in order to help to students with special needs, to learn English as a Foreign Language.

As part of this research project, two interviews are going to be applied for professional (a child psychologist and an EFL Teacher) in order to collect more information about emotional and behavioral disorders on a child, and their recommendations to the rest of the teachers from different fields, including EFL teachers.

## PROBLEM STATEMENT

The LOEI (Ley Orgánica de Educación Intercultural) states that equality and inclusion ensure groups of students with special education needs, the access, permanency, and finishing in the Educational System which guarantees equality of opportunities. Lara, (2019) says that inclusive education defines a person in every aspect, including its personality and other dimensions which make the person's dignity more worthy, relational and intersubjective and these terms are connected to philosophical theory.

The National Center of Inclusive Education from the USA states that inclusive education requires a lot of preparation and training from teachers in order to support students with Behavioral Emotional Disorders and other disabilities that are not related to emotional and behavioral disorders. According to Hunling (2019) teachers must apply mentoring processes in order to support students with Behavioral and Emotional Disorders (BED), they can motivate students to learn English as a Foreign Language during school year. Developmental delay is considered inside behavioral and emotional disorders. Klaus (2019) says that schools must consider that developmental delay levels will turn into social competences and it will be a need to know student's varied needs.

During class time it is challenging to deal with complex behavior while trying to teach English. In terms of diagnosed BED students it becomes a hard situation to deal with. A negative effect of this circumstances is that the rest of the pupils can copy the negative behavior through observation and imitation of the student's negative conduct and if that happens, the school will punish them and notice them the consequence of bad behavior. Saint, (2018)

At Unidad Educativa Santiago Mayor, a behavioral and emotional disorder case had been observed during the English as a Foreign Language instruction. The student received psychological and psychiatric treatment with specialists who recommended him to take some medicine that allowed the child to feel relaxed during long periods, especially at school where the

student spent at least 7 hours from Monday to Friday from 7:14 am until 2:30pm, unless the student takes extracurricular activities like sports or art. In that case, the student had to spend 9 hours at school from 7:14 am until 4:00pm, twice a week (Tuesday and Thursday)

The schedules interfered on student's behavior due to the amount of hours that he had to spend at school. Considering that the class has a 45 minutes period, the child had to make a big effort to tolerate a long time, sitting at a desk without going anywhere. During class time, the teacher usually has to monitor constantly if the student has changed his mood, in order to keep control of the classroom.

A student with conduct problems can affect the rest of the class in a negative way due to frequent interruptions that affect all the student's focus in English lessons, which could generate an adverse environment. The child could start excessive chatting or passing notes which forces the teacher to stop the lesson she was working on, just to avoid the incident that was caused by the BED student.

The student's condition does not affect his EFL learning capacity, because he could listen, speak, write without any difficult, he could do some pair work or group work with the rest of his classmates without starting an incident, since the medicine he was taking can control his impulses.

According to Conroy, Mcknight, & Sutherland (2019) emotional and behavioral disorders can negatively affect the relationship between the teacher and the student.

According to the Education Ministry, (2015) another negative effect is that disruptive behavior is threatening and it can cause a lot of tension in other students who do not have BED, this can affect the learning environment and it can be difficult for the teacher to control the situation.

It is important to study this educational cases in order to give EFL teachers some guide on how to approach to behavioral disorders students, to understand them and to provide necessary aids during class time.

## JUSTIFICATION

The following research work is important for EFL teachers since according to the National Law of Education, teacher's labor in an inclusive environment. It must be considered not only physical disabilities, but also behavioral and emotional disorders; in order to help them learn English without starting incidents in the classroom.

Also, it is necessary that English teachers must be informed about behavioral and emotional disorders on students, so they can monitor the pupil's behavior. It is supreme that English teachers must be enough prepared to deal with negative situations inside the classroom.

This topic will provide a positive benefit on any BED student, since he/she will feel supported by an English teacher who knows about his/her condition. This knowledge could enable the teacher to give an immediate solution to incidents that could arise during class time, in some cases the rest of the students could also be involved. A good classroom management could help the teacher and the institution to avoid complex situations.

## **Topic**

Emotional and behavioral disorders in a 6<sup>th</sup> grader and their implications for efl teachers on classroom management at Unidad Educativa Santiago Mayor School during the first quimester 2019-2020.

### **Research Question**

What could be the implications for an EFL teacher in classroom management to address an Elementary School student with behavioral disorder?

### **General Objective**

To determine the implications that an EFL teacher should bear in mind while teaching a student with behavioral and emotional disorder.

### **Specific objectives**

1. To identify the characteristics of a student with behavioral and emotional disorder.
2. To establish the knowledge that EFL teachers hold about behavioral and emotional disorder.
3. To know at what level EFL teachers could be able to recognize a student with bipolar disorder.

## CHAPTER I: THEORETICAL FRAMEWORK

Behavioral disorders could be defined due to their perspective, resistance and intervention on children that show symptoms of disruptive behavior because of their deficits, behavioral excesses and school intervention. They become resistant to the interventions due to many factors that are involved such as chronicity, severity, generalization and tolerance. (Greshman, 2019).

These kind of disorders present complexity for defining the amount of reasons and treatments that are necessary to find out in the children, to receive special education. Depending on their special education characteristics, students with behavioral disorders can participate in the school service. (Landrum , 1981)

The U.S Department of Health, estimates that only the 20% of students, especially children and adolescents have behavioral disorders due to the puberty (when a child turns into a teenager) but the 10% of students have emotional disturbances in life. (Brauner Boydell , 2006).

According to the book “Emotional and Behavioral difficulties” there are a lot of definitions about behavioral disorders, but no one of these definitions have positive results due to the ambiguity of the symptoms , characteristics and origin (Bowers, Garner , Yuen, Clough , & Pardeck T , 2004).

As part of the definitions of behavioral disorders, some people may have shown, intellectual disabilities that are related to autism spectrum disorder and other conditions that are connected between each other which can demonstrate behavioral disorders. (Elizabeth A. Perkins Tammy Jorgensen Smith Richard C & Marc J. Tassé, 2019) .

According to the American Association on Intellectual and Developmental Disabilities, and American Psychiatric Association both organizations defined that intellectual disabilities are the main symptom of behavioral disorders, due to the impairments on children’s conduct and behavior. (Schalock, 2010).

According to the Universal System (which is related to a different group of systems) can have the possibilities to include other conditions such as ADHD, ASD, and Deafness (this conditions provoques that the child loses his or her hearing capacity), vision disorders and neuromuscular disorders such as cerebral palsy ( wich affects the body movement due to its connection to various and permanent movement disorders), and learning disabilities are also part of behavioral disorders. (Linkin, 2020)

The universal system includes a range of children that are vulnerable to be diagnosed with behavioral disorders due to certain conditions related to premature birth, or perinatal complications, including heart diseases and cell illnesses including intrauterine alcohol exposure and other health conditions that interfer with behavior development on the child. (Macias , 2020)

Behavioral disorders can also be related to depressive disorders due to the emotional impairments in the child that was heredited from the parents and this study describes the prevalence and self reported symptoms in parents and also in the kids. (Falluco, 2019)

According to (Ogundele, 2018) mental health disorders can also produce behavioral disorders due to disruptive conduct, depression, pervasive developmental or autism disorders that are caused by internal or external problems, they include: temper tantrums, attention deficit disorder and oppositional defiant disorder are very common in children. These kind of disorders have a low level of intensity which provokes behavioral incidents during a period of time, which can produce loss of temper and destruction of property.

The Diagnostic and Statistical Manual of Mental Disorders has shown that children suffer from depression, anxiety disorder, poor sleep and nightmares, loss of appetite, clinginess, agitation, physical discomfort, inattention (Jiao , 2020). These disorders can be produced by collateral effects of the social distancing situation due to the coronavirus pandemic or other natural disasters since there is a behavior challenge that can affect their lives and change them, due to distance learning, staying at home for long periods of time and social isolation (be away from friends and family members) that

could lead the kid to conduct problems. (Center Pacer Champions for Children, 2020)

### **Classification of behavioral disorders**

According to Karl, (1960) in the past , behavioral disorders were classified according to their symptoms, which had risen a number of diagnoses during a long period of time. The behavioral disorders are divided into subgroups, due to the similarities of the symptoms and connections with another conditions. "Individual connections, symptom-complexes, causal relations, etc., until the idea of the disease-entity came to have a significance of its own for diagnostics-a significance which can never be final". (Jasper , 1960, p.6), the classification of behavioral disorders belongs to 3 different groups:

#### **Group 1: known somatic illnesses with psychic disturbances**

- i. Cerebral illnesses: traumas, tumors, acute and chronic infections, including vascular diseases, hereditary illnesses and parkinson.
- ii. Systematic disease with symptomatic psychoses: endocrine disorders and infections.
- iii. Poisons : alcohol dependency, smoking cigarettes, drugs and carbon monoxide.

#### **Group 2: The 3 major psychoses**

- i. Epilepsy
- ii. Schizophrenia
- iii. Manic depressive illnesses

#### **Group 3: Personality disorders**

- i. Isolated reactions that are not related to illnesses from groups 1 and 2.
- ii. Neurosis and neurotic syndromes

### iii. Abnormal personalities in their developments

As Jasper (1960) mentions, each of these 3 groups of classification of behavioral disorders, describes the different kind of illnesses that can be related to behavioral disorders.

According to Bhaumic (2020), another way of classifying behavioral disorder is by diagnosing the main signs of this conditions in children including: anxiety problems, affective disorders, comorbid (neurological, psychiatric and non-syndrome), delirium, affective disorders, etc. are also part of the classification of behavioral disorders. Considering that epilepsy is also an illness that affects the central nervous system, which controls all our body movement and nerve impulses.

According to the researchers, a lot of students, including children with other disabilities such as: ADHD (Attention Deficit Hyperactivity Disorder), SLD (Specific Learning Disability), ID (Intellectual Disability), Emotional Disturbance (ED), and Autism Spectrum Disorder (ASD) can also have behavioral disorders, due to the remaining primarily and physically sensory functions, which allows them to have difficulty in the outside world. (Hallagham , 2020)

Also, the 2% or 3% of the students were identified with special education according to their behavioral disorder, at a school age there is shown that the final results of this IQ-Test showed that the students have low adaptive behavior due to their living skills. (Cullen, 2020)

A different type of behavioral disorder that does not belong to the previous groups mentioned above is the Velo Cardio Facial Syndrome. This syndrome is related to health conditions, and it is caused by facial anomalies and heart deformity. Most children with this illness, can have delay on speech, development of knowledge, cognition and motor domains, which can consider that Velo Cardio Facial Syndrome may be considered as part of behavioral disorders.

Also, this book “Educating Children with Velo Cardio Facial Syndrome” says that children with this syndrome may need some special education and assistant during the entire school year (Cutler, 2012).

According, to Kchrestmer, (1968) a group of symptoms of this illness and cases were reported in consequence of congenital anomalies, which are related to birth, such as: aplasia, conotruncal heart anomalies and hypoparathyroidism. Were treated with chromosome deletions and medicines.

Kchrestmer, (1968), mentions that some of this disorders, including fetal alcohol disorder, can be connected with Down Syndrome and in some cases, this syndrome can follow the sequence of Digeorge Syndrome.

Additionally, (Psychiatric Association, 1994), this system is the most common and useful methodology to identify disruptive disorders. Another group of disruptive or behavioral disorders include, this types: ADHD, Conduct Disorder and Oppositional Defiant Disorder.

Furthermore, Lahey & Carlson, (1991) say that there is a lower prevalence of ADHD without the presence of hyperactivity, and in many cases, the signs cannot been seen or identified at an early age, so that means that the child can have this attention deficit without noticing it until he or she becomes a teenager, where the main signals of ADHD can appear.

Accordingly, to (D. Egger & M. Angold, 2006) ODD (Oppositional Defiant Disorder) is considered one of the most common behavioral disorders that can be diagnosed in children with a range between the 6.6% and 13.4% of the population can experience some conduct problems and become resistant to the treatments.

The main goal to diagnose these conditions is through identifying the main signs of behavioral disorders in a child by using the correct etiology, course and reaction to the treatment. (American Psychiatric, 1994).

Later on, students with behavioral disorders can be overrepresented in the population and how do their behavioral disorders can affect their academic

level of intelligence and learning. That means that the students can have difficulties to keep their averages at school, affecting them to pass the school year. Fessler, (1991).

According to Fessler, (1991), only the 38% of the students have criteria about the specific learning disabilities and that group of students do not have severe academic difficulties. Even though, the attention for students with EBD is very necessary and important because, the academic tasks and responsibilities will be increasing, allowing them to have very long terms of negative behavior, difficulties in focusing on the task, etc.

Greenbaum, (1996) says that the majority of students between 8 and 18 years old , receive special education service due to their EBD (Emotional Behavioral Disorder) have shown their academic difficulties at the age of 7 years old.

Eventually, the researchers have studied, that behavioral disorders can also be linked to language learning difficulties, because of the reflection on their connotation, due to their ages and settings (environment). Which can affect the child's conduct (Sittenfield, and others, 2020), that means that there is a relationship between language and behavioral disorders, as part of their classification.

Besides, behavioral disorders can be chronic, they can affect the child's development due to the main symptoms and signals presence on the children, which can affect their academic acquisition and average, especially if they are socializing with other kids of the same age. T & Newman, (2012).

Newman , (2012) mentions that psychological practices are implemented in a way to address, social, emotional and behavioral problems through interventions and evaluations on children that have struggle with their conduct and development.

According to John ,( 2017) the number of efforts has shown a high evidence which is based on evaluation programmes and practices, including clinical treatments that were applied by professionals, which effects have positive results on the children with EBD.

First, children can be considered a high risk in the population with health mental problems due to negative experiences that they had in the past, such as: violence, neglect (this term is related to the attention that a child can receive from love ones), or having a lot of changes while they are growing up, (Lehman E.W.R, 2013) which ones can affect their emotions and behavior in the future, provoking them to suffer from social isolation, depression, and low academic performance.

According to the ASEBA, this system has demonstrated that psychological problems have been monitoring and successfully diagnosed which allows the comparison in many studies. (T.M, 2008) And he says that ASEBA (Achenbach of Empirical Based Assessment) System uses a lot of informats, to raise the correct aspects for researchers to have a low level of agreement. The ASEBA approach, provides comprehensive, adaptive and maladaptive functions to adapt professional practices to identify actual patterns.

### **Definition of bipolar disorders**

This disorder is related to conduct and behavior of a person. This condition persists on the person's mood, so that means that its behavior can change immediately. It also can increase the person's energy and activities.

This condition can include one or more episodes, with manic symptoms such as: hypomania (which is a related state mood that is combined with persistent disinhibition and increases of humor or euphoria). This episode of hypomania does not interfere with social life of a human, due to its severeness impairments in social or occupational fields. Also, hypomania is involved with unpredictable depression symptoms, which occur between periods of depression and hypomania. Gilic and Milkovitz, (2017). The same authors include other criteria episodes about bipolar disorders which are: cyclothymia (this kind of mental disorders include, depression and hiponimia).

Another definition of bipolar disorders is that, they are a group of complex and dynamic illnesses, so their diagnosis can be very difficult and challenged

for humans in a way to provide an appropriate management of this conditions.

This kind of disorders can involve psychiatric practices due to specialty care that is necessary to receive from other practitioners, who have experience working and treating people with bipolar disorder. Depending if the bipolar disorder is connected with another condition or not. If it is connected to a different disorders, such as ADHD, the person will also receive medical treatment, especially neurological therapy and then, the person will continue taking psychiatric therapy. (Stephen M Strakowski). (Bipolar Disorder, 2020 Oxford University introduction).

Since 1994, this disorder has been recognized formally to the Diagnostic and Statistical Manual of Mental Disorders (U.S.). Later on, its definition is being modified and it contains a mature status to achieve all the diagnostics which are necessary for identifying the signs of bipolar disorder in a person, especially in children. (Disorders, 1994)

### **Causes of bipolar disorders**

There are several causes of BD (Bipolar Disorders) that can be diagnosed in children but not all of them have been fully understood. Also, this condition is not always identified at an early age, due to the absence of the main signs of bipolarity. (Dog, s.f.)

The main causes of BD that could be considered are the following:

- brain chemical
- environmental factor
- genetics
- medical illness (sometimes).
- hormone problems
- brain structure

#### **a) Brain Chemicals**

According to Kirk, (2003) the abnormal absence of serotonin in the brain of the child can cause bipolar disorder, due to mood swings that are caused by

the mixture of the other chemicals in the brain. These chemical substances generate the nerve impulses into the body, allowing it to realize its daily function.

#### **b) Environmental factors**

Bipolar disorders are also connected to stressful situations, but the child can find many different ways to deal with stress. But also, these factors can interfere with bipolar disorder, due to past experiences that influence the children's personal life, such as: mental abuse, significant loss, and traumatic events can be some possible origins of this condition. The experience can create a significant mental damage on the child and that damage can be permanent. (Kirk, 2003)

#### **c) Genetics**

This condition can be inherited, that means that the child can have a family member with bipolar disorder. There is a 10% possibility that a child could develop a bipolar disorder in an early age, or in the future (when he or she grows up). The 80% of bipolar disorder factors are connected to genes, which means that families can have someone with bipolarity. (kauffman, 2005)

#### **d) Mental illness**

(Jensen, 2005) Says that mental illness works sometimes, even though it is not considered a cause of bipolar disorder. It also can cause symptoms that can be related to mania or hypomania and they can confuse the professional who is working with the child. In many cases, drugs are not efficient and the child needs to find another treatment that can help him or her to reduce, bipolar symptoms.

#### **e) Hormone problems**

Hormonal imbalances are also related to bipolar disorders due to its hormone levels, so that means that hormonal difficulties can cause mood changes on people, especially children. Emotional disabilities create good or bad temper (conduct) on kids, allowing them to show bipolar episodes. (Network, s.f.)

#### **f) Brain structure**

This is a very important cause of bipolar disorder, because it depends on how the child's brain is structured. The brain's size is completely important, because it varies on this organ's size and how it can activate some structural functions and experiences on kids with bipolar disorders and those structural damage conditions can predispose a person.

## **CHAPTER II: LITERATURE REVIEW**

### **Teaching strategies to work with behavioral and emotional disorders students**

Educators with students who show behavioral and emotional disorders, may feel that they are facing a challenge. They have some difficulty to improve educational systems and classroom management according to the level of the problems experienced while instruction which requires a better understanding from teachers.

A brief description of a journal about Descriptive Analysis of the Instructional Control of Teachers in a Classroom of Students with Behavioral Disorders mentions that classroom management is the major topic of apprehension for the teachers, especially if they work with students who have behavioral and emotional disorders. Eldar, (2018).

Bettini (2018) says that teachers waste a lot of energy while they do their responsibilities and it is difficult for them to find out the correct teaching tools, which ones include materials to use in the classroom. The material can support students' behavioral role, but it cannot support their academic role. She also believes that educators may also find implications to improve their teaching role.

Team (2018) shows that the main strategies that a teacher must use to work with students who have behavioral and emotional disorders are the following ones: classroom instruction, teacher positive feedback and praise and

student self-monitoring. These strategies allows students with behavioral disorders to have positive effects on their academic performance, focusing on their school subjects, controlling their behavior and managing their impulses, including emotional balance which is necessary for socializing. The 5 main strategies to work with students who have emotional and behavioral disorders according to Team are the following:

- Keep class and rules simple and clear
- Reward positive behaviors
- Allow students for mini-breaks
- Fair treatment for all
- Use motivational strategies

Bryant , Bryant , & Smith , (2019) describes that other strategies can be useful for teachers to use in the classroom where they work with students who have BED (Behavioral Emotional Disorders) are the following:

- Team work (group work)
- Instructional strategies
- Considering diversity
- Tech Notes
- Response to intervention
- Adapt in action

Markelz & Taylor , (2016) suggest that the teacher needs to have a positive relation with the students who have emotional and behavioral disorders in the classroom. For this, three strategies must be applied:

- Praising and attending behaviors
- Praising and academic achievement
- Praising according to age.

**Other strategies to be applied in the classroom:**

- 1) Awareness of thoughts (alternation between thoughts and behaviors)
- 2) Learning self-care (taking care of yourself)

- 3) Understanding trauma ( to understand unexpected reactions from students)
- 4) Analyzing environment (classroom)
- 5) Minimize heavy burden of learning (reduce assessments to the students)
- 6) Birthday cake technique for relaxation or breaths. (To reduce stress on students through breathing exercises.
- 7) Analyzing child's conduct during class times ( behavior)
- 8) It is not fair. ( to treat all students in the same way)
- 9) Be on time (punctuality)
- 10) Be polite, friendly and respectful. (Behave in positive manners).

According to Stewart, (2018) preschoolers' curiosity to explore the outside world is strong, but in many cases, curiosity may have negative impacts on their lives and the children's behavior can be difficult to control . As part of this strategy, teachers must apply the following techniques, such as: acknowledge the problem, setting a cool down zone, create a silent signal, use journaling. With these strategies, the teacher can deal with students who have EBD and he or she can motivate them to learn.

According to Kern, Evans, & Lewis (2016) teachers may notice that students' behavior levels may be low and they need to look for a broad scale which can be applied on students who have BED to improve comprehension levels and behavior. First of all, teachers should know how to prevent negative behaviors from students inside of the classroom, that means that teachers must not wait until a student with BED starts an incident in the class. Second, expectations must be prior students arrival to the class, those expectations fascilitate student's learning process, in order to prevent more behavioral problems. Third, teachers must react in a positive way, since student could notice positive conduct on the teacher, and the child would imitate this behavior.

In the work of Ramirez (2019) these strategies: maximizing response's contact with reinforcement, making instructional setting similar to the generalization setting, training multiple exemplars and training to generalize were applied in a contingency group of students with behavioral and emotional disorders and found that those teaching strategies were useful.

Finally, Bear & Soltys (2020) suggest that students who have behavioral and emotional disorders should participate on school programmes which include social and emotional learning that can help them to learn about self-care, socializing, due to motivation and positive interventions from the teachers who also participate on these programmes. Rivera & McKeithan (2019) believe that these practices must have a based-evidence from teachers who apply effective instructions on students with BED in order to benefit students learning and social skills. Evidence Based Practices (EBPs) must be consistently implemented and clear in the classroom and these practices could include: making decisions, and self-awareness.

## **2.2 The teacher's role for a behavioral and emotional disorder in EFL classroom**

According to Murray & Christinson (2019) the role of the teacher is commonly expressed as a "sage on the stage" and it can be compared with the guide on the side and both roles are used to show the differences between teachers' centered and teachers' fronted instructions, including peer interaction. Also, this book mentions that teachers and learners assistant should include different roles and adapt them to the different purposes and to facilitate student's learning.

Adger, Snow & Christian (2018) says that the teachers must have access to a wide range information to have good functions in the classroom due to many certifications standards that are related to teaching English. The main teacher's roles are the following:

- ❖ Teacher as a communicator
- ❖ Teacher as an educator
- ❖ Teacher as an evaluator
- ❖ Teacher as Educated Human Being

## ❖ Teacher as agent of socialization

Each one of these roles play an important one in the classroom, because the teacher does not only have to teach English. The teacher has also to deal with other situations that involve student's behavior. Nancy & Yendolhoppy (2019) agreed that as part of the teachers' role is to include the following characteristics:

- ✓ Focus on the content
- ✓ Active learning that includes teacher observation and communication practices
- ✓ Coherence and sensitive texts
- ✓ Duration that occurs all the time
- ✓ Collective participations ( pair work, contests)

Cochran & Lyttle (2009) suggest that the teachers must have to create an instance that allows him o her to have a professional position standing where the teacher can practice its work as part of their teaching's culture.

According to Harwell & Jackson (2008) in many cases, teachers could not be able to reach students with emotional and behavioral disorders, due to the difficulties that the pupil could demonstrate in the classroom without controlling its impulses. They also mention that teachers will need some guidelines in order to manage the situation.

Guidelines for teachers:

- Never grab or touch an acting-out or violent student unless he is causing harm to another person or himself.
- Send for assistance.
- If the student is threatening, keep a normal distance from him, do not invade his space.
- Keep your voice tone normal. Repeat any instructions until the student complies.

- Immediately try to get the aggressive student into isolation, where he can calm down, and talk to him with low tone voice or remain silent.
- Do not leave the student alone until he visibly calms down
- Discuss his behavior and the consequences of his behavior only after he has become calm.

According to Fletcher (2014) low achievement is also considered a characteristic of emotional and behavioral disorders, due to levels and lower correlations which reduce agreement.

Flanagan et al. (2007) demonstrate that there is a cognitive weakness which is related to the academic fragility that would provokes, some phonological difficulties which could be connected to reading and spelling simple words. The students may have difficulties in some achievements. On the same topic of cognitive achievement, Jackson (2008) mentions that it could be hard for teachers to be focused on students with learning disabilities. The research analyses that memory will change, depending on how our brain stores the information, due to its incredible ability to process the information which is necessary for the child's learning process.

Harwell & Jackson (2008) mention that the four main types of students who would present some challenge to their teachers, due to their behavior exhibited in the classroom are:

1. Attention seekers
2. Dependent students
3. Power seekers
4. Revenge seekers

This classification will be useful to consider during data collection process.

## CHAPTER III: METHODOLOGY

Since this research work describes a punctual behavior disability and a problematic situation observed in just one student of an education center, the methodology chosen to describe the situation is the case study.

### a) Selection of the Research Design and the Methodology

According to Yin (2014) a case study is considered a prevalent form of social science and research that can be applied in different fields, such as: nursering, education, business, community planning. It does not describe or test propositions, it is only appropriate when teaching cases are close.

Another definition of a case study in education is given by Barnes (1994), it refers to the stories that are used as a teaching tool to demonstrate real life situations and they apply to those situations in concepts of a research. Also, teachers can identify a case where they work or they can create their own cases.

In the words of Tight (2017), a case study is a qualitative research method, holistic, thick, more or less comprehensive, phenomenal, and experimental. The educational case study is an empirical approach that is localized with space and time boundary that includes all interesting aspects of educational activities. A case study in the educational field contains natural and respectful contexts for people. Clarke & Rhetoricorum (2012) mention that case studies are also defined as illustrations which correspond to multimethod researches. They describe case studies as an exploratory model.

The methodology selected is the mixed methods approach. Tashakori & Teddie (1998) describe mixed methods studies as the ones, that combine both methodologies (qualitative and quantitative research), as part of the single study in the same research methodology. Spaulding (2006) describes that mixed methods model is a combination of aproaches which results in a more complex understanding of educational problems.

Tashakori & Teddie (1998) describe mixed methods studies as the ones, that combine both methodologies (qualitative and quantitative research), as part

of the single study in the same research methodology. Spaulding (2006) describes that mixed methods model is a combination of approaches which results in a more complex understanding of educational problems.

Subedi (2016) mentions that the typology of mixed approaches could cause difficulties on researchers to select the best method, in order to address their problem research.

According to (Creswell, 2014) mixed approaches are linked to the combination of both research methodologies which ones are: Qualitative and Quantitative Research, including data as part of the same research. In addition (Campbell & Fisk, 2014) used this methodology and included it as part of multiple methods to study philosophical traits.

#### b) Main gathering tools for case studies

According to Marrelli (2007) the gathering tools for case studies need to be based on decisions in a way to establish the theoretical framework database before research starts. These tools are:

- Unit of analysis
- Time-period
- Data methods and sources.
- Personal interviews
- Direct observations
- Psychometric tests
- Archival records
- Focus groups
- Surveys
- Documents and records

Lamont, (2014) states that case studies also incorporate methodologies to collect specific information such as: collecting data, journaling, personal observation, archival records and artifacts.

Morse, (2009) describes some characteristics in which, she explains something about methods designs, here are some of the characteristics of mixed approach:

- It is still immature
- It is not difficult for participants
- Its terminology is satisfied and accepted in other's work
- It is conducted with delivery care
- All the components remain intact

Creswell & Clark, (2007) say that mixed approaches are still having problems due to the supplemental strategy which is necessary to set up in this, kind of research approach. And they show up an embedded design in which, the project is combined with another project.

Cresswell & Clark, (2011) describe that practical issues were included as part of their studies, because of the criteria, the use of a team to conduct this research and expansion of this methods, considering that there are good examples of research designs.

The data gathering tools to be implemented in this research are the survey and the personal interview. According to Leedy & Ormrod (2005), survey research can be applied to a specific group of people in a way to gather information about certain groups of population, just to learn about their characteristics, opinions, attitudes, culture, and traditions. Also, the questionnaire or survey can be defined as an instrument to collect data. Spaulding (2006) says that the survey can be used as a primary method to gather data information by collecting samples, through questionnaires about the research project which is being conducted. The questions must stay simple so as to the answers. She also describes that the survey is considered a non-experimental approach (which lacks the manipulation of an independent variable). And it also includes demographic items in order to obtain background information. Survey questions must be developed through intensive literature reviews.

According to Kim (2018) gathering data collection can be used through interviews and observations. In order to collect information about the student with behavioral and emotional disorder. Also it is necessary to apply an interview to the EFL teacher who was in close contact with the subject of research; and, a child psychologist that could spend with her working experience, the elements and the implications that a teacher should consider when instructing this kind of students.

For Oosterveld, Worst, & Smits (2019) a questionnaire could be described as an instrument of measurement of one or more constructs with added items scores or scales and these items have a complete structure. They also say that a questionnaire contains six methods, which are: The rational method, The prototypical method, The internal method, The external method, The construct method and The design phased method. Acharya (2010) interprets that this kind of questionnaires work with pre-coded questions wich have skipping patterns that are well defined in order to follow the sequence questions. He also says that structured questionnaires have some advantages, which are the following: less discrepancy, easy to administer, consistency in answers and easy for management.

According to Brace (2018) a questionnaire is a tool which could be used for different situations and also it is applied with different gathering data media. Also, this term could be used to refer both questionnaires due to self-completion, which is applied by participants during surveys and instrument intended that is designed and described by the interviewer. In addition, the question sheet provides an interview which is standardized in all research subjects. On the other hand, he says that an interview which is structured could be represented to the participants through fixed and prepared questions according to the interview's schedule. For this author a questionnaire is considered as the medium of communication between the researcher and the subject, and it could be organized by an interviewer, during research.

On this poll, 7 questions were long answer and 2 questions were short answer. All of the questions were based on the research topic and on the

theoretical framework, which was worked at the beginning of the project. This survey had to be analyzed according to the percentages that appeared on each statistic graphic, in order to be explained about each option and questions.

It is also planned to have an open interview with a classroom teacher of a child with BED. To gather experiences with school situations that she could remember about classroom management with this student. According to Norman, Robertson, & Boyle, (1989; 1984) unstructured interview is the type of instrument which is hold by a constructivist point of view related to social reality. Unstructured interviews are characterized by not “using predetermined questions; or conducting an interview in which the individual is allowed to talk openly about a topic, without the use of specific questions”

#### c) Description of the participants

In order to collect EFL teacher’s reactions to the behavioral and emotional disorders, it was necessary to determine the participants involved. This work was applied on primary school teachers at Unidad Educativa Santiago Mayor. There were eleven EFL elementary school teachers who participated on this quantitative research. They have enough teaching experience with students of different ages and English levels of elementary school. These teachers used to monitor the student’s behavioral disorder to observe his conduct, in case he changes his mood. And if that happens, the teacher should evaluate the student’s behavior immediately.

Twelve English teachers answered an online survey about behavioral problems on school students, in order to obtain more information about how much do they know about the subject matter and how they manage the situation in the English Classroom.

An EFL teacher shared her experiences teaching a student with bipolar disorder during a given class period

A child psychologist was interviewed, she answered 3 opened questions about emotional and behavioral disorders, which include recommendations for teachers. Her personal information is the following:

- Name: Clara Rocca

Gender: Female

Years of experience: 19 years (since 2001)

Places where she worked: educational institutions.

- Mercedes Minchala Rios

Classroom EFL Teacher at Unidad Educativa Santiago Mayor

Years of teaching experience: 8 years

d) Description of the instruments

In order to select the instrument for gathering information, it is necessary to consider the research question about the implications for an EFL teacher in classroom management and students with behavioral disorder. It must be appraised the specific objectives established at the beginning of this work to guide the selection of the questions to be asked to teachers. These objectives were oriented to gather the knowledge of teachers about the behavioral disorders in the students, and the recognition level of these disorders by the teachers.

The first instrument selected for gathering information is a survey which is going be applied to teachers at Colegio Santiago Mayor. The author of this survey is Young Chair (2019) and she mentions that it was written to determine the prevalence of emotional and behavioral disorders on children. Additionally, this data gathering tool was adapted with the classification of challenging students from the work of Spaulding (2006). With the permit of the school's principal of Unidad Educativa Santiago Mayor, this survey would be applied to eleven EFL Teachers at this institution.

The survey contained 9 questions, all of which were objective multiple choice items. Also the questionnaire was created in an excel document and then it was copied to google forms, in order to be shared to EFL teachers at UESM. The authors of this survey are Meyer & Lasky (2017), they say that there could be many reasons of why children would be disruptive or inattentive in

class. Also, they believe that conduct disorders are not easy to diagnose. The survey was applied to EFL English teachers from different levels at UESM, regarding the information about emotional and behavioral disorders that a child could demonstrate during class time.

The next instrument to be applied in this research was a structured questionnaire which was designed to explore the experiences of a child psychologist on the same topic. Cheung (2014) considers that a structured questionnaire could serve as measurement tool to be applied in survey research which relationship is closed to quantitative analysis. A typical example of this kind of questionnaires, is the Census questionnaire, which collects demographic information from population.

According to Grier, Wikins, & Pender (2007), all EFL teachers who have Behavioral and Emotional disorders' students include in the school setting the application of strategies and approaches that are connected with problem-solving situations; in which, the families and staff members are included.

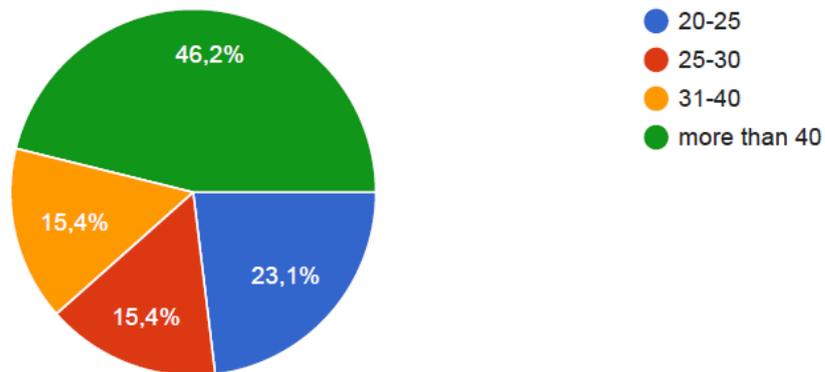
The third instrument was an interview regarding the situations experienced by the EFL Teacher, with a behavioral and emotional disorder child at Unidad Educativa Santiago Mayor. It was an unstructured interview.

According to Norman, Robertson, & Boyle, (1989; 1984) unstructured interview is the type of instrument which is hold by a constructivist point of view related to social reality. Unstructured interviews are characterized by not "using predetermined questions; or conducting an interview in which the individual is allowed to talk openly about a topic, without the use of specific questions" Cresswell, (2014) (pg 17).

## CHAPTER IV: DATA ANALYSIS

In order to recognize the implications that an EFL teacher should bear in mind while teaching a student with behavioral and emotional disorder. A survey was necessary to be applied to EFL Teachers. Second, an interview was design to obtain information from a child psychologist. Following these lines, the survey results are presented.

### Survey for teachers

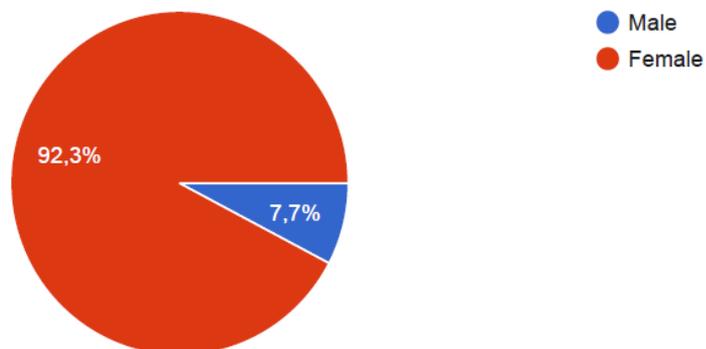


#### 1. Age of participants

Figure 1 Age of participants, graph created by the author

The majority of the teachers surveyed are over the 40 years old. A smaller proportion of the teachers are between 25 to 40 years old, and there are a few who are very young.

#### 2. Gender



2 Gender of Participants, graph created by the author

Figure

Almost all of the participants of this survey are women and just a little portion are men.

### 3. Years of teaching experience

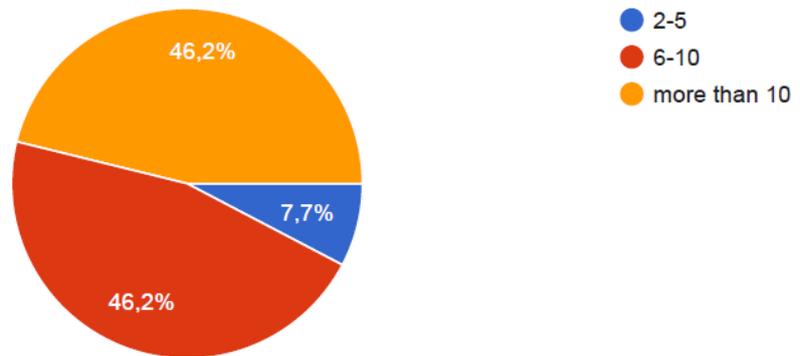


Figure 3 Experience years of participants, graph created by the author

A large portion of the EFL teachers who were surveyed, have more than ten years working on the teaching's field, while the other portion of the participants have between six and ten years of teaching and just a few have between two and five years of teaching experience.

### 4. Participants' Studies field

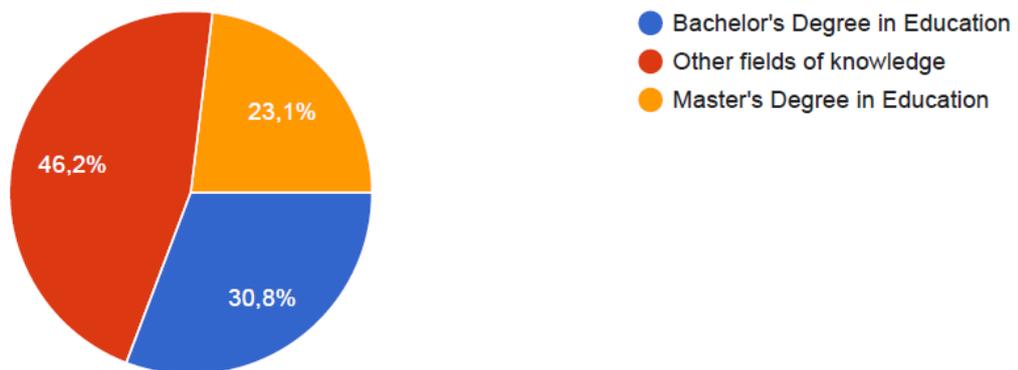


Figure 3 Participant's study field, graph created by author

A lot of surveyed teachers have other fields of knowledge, while more than a quarter have a bachelor's degree in education and a few have taken a master's degree program in Education.

## 5. Frequent behaviors EFL teachers had observed in students

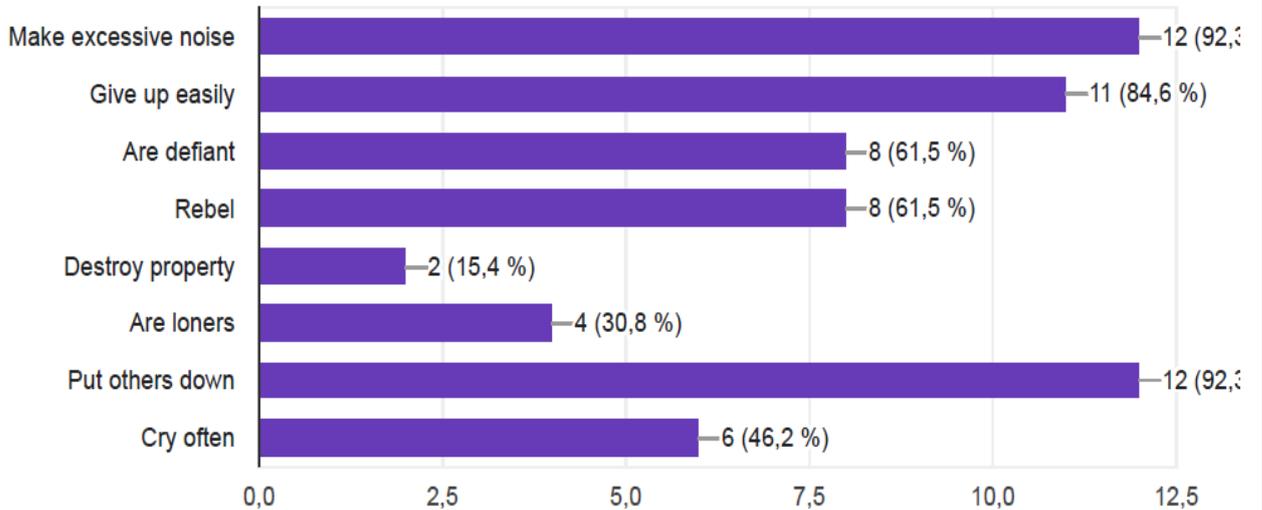


Figure 4 Frequent behaviors observed on students, graph created by the author

Most of the participants of this survey, have seen on their students the following behaviors during class time: First of all, in order of frequency, “putting others down”, “making excessive noise”, due to the high percentage which is demonstrated in the graph (92,3%); the next behavior, they mention that their students give up easily; afterward, the participants said that they think that their students are: defiant and rebel, in a high proportion; on the other hand, a few teachers mentioned that the students cry often and are loners. Finally, very few teachers declared that students destroy property.

## 6. Characteristics recognized among BED students

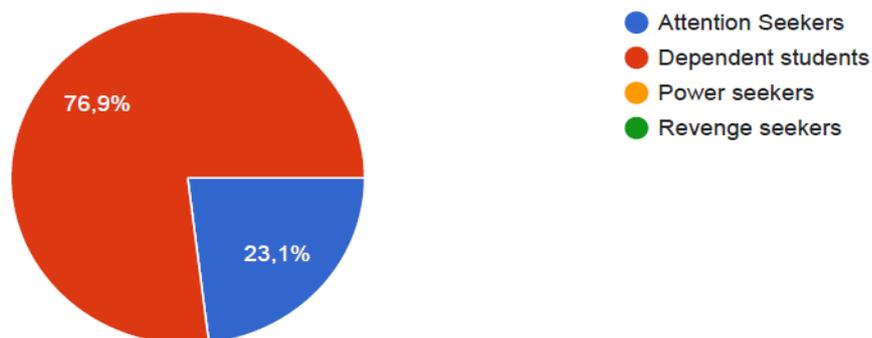


Figure 5 Characteristics recognized among students

The majority of the participants have discovered that their students are dependent while some others believed that their students are frequently trying to call their attention.

**7. EFL teachers should be trained to respond to problems of a student with emotional and behavioral disorders**

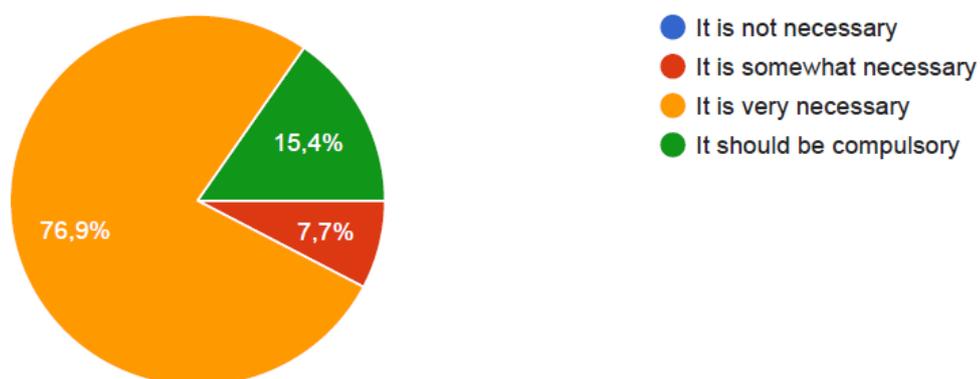


Figure 6 EFL teachers should be trained for BED students.

Most of the teachers who answered this question, consider that it is necessary to take a training program about students with emotional and behavioral disorders; few of them, think that it is somewhat necessary to participate in a training course while just a participant agrees that it is mandatory to follow up this training programs.

**8. Perception of teachers about problematic EFL skill when managing a child with behavioral and emotional disorders**

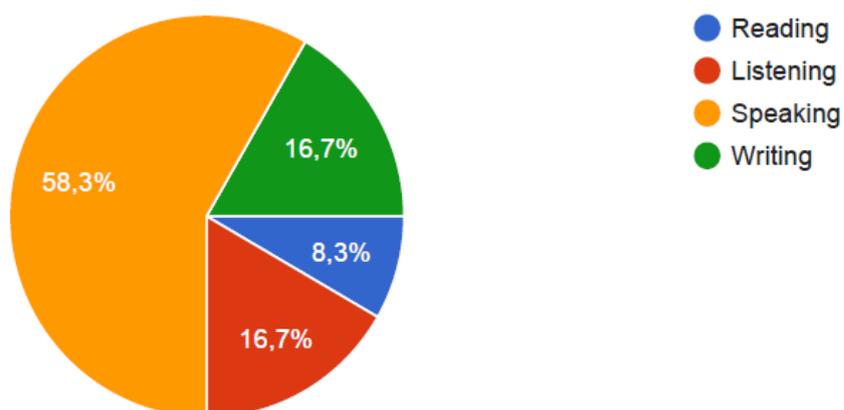


Figure 7: Problematic skill in managing a child who has behavioral and emotional disorders

Most of the participants think that speaking could be the most affected English skill in a student with emotional and behavioral disorder; while a few believe that listening and writing could also be affected; and just, a small portion agrees that reading would be affected, too.

**9. Behavioral disorder cases that teachers had to dealt with in theEFL classroom, during the last 5 years.**

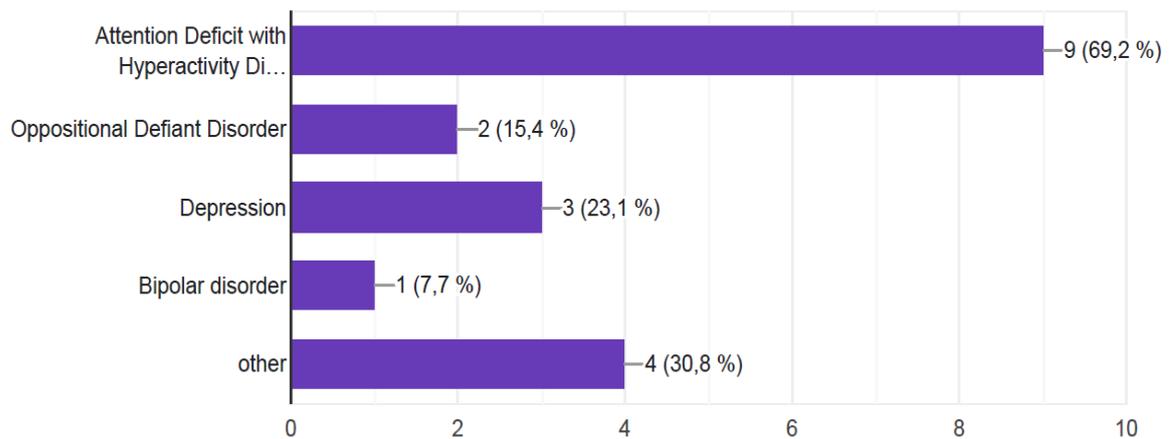


Figure 8, Behavioral disorder cases that teachers had dealt with in the EFL classroom, during the last 5 years

Most of the participants, said that they had to deal with ADHD during class times. Some others dealt with students who have Oppositional Defiant Disorder, and a few ones discovered that their students had depression, while a small portion believed that their pupils could have other conditions.

## 10. Knowledge about bipolar disorder in children

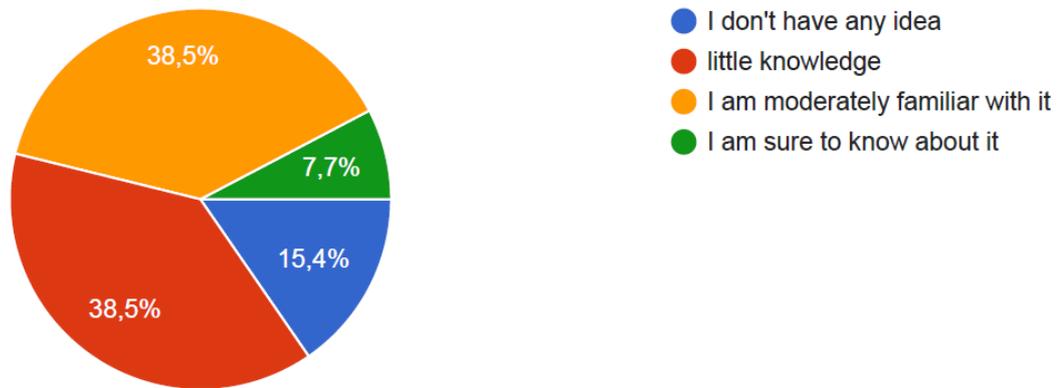


Figure 9 knowledge about bipolar disorder in children, graph created by the author.

Just one teacher mentioned that he/she knows about bipolar disorders. Two groups of teachers answered to this question in the same percentage acknowledging that they have not enough knowledge or they are moderately familiar with bipolar disorders in kids. While a few surveyed teachers recognized that they do not have any idea.

## 11. Source of knowledge bipolar disorder was obtained from:



Figure 10 Source of teacher's knowledge about bipolar disorder in children was obtained from, graph created by the author

Just three teachers mentioned say that they got knowledge about behavioral and emotional disorders by attending to seminars and conferences. In a

similar number, the teachers acquire knowledge by personal initiative which means that they had read texts about the topic and university studies. Just two teachers answered that they do not have knowledge at all. A few teachers developed knowledge by talking to experienced teachers.

## 12. Important points in an EFL teacher's class presentation

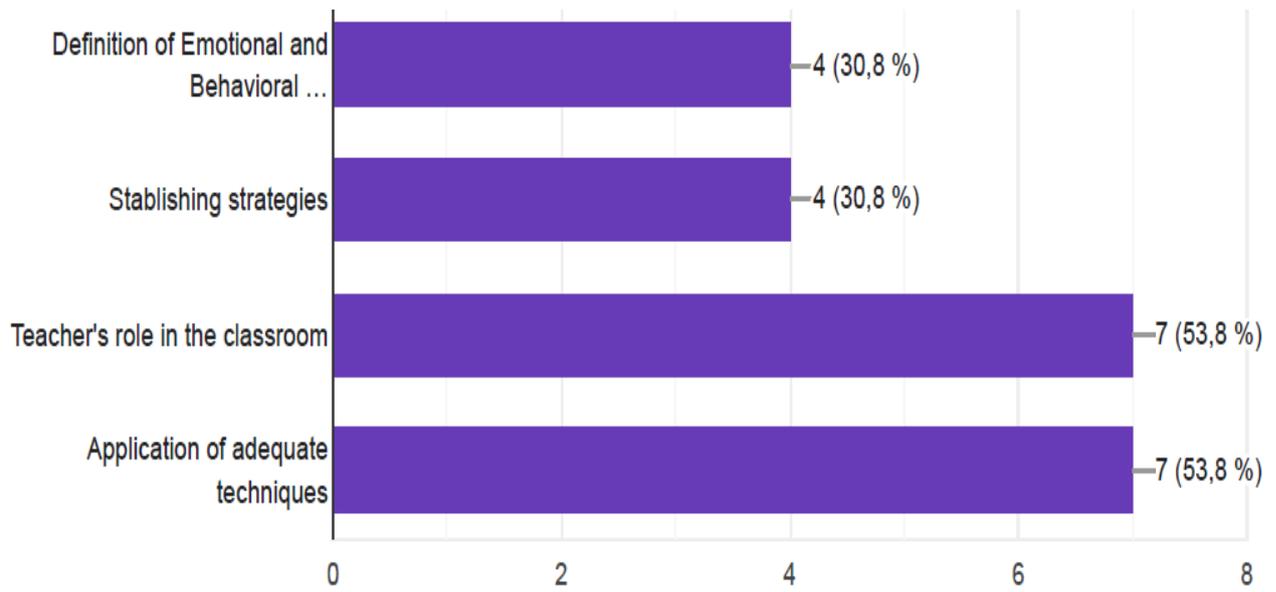


Figure 11 important points in an EFL teacher's presentation, graph created by the author

Two groups of educators mentioned that the most important points for EFL teachers' presentation, include the teachers' role in the classroom and the application of adequate techniques. The other two groups of schoolteachers consider the definition of emotional and behavioral disorders and stablishing strategies as the key points of their presentation.

### 13. Classic reactions to negative situations of students with behavioral disability in the classroom

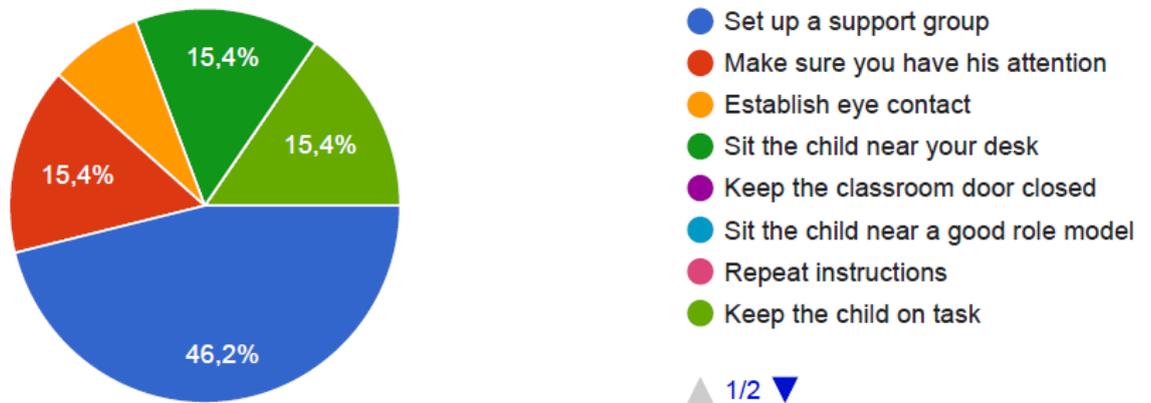


Figure 12 Classic reactions to negative situations of students with behavioral disability in the classroom

The majority of the instructors consider that setting up a support group is a typical reaction to negative situations in the classroom. While, few teachers said that sitting the child next to the desk, making sure they have student's attention, and keeping the kid on task are common reactions to negative situations in the class. Finally, just one teacher believes that establishing eye contact with students is another normal reaction to a negative situation.

# REPORT OF THE INTERVIEW

For this section of the research work, a psychologist was interviewed in order to collect more information about the topic.

## NETWORKS OF KNOWLEDGE

The following are the mind networks obtained from the interview to the child psychologist and the summaries from each of these graphs.

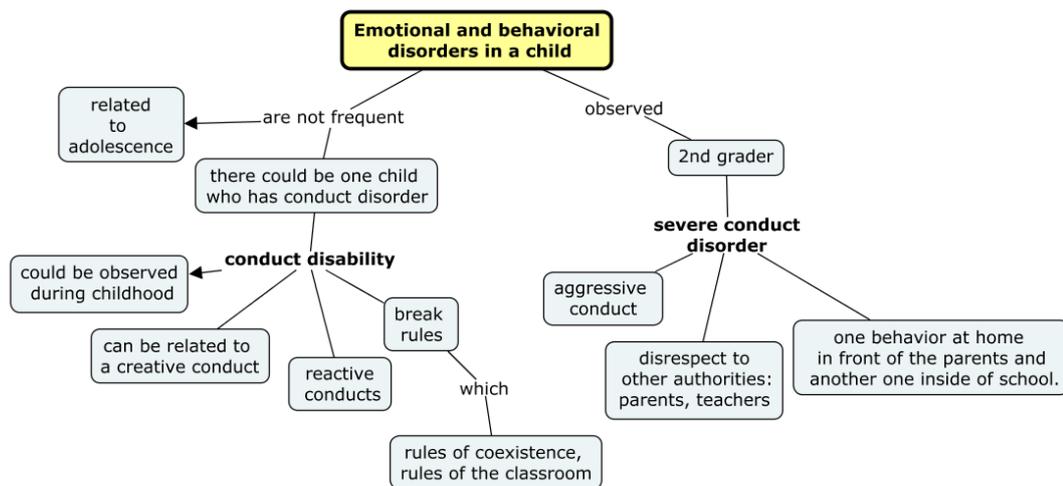


Figure 13 Mind Network of the interview, created by the author

Emotional and behavioral disorders in a child do not occur frequently, they are related to adolescence, and there could be just one child who has conduct disorders. A conduct disability, could be observed during childhood and it can be related to a creative conduct, it also shows reactive conducts which break the rules of coexistence in the classroom. BED could be observed in a 2<sup>nd</sup> grader who changed his mood frequently.

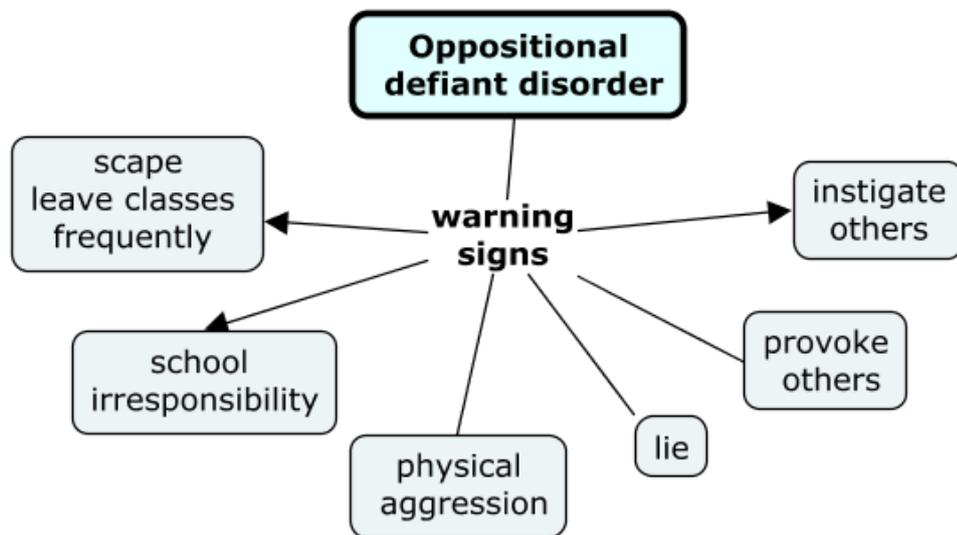


Figure 14 Mind Network of the interview, created by the author.

Oppositional defiant disorder could have the following warning signs such as: scape and leave classes frequently, instigate others, provoke others, lie, physical aggression and school irresponsibility.

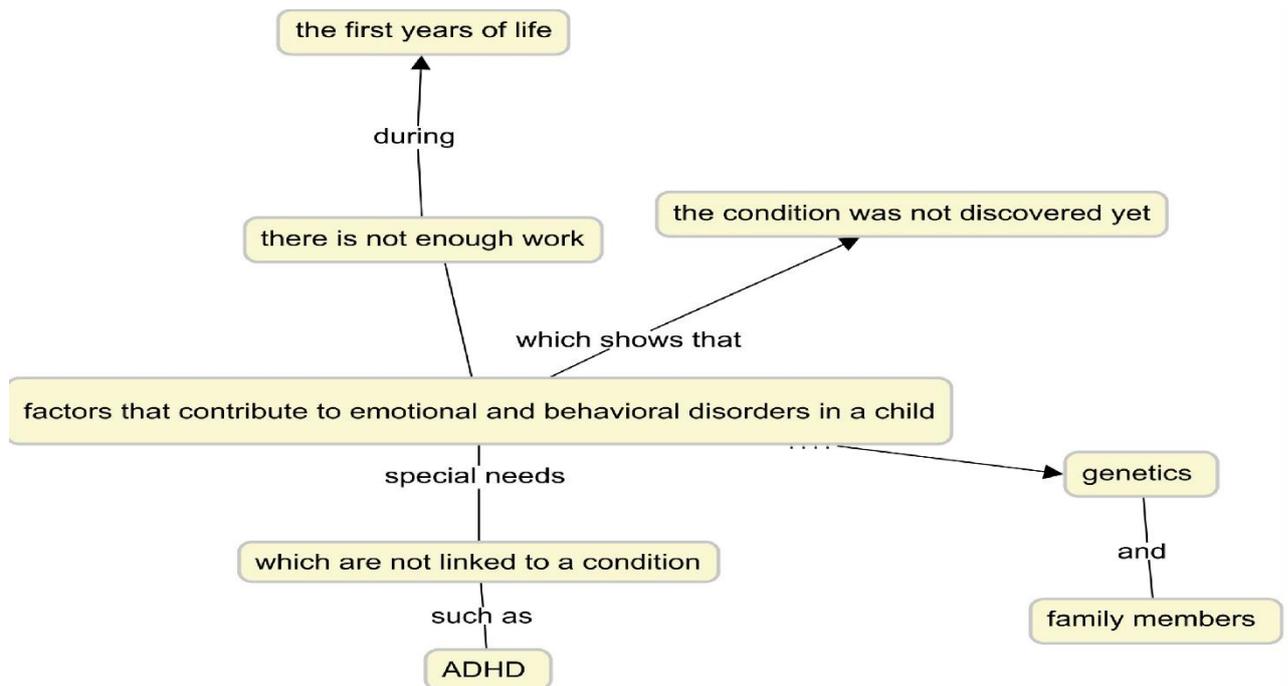


Figure 15 Mind Network of the interview created by the author

The factors that contribute to emotional and behavioral disorder in a child with special needs are related to genetics and family members, they are not

linked to a condition such as ADHD, their condition was not discovered yet and there was not enough work during the first years of life.

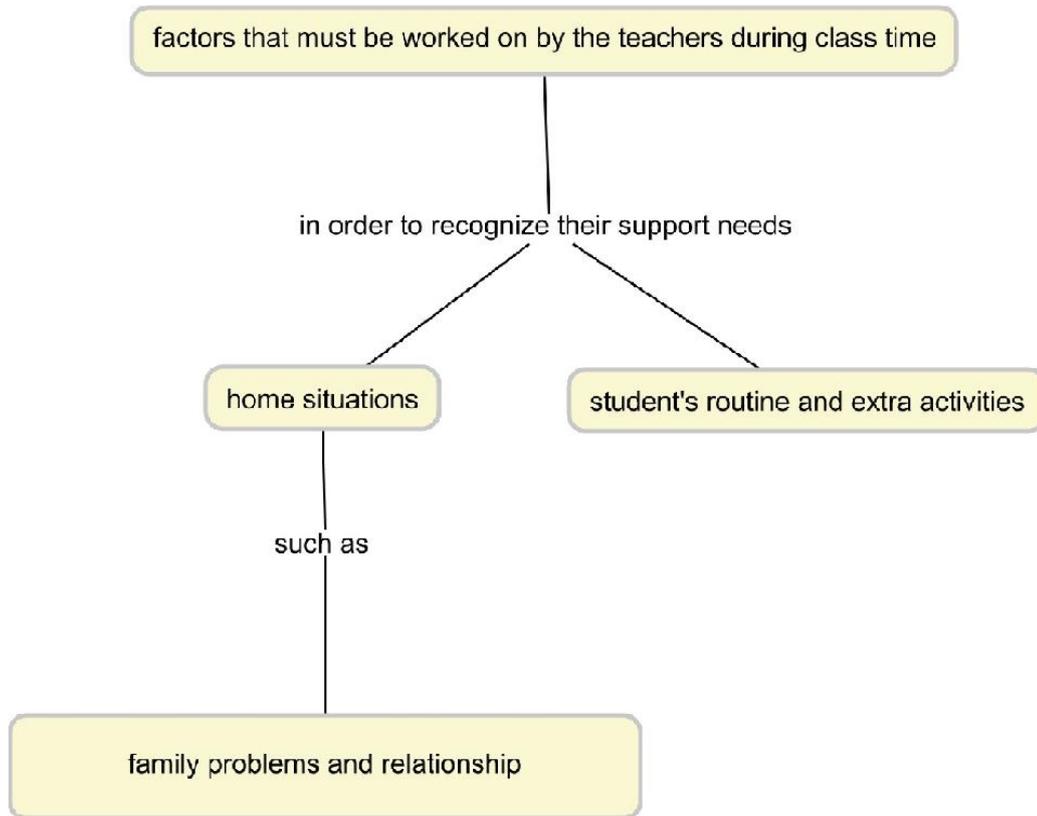


Figure 16 Mind Network of the interview created by the author

The factors that must be worked on by the teachers during class time, in order to recognize their support needs are related to home situations such as family problems and relationships that affect student's routine and extra activities.

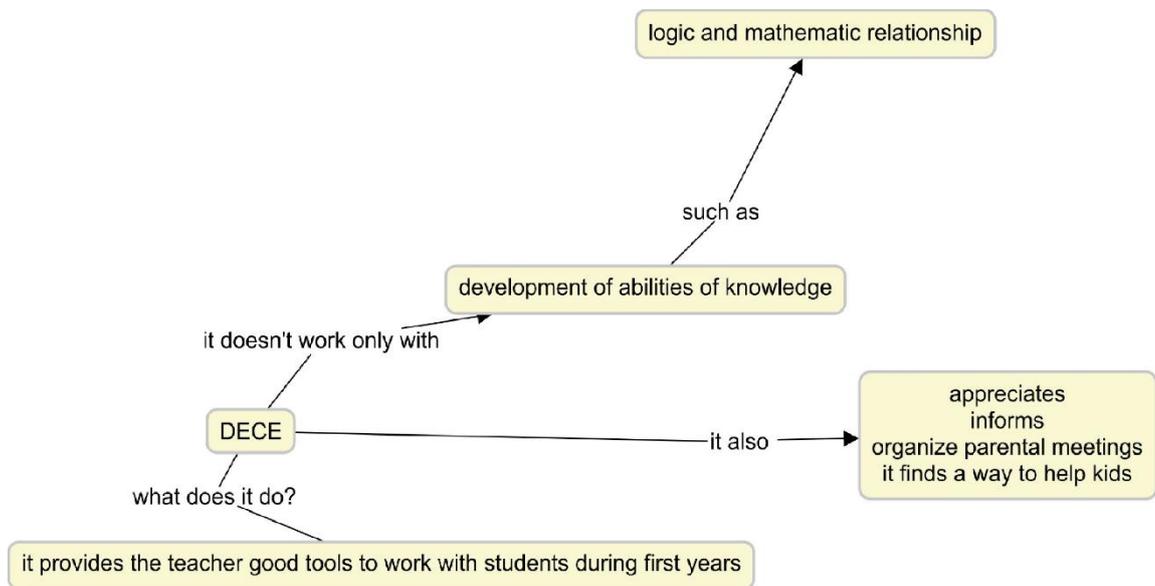


Figure 17: Mind Network of the interview created by the author

The DECE provides the teachers good tools to work out with students during first years. It doesn't only work with development of abilities of knowledge, such as logic and mathematic relationships and it also appreciates, informs and organize parental meetings in a way to help kids.

**Mind-maps of the second interview**

For the next section of this research work, the EFL Teacher at Santiago Mayor High School was interviewed in order to get information about the child with bipolar disorder. For this interview, she will be asked to share some classroom experiences with BD child, and to talk about experiences regarding the topic

The following mind maps were the result obtained from the interview to an EFL teacher.

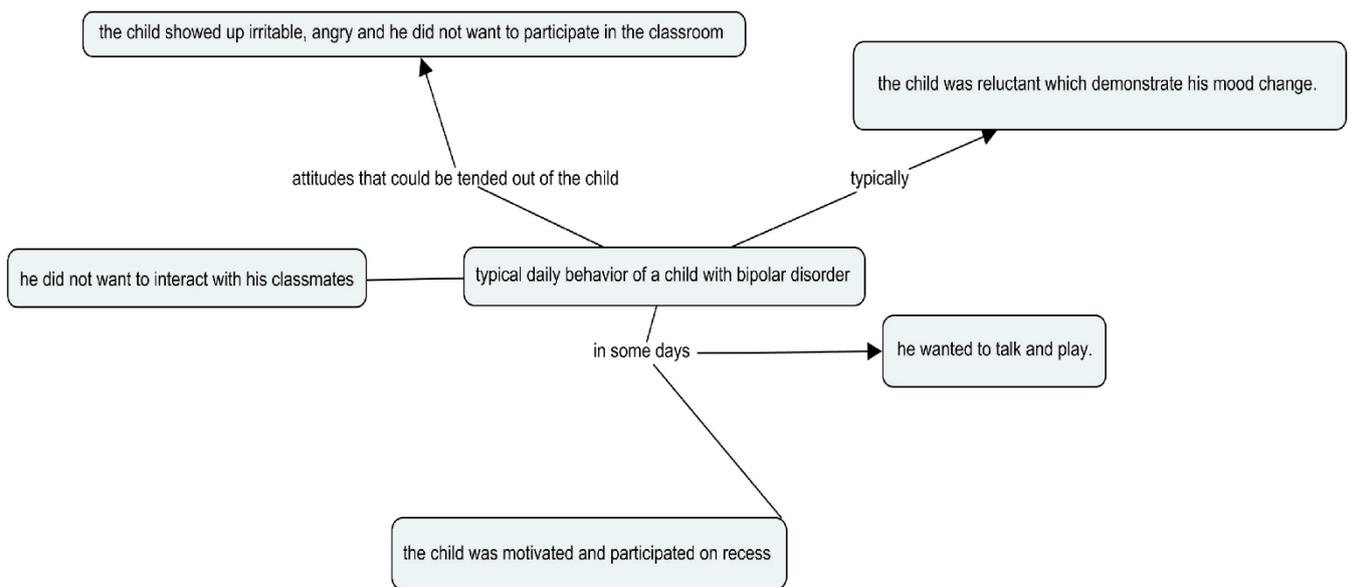


Figure 18 Mind Network of the EFL Teacher created by the author

The typically behavior of this child with bipolar disorder, demonstrated that the attitudes which could be tended out of the kid were: irritability, anger and he did not want to participate in the classroom, the child was reluctant in order to show up his mood changes. While in other days, the pupil wanted to play and talk; and he was motivated to integrate to school's activities.

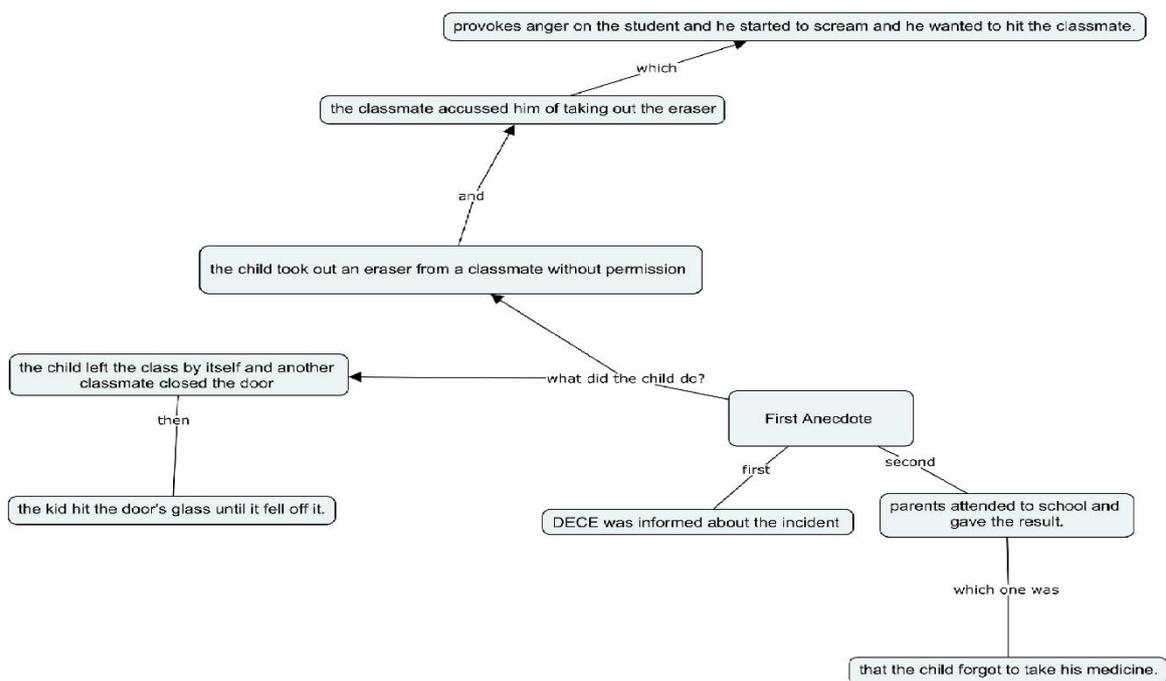


Figure 19 Mind Network of the interview of an EFL teacher created by the author

The first anecdote was that the child took out an eraser from a classmate without permission and his partner, accused him of taking out his eraser, which provokes on him anger and he wanted to hit his classmate, the child left the class by itself and another classmate closed the door and the kid hit the glass until it fell out of it. Then DECE was informed about the situation and the parents went to the school with the result that the child had forgotten to take his medicine.

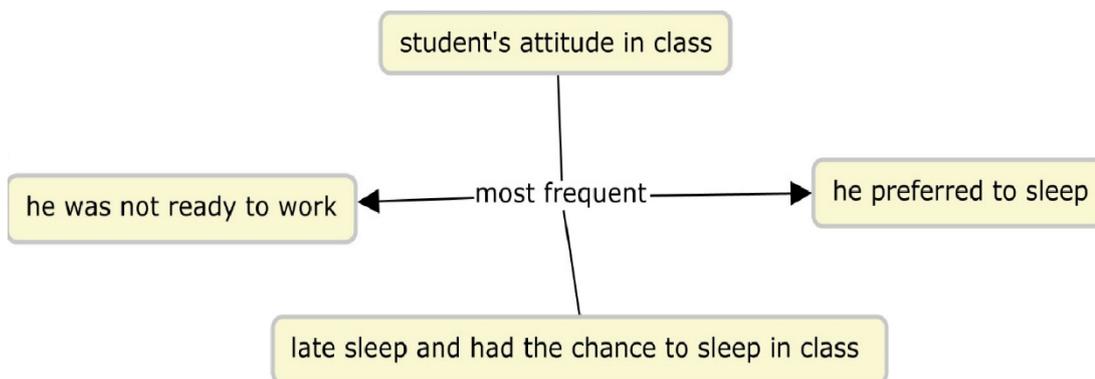


Figure 20 Mind Network of the interview of an EFL Teacher created by the author

Another anecdote is that the student's most frequent behaviors in class were that he was not ready enough to work, he preferred to sleep and he had late sleep and the chance to sleep in class.

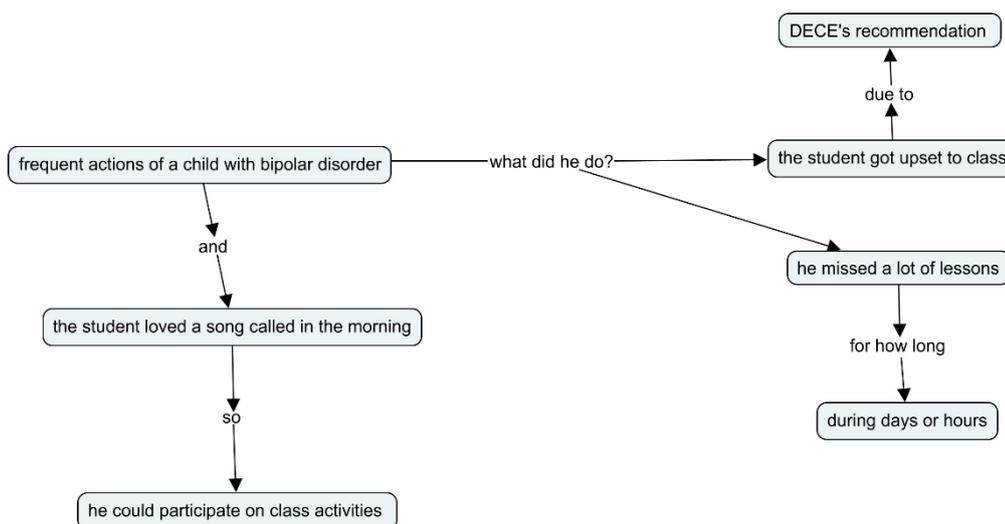


Figure 21 Mind Network of the second interview of an EFL teacher created by the author.

The most frequent actions of a child with bipolar disorder which were described by the EFL teacher, explained that the student missed a lot of lessons, during days or hours, the pupil loved a song called in the morning, he could participate on class activities and he got upset to class due to DECE's recommendation.

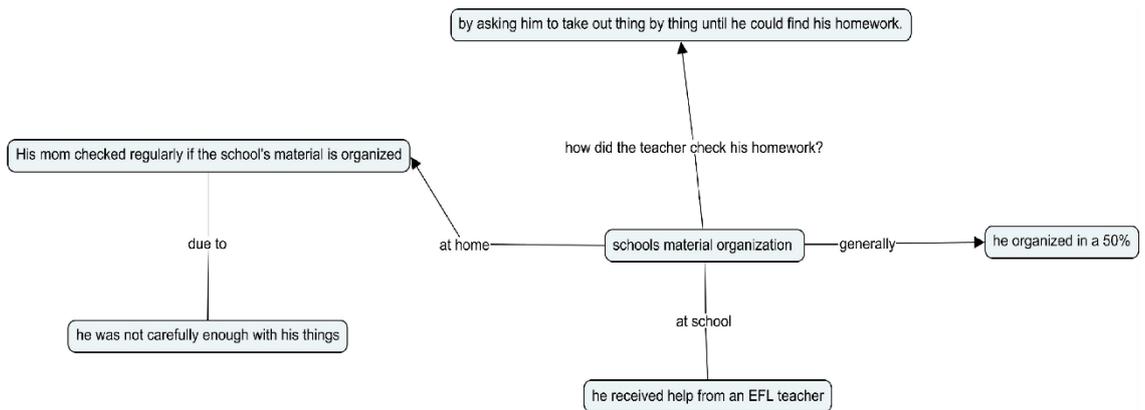


Figure 22 MindNetwork of the interview for an EFL teacher created by the author.

Generally, his school organization was in a 50%, at home, his mom checked regularly if his material was organized, that he was not careful enough with his things. At school, he received support from an EFL teacher, and the instructor suggested him to take out thing by thing in order to help him to find his homework.

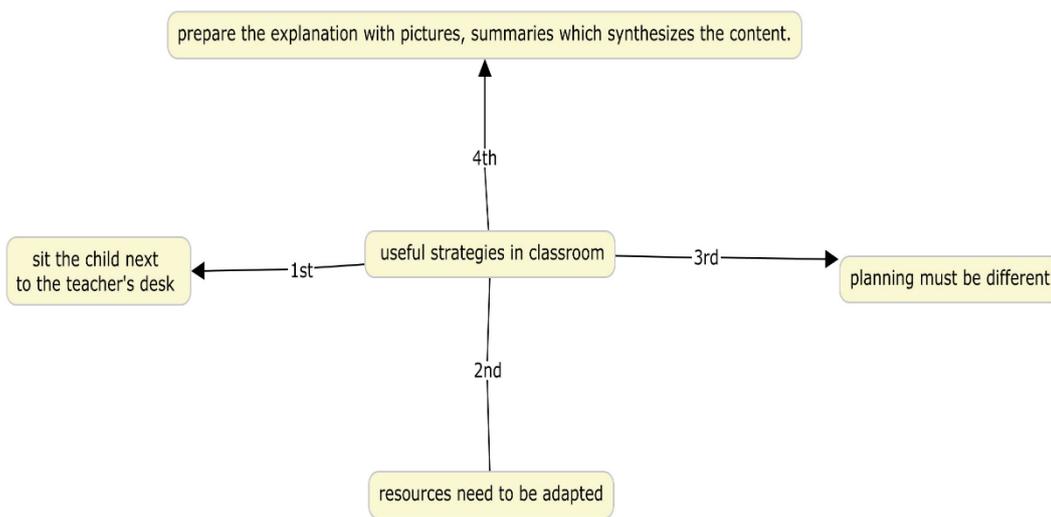


Figure 23 Mind Network of the interview to an EFL teacher created by the author

The most useful strategies for an EFL teacher in order to work with a student who had bipolar disorder, are: keep sitting the child next to the teacher's desk, the resources needed to be adapted, prepare the explanation with pictures, summaries, which synthesizes the content and the planning must be different.

### Advice for English teachers

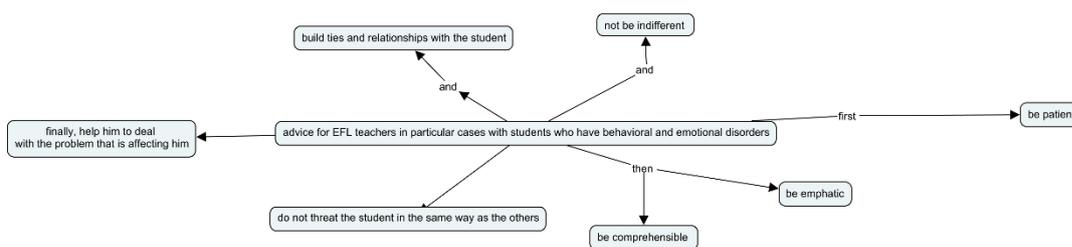


Figure 24 Mind Network of the interview for an EFL Teacher created by the author

The EFL teacher mentioned: that English teachers who have particular cases with BED students should observe the following: do not be indifferent, be patient, comprehensible, and emphatic. The teacher must build ties and

relationships with the student, and help him to deal with the problem that is affecting him. Treat the student in a special way, be comprehensive, and be open-minded.

## CONCLUSIONS

After conducting the data analysis of the survey and the report of interview to a professional psychologist and the interview to an EFL Teacher.

- EFL Teacher must be aware that a student with BED could be part of the English class and that is necessary to know the severe behavior characteristics that these students manifest. The teacher should be prepared to respond in a professional way, by first detecting the signals that are evident in their behavior. And use this knowledge in designing the classroom management strategies.
- The most frequent observed behaviors are putting others down and making excessive noise.
- There are other behaviors that could contribute to aggravate this disorder like when student give up easily or become defiant and rebel.
- There are lesser signs that could help teachers to describe a child with emotional and behavioral disorder, like when a child cry often and are loners or when they destroy property.
- A common characteristic is when the child performs in a dependent way and when the teachers perceive that the students are trying to call their attention, most of the time.
- Some advice for EFL teachers in this case are: patience, different threats, be more comprehensive, do not be indifferent, be more open-minded.
- All the EFL teachers who participated in this research, consider that they need to be trained to respond to problems of a student with emotional and behavioral disorders.

- Many EFL teachers have the perception that speaking skill could be the most affected in a student with an emotional and behavioral disorder. To prove this may need further research.
- EFL teachers had to deal with ADHD, Oppositional Defiant Disorder, depression, and other conditions on students.
- EFL teachers have little or no knowledge about bipolar disorder in a child. This acquaintance would come from personal initiative and assisting to conferences.
- The most important points for EFL teachers' presentations include the teachers' role in the classroom and the application of adequate techniques.
- The most common reactions of teachers to negative situations of BED students in the class start with setting up a support group; and then sitting the child next to the desk, making sure they have student's attention, and keeping the kid on task.

## RECOMMENDATIONS

The EFL Educator needs to know about these kind of disorders, in order to support the student with activities according to the level of the learning disability.

The following recommendations could be taken as the implications that EFL teachers, should bear in mind when designing classroom management strategies for dealing with a student that shows behavioral and emotional disorders.

- EFL teachers should keep attending to training programs in order to respond the child's incident in the class. And they have to consider the most important points of an EFL classroom management.
- The educator should know about these kind of disorders, in order to support the student with activities according to the level of the learning disability.
- EFL educators should build relationships and ties, behave in a positive manner with BED students, in order to help them to deal with the situation that is affecting them, do not be indifferent, be emphatic with the pupils, and be open-minded, comprehensive, patient and different threats.
- English teachers who have particular cases with BED students should observe the following: do not be indifferent, be patient, comprehensible, and emphatic. The teacher must build ties and relationships with the student, and help him to deal with the problem that is affecting him. Treat the student in a special way, be comprehensive, and be open-minded.

## BIBLIOGRAPHY

- Acharya, B. (2010). *Questionnaire Design*. Obtenido de [http://www.saciwaters.org/CB/IFRM/IFRM/IV.%20Literature/Module%2006\\_Qualitative%20Research%20Methods/6.4%20Questionnaire%20Design\\_Acharya%20Bidhan.pdf](http://www.saciwaters.org/CB/IFRM/IFRM/IV.%20Literature/Module%2006_Qualitative%20Research%20Methods/6.4%20Questionnaire%20Design_Acharya%20Bidhan.pdf)
- Adger, C., Snow, C., & Christian, D. (2018). *What Teachers Need To Know About Language?* Obtenido de <https://books.google.es/books?hl=es&lr=&id=WsJ2DwAAQBAJ&oi=fnd&pg=PT8&dq=what+is+the+teacher%27s+role+to+work+on+students+with+behavioral+disorders+in+an+English+class%3F&ots=zFuPaGWvm2&sig=9eeOTVxqcolb7ngFmNNfnYul5Ng>
- Barnes, L. (1994). *Center for teaching*. Obtenido de <https://cft.vanderbilt.edu/guides-sub-pages/case-studies/#:~:text=Case%20studies%20are%20stories%20that,where%20multiple%20solutions%20are%20possible>.
- Bear, G., & Soltys, A. (2020). *Improving School Climate: Practical Strategies to Reduce Behavior Problems*. Delaware. Retrieved from [https://books.google.com.ec/books?hl=es&lr=&id=71jUDwAAQBAJ&oi=fnd&pg=PT5&dq=the+importance+of+effective+teaching+strategies+applied+on+students+with+behavioral+and+emotional+disorders.&ots=WJnBAbf1Mo&sig=BShPW\\_AJzIA4rd-IKiRdkO78Uxo#v=onepage&q=the%20impo](https://books.google.com.ec/books?hl=es&lr=&id=71jUDwAAQBAJ&oi=fnd&pg=PT5&dq=the+importance+of+effective+teaching+strategies+applied+on+students+with+behavioral+and+emotional+disorders.&ots=WJnBAbf1Mo&sig=BShPW_AJzIA4rd-IKiRdkO78Uxo#v=onepage&q=the%20impo)
- Bettini, E. (2018). *Special Educators' Experiences of Roles and Responsibilities in Self-Contained Classes for Students With Emotional/Behavioral Disorders*. Obtenido de <https://journals.sagepub.com/doi/abs/10.1177/0741932518762470>
- Bhaumic, S. (s.f.). <https://books.google.com.ec/books?hl=es&lr=&id=NPDGDwAAQBAJ&oi=fnd&pg=PP1&dq=oxford+textbook+of+the+psychiatry+of+intellectu>

*al+disability&ots=cdjLsUlnkN&sig=2FmmeVKzolfDYHu7ot0wjMLnqQ8#v=onepage&q=oxford%20textbook%20of%20the%20psychiatry%20of%20intellect.*

Bowers , C. (s.f.). *Emotional and Behavioral Difficulties* .

Bowers, C., Garner , P., Yuen, F., Clough , P., & Pardeck T , J. (2004). *Emotional and behavioral difficulties*. Retrieved from [https://books.google.com.ec/books?hl=es&lr=&id=sxqtUL9mbYoC&oi=fnd&pg=PA45&dq=behavioral+disorders+definition&ots=UpNNhwS-Q3&sig=9f2ZCb5jOFP\\_jnuWG-Y34jPsdok#v=onepage&q=behavioral%20disorders%20definition&f=false](https://books.google.com.ec/books?hl=es&lr=&id=sxqtUL9mbYoC&oi=fnd&pg=PA45&dq=behavioral+disorders+definition&ots=UpNNhwS-Q3&sig=9f2ZCb5jOFP_jnuWG-Y34jPsdok#v=onepage&q=behavioral%20disorders%20definition&f=false)

Brace, I. (2004). *Questionnaire Design: How to Plan, Structure and Write Survey Material for ...* United States: Kogan Page Limited. Obtenido de <https://books.google.com.ec/books?hl=es&lr=&id=mSRTDwAAQBAJ&oi=fnd&pg=PP1&dq=other+definitions+of+structured+questionnaire+in+research&ots=nxwLKrpxNH&sig=HoLzKOuZ66R9-Ni7bTF0ac7JZuQ#v=onepage&q=other%20definitions%20of%20structured%20questionnaire%20in%20>

Brace, I. (2018). *Questionnaire Design: How to Plan, Structure and Write Survey Material for ..* London : Martin Phil Consulting . Obtenido de <https://books.google.es/books?hl=es&lr=&id=mSRTDwAAQBAJ&oi=fnd&pg=PP1&dq=definition+of+questionnaire&ots=nxwKMum0QO&sig=jOIHOPEagHE5-IYfrHmqXdNIBzU#v=onepage&q=definition%20of%20questionnaire&f=false>

Brauner Boydell , C. (2006). *Estimating the Prevalence of Early Childhood Serious Emotional/Behavioral Disorders: Challenges and Recommendations*. Obtenido de <https://journals.sagepub.com/doi/abs/10.1177/003335490612100314>

- Bryant , D., Bryant , B., & Smith , D. (2019). Texas , United States of America . Retrieved from [https://books.google.com.ec/books?hl=es&lr=&id=ShF7DwAAQBAJ&oi=fnd&pg=PP1&dq=teaching+strategies+to+work+on+students+with+behavioral+disorders+in+the+classroom&ots=9ticcvU2jP&sig=0bemjbRvJ6m88OdBQQyBm37W374&redir\\_esc=y#v=onepage&q=teaching%20strategies%20](https://books.google.com.ec/books?hl=es&lr=&id=ShF7DwAAQBAJ&oi=fnd&pg=PP1&dq=teaching+strategies+to+work+on+students+with+behavioral+disorders+in+the+classroom&ots=9ticcvU2jP&sig=0bemjbRvJ6m88OdBQQyBm37W374&redir_esc=y#v=onepage&q=teaching%20strategies%20)
- Cameron, J., & Moroney, W. (2019). *Human Factors and Ergonomic Society*. Obtenido de <https://ecommons.udayton.edu/cgi/viewcontent.cgi?article=1057&context=books>
- Campbell , P. (2003). *The Dynamics of Implementing Inclusive Education in 2019*. Obtenido de <https://files.eric.ed.gov/fulltext/ED596944.pdf>
- Campbell, D., & Fisk, J. (2014). *Research Design: Quantitative and Qualitative approach*. Nebraska: Sage. Obtenido de [https://drive.google.com/file/d/0B\\_FG5V-D7lpmSkhWQklZeVJBMVE/view?ts=5f10de6d](https://drive.google.com/file/d/0B_FG5V-D7lpmSkhWQklZeVJBMVE/view?ts=5f10de6d)
- Center Pacer Champions For Children. (2020). *Supporting Your Child's Mental Health and Emotional*. Retrieved June 10, 2020, from <https://www.pacer.org/pdf/ge/GE-18.pdf>
- Cheung, A. (2014). *Encyclopedia of Quality of Life and Well-Being Research*. (A. Michalos, Editor) Obtenido de [https://link.springer.com/referenceworkentry/10.1007%2F978-94-007-0753-5\\_2888#:~:text=Definition,for%20gathering%20information%20from%20respondents.](https://link.springer.com/referenceworkentry/10.1007%2F978-94-007-0753-5_2888#:~:text=Definition,for%20gathering%20information%20from%20respondents.)
- Clarke, P., & Rhetoricorum , P. (2012). *Multimethod Research, Causal Mechanisms, and Case Studies: An Integrated* . 2017. En G. Goertz. Princetown, New Jersey . Obtenido de <https://books.google.es/books?hl=es&lr=&id=yXCYDwAAQBAJ&oi=fnd&pg=PP10&dq=What+are+the+typical+data+gathering+tools+for+ca>

se+studies%3F&ots=rc0LaW7t1N&sig=8GNdOQWhZur384R16bluEb  
zjolM#v=onepage&q=case%20studies%20as%20a%20ilustrations&f=f  
alse

Cochran , S., & Lyttle . (2009). *The Reflective Educator's Guide to Classroom Research: Learning to Teach and ...* Florida. Retrieved from [https://books.google.com.ec/books?hl=es&lr=&id=cWemDwAAQBAJ&oi=fnd&pg=PP1&dq=what+is+the+teachers+role+on+students+with+behavioral+and+emotional+disorders+in+an+English+class%3F&ots=A-mYwKUd-c&sig=WJYkS0c0pT6uRg-Vrzmb6QeB888&redir\\_esc=y#v=onepage&q&f=fals](https://books.google.com.ec/books?hl=es&lr=&id=cWemDwAAQBAJ&oi=fnd&pg=PP1&dq=what+is+the+teachers+role+on+students+with+behavioral+and+emotional+disorders+in+an+English+class%3F&ots=A-mYwKUd-c&sig=WJYkS0c0pT6uRg-Vrzmb6QeB888&redir_esc=y#v=onepage&q&f=fals)

Conroy, M., Mcknight, K., & Sutherland, K. (2019). *Partnering with Families of Students at Risk for Emotional and Behavioral Disorders*. Retrieved from [https://link.springer.com/chapter/10.1007/978-981-13-6307-8\\_5](https://link.springer.com/chapter/10.1007/978-981-13-6307-8_5)

Cresswell, J. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Michigan: Sage Publications . Obtenido de [https://books.google.com.ec/books?id=4uB76IC\\_pOQC&printsec=frontcover&dq=research+design:+qualitative+and+quantitative+approaches+and+mixed+approaches+4th+edition+by+john+creswell&hl=es&sa=X&ved=2ahUKEwjAyZn5usHrAhWlp1kKHd3qD9MQ6AEwAHoECAIQA#g#v=onepage&q=r](https://books.google.com.ec/books?id=4uB76IC_pOQC&printsec=frontcover&dq=research+design:+qualitative+and+quantitative+approaches+and+mixed+approaches+4th+edition+by+john+creswell&hl=es&sa=X&ved=2ahUKEwjAyZn5usHrAhWlp1kKHd3qD9MQ6AEwAHoECAIQA#g#v=onepage&q=r)

Cresswell, J., & Clark, P. (2011). *Research Design Qualitative and Quantitative Methods and Mixed Methods*. En J. Cresswell. Los Angeles: Sage. Obtenido de [https://drive.google.com/file/d/0B\\_FG5V-D7lpmSkhWQklZeVJBMVE/view?ts=5f10de6d](https://drive.google.com/file/d/0B_FG5V-D7lpmSkhWQklZeVJBMVE/view?ts=5f10de6d)

Creswell, J., & Clark, P. (2007). *Mixed Method Design: Principles and Procedures*. New York City: Left Coast Press. Obtenido de <https://books.google.com.ec/books?hl=es&lr=&id=UV2IDAAAQBAJ&oi=fnd&pg=PP1&dq=what+are+the+characteristics+of+mixed+method+research%3F&ots=QzTxNOteQl&sig=iD5FY7ntt-Nyu62QkCyRfZyRN5A#v=onepage&q=what%20are%20the%20characteristics%20of%20mixed%20method%20res>

- Crowe, M. (2019). *Exploring private school teachers' perspectives on inclusive education: a case study*. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/13603116.2019.1629122>
- Cullen , P. (2020). *Exceptional Learners* . Obtenido de <https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-926>
- Cuttler, L. (2012). *Educating children with Velo Cardio Facil Syndrome* .
- D, E., & M., A. (2006). *informants specific of peer reports and teacher relationships buffer* . Obtenido de [https://www.cambridge.org/core/services/aop-cambridge-core/content/view/87F5D048FE1BAB90EBE65A80B7CE6A53/S0954579418001499a.pdf/informantspecific\\_reports\\_of\\_peer\\_and\\_teacher\\_relationships\\_buffer\\_the\\_effects\\_of\\_harsh\\_parenting\\_on\\_childrens\\_oppositional\\_def](https://www.cambridge.org/core/services/aop-cambridge-core/content/view/87F5D048FE1BAB90EBE65A80B7CE6A53/S0954579418001499a.pdf/informantspecific_reports_of_peer_and_teacher_relationships_buffer_the_effects_of_harsh_parenting_on_childrens_oppositional_def)
- Disorders, D. A. (1994). <https://link.springer.com/article/10.1186/s40345-019-0175-7>.
- Dog, B. (s.f.). <https://www.blackdoginstitute.org.au/wp-content/uploads/2020/04/1-causesofbipolardisorder.pdf> .
- Douglas, J. (2016). *The Impact of Disruptive Behavior in the Classroom: the student*. Obtenido de [https://www.researchgate.net/profile/Jacqueline\\_Douglas/publication/309390995\\_The\\_Impact\\_of\\_Disruptive\\_Behavior\\_in\\_the\\_Classroom\\_the\\_student\\_perspective/links/580dc56e08aea8ecfaf1de0d/The-Impact-of-Disruptive-Behavior-in-the-Classroom-the-student-perspect](https://www.researchgate.net/profile/Jacqueline_Douglas/publication/309390995_The_Impact_of_Disruptive_Behavior_in_the_Classroom_the_student_perspective/links/580dc56e08aea8ecfaf1de0d/The-Impact-of-Disruptive-Behavior-in-the-Classroom-the-student-perspect)
- Education, M. (2015). *Negatives of Disruptive Behavior in the Classroom*. Obtenido de <https://www.education.gov.gy/web/index.php/teachers/tips-for-teaching/item/1674-negatives-of-disruptive-behavior-in-the-classroom>

- Eldar , E. (2018). *Descriptive Analysis of the Instructional Control of Teachers in a Classroom of Students with Behavioral Disorders* . Obtenido de <https://doi.org/10.9782/2159-4341-20.2.111>
- Elizabeth A. Perkins Tammy Jorgensen Smith Richard C, & Marc J. Tassé. (2019). *Foundations of behavioral health* . Obtenido de [https://link.springer.com/chapter/10.1007/978-3-030-18435-3\\_12](https://link.springer.com/chapter/10.1007/978-3-030-18435-3_12)
- Falluco, E. (2019). *Caregiver Depressive Symptoms Associated with Behavioral and Emotional Problems in Preschoolers*. Obtenido de <https://link.springer.com/article/10.1007/s10826-019-01573-8>
- Fearon, J. (1994). *Multimethod Research, Causal Mechanisms, and Case Studies: An Integrated 2017*. En G. Goertz. Princetown , New Jersey. Obtenido de <https://books.google.es/books?hl=es&lr=&id=yXCYDwAAQBAJ&oi=fnd&pg=PP10&dq=What+are+the+typical+data+gathering+tools+for+case+studies%3F&ots=rc0LaW7t1N&sig=8GNdOQWhZur384R16bluEb zj0IM#v=onepage&q&f=false>
- Flanagan, H., Ortiz, R., Castro, A., Hale, E., Fiorello, C., & Naglieri, D. (2007). *Learning Disabilities, Second Edition: From Identification to Intervention 2019*. New York City. Retrieved from [https://books.google.com.ec/books?hl=es&lr=&id=RhpKDwAAQBAJ&oi=fnd&pg=PP1&dq=learning+disabilities+book&ots=7K\\_bGjkFuz&sig=M2kZk8VAs-JfSak8zXaWbqu68QY#v=onepage&q=learning%20disabilities%20book&f=false](https://books.google.com.ec/books?hl=es&lr=&id=RhpKDwAAQBAJ&oi=fnd&pg=PP1&dq=learning+disabilities+book&ots=7K_bGjkFuz&sig=M2kZk8VAs-JfSak8zXaWbqu68QY#v=onepage&q=learning%20disabilities%20book&f=false)
- Fletcher, J. (2014). *Learning Disabilities, Second Edition: From Identification to Intervention 2019*. New York City: A division of fullguide publications. Obtenido de [https://books.google.com.ec/books?hl=es&lr=&id=RhpKDwAAQBAJ&oi=fnd&pg=PP1&dq=learning+disabilities+book&ots=7K\\_bGjkFuz&sig=M2kZk8VAs-](https://books.google.com.ec/books?hl=es&lr=&id=RhpKDwAAQBAJ&oi=fnd&pg=PP1&dq=learning+disabilities+book&ots=7K_bGjkFuz&sig=M2kZk8VAs-)

JfSak8zXaWbqu68QY#v=onepage&q=learning%20disabilities%20book&f=false

Gaastra, G. (2016). *The Effects of Classroom Interventions on Off-Task and Disruptive Classroom Behavior in Children with Symptoms of Attention-Deficit/Hyperactivity Disorder: A Meta-Analytic Review*. Obtenido de <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4757442/>

Gay, G., Mills, J., & Airasian, P. (2009). *Mixed Methods Research 2016*. Retrieved from [https://tomprof.stanford.edu/posting/1554#:~:text=The%20major%20characteristic%20of%20mixed,%2C%20%26%20Airasian%2C%202009\).](https://tomprof.stanford.edu/posting/1554#:~:text=The%20major%20characteristic%20of%20mixed,%2C%20%26%20Airasian%2C%202009).)

Gilic and Milkovitz . (2017). *Handbook on the research of emotional and behavioral disorders* . Obtenido de <https://books.google.com.ec/books?hl=es&lr=&id=4inZDwAAQBAJ&oi>

Gill, S. (2011). *The Dynamics of Implementing Inclusive Education in 2019*. Obtenido de <https://files.eric.ed.gov/fulltext/ED596944.pdf>

Greshman , F. (2019). *Conceptualizing Behavior Disorders in Terms of Resistance to Intervention*. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/02796015.1991.12085530>

Grier, E., Wikins, M., & Pender, C. (2007). *Bipolar Disorder: Educational Implications*. Retrieved from <https://www.nasponline.org/Documents/Resources%20and%20Publications/Handouts/Families%20and%20Educators/bipolar.pdf>

Hallagham , D. (2020). *Exceptional Learners* .

Harwell, J., & Jackson, R. (2008). *The Complete Learning Disabilities Handbook (text only) 3rd (Third) edition*. Retrieved from <https://www.christianbook.com/disabilities-strategies-activities-teaching-students-disabilities/joan-harwell/9780787997557/pd/997557>

Harwell, J., & Jackson, R. (2008). *The Complete Learning Disabilities Handbook, Ready-to-Use Strategies & Activities for Teaching Students with Learning Disabilities, Third Edition*. San Francisco California: Jossey Bass. Obtenido de <https://books.google.es/books?hl=es&lr=&id=CaBODgAAQBAJ&oi=fnd&pg=PR15&dq=The+Complete+Learning+Disabilities+Handbook,+Ready-to-Use+Strategies+%26+Activities+for+Teaching+Students+with+Learning+Disabilities,++Third+Edition&ots=3MrccF7WTe&sig=805dK2gc4s6-1>

Hunling, L. (2019). *Curriculum and teaching dialogue* (Vol. 15). (D. Flinders, Ed.) U.S.A: AATC. Obtenido de <https://books.google.com.ec/books?hl=es&lr=&id=00O2AgAAQBAJ&oi=fnd&pg=PA133&dq=Teachers%E2%80%99+experiences+with+classroom+management+and+children+diagnosed+with+emotional+behavioral+disorder+,+Candace+Schlein+December+2012&ots=6TEqY9X4iz&sig=vikM9kq2FbF>

Jackson, R. (2008). *The Complete Learning Disabilities Handbook: Ready-to-Use Strategies and ...* San Francisco : Jossey Bass . Obtenido de [https://books.google.com.ec/books?hl=es&lr=&id=CaBODgAAQBAJ&oi=fnd&pg=PR15&dq=learning+disabilities+handbook+harwell&ots=3MrbbIlgU-j&sig=u7PpApMBcV92QZ6e3\\_gVH1JkNv4#v=onepage&q=learning%20disabilities%20handbook%20harwell&f=false](https://books.google.com.ec/books?hl=es&lr=&id=CaBODgAAQBAJ&oi=fnd&pg=PR15&dq=learning+disabilities+handbook+harwell&ots=3MrbbIlgU-j&sig=u7PpApMBcV92QZ6e3_gVH1JkNv4#v=onepage&q=learning%20disabilities%20handbook%20harwell&f=false)

Jasper , K. (1960). *Classification of Behavioral Disorders* .

Jensen. (2005). Classroom Management for students with emotional and bipolar disorders . [https://www.amazon.com/Classroom-Management-Emotional-Behavioral-Disorders/dp/1412917875/ref=sr\\_1\\_fkmr1\\_2?dchild=1&keywords=Behavior+disorders+biopolar+students&qid=1589669835&s=books&sr=1-2-fkmr1](https://www.amazon.com/Classroom-Management-Emotional-Behavioral-Disorders/dp/1412917875/ref=sr_1_fkmr1_2?dchild=1&keywords=Behavior+disorders+biopolar+students&qid=1589669835&s=books&sr=1-2-fkmr1).

- Jiao , W. (2020). *Behavioral and Emotional Disorders in Children during the COVID-19 Epidemic*. Obtenido de <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7127630/>
- John , W. (2017). *Research on the Behavioral and Emotional Disorders* . Obtenido de <https://books.google.com.ec/books?hl=es&lr=&id=4inZDwAAQBAJ&oi>
- Karl , J. (1960). *Classification of behavioral disorders* . Retrieved from <https://www.annualreviews.org/doi/pdf/10.1146/annurev.ps.18.020167.002105>
- Kauffman. (2005). Classroom Management for students with emotional and bipolar disorders. Obtenido de [https://www.amazon.com/Classroom-Management-Emotional-Behavioral-Disorders/dp/1412917875/ref=sr\\_1\\_fkmr1\\_2?dchild=1&keywords=Behavior+disorders+biopolar+students&qid=1589669835&s=books&sr=1-2-fkmr1](https://www.amazon.com/Classroom-Management-Emotional-Behavioral-Disorders/dp/1412917875/ref=sr_1_fkmr1_2?dchild=1&keywords=Behavior+disorders+biopolar+students&qid=1589669835&s=books&sr=1-2-fkmr1)
- Kchrestmer. (1968). *Educating Students with Velo Cardio Facial Syndrome*.
- Kern, R., Evans, R., & Lewis, T. (2016). *Supporting Students with Behavioral and Emotional Disorders*. Maryland: Paul Brookes Publishing . Obtenido de [https://www.amazon.com/-/es/Lee-Kern-Ph-D/dp/1598578065/ref=sr\\_1\\_3?\\_\\_mk\\_es\\_US=%C3%85M%C3%85%C5%BD%C3%95%C3%91&dchild=1&keywords=effective+teaching+strategies+for+students+with+behavioral+and+emotional+disorders&qid=1591377916&sr=8-3](https://www.amazon.com/-/es/Lee-Kern-Ph-D/dp/1598578065/ref=sr_1_3?__mk_es_US=%C3%85M%C3%85%C5%BD%C3%95%C3%91&dchild=1&keywords=effective+teaching+strategies+for+students+with+behavioral+and+emotional+disorders&qid=1591377916&sr=8-3)
- Kim , E. (2018). *Qualitative Research Methods: Collecting Evidence, Crafting Analysis* ... Hoboken : John Willey . Obtenido de <https://books.google.com.ec/books?hl=es&lr=&id=ipOgDwAAQBAJ&oi=fnd&pg=PP17&dq=Qualitative+Research+Methods:+Collecting+Evidence,+Crafting+Analysis+..&ots=WuE1h49zHm&sig=Ji1sB8zt2iyiuucd9iGCcRZG5IY#v=onepage&q=Qualitative%20Research%20Methods%3A%20Collecti>

- Kirk, G. a. (2003). Classroom Management for students with emotional and bipolar disorders . [https://www.amazon.com/Classroom-Management-Emotional-Behavioral-Disorders/dp/1412917875/ref=sr\\_1\\_fkmr1\\_2?dchild=1&keywords=Behavior+disorders+biopolar+students&qid=1589669835&s=books&sr=1-2-fkmr1](https://www.amazon.com/Classroom-Management-Emotional-Behavioral-Disorders/dp/1412917875/ref=sr_1_fkmr1_2?dchild=1&keywords=Behavior+disorders+biopolar+students&qid=1589669835&s=books&sr=1-2-fkmr1).
- klaus, w. (2019). *The Effects of Makerspace Learning on the Social Interactions Among Students with Emotional or Behavioral Disorder*. Obtenido de <https://search.proquest.com/openview/4df03df89b2db509928098caa2a55845/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Lamount, A. (2014). Music in the Social and Behavioral Sciences: An Encyclopedia. En W. F. Thompson. Macquaire University , Australia. Obtenido de <https://books.google.com.ec/books?id=qfcOBAAQBAJ&pg=PA168&pg=PA168&dq=What+are+the+typical+data+gathering+tools+for+case+studies?&source=bl&ots=JMr6Oi72WY&sig=ACfU3U1NikBt3W-ndqIU8J9Nmc9dn2w&hl=es&sa=X&ved=2ahUKEwibu867-JXqAhWjTDABHRmTDPw4ChDoATABegQ>
- Landrum , T. (1981). *Handbook of Special Education*. New Jersey, United States Of America .
- Lara, F. (2019). *Sumak Kawsay and Inclusive Education in Ecuador: a proposal from personalism/Sumak Kawsay y Educacion Inclusiva en Ecuador*. Obtenido de <https://go.gale.com/ps/anonymous?id=GALE%7CA583655346&sid=googleScholar&v=2.1&it=r&linkaccess=abs&issn=21785198&p=AONE&sw=w>
- Leedy, P., & Ormroad, J. (2005). *Conducting Survey Research in Education 2009*. Tennesse. Obtenido de <https://www.igi-global.com/chapter/conducting-survey-research-education/19998#:~:text=Ideal%20for%20use%20in%20education,18>

3).&text=However%2C%20most%20survey%20research%20is,respondents%20from%20the%20target%20population.

Lehman E.W.R . (2013). *Mental Disorders On Children A study of prevalence , morbidity and risk factors* . Obtenido de <https://reader.elsevier.com/reader/sd/pii/S0190740919307984?token=81EF2CD6A519DB6DED87FE89E1AE1C8745ED54AB9DBDAF0D8E01EC47126F383055DCD30D320F29A6A0FBB1DF6A2F32D6>

Linkin, P. (2020). *Promoting Optimal Development: Identifying Infants and Young Children With Developmental Disorders Through Developmental Surveillance and Screening*. Obtenido de <https://pediatrics.aappublications.org/content/145/1/e20193449>

Macias , M. (2020). *Promoting Optimal Development: Identifying Infants and Young Children With Developmental Disorders Through Developmental Surveillance and Screening*. Obtenido de <https://pediatrics.aappublications.org/content/145/1/e20193449>

Marc J, T., Elizabeth A. , P., Jorgensen Smith, T., & Chapman, R. (2019). *Foundations of behavioral health* . Obtenido de [https://link.springer.com/chapter/10.1007/978-3-030-18435-3\\_12](https://link.springer.com/chapter/10.1007/978-3-030-18435-3_12)

Markelz , A., & Taylor , J. (2016). *The Journal of Special Education Apprenticeship* . Obtenido de <https://files.eric.ed.gov/fulltext/EJ1127753.pdf>

Marrelli , A. (2007). *The Performance Technologist's Toolbox*. Obtenido de [https://www.researchgate.net/publication/229582233\\_Collecting\\_data\\_through\\_case\\_studies](https://www.researchgate.net/publication/229582233_Collecting_data_through_case_studies)

Meyer, H., & Lasky , S. (2017). *School-Based Management of Children with Attention-Deficit/Hyperactivity Disorder: 105 Tips for Teachers*. Obtenido de <https://www.addrc.org/disorder-105-tips-for-teachers/>

Morse, J. (2009). *Mixed Method Design: Principles and Procedures*. New York : Left Coast Press. Retrieved from <https://books.google.com.ec/books?hl=es&lr=&id=UV2IDAAAQBAJ&oi>

=fnd&pg=PP1&dq=what+are+the+characteristics+of+mixed+method+r  
esearch%3F&ots=QzTxNOteQl&sig=iD5FY7ntt-  
Nyu62QkCyRfZyRN5A#v=onepage&q=what%20are%20the%20chara  
cteristics%20of%20mixed%20method%20res

Murray , D., & Christinson , M. (2019). *What English Language Teachers Need To Know Volume 1* . New York City . Obtenido de <https://books.google.es/books?hl=es&lr=&id=e8yGDwAAQBAJ&oi=fnd&pg=PP1&dq=what+is+the+teacher%27s+role+to+work+on+students+with+behavioral+disorders+in+an+English+class%3F&ots=UMreK9egFI&sig=g2oHI3VGF9IKIInfcRO3LZnlpnA#v=onepage&q=what%20is%20the%20teacher>

Nancy , D., & Yendolhopy , D. (2019). *The Reflective Educators guide to classroom research learning to teach and teaching to learn through practitioner inquire.* . Florida . Obtenido de [https://books.google.com.ec/books?hl=es&lr=&id=cWemDwAAQBAJ&oi=fnd&pg=PP1&dq=what+is+the+teachers+role+on+students+with+b  
ehavioral+and+emotional+disorders+in+an+English+class%3F&ots=A  
-mYwKUd-c&sig=WJYkS0c0pT6uRg-  
Vrzmb6QeB888&redir\\_esc=y#v=onepage&q&f=fals](https://books.google.com.ec/books?hl=es&lr=&id=cWemDwAAQBAJ&oi=fnd&pg=PP1&dq=what+is+the+teachers+role+on+students+with+b<br/>ehavioral+and+emotional+disorders+in+an+English+class%3F&ots=A<br/>-mYwKUd-c&sig=WJYkS0c0pT6uRg-<br/>Vrzmb6QeB888&redir_esc=y#v=onepage&q&f=fals)

Network, F. R. (s.f.). <https://dualdiagnosis.org/hormones-and-bipolar-disorder/>.

Newman , T. (2012). *Handbook on the research of Behavioral and emotional disorders* . Obtenido de [https://books.google.com.ec/books?hl=es&lr=&id=4inZDwAAQBAJ&oi=fnd&pg=PT439&dq=classification+of+behavioral+disorders&ots=1bShraoGsA&sig=UaowU4zj9e0o2hIUft37LOZQYxg#v=onepage&q=class  
ification%20of%20behavioral%20disorders&f=false](https://books.google.com.ec/books?hl=es&lr=&id=4inZDwAAQBAJ&oi=fnd&pg=PT439&dq=classification+of+behavioral+disorders&ots=1bShraoGsA&sig=UaowU4zj9e0o2hIUft37LOZQYxg#v=onepage&q=class<br/>ification%20of%20behavioral%20disorders&f=false)

Norman, D., Robertson, J., & Boyle, B. (1989; 1984). *Applications of Social Research Methods to Questions in Information and Science Library 2017.* California : Barbara Wildemouth. Obtenido de <https://books.google.com.ec/books?hl=es&lr=&id=uv98DQAAQBAJ&o>

i=fnd&pg=PA239&dq=unstructured+interviews&ots=VUSQE9V3de&sig=adFDGi7v-XwgJ2so427j7UwBNf0&redir\_esc=y#v=snippet&q=240%20unstructured%20interviews&f=false

Ogundele , M. (2018). *Behavioural and emotional disorders in childhood: A brief overview for paediatricians*. Obtenido de <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5803568/>

Oosterveld, P., Worst, H., & Smits, N. (2019). *Methods for questionnaire design: a taxonomy linking procedures*. Retrieved from <https://link.springer.com/content/pdf/10.1007/s11136-019-02209-6.pdf>

Ramirez, L. (2019). *Generalizing the Effects of Group Contingencies Across Instructional Settings for Students With Emotional and Behavioral Disorders*. Obtenido de <https://www.tandfonline.com/doi/full/10.17105/SPR-2017-0122.V48-1?scroll=top&needAccess=true>

Rivera, M., & McKeithan, G. (2019). *High-leverage social, emotional and behavioural practices for students with disabilities in inclusive settings*. Obtenido de <https://www.tandfonline.com/doi/full/10.1080/00131911.2019.1632800?scroll=top&needAccess=true>

Saint, R. (2018). *The Effects of Makerspace Learning on the Social Interactions Among Students with Emotional or Behavioral Disorder*. Obtenido de <https://search.proquest.com/openview/4df03df89b2db509928098caa2a55845/1?pq-origsite=gscholar&cbl=18750&diss=y>

Schalock , L. (2010). *Foundation of Behavioral Health* . Obtenido de [https://link.springer.com/chapter/10.1007/978-3-030-18435-3\\_12](https://link.springer.com/chapter/10.1007/978-3-030-18435-3_12)

Smith , C., & Lytle . (2009). *The Reflective Educator's Guide to Classroom Research: Learning to Teach and ...* florida. Obtenido de <https://books.google.com.ec/books?hl=es&lr=&id=cWemDwAAQBAJ&>

oi=fnd&pg=PP1&dq=what+is+the+teachers+role+on+students+with+behavioral+and+emotional+disorders+in+an+English+class%3F&ots=A-mYwKUd-c&sig=WJYkS0c0pT6uRg-Vrzmb6QeB888&redir\_esc=y#v=onepage&q&f=false

Spaulding, K. (2006). *Methods in Educational Research* . Jossey bass. Obtenido de <https://drive.google.com/file/d/1QVn35XhPhOtKmGPmbBB4-NgXtQqsPHi/view?ts=5ef52aaf>

Stewart, D. (2018). *Effective Teaching Strategies for Students With Emotional & Behavioral Disorders*. Obtenido de <https://www.theclassroom.com/deal-preschool-children-behavioral-problems-7888207.html>

Subedi, D. (2016). *Explanatory Sequential Mixed Method Design as the*. Obtenido de [https://d1wqtxts1xzle7.cloudfront.net/56911306/education-4-7-10\\_1.pdf?1530554014=&response-content-disposition=inline%3B+filename%3DExplanatory\\_Sequential\\_Mixed\\_Method\\_Desi.pdf&Expires=1594922917&Signature=fsb0PD68gJOgcmTGcaRLfDIzbDEgNIMqGYYoYO4XGjqCBbYp~](https://d1wqtxts1xzle7.cloudfront.net/56911306/education-4-7-10_1.pdf?1530554014=&response-content-disposition=inline%3B+filename%3DExplanatory_Sequential_Mixed_Method_Desi.pdf&Expires=1594922917&Signature=fsb0PD68gJOgcmTGcaRLfDIzbDEgNIMqGYYoYO4XGjqCBbYp~)

T, W., & Newman , H. (2012). *Handbook on the research of behavioral and emotional disorders*. Obtenido de <https://books.google.com.ec/books?hl=es&lr=&id=4inZDwAAQBAJ&oi=fnd&pg=PT439&dq=classification+of+behavioral+disorders&ots=1bShraoGsA&sig=UaowU4zj9e0o2hIUft37LOZQYxg#v=onepage&q=classification%20of%20behavioral%20disorders&f=false>

T.M, A. (2008). *multicultural assesment of child and adolescent psychopathology with ASEBA ans SDQ instruments* . Retrieved from <https://reader.elsevier.com/reader/sd/pii/S0190740919307984?token=81EF2CD6A519DB6DED87FE89E1AE1C8745ED54AB9DBDAF0D8E01EC47126F383055DCD30D320F29A6A0FBB1DF6A2F32D6>

- Tashakori, A., & Teddie, C. (1998). *Mixed Methodology: Combining Qualitative and Quantitative Approaches*. New Delhi: Sage Publications. Obtenido de [https://books.google.com.ec/books?hl=es&lr=&id=qtW04-pRJZ0C&oi=fnd&pg=PR9&dq=mixed+methodology+approach+&ots=6gfquFe6oO&sig=pUCLHMj49OZAEoNw5Rnn2nik2Vc&redir\\_esc=y#v=onepage&q=mixed%20methodology%20approach&f=false](https://books.google.com.ec/books?hl=es&lr=&id=qtW04-pRJZ0C&oi=fnd&pg=PR9&dq=mixed+methodology+approach+&ots=6gfquFe6oO&sig=pUCLHMj49OZAEoNw5Rnn2nik2Vc&redir_esc=y#v=onepage&q=mixed%20methodology%20approach&f=false)
- Team , S. (2018). *5 Tips for Handling EBD Kids (Emotional Behavior Disorder) in an Inclusive Classroom*. Obtenido de <https://resilienteducator.com/classroom-resources/5-tips-for-handling-ebd-kids-emotional-behavior-disorder-in-an-inclusive-classroom/>
- Tight, M. (2017). *Understanding case study research* . Los Angeles California: Sage. Retrieved from [https://books.google.com.ec/books?hl=es&lr=&id=fCE9DQAAQBAJ&oi=fnd&pg=PP1&dq=definitions+of+case+study+in+educational+field&ots=nvru7YrZmN&sig=15JYvAvcZqRO6Ndk9XIHqXjcDCI&redir\\_esc=y#v=onepage&q=definitions%20of%20case%20study%20in%20educational%20field&f](https://books.google.com.ec/books?hl=es&lr=&id=fCE9DQAAQBAJ&oi=fnd&pg=PP1&dq=definitions+of+case+study+in+educational+field&ots=nvru7YrZmN&sig=15JYvAvcZqRO6Ndk9XIHqXjcDCI&redir_esc=y#v=onepage&q=definitions%20of%20case%20study%20in%20educational%20field&f)
- Yin, R. (2014). *Qualitative Case Study Research as Empirical Inquiry 2016*. Obtenido de <https://www.igi-global.com/article/qualitative-case-study-research-as-empirical-inquiry/167777>
- Young Chair , E. (2019). *Emotional and Behavioral Disorders Screening in Utah Schools* . Obtenido de <https://scholarsarchive.byu.edu/cgi/viewcontent.cgi?article=8509&context=etd>

# APPENDIX

## REPORT OF THE INTERVIEW

For this section of the graduation work, a psychologist had to be interviewed in order to collect more information about the topic.

Interviewer: The first question said what is the annual frequency of cases that you observe in children with behavioral disorder problems?

Psychologist: ok I commented to you from my experience at educational institutions, that emotional and behavioral disorders in a child are not frequent and they are related to adolescence, in comparison to a child who has a learning difficulty which is not connected to conduct problems, for example: one child per classroom, you talked to me about the annual frequency of the cases

Interviewer: yes

Psychologist: there could be one child who had conduct disorder. If we are referring to a conduct problem, we are talking about a conduct disability, that could be observed during childhood but it can be related to a creative conduct. And they say aggressive conducts, but it is much better to say reactive conducts, because I work with kids. Also, they have behaviors which transcend the rules.

Interviewer: clear

Psychologist: yes the rules of coexistence, rules of the classroom, that I remember, I observed these problems in a second grader with a severe conduct disorder, a lot of aggressive conducts and behaviors. And she said that the student showed disrespect to other authorities, such as: teachers and parents. There was one behavior at home in front of the parents and another one inside of school. That's good that can be given from other situations, when some situations are given we could be thinking about oppositional defiant disorder, they usually lie, there's school irresponsibility,

they scape and the child could leave classes frequently and provokes others, physical aggression and there are not enough evidences of disruptive behavior. Locating the most delicate point which causes sadness on the person in order to instigate there and achieve negative reactions in other people, constant crying, depressed.

Psychologist: we can find children or adolescents who enjoy a little to make suffer to animals, for example: we have iguanas, so they kick them, they trough stones on them, they make sure that something falls on them. Obviously, we have to make our child to be conscious about this behaviors, because they are connecting to one another and that is not daily, it is not normal and somehow we have to work it. I can say that we haven't found a lot of children inside of the same classroom, only one and a lot of evidences are shown in superior courses (baccalaureate) but we can see the main signs at an early age.

Ok did you have other question?

Interviewer: yes there are 3 questions, ok the second question said: what is the biggest problem for the child that this disorder causes on school's environment?

Psychologist: look it is a lot of suffering, even if the child's conduct is sarcastic, it looks like the child enjoyed it by doing mischiefs or little mischief to its classmates, for example: when we were in a parent meeting and the child arrived in order to make agreements, and the parents left and the child said "I eat them the story" you became surprised as a professional, it calls your attention, that there are children with this difficulties that are serious, because we are talking about social abilities.

Psychologist: well this disorders have multiple factors in their cases, aren't they? But we could have observed is that, for example: we have kids who had shown this characteristics due to the atmospheres where they came from, especially if they were victims of domestic violence and dysfunctional families, they came from dysfunctional home environments. For example: if they live with mom and dad and there is not an authority. Sometimes, their

parents are marked permissive, exaggerated punishments from the other and then it is everything or nothing, they restring you and then I can give you everything and they transport that to the school. They move out their familiar lives to the classrooms, tolerance to frustration is missing, they cannot get a "no" as they receive it in their houses or they take to their classmates to the limit and their parents did not collaborate enough with their children. And there are theories that are based on children's condition in which changing school is considered.

There could be that some teachers deal with the situation, so that's why the teacher's abilities and listening ability are very important, because they can take it to the limit, the situations in which the child is despairing to the classmates, in order to obtain this extreme hits that they get from family members, because they are involved on calling other's attention in a wrong way. What are you going to receive? That child is receiving everything to shut up or the child receive strong hits. And you can evidence that in the classrooms and how did the child live it? Unfortunately, the consequences are going to support the child for a long time if there is not enough work with their parents or a particular specialist, a psychologist. Generally, in most cases, we have had students whose parents instead of taking consideration of school's speech which show supplies and demonstrate that in this situation, we had observed this, this had been worked in this way, we had done a lot of things, etc. and the situation, does not become better, they recommend you psychologist support and in many times, parents do not accept. My theory is that, when the children go to the psychologist, he or she has to write down the dysfunctionality of the family in a paper and what is the consequence? A time comes out and the school says that is not able to work in this way because of this condition or they recommend to move the child out from the school, to another school, because the school is strict and it provided the parents everything. Etc. when it's not the reality, and they change school and this leads to not creating affective relationships between partners.

She said that one of the factors could interfere as part of emotional and behavioral disorder, is the one in which is demonstrated that there's not

enough work during the first years, because it was not discovered, there was not a condition or learning difficulty or that there is a special need that is not linked to a difficulty or disability such as ADHD. If it is being mishandled both at home and at school, and it has been studied, since it includes genetics, family environments that I have already told you about, which can get worse. The child's temperament is more complicated, if it is together with other factors, it is likely, that this can develop with major gravity.

Interviewer: ajam as the last question of this interview is what would be the most important recommendation for the teacher regarding the handling of situation with this type of children? So you as a psychologist what could you suggest to the teachers?

Psychologist: first they have to work with DECE (Departamento de Consejeria Estudiantil).

Sometimes the teacher delegates everything at DECE and makes complain about the kid, the child do this got it, the child do that, got it.

She recommended the teachers to take a test in order to work on their abilities, in the genuine interest of the teacher on the group of the students because of their knowledge.

From whom is this group of pupils, all the factors with which ones we have to work at the moment of being in the classrooms. For example: know all familiar factors, behavioral habits.

For example: home situations, student's routines, extra activities that the student do, family relationships, we have to learn about it, if we know, I'm talking about prevention, really we know our group of student and we collocate all the factors, it is going to be more easy to recognize their support needs.

She also said that the instructors must work by hand with DECE, which works together with the teacher in order to provide good tools to work with students during first years, not only on development of abilities of knowledge, logic and mathematic relationships, not only that. The human is not only

intelligence, humans are also connected to the affective part, politics. For example: during the first years, we can work on values such as sincerity, responsibility. In the next years, we can keep adding more values. If we train students with social values, during the first years, it will become easy for them to apply those abilities naturally such as: taking turns, making pauses and meditating what are they going to say, all of that is part of maturity and age, but we can do this small tasks in what I told you, to me social abilities are very important and soon, a lot of schools work on the curriculum on language development, look that you are going to work on languages and their development, that is perfect. But what if we link it to group work, but we cannot link out of the subject in which we are working on, but we can teach them 2 abilities at the same time. Allow to the rest of the group to know them, help them to propitiate the space to develop their abilities. Provide feedback on how these skills are developing, add specific details, motivate and support the students when they are working in a better way, because it is difficult for this kids to stablish a positive relationship, they create it but in a negative way, as I said, always by hand with DECE and parents. DECE, is going to appreciate, inform and organize parental meetings, with a big group in order to find a way for helping this kid, because the idea is that the child matures and continues studying in the same institution. If there's not compromise with the parents, it is complicated, instead of recognizing school as an allied, they will see it as something defensive. We can work in many different ways, with many strategies, inside and outside of the classroom. They are not bad parents, they have to correct many things and that's why we suggest particular help from a psychologist.

#### Report of the second interview

For the next section of this research work, an EFL Teacher had to be interviewed in order to get information data about the child with bipolar disorder at Santiago Mayor High School. For this interview, there would be 5 questions about teaching experience on a child with BD (Bipolar Disorder).

The first question: What was the child's typical behavior on a daily basis? What were the attitudes that could be tended?

The teacher: Well, referring to a child with bipolar disorder, his attitude and mood, there were some days in which the child showed up irritable, angry; therefore, the child did not want to participate and interact with the rest of the classmates in the classroom. In contrast, there were some days in which, the child was motivated to participate in the classroom, including on recess. In class, he wanted to play, talk. Most of all, he was talkative by its side. And that demonstrated his mood change. Typically, he demonstrated those changes daily. The child was reluctant, he had difficulties to interact with his classmates, he was irritable during a few days and he talked a lot during class temporarily.

Second: Describe 3 anecdotes for teaching a child with BD.

The first anecdote that the teacher said: I remembered that one day, there was a situation in the classroom, if I am not wrong, the child had took out an eraser from one of his classmates without permission and the other child accused him of taking out the eraser. He became angry immediately at the point that he started to scream and he wanted to hit the classmate. When we informed to DECE, the child left the classroom by himself and another classmate closed the door. But when he went back to the classroom and he wanted to get in, the door was closed and he was hitting it, but he saw the door had a glass in the middle and he began to hit it and the glass fell out the door. At the end, when everyone including DECE with the tutor interfered and worked on the next step which one was to communicate with his parents and they went to the school and the result was that the child didn't take his medicine. Later on, we became informed that the medicine which the student took, was not effective and the doctor told him to change the medicine, but this didn't happen due to economy situations.

Another anecdote is that regarding his attitudes in class. He was not ready to work, because he preferred to sleep, at home, he went to sleep late and the next day, he had the chance to sleep in class.

The other story that the EFL teacher described was that the student got upset during the day, he missed a lot of his lessons, during a few hours or days. Obviously, due to his bipolar disorder. They suggested, that the student attended to class regularly. When we were at English classes in the morning, the student loved the song called "in the morning", there were sections in which the student danced in order to participate. It was enjoyable to see him participating, because he was a human and he needed to be comprehended in that way, especially when he was irritable and happy with his school environment.

The third question: How does the student maintain order in the class?

He organized his school material in a 50%, I could see that his mom paid attention to the organization of his school material. Because when I asked him to give me the homework, he was heedless in that way and he told me " I think that my mom put in my notebook" and "I think that I had the homework in a folder" . He showed that he was not sure with his answers and I told him to take everything out, thing by thing and helped him to find the homework. His mom helped him to prepare his homework, because he was not careful enough with his things.

The fourth question: Name one strategy that was useful in your class

The educator said that one of the strategies which was useful in her class, was to keep the student sitting next to her and the planning was different on language due to his basic level of English and French, and the resources had to be adapted. His English level was too basic and he could not study the same topics as the rest of his classmates, we had to make it more bearable, general and he did not pay enough attention when there were many instructions, long readings, it was more than anything, in a visual way, with songs. The explanation had to be prepared with pictures, summaries which synthesized the content, so he could understand in a better way.

The final question: Do you have any advice for English teachers on this particular case?

The teacher thought that patience is primordial, we can't assume to treat the child in the same way as we think that he could be treated. Because there are many ways, because of his condition. We have to be more comprehensive on that side, including building trust on them, in case of that they feel unmotivated, because something is happening with them, we have to build ties and relations with them, and talk to him in a positive manner, and try to help him and deal with the problem which is affecting him. Do not be indifferent as I told you a few minutes ago, we have to be emphatics. We are dealing with another human who had necessities in order to help him in that way, and the student could demonstrate progress, step by step. Some other advice for EFL teachers in this case are: different threats, be more comprehensive, be more open-minded.

## QUESTIONNAIRE FOR EFL TEACHERS OF UNIDAD EDUCATIVA SANTIAGO MAYOR

Dirección de correo electrónico

What's your age?

- 20-25
- 25-30
- 31-40
- more than 40

Gender

- Male
- Female

Years of teaching experience.

- 2-5
- 6-10
- more than 10

Studies field

- Bachelor's Degree in Education
- Other fields of knowledge
- Master's Degree in Education

1. From your personal experience as EFL Teacher, choose five (5) frequent behaviors that you have seen in your students.

- Make excessive noise
- Give up easily
- Are defiant
- Rebel
- Destroy property
- Are loners
- Put others down
- Cry often

2. Which of the following characteristics have you recognized among your students?
  - Attention Seekers
  - Dependent students
  - Power seekers
  - Revenge seekers
  
3. In the English area, do you consider that teachers should be trained to respond to problems of a student who has emotional and behavioral disorders?
  - It is not necessary
  - It is somewhat necessary
  - It is very necessary
  - It should be compulsory
  
4. In which of the four English skills, do you think there would be more problems with a child who has behavioral and emotional disorders?
  - Reading
  - Listening
  - Speaking
  - Writing
  
5. From the following list, select the behavioral disorder cases that you had to deal with in your EFL classroom, during the last 5 years.
  - Attention Deficit with Hyperactivity Disorder
  - Oppositional Defiant Disorder
  - Depression
  - Bipolar disorder
  - Other
  
6. Do you have any knowledge about bipolar disorder in children?
  - I don't have any idea
  - little knowledge
  - I am moderately familiar with it

- I am sure to know about it

7. IF YOUR ANSWER TO THE PREVIOUS QUESTION WAS POSITIVE, continue with this--> The knowledge about bipolar disorder was obtained from :

- By assisting to seminars or conferences
- As part of school's training program
- Personal initiative: reading texts about the topic
- Personal initiative: watching videos about emotional and behavioral disorders
- Talking to experienced colleagues
- University studies
- I don't have knowledge

8. If you were to guide a professional development training in teaching students with emotional and behavioral disorders. What would be the most important points of your presentation? (Choose 2).

- Definition of Emotional and Behavioral Disorders
- Stablishing strategies
- Teacher's role in the classroom
- Application of adequate techniques



## DECLARACIÓN Y AUTORIZACIÓN

Yo, **Domenica Soledad Araujo Zapata** , con C.C: # 092245820-3 autora del trabajo de titulación: **EMOTIONAL AND BEHAVIORAL DISORDERS IN A 6TH GRADER AND THEIR IMPLICATIONS FOR EFL TEACHERS ON CLASSROOM MANAGEMENT AT UNIDAD EDUCATIVA SANTIAGO MAYOR DURING THE FIRST QUINMESTER 2019-2020**. Previo a la obtención del título de Licenciada en Lengua Inglesa con mención en Educación Bilingüe en la Universidad Católica de Santiago de Guayaquil.

1.- Declaro tener pleno conocimiento de la obligación que tienen las instituciones de educación superior, de conformidad con el Artículo 144 de la Ley Orgánica de Educación Superior, de entregar a la SENESCYT en formato digital una copia del referido trabajo de titulación para que sea integrado al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor.

2.- Autorizo a la SENESCYT a tener una copia del referido trabajo de titulación, con el propósito de generar un repositorio que democratice la información, respetando las políticas de propiedad intelectual vigentes.

Guayaquil, 15 de septiembre de 2020

---

**Araujo Zapata Doménica Soledad**

**C.C: 092245820-3**

## **REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA**

### **FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN**

<b>TEMA Y SUBTEMA:</b>	EMOTIONAL AND BEHAVIORAL DISORDERS IN A 6TH GRADER AND THEIR IMPLICATIONS FOR EFL TEACHERS ON CLASSROOM MANAGEMENT AT UNIDAD EDUCATIVA SANTIAGO MAYOR DURING THE FIRST QUINMESTER 2019-2020.		
<b>AUTOR(ES)</b>	Doménica Soledad Araujo Zapata		
<b>REVISOR(ES)/TUTOR(ES)</b>	Vázquez Fátima Mariela		
<b>INSTITUCIÓN:</b>	Universidad Católica de Santiago de Guayaquil		
<b>FACULTAD:</b>	Artes Y Humanidades		
<b>CARRERA:</b>	Licenciatura en Lengua Inglesa		
<b>TITULO OBTENIDO:</b>	Licenciada en Lengua Inglesa con mención en Educación Bilingüe		
<b>FECHA DE PUBLICACIÓN:</b>	15 de septiembre de 2020	<b>No. DE PÁGINAS:</b>	75
<b>ÁREAS TEMÁTICAS:</b>	Psychology, education.		
<b>PALABRAS CLAVES/KEYWORDS:</b>	Emotional and behavioral disorders, Classroom management, Implications, EFL teachers		
<b>RESUMEN/ABSTRACT</b> (150-250 palabras):	<p>This is the study of behavioral and emotional disorders (BED) in a child at a high school of Guayaquil which helps to understand the implications for English teachers. This research was conducted in order to recognize negative situations which are produced by students with BED. Emotional and Behavioral Disabilities are related to the persistent mood changes on children, which provoke them to start incidents inside of the classroom.</p> <p>EFL Teachers at Unidad Educativa Santiago Mayor, answered a survey in order to collect data about students with emotional and behavioral disorders. It was also applied a structured interview to a psychologist and an unstructured interview to the classroom teacher of a child with bipolar disorder. The results of the survey showed that there is a need for training programs, while the interviews provided important information about the implications for EFL teachers to be used in classroom management strategies.</p>		
<b>ADJUNTO PDF:</b>	<input checked="" type="checkbox"/> SI	<input type="checkbox"/> NO	
<b>CONTACTO CON AUTORES/ES:</b>	<b>Teléfono:</b> +593995971768 <b>Tutora:</b> +593958834103	<b>E-mail:</b> <a href="mailto:domeniquita_19@hotmail.es">domeniquita_19@hotmail.es</a> <b>Correo alterno:</b> <a href="mailto:punkerita2013@gmail.com">punkerita2013@gmail.com</a> <b>Mail de la tutora:</b> <a href="mailto:marievas.13@gmail.com">marievas.13@gmail.com</a>	
<b>CONTACTO CON LA INSTITUCIÓN (COORDINADOR DEL PROCESO UTE)::</b>	<b>Nombre:</b> Ximena Jarrín Hunter <b>Teléfono:</b> +593999613680 <b>E-mail:</b> <a href="mailto:ximena.jarrin@cu.ucsg.edu.ec">ximena.jarrin@cu.ucsg.edu.ec</a>		
<b>SECCIÓN PARA USO DE BIBLIOTECA</b>			
<b>Nº. DE REGISTRO (en base a datos):</b>			
<b>Nº. DE CLASIFICACIÓN:</b>			
<b>DIRECCIÓN URL (tesis en la web):</b>			