



Miami-Dade County Public Schools
Observable Indicators for Internal/External Factors
Programs for Students with Emotional/Behavioral Disabilities

INTERNAL

General Description <u>6A-6.03016</u>	Observable Indicators
<p>1. Feelings of sadness, frequent crying, or restlessness, or loss of interest in friends and/or school work, or mood swings, or erratic behavior; or</p>	<ul style="list-style-type: none"> • Withdrawn (Isolating) • Non-communicative • Loss of desire and participation in previously enjoyed activities • Tearfulness • Sudden/chronic poor hygiene • Hopelessness • Excessive or no sleeping • Change in appetite • Rapid and sudden changes in mood • Erratic/unexplainable reactions or behaviors • Poor attendance • Multiple traumas/or loss • Psychiatric hospitalizations
<p>2. The presence of symptoms such as fears, phobias, or excessive worrying and anxiety regarding personal or school problems; or</p>	<ul style="list-style-type: none"> • Fidgeting • Persistent negative/catastrophic thinking as exhibited in talk • Easily overwhelmed • Gives up easily • Inability to carry out projects • Isolating to avoid feared projects • Inconsolable/inflexible thought process as exhibited by talking • Poor attendance • Desire to stay home/fear to mix with peers • Inability to concentrate
<p>3. Behaviors that result from thoughts and feelings that are inconsistent with actual events or circumstances, or difficulty maintaining normal thought processes, or excessive levels of withdrawal from persons or events; or</p>	<ul style="list-style-type: none"> • Self injurious (cutting, biting, head banging, excessive piercing) • Overly suspicious/antagonistic • Excessive reactions to normal events • Auditory/visual hallucinations • Delusions • Delusions regarding "Special Powers" • Previous hospitalizations • Homicidal/suicidal ideations and or attempts • Stalking • Withdrawal from peers, family • Drastic changes of appearance • Obsession or ritualistic behaviors • Antisocial behaviors if in existence are not premeditated or monetarily motivated • Overly seductive, provocative • Engage in inappropriate conversation/physical contact

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<p>4. An inability to build or maintain satisfactory interpersonal relationships with peers, teachers and other adults in the school setting; or</p>	<ul style="list-style-type: none"> • Poor personal hygiene (i.e., odorous, dirty clothing, etc.) • Often loses temper • Difficulty sharing, taking turns • Poor knowledge or direct noncompliance of social mores or conventions • Often argues with adults • Often actively defies or refuses to comply with adult's requests or rules • Often deliberately annoys people • Is often touchy or easily annoyed by others • Resentful • Grandiose (i.e., elevated sense of self worth, belief that they are "masterminds", feel and behave as though they are equal to adults) • Sense of Entitlement (they feel they should be treated in a "special way") • Is often spiteful or vindictive (e.g. even accidental slights will trigger an exaggerated retaliation) • Lack empathy/Egocentricity (e.g. cannot fully "walk in the other person's shoes") • Threatens to maintain relationship, bribes or extorts in order to maintain or initiate friendships (seen in elementary) • Angry disposition • Instigating negative behaviors in others (e.g. will orchestrate events between peers) • Purposeful violation of other student's personal boundaries • Verbally abusive to peers and/or staff (cursing) • Chronic lying • Unwillingness to accept responsibility for their behaviors • Unwillingness to benefit from prior experiences
<p>5. Behaviors that are chronic and disruptive such as noncompliance, verbal and/or poorly developed social skills that are manifestations of feelings, symptoms, or behaviors as specified as internal factors (see attached documents)</p>	<ul style="list-style-type: none"> • Physical and or verbal aggressiveness towards peers and/or staff • Unwilling to comply with minimal rules or standards • Constant need to be the focus of attention in the classroom • Sexual inappropriateness • Experimenting with drugs and or alcohol • Unwillingness to carry out minimal school assignments • Chronic sleeping in class • Chronic truancy/tardiness • Lack of personal satisfaction in school achievement • Underlying the acting out behavior are internalized feelings of poor self worth, depression, anxiety, loss/trauma, and unfulfilled basic needs (security and nurturance), poor attachment issues