

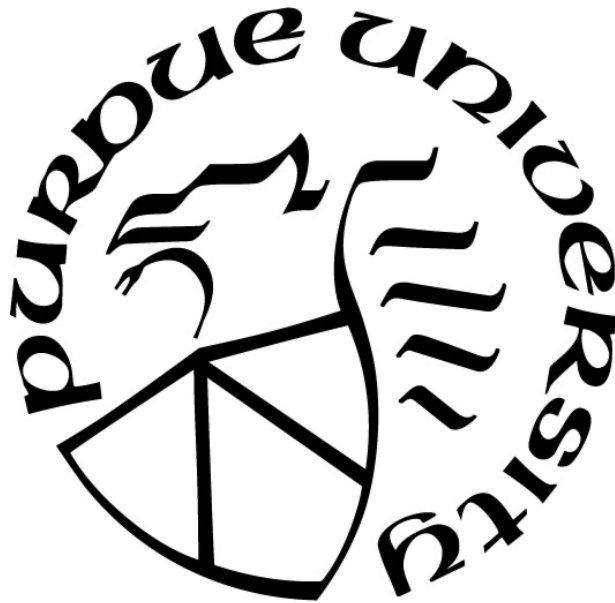
**STRATEGIES FOR TEACHING STUDENTS WITH EMOTIONAL  
DISTURBANCE IN INCLUSIVE CLASSROOMS**

by  
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**A Thesis**

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## **ABSTRACT**

Emotional Disturbance (ED) is becoming more common in our society. The national estimates suggest that 1 in 10 youths in the United States suffer from a serious emotional disturbance (SED), a diagnoseable mental illness severe enough to cause impairments in the daily lives of students (U.S. Department of Health & Human Services, 2000 as cited in Williams 2009). This has become a challenge for teachers in the inclusive classrooms. The purpose of this study is to explore teacher's strategies used within the classroom. Eighteen teachers from an urban public high school in the Midwest participated in an anonymous survey through Purdue Qualtrics. The results showed that all teachers have had experience working with students with ED and indicated that one-on-one support has been successful for them as a strategy. The results also indicated that 83% of teachers stated they need the most support for strategies for emotional support with 72% reporting additional strategies needed for behavioral support.

# **CHAPTER 1. INTRODUCTION**

## **Statement of the Problem**

Students with emotional and behavioral disorders continue to challenge educators, and their progress in school has not been easy, as we have not gained parallel progress for students with emotional disturbance as we have the gains for students within other disability groups over the years (Kerns, 2014). The national estimates suggest that one in ten youths in the United States suffer from a serious emotional disturbance (SED), a diagnoseable mental illness severe enough to cause impairments in the daily lives of students (U.S. Department of Health & Human Services, 2000 as cited in Williams 2009). High school students with emotional and behavioral disorders (EBDs) present several challenges to educators, both academically and behaviorally (Mitchell et al., 2019). Students with emotional disability lacking appropriate strategies in large classroom sizes resulting in additional challenges for the student and staff. Without proper strategies in place, this leads to increased suspensions and dropout rates (Kern, 2016). Between 1990 and 2007, the rate of general education placement increased by 105% for students with emotional disturbance (ED) (McLeskey et al., 2012). “In 2017, 5.5% of students with disabilities between the ages of six and 21 years received special education services for ED” (U.S. Department of Education et al., as cited in 2020 McKenna et al., 2021).

## **Significance of the study**

Many high school teachers in general education courses are not trained for teaching students with emotional disturbance. As with all students with disabilities, a promising approach for improving academic, behavioral, and social outcomes of students with ED are available (Cook & Schirmer, 2003). This project created a handbook of evidence-based strategies for teachers to

use for students with emotional disturbance in the inclusive classroom. The handbook also included evidence-based strategies for behavioral support.

### **Purpose of the study**

The purpose of this study was to investigate the strategies that general education teachers use in the integrated classrooms for students with emotional disturbance. The study also examined the resources and the strategies used by general education and special education teachers for these students to become successful in all classrooms throughout high school.

### **Research Approach**

This study was survey research. Qualitative and quantitative statements were used for the survey to be collecting data and to analyze the data. This research was conducted through a survey (Appendix A) of both general education and special education teachers at an urban Midwestern high school who teach at all grade levels throughout all courses. The survey questions were developed on Purdue Qualtrics and were designed to understand teachers' knowledge and barriers faced by students with emotional disturbance and determined the current strategies teachers use for students with emotional disturbance in the inclusive classrooms. The questions were created from scholarly articles that described research in teaching students with emotional disturbance. The participants were recruited through email that clearly stated that participation is optional (Appendix B). Permission has been obtained from the school principal (Appendix C). Approval for the research was obtained from Purdue Institutional Review Board (Appendix H).

## **Definitions**

**Accommodations-** A support or services that is provided to help a student fully access the general education curriculum (IDOE, n.d.).

**Modification-** A change in curriculum usually by changing an assignment or objective. Course content adjusted for fit learning goal of student where the general education curriculum is too advanced for the student (IDOE, n.d.).

**Co-teaching** –two teachers (teacher candidate and cooperating teacher) working together with groups of students; sharing the planning, organization, delivery, and assessment of instruction, within the same classroom (Murawski, et. al., 2001).

**Inclusive classroom-** a classroom setting where disabled and nondisabled peers along with general and special educators work together to promote the academic, social, and behavioral skills of all students (Montgomery, 2001).

**Graphic Organizers-** visual displays educators use to organize information in a method that makes the information easier to comprehend and learn (Meyen, Vergason. & Whelan. 1996. p. 132 as cited in Dye, 2000).

**Emotional Behavioral Disturbance (EBD) or Emotional Disturbance (ED) or Severe Emotional Disturbance (SED)** “Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance: [\(A\)](#) An inability to learn that cannot be explained by intellectual, sensory, or health factors, [\(B\)](#) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers, [\(C\)](#) Inappropriate types of behavior or feelings

under normal circumstances, (D) A general pervasive mood of unhappiness or depression, (E) A tendency to develop physical symptoms or fears associated with personal or school problems. Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance” (IDEA, *Sec. 300.8 (c) (4)* 2017).

**BIP-** Behavioral Intervention Plan- “designed to change the outcome by preventing the behavior from actually occurring, reducing the severity of the behavior, by de-escalating the behavior before it becomes extreme, or by assisting the student to use skills he or she has been taught to make a better behavioral choice” (Ohio Coalition for the Education of Children with Disabilities, 2004).

**Specific Learning Disability- (SLD or LD)-** a disorder in one or more of the basic psychological progresses involved in understanding or in using dialectal, verbal, or written (IDEA, Section 1401 (30), 2019).

**IEP-** Individual Education Plan- “the term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with §§300.320 through 300.324” (IDEA, Sec. 300.320, 2017).

**IDEA** Individuals with Disabilities Act, 2004 is “a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children (IDEA, 2004).

## **CHAPTER 2. LITERATURE REVIEW**

### **Introduction**

The Center for Parent Information & Resources provides a fact sheet on mental health for children that has been updated in November 2021. This resource was obtained through provided links on the IDEA website for emotional disturbance definition. “We refer to mental disorders using different “umbrella” terms such as emotional disturbance, behavioral disorders, or mental illness. Beneath these umbrella terms, there is a wide range of specific conditions that differ from one another in their characteristics and treatment” (Center for Parent Information and Resources, 2021). Some of the characteristics and behaviors seen in children who have an emotional disturbance include:

- Hyperactivity (short attention span, impulsiveness)
- Aggression or self-injurious behavior (acting out, fighting)
- Withdrawal (not interacting socially with others, excessive fear or anxiety)
- Immaturity (inappropriate crying, temper tantrums, poor coping skills) and
- Learning difficulties (academically performing below grade level).

Children with the most serious emotional disturbances may exhibit distorted thinking, excessive anxiety, bizarre motor acts, and abnormal mood swings (Center for Parent Information and Resources, 2021). Approximately, 324,494 youth in the United States are receiving special education and related services under the category of emotional disturbance for the 2018-2019 school year with 28% being female and 72% being male (ED; IDEA, 2020).

The literature review summarized peer-reviewed scholarly articles from 1996 to 2021 published in teaching students with emotional disturbance. The articles discussed strategies to improve teaching students with learning disabilities with emotional disturbance. This research was



conducted to find evidence-based practices within high school teachers that could implement to improve the learning outcomes for students with emotional disturbance. Various research databases were used, EBSCOhost, Education Full Text, ERIC, and Sage Journals. The key terms entered within the search consisted of special education, emotional disturbance, high school, inclusive classrooms, secondary, strategies, and emotional disability.

There are numerous research studies that have been conducted on students with emotional disturbance as defined by Sec. 300.8 (c) (4) by the Individuals with Disabilities Education Act (IDEA, 2017). The research that was conducted at the secondary level for students with emotional disturbance strategies for teachers to help students achieve earning their diploma in an urban school in a midwestern state. There is evidence that emotional disturbance affects a student's performance within inclusive classrooms at the high school level where classes were taught by a general education teacher. Many general education teachers have not been trained to support or teach students with emotional disturbance.

### **Students with Emotional Disturbance in inclusive classrooms**

Students with emotional disturbance show characteristics that making learning in an inclusive classroom more difficult than their non-disabled peers. "Students with EBD present significant social and behavioral challenges, that frequently disrupt the classroom environment and impede learning" (Wehby, et al., 2003 p.194-195). Students with ED are more likely to be removed from school due to drugs, weapons, or serious self-harm, receive out of school suspension or be expelled, and receive in school suspension compared to other students with learning disabilities (Mekenna, et al., 2019, U.S. Department of Education, 2018). Over the last 30 years, students with ED have been placed in the general education classroom, with an increased rate of 105% from 1990 to 2007 (McLeskey et al., 2012 as cited in McKenna, et al., 2021). Research on

student outcomes show that students with ED require highly specialized instructions, interventions, and support to improve in the areas of academics, behavioral, and social skills (Mitchell et al. 2019; Nelson et al., 2004; Yell, 2019 as cited in McKenna et al., 2021).

Using effective evidence-based practices in inclusive classrooms for students with emotional disturbance is an ongoing challenge for schools. Several issues continue to have difficulty to serve these students such as teachers not being sufficiently trained to adequately prevent and address behavior problems (e.g., State Kern, Starosta, & Divatia Mukerjee, 2011 as cited in Kerns, 2015).

Students with emotional disturbance have characteristics with exhibiting one or more of the characteristics over a long period of time. These characteristics impact the educational performance of students with ED. Physically, some characteristics that can be seen are tiredness, daydreaming, anxious, nervousness (Cullinan & Sabornie, 2004). Academically, the student can appear to be easily frustrated, gives up quickly, does not follow directions, using inappropriate language, is usually behind in curriculum (Cullinan & Sabornie, 2004). Socially, the student may show difficulty reading social cues, lie, steal, noncompliant, isolate self (Cullinan & Sabornie, 2004). Behaviorally, the student may show impulsiveness, challenge others, verbally and physically aggressive (Cullinan & Sabornie, 2004).

### **Strategies For Inclusive Classroom**

There has been numerous research done on strategies for teaching students with emotional disturbance throughout the years, several dating back to the 1990s. “For some students, school is not a pleasant place to be because they engage in behaviors that are viewed as undesirable in the classroom environment. When these undesirable behavior patterns are couple with academic difficulties, a cycle of school failure often emerges that leads many students to stay away from

school or ultimately to drop out” (Carpenter & McKee-Higgins, 1996 p.196). One research results suggests that a more restrictive environment in middle school, if additional services are provided, may lead to a successful outcome when placed in a less restrictive environment later (Tobin, et al., 1999). “Placements in a special education day school and homebound instruction are more restrictive environments than any placement in a general education school (e.g., self-contained classroom, resource room, fully inclusive classroom)” (Tobin, et al., 1999 p. 117).

In one study, by Robertson (1998) teachers rated students with ED in inclusive and resource rooms with significantly lower academically than students with ED in self-contained classrooms or self-contained schools (Evans, et al., 2012). In a survey of general and special educators, Martens, Peterson, Witt, and Cirone (1986) found that redirection was used significantly more often than token reinforcement, response cost, altering the physical environment, time-out in classroom or in-school suspension (Evans, et al., 2012). Keff, Zabel and Milham (2007) asked special educators to rank in order behavioral management strategies they would most likely use for students with ED and which strategies general educators would most likely use (Evans, et al., 2012). The most rated likely to be used by special educators included establishing rules and routines; verbal encouragement, praising, and modeling appropriate behavior whereas they expected general educators would be more likely to use verbal praise, rules, grades, routines or recognition for achievement (Evans, et al., 2012). With similar results between the students, they noted that many of the general education teachers that were surveyed did not teach students with emotional disturbance. This caused Evans, et. al (2012) to do further investigation.

Evans, et. al (2012) conducted a study with teachers from 36 schools in a rural school district that was in southeastern United States. The eligible participants were 94 educators in grades k-12, who taught students that had been school-identified as students with ED (Evans, et. al 2012).

Out of the 94 educators, twenty teachers completed the survey to be analyzed, which resulted in a 21% return rate (Evans, et. al 2012). Out of the teachers who participated in the survey, 35% were general education teachers, 35% were special education teachers that taught in a resource room or a separate classroom than in the general education setting, and 30% taught in a separate public school for students with ED (Evans, et. al 2012). This survey did include demographics. The demographics were separated by gender, male or female and for race, black or white. The average years taught for the educators were at 14.5 years for general education teachers, this included 86% of participants being female and 14% being male (Evans, et. al 2012). For special education teachers in the resource or separate classes averaged 8.4 years taught and were also at 86% female and 14% male (Evans, et. al 2012). Lastly, for the special education teachers who taught in a public separate school average was 12.6 average years of teaching with 67% female and 33% male educators (Evans, et. al 2012).

The survey findings for Teacher Strategies included fifteen behavioral strategies that were created from reviewing current evidence-based strategies (Burns & Ysseldyke, 2009; Kerr & Nelson, 2010; Sunibsebm Fairbanks, Briesch, Myers, & Sugai, 2008) while also receiving suggestions from those within the field of ED (Evans, et. al 2012). For the behavioral strategies, the educators indicated whether the strategy was used by never, sometimes, or frequently used in terms to by addressing academic problems, externalizing problems, or internalizing problems (Evans, et. al 2012). The investigators also included a section for teachers to list any additional strategies they used frequently for one of the problem areas that was not included in the list of 15 (Evans, et. al 2012).

The researchers analyzed the findings and created a list of the most frequently used strategies for the three problem areas: academic, externalizing problems, or internalizing problems

(Evans, et. al 2012). To be considered frequently used, over 50% of educators had to report using that strategy (Evans, et. al 2012). If an educator left a strategy unmarked, it was resulted in being recorded as never used (Evans, et. al 2012). For the general education teachers, they reported using frequently five strategies for academics; explicit direct instruction, room arrangement, rules taught and posted, teacher proximity, and verbal reinforcement (Evans, et. al 2012). For externalizing behavior problems, there were three strategies being used frequently behavior contract, reprimand, and teacher proximity (Evans, et. al 2012). The general education teachers indicated that there were no strategies being frequently used for internalizing behavioral problems (Evans, et. al 2012).

The resource or separate classes taught by special education teachers reported seven frequently used strategies for academic problems that included explicit direct instructions, level system, response cost, rules taught and posted, time away from group, teacher proximity, and verbal reinforcement (Evans, et. al 2012). They reported five strategies for externalizing behavior problems; explicit direct instruction, level system, rules taught and posted teacher proximity, and verbal reinforcement (Evans, et. al 2012). For these special education teachers one frequently used strategy was indicated for internalizing behavior problem, which was verbal reinforcement (Evans, et. al 2012).

The last demographic of teachers included with in this study were the separate school, special education teachers that taught at a separate public school (Evans, et. al 2012). The survey found that these educators frequently used the most strategies. For academic problems, behavior contract, explicit direct instruction, level system, response cost, rules taught and posted, self-management, teacher proximity, token reinforcement, and verbal reinforcement were rated as frequently used (Evans, et. al 2012). Behavior contract, explicit direct instruction, level system, response cost, rules taught and posted, self-management, teacher proximity, token reinforcement,

verbal reinforcement were indicated as frequently used for both externalizing behavior problems and internalizing behaviors (Evans, et. al 2012).

Within Evans, et. al (2012) literature review, for challenging behaviors (e.g., defiance, disruption, aggression, self-injury, social withdrawal) Westling (2010) reported survey results from both special and general educators found that special education teachers were 50% more likely to identify triggers, reinforce desired behavior, use social reinforcement, and change interactions with the students often or very often (Evans, et al., 2012). Whereas 41% of general education teachers reported using only one of these strategies often or very often which was reinforcement of desired behavior (Evans, et al., 2012).

Within the article created by Carpenter and McKee-Higgins (2006), the purpose of the article was to identify behavior management programs defined as a successful resource to respond to diverse behavioral characteristics among students with or without disabilities (Carpenter & McKee-Higgins, 2006). Positive climate plays a significant desirable place to work and to interact with students and employees (Carpenter & McKee-Higgins, 2006). Mayer et al. (1993) incorporated academic and behavioral techniques and consultant support to create an environment that was pleasant and reward for the students. Academic support of the program included peer tutoring during the school year, intensive summer school program, and then a career development program (Carpenter & McKee-Higgins, 2006). Teachers can promote a positive classroom by structuring the learning environment, emphasizing the desirable aspects of students' behaviors, and engaging in positive interpersonal skills with all students within the room (Carpenter & McKee-Higgins, 2006). Five components presented as essential directly or indirectly were addressed in creating a positive classroom environment (Carpenter & McKee-Higgins, 2006). Created by Reitz (1994) the following proposed model for designing comprehensive classroom-

based programs for students with ED that also included academic and behavioral support for students contained ten components (Carpenter & McKee-Higgins, 2006). Within the ten components five were provided within the study that targeted the positive classroom climate (Carpenter & McKee-Higgins, 2006). The five components for classroom positive climate are briefly summarized and include; (1) consistent schedule in which the rules, expectations, and consequences are clearly communicated to students, (2) student academic involvement of instruction focuses on high student engagement, (3) social reinforcement for teachers promoting new behaviors (4) reinforcement that may contain points or “tokens” following immediately when a desired behavior occurs for student to gain a privilege, activity, or item of interest, (5) repertoire of teacher response to mild behaviors by ignoring the inappropriate behavior and keeping the minor issues from escalating (Carpenter & McKee-Higgins, 2006). Without proper strategies being implement within the inclusive classrooms, students with ED are at a higher risk of being unsuccessful than their peers (Carpenter & McKee-Higgins, 2006).

Kern (2016) discusses three approaches that have potential to significantly improve many students lives that have emotional and behavioral problems. This study discusses the three approaches that give the potential to significantly improved many students lives that have emotional and behavioral problems. The study goes into detail that these students are some of the most difficult to teach as teachers are not trained to adequately prevent or address the behavioral, social, or emotional needs for these students (Kern, 2016). This results in many of the students getting suspended or expelled due to behavior. Many states that parents are to blame, and other

complex issues often connected with the label is “emotional disturbance,” that connects to areas such as race/ethnicity, poverty, and family concerns (Kern, 2016).

Approach One Positive Support- Study suggests that positive support shows a better outcome than discipline due to behavior (Kern, 2016). Punishments are shown to not improve behaviors of students who are struggling. The number of schools implementing “School Wide Positive Behavior Support” programs has currently reached 20,000 (as of 2014). The support starts with pre-service teacher training programs (Kern, 2016). The survey evaluating the content of elementary teacher training programs, among a random sample of colleges/universities in the United States almost half offer no courses for current or soon to be teachers’ courses in behavior management (Kern, 2016). The study suggests that these programs need to be available, and the training needs to go beyond classroom management in areas such as student wellbeing, identifying mental health disorders, improving quality of life, and future planning. Related approaches fund to improve teacher performance (Kern, 2016).

Approach Two Mentoring and Relationship Building- This technique is not new, teacher/student mentoring relationships. Reduced funding in education resulting in larger classroom sizes is a concern (Kern, 2016). Large scale studies have shown that this type of offering in school buildings result in academic achievement, fewer disciplinary problems, reduces school the rate of school dropouts and improves the relationships with peers and adults other than the adult that is the student’s mentor (Kern, 2016). Just like positive support, mentoring programs need to start early in the school years when the signs of emotional and behavioral problems start to emerge to aid in high school graduation (Kern, 2016).

Approach Three Fidelity and Adaptations- The last part of the study suggested that a critical process to EBD is the way that intervention was implemented. The study stated that most



interventions fail because they are not implemented properly (Kern, 2016). Treatment fidelity is not a new concept but is gaining new focus in the recent years, most of the current work has focused on expanding its definition beyond the regular measures (Kern, 2016). “For example, the Treatment Fidelity Workgroup for the National Institutes of Health (NIH) Behavior Change Consortium (Bellg et al., 2004) expanded our notion of treatment fidelity to include (a) increasing attention to study design (i.e., assuring that a study is designed so that intervention reflects theoretical the needs of the individual and the context in which intervention is implemented” (Kern, 2015 p.25-26). The needs to be matched with the student and educator needs.

The Kern (2016) study summarizes that there are great challenges that are faced with students with emotional and behavioral disabilities that have gone unsolved. There are many resources and information with extensive evidence to aid educators in effective interventions and practices for students. By using these resources and offering new or current teachers’ courses and training for understanding with these students will drastically increase their opportunity to stay in school and graduate (Kern, 2016).

The assumption for better behavior is that punishment will change the negative behavior into the desirable direction (Carpenter & McKee-Higgins, 2006). Colvin et al. (1993) stated: “To manage behavior school discipline plans typically rely on reprimands, penalties, loss of privileges, detention, suspension, corporal punishment, and expulsion. By experiencing these reactive consequences, it is assumed that students will learn the “right way” of behaving and be motivated sufficiently to comply to the expectations of the school” (Colvin et al., 1993 p. 364 as cited in (Carpenter & McKee-Higgins, 2006 p. 196).

Effective behavior management programs that are responsive to individual group behaviors for classrooms are proactive in nature (Carpenter & McKee-Higgins, 2006). Proactive behavior

management programs are Use instructional techniques to develop desired behaviors; Promote a positive climate to motivate students; Are dynamic and responsive to student' changing behavioral skills; and use collegial interactions to support teachers' use of effective procedures" (Carpenter & McKee-Higgins, 2006 p.196).

By using the three approaches, positive support, mentoring, and relationship building, and fidelity and adaptations, students with ED have shown greater success and higher graduation rates than without these implemented strategies. The research conducted showed that to manage behavior, not all students with ED respond to typically discipline such as detention or suspension and had a better outcome for those students who receive positive support instead of those negative punishments. Providing teachers with support, resources, and proper training, will not only benefit staff, but also the students involved.

### **Academic Support**

Consequences are often long lasting when it comes to academic difficulties that start early in an education career for students with ED (Mooney, et al., 2003). Students with ED have seen an increase by 105% placement in the general education classroom from 1990 to 2007 (McLeskey et al., 2012 as cited McKenna et al., 2021). McKenna et al., (2021) examined teacher self-reported knowledge, use, and perceived efficiency of recommended classroom practices for inclusion of students with ED through a multi-step survey from eight large school districts in a northeastern state (McKenna et al., 2021). The researchers did add one further practice, which was learning styles-based instruction, due to it being based on a regularly held neuromyth (Landrum & McDuffie, 2010; Macdonald et al., 2017) and included pre-service and in-service teacher evaluation system (McKenna et al., 2021). The survey was separated into: Behavioral Support (18 practices), Differentiation (10 practices), Classroom Management (10 practices), and Instructional

Practices (six practices) (McKenna et al., 2021). The study was completed with 160 practitioners (74.4%) out of 215 in completing the survey completely (McKenna et al., 2021). Of the 160 participants, 122 (56.7%) were general education teachers, and 54 (23.7%) were special education teachers (McKenna et al., 2021). No significant differences were found between the teachers for total years of teaching in an inclusive classroom (McKenna et al., 2021).

When completing the survey, participants were asked to think about the practices used when providing instruction and/or support for students with ED in inclusive classrooms, with the rating of no knowledge, limited knowledge, somewhat knowledgeable, or very knowledgeable (McKenna et al., 2021). For the use items, teachers provided a rating of never, at least once a month, at least once a week, or daily or almost daily ratings (McKenna et al., 2021). Contributors valued the effectiveness of each exercise as either ineffective, rarely effective, somewhat effective, or very effective (McKenna et al., 2021). Teachers reporting no knowledge of a practice, the investigation removed it from the reporting as they believed the rating of effectiveness could not appropriately be determined.

The study completed by McKenna et al., (2021) purpose was to investigate information from a survey on teacher self-reported knowledge, use, and perceived effectiveness of recommended classroom practices for the inclusion of students with ED from a Northeastern state (McKenna et al., 2021). The behavioral support categories were separated into four factors. Factor One: Behavioral Support, Factor Two: Differentiation, Factor Three: Classroom Management, and Factor Four: Instructional Practices (McKenna et al., 2021). These factors reported similar information for strategies within each factor (McKenna et al., 2021).

For Self-Reported Knowledge, the study found that participants overall were at least somewhat knowledgeable of 30 (68.18%) of the 44 practices (McKenna et al., 2021). The

Behavioral Support, participants were at least somewhat knowledgeable of the six (33.33%) of 18 practices (McKenna et al., 2021). As for the Differentiation factor: learning styles, all the practices listed participants were (100%) somewhat knowledgeable (McKenna et al., 2021). The items listed for Differentiation factors: learning styles were, content, products, assessments, peer tutoring, graphic organizers, small group instruction, one to one instruction, co-teaching, and consistent consequences (McKenna et al., 2021). Participants were also somewhat knowledgeable in Classroom Management factors listed and instructional practices factors (McKenna et al., 2021).

The differences between general education teachers and special education teachers showed significant differences in reported knowledge on practices 21 of 44 practices (47.7%) (McKenna et al., 2021). For Behavioral Support, special education teachers had greater levels of knowledge resulting in 17 or the 18 practices. For Differentiation and Classroom Management, the special education teachers also showed significant levels of knowledge compared to the general education teachers (McKenna et al., 2021). There were no significant differences found between general education teachers and special education teachers for Factor Four: Instructional Practices (McKenna et al., 2021).

For the perceived effectiveness section of the survey, the participants rated 31 of 44 (70.45%) practices as somewhat effective in the means of rating at least three (McKenna et al., 2021). Significant differences between the special education teachers and general education teachers found that 10 of the 44 practices (22.72%) in the differences in perceived effectiveness (McKenna et al., 2021). A major difference between the sets of teachers found that special educator's level of perceived effectiveness for seven out of 18 practices (38.8%) which included, feelings charts, token economy, preference assessment, behavior progress monitoring, functional communication training, structural analysis, and function-based assessment and intervention

(McKenna et al., 2021). Classroom Management, it was also found a significant greater level for special educators for various reinforcements, active supervision, and pre-correction (McKenna et al., 2021). For both special and general educators it was reported similar levels of perceived effectiveness for all practices in Differentiation and Instructional Practices (McKenna et al., 2021).

The purpose of their study was to see the potential differences between the educators to gain a better understanding between the two respective roles within the classroom when working with students with ED (McKenna et al., 2021). For many practices surveyed within McKenna et al., 2021 research, special educators showed a greater significant difference within the study of areas of effectiveness for Classroom Management, and within Behavioral Support and Differentiation Support compared to general educators within the inclusive classroom. The finding suggested that special educators play an important role in the inclusive environment, particularly for the specialized behavioral supports and methods for differentiation of instruction (McKenna et al., 2021).

The researchers made a note that there is an importance of collaboration when it comes to special education teachers supporting students with ED through inclusive classrooms (McKenna et al., 2021). This study found that the collaboration should include direct classroom services through the co-teaching model (McKenna et al., 2021). This was concluded by the results of the study due to the significant differences between teachers reported the use of more than half of practices in Behavior Support (McKenna et al., 2021). Behavioral Support strategies tend to be individualized and intensive support, which is essential for a school to be successful for supporting students with ED (Maggin et al., 2016; Yell, 2019 as cited in McKenna et al., 2021).

A further look into the practices within this study in regards with Differentiation factor suggested that special educators also play a critical role in inclusive instruction for students with

ED (McKenna et al., 2021). With the significant differences between the teacher populations for one to one and small group instruction, this determines that the presences of a special education teacher for students with ED is highly important (McKenna et al., 2021). This allows the students to have access to small groups, which can be used to re-teach skills and content, additional practices, and more frequent feedback increases the success of the student (McKenna et al., 2021).

It is important to note that schools should consider the working conditions of their special education teachers (McKenna et al., 2021). “Special educators may perceive their professional demands as challenging to manage which may adversely affect the quality and consistency of support” (Bettini et al., 2016, 2017 as cited in McKenna et al., 2021 p. 13). When it comes to co-teaching consistent shared plan time is critical to success of co-taught instruction to ensure provision of specialized instruction and support (Weiss & Glaser, 2019; McKenna et al., 2021).

### **Behavioral Support**

Behavioral strategies when used effectively, aid in improving behaviors of students of all ages, which includes improving academic learning and growth (Lukowiak, 2010). Lukowiak (2010) at the Bradley University, conducted a multiple case study that demonstrated the behavioral strategies implemented by special education teacher behavioral teachers, special education behavioral paraprofessionals, and general education teachers (Lukowiak, 2010). Various behavioral strategies to teach students with ED were reported. The research used interviews to answer two research questions. The study stated that the information in the findings will aid several diverse groups of individuals that include special education behavioral teachers, behavioral paraprofessionals, general education teachers, administrators, special education supervisors, and parents on how the district implements strategies to support students with ED and determine the

positive and negative aspects of the methods being implemented by the educators (Lukowiak, 2010).

There was a total of nine participants that were interviewed to answer the first research question, “Which behavioral strategies did special education behavioral teachers, special education behavioral paraprofessionals, and general education teachers implement with students with EBD and which of these interventions were most effective in bringing forth improvements?” (Lukowiak, 2010 p. 46). Thirteen strategies were presented in the study to see which were being implemented. The study broke the discussions into five themes labeled as Theme One: Implementation differences among participants, Theme Two: Most utilized positive behavioral strategies, Theme Three: Least utilized positive behavioral strategies, Theme Four: Strategies not utilized by the general education teachers, and Theme Five: Most effective positive behavioral strategies (Lukowiak, 2010).

The list included 13 strategies that were noted that not all were used by one participant and noted that however, one special education behavioral teacher and one paraprofessional put into practice 12 out of 13 of the strategies (Lukowiak, 2010). For Theme One, the section discussed the implementations differences among the staff (Lukowiak, 2010). The only strategy these two participants left unused was standing near the student (Lukowiak, 2010). Two other special education behavioral teachers and a paraprofessional implemented eleven out of thirteen strategies that did not include documenting self-monitoring of behaviors and the home school reward plan (Lukowiak, 2010). Four participants all reported that they used nine of the 13 strategies and lastly one general education teacher used eight out of the 13 (Lukowiak, 2010). The study found that the special education behavioral participants used more positive behavioral strategies than those

within the general education field (Lukowiak, 2010). Author noted this was not a surprise as each staff member has a primary focus of academics or behavioral support (Lukowiak, 2010).

For Theme Two discussed the most utilized positive behavioral strategies from the thirteen listed. These strategies implemented at the top including (1) setting defined limits and expectations, (2) establishing consistent rules and routines (3) setting easy attainable goals, (4) appropriate behavior receiving frequent verbal reinforcement, (5) verbal reminders (Lukowiak, 2010). For Theme Three-least utilized positive behavioral strategies included home-school reward plan was used by only three out of nine (33%), strategy for self-monitoring behaviors used by two of the nine participants (22%) which was reported by participants the concerns of parents of the student involved would not follow the documents properly and avoiding the student becoming disappointed by the results (Lukowiak, 2010). Theme Four-strategies not utilized by general education teacher that contained three general education teachers (Lukowiak, 2010). These participants did not implement the following three strategies (1) point systems, (2) work completion contracts, and (3) documented self-monitoring behaviors (Lukowiak, 2010). Ayllon (1999) recommends that all individuals involved in a token system for one student need to be consistent to produce effective results (Ayllon, 2006; Lukowiak, 2010). Five out of six of the behavioral staff (83%) implemented work completion contracts whereas none of the general education teachers used the strategy (Lukowiak, 2010). Theme Five-most effective behavioral strategies reported were earned activities and privileges and verbal reinforcement for appropriate behaviors (Lukowiak, 2010). The author noted that during the research two participants, both a special education behavioral teacher stated that humor was one of the most effective positive behavioral interventions that they use, although the research did not originally discuss the strategy



and that the participants have seen a student who laughs in a “crisis state” de-escalated faster and became less problematic for all involved in the situation (Lukowiak, 2010).

Specialized training for all staff members who teach students with emotional disability is crucial (Lukowiak, 2010). It is imperative that the staff involved have the proper resources and strategies to implement to make the student successful (Lukowiak, 2010). The second research question within the study sought to answer on additional support, “What additional supports did special education behavioral teachers, special education behavioral paraprofessionals, and general education teachers need in order to better serve students with EBD?” (Lukowiak, 2010 p. 48-49). The results were discussed and labeled by Application One: Collaboration, Application Two: Active participation in implementation of strategies, and Application Three: Acceptance into general education classrooms (Lukowiak, 2010).

The results showed that collaboration is a huge successor for students when teachers share their ideas, expertise, and work together (Lukowiak, 2010). When all staff members involved, including parents work together, students are more likely to achieve desired behaviors and academic success (Lukowiak, 2010). For Application Two: it was emphasized that it is crucial for general education teachers to take an active role in implementing strategies within their classroom even though, during the study general education teachers reported that certain strategies should only be implemented by the behavioral staff (Lukowiak, 2010). “In order to effectively teach students with ED the great division between behavioral classrooms and general education classrooms must be eliminated” (Lukowiak, 2010 p. 50). The last application, Application Three found that if general education teachers viewed students with disabilities as a visitor or a guest, their nondisabled peers will also view the students as such and the student joining the general education class will show less participation (Lukowiak, 2010). The actions and words of a general

education teacher, heavily influences how these students are accepted and a more positive approach no matter the length of time the student is in their classroom will show acceptance (Lukowiak, 2010).

The study found that not all staff members implemented all thirteen strategies. It was not surprising to the researcher that more behavioral strategies were used by special educators than those of the general educators due to specialized area of teaching. Many participants did not implement the strategy for home school reward system as they viewed parents may not follow the document properly which may result in student disappointment. The additional support needed for the participants were collaboration, equal implantation of strategies and acceptance into general education classrooms for students with ED. It had been emphasized that the divide between special education staff and general education teachers need to eliminate the approach that some specific strategies should be implanted by one or the other.

### **Professional Development**

Whelan and Simpson (1996) have suggested that teachers who instruct students with ED do not receive the necessary proper comprehensive training to meet the needs of this population of students (Wehby al et., 2003). The growing evidence shows that teachers demonstrated more competence in instructional procedure results improved the students' academic and social behaviors (Sutherland & Wehby, 2001; Sutherland, Wehby, & Yoder, 2002). It is critical to stress the use of effective strategies that encourage academic performance in students with ED, which decreases the challenges in behaviors when teachers are more affect during their instructional time (Wehby al et., 2003).

State al et., (2018) examined four categories when it comes to the effectiveness of professional development for teachers who work with students with ED. The four categories are

as follow (1) the challenges in the field related to supporting students with ED (2) current practices in professional development (3) multitiered system of support framework for organizing and providing professional development, and (4) the need for more research on efficient and effective professional development support for teachers with ED. Over 30 years ago, a group was formed by a scholars named Peacock Hill Working Group that advocated for efforts for students with ED by making recommendations in improving practice, policy, research, and professional preparation (State et. al., 2018). The Peacock Hill Working Group inspired the creation of the Creekbend Behavioral Consortium created by a carefully selected group of scholars to focus on key issues impacting the field of ED that was described the needs within the field related to supporting students with ED in this study (State et. al., 2018).

Regrettably, research points to unsatisfactory numbers for teachers receiving training to address the needs of students with ED (Albrecht, Johns, Mounstevan, & Olorunda, 2009 as cited in State et. al., 2018). The other also makes a point to address the concerns of special education teachers who work with students with ED having less experience, less credentials, and were twice as likely to go through an alternative certification program than other educators who teach students with ED (Billingsley, Fall, & Williams, 2006; Henderson, Klein, Gonzalez, & Bradley, 2005 as cited in State et. al., 2018). With high teacher shortages, structural challenges, and the varying preparation for teachers may continue to impact the support students with ED receive (State et. al., 2018).

Teachers reported feeling unprepared about implementing evidence-based strategies and the difference between what is known between high-leverage practices and evidence-based strategies and research points to teachers not implementing the strategies (State et. al., 2018). Effective Professional Development as stated by research states that it should include the following

to show that it will be successful (1) is intensive and ongoing, (2) focuses on content knowledge and student learning, (3) aligns with other learning activities and school improvement goals, (4) develops strong working relationships among teachers, (5) is job-embedded, and (6) includes coaching and performance feedback (Darling-Hammond et al., 2009; Darling-Hammond et al., 2017; Desimone, 2009; Garet, Porter, Desimone, Birman & Yoon, 2001; Yoon, Duncan, Lee, Scarloss, & Shapley 2007 as cited in State et. al., 2018).

There are a variety of ways educators can receive Professional Development. Many administrative staff often must balance practices the reality of budgeting and the limited time available to offer training (State et. al., 2018). Conference attendance and workshops, in-services training, online modules and instruction, professional learning communities, coaching, self-management supports were examined within this review (State et. al., 2018).

In conclusion, there is no quick simple way to effectively conduct Professional Development and the findings indicate that although one-shot activities can have some sort of positive outcome, the most effective way is ongoing and intensive development to impact student performance (State et. al., 2018). The researchers suggest that the most effective way for training in implementing evidence-based strategies is to pair the practices with intensive and ongoing professional development support (State et. al., 2018). Districts need to get creative on how to support teachers and the training should focus on both the general and special education teachers and share the responsibility for all teachers that support students with ED (State et. al., 2018).

### **Conclusion**

There are few intervention studies with students who have ED who are instructed academically through a general education classroom as participants (Garwood et al, 2019; McKenna et al., 2019; Scott & Alter, 2017). However, numerous research has been done on

effective strategies to use in inclusive classrooms for students with emotional disturbance. There were similarities within the studies for students with ED on the difficulties that these students face regarding support and how discipline is handled. Students with ED have a higher risk of dropping out or being expelled. Many students end up in placements that are no better equipped to meet the needs of these students (Kern, 2014). Much blame is put on several factors which include teachers are not sufficiently trained to prevent behavioral issues, (e.g., State, Kern, Starosta, & Divatia Miukherjee, 2011). Many educators believe that their job is to teach academics are not responsible for addressing and adjusting behavioral problems (Kern, 2014).

Researchers have noted that collaboration is an important sector between special education teachers and general education teachers when serving students with ED through inclusive classrooms (Harrison et al., 2019). Many research studies were conducted to investigate information on teacher self-reported knowledge, use, and perceived effectiveness of recommended classroom practices for the inclusion of students with ED (McKeena, et al., 2021). Smith and Rivera (1995) have proposed that when problem behaviors are persistent even after preventive and proactive procedures for teaching appropriate behaviors and keeping a positive classroom climate, teachers should respond to the misbehavior by using (Carpenter & McKee-Higgins, 2006). Continuum of behavior management techniques that correspond to some degree of importance to the problem (Carpenter & McKee-Higgins, 2006). If less intrusive procedures are ineffective, then more intrusive procedures may be considered (Carpenter & McKee-Higgins, 2006). General education teachers report using more strategies to support students with academic matters than behavioral difficulties (Evans et al., 2012).

Effective behavioral management relies heavily on the teacher being consistent with rules, procedures, and expectations. Cheney and Harvey (1994) found that teachers desired consultations

and feedback so that they could ensure that they were making the right decisions. Understanding behavioral interventions is a prerequisite for effective implementations (Reimers, Wacker, & Koeppel 1987). In conclusion on behavioral training, “For many educators the prospect of educating children with disabilities (and possibly a greater variability of behavioral challenges) in general education classrooms is daunting when (a) the numbers of students in classes are increasing, (b) behavior management procedures are taxed by the range of unacceptable behaviors exhibited by students without disabilities, and (c) supports for using new teaching practices are minimal” (Carpenter & McKee-Higgins, 2006 p. 202).

The research questions were decided on by the previous research that was conducted on students with ED in inclusive classrooms. The research from various authors within the Literature Review will also help shape the framework for the hard copy handbook that will be created from the results of this study. This study is designed to help general and special education teachers in the general education setting of inclusive classrooms on evidence-based strategies for students with emotional disturbance.

The two research questions that this study addressed were (1) What strategies are general education teachers currently using for students with emotional disturbance for students to be engaged with the material? (2) What professional development has been offered to teachers to support students with emotional disturbance?

## **CHAPTER 3. METHODOLOGY**

### **Introduction**

This research was conducted to investigate the needs resulting from a gap on strategies for students with emotional disturbance within the inclusive classrooms in all subject areas. High school teachers and their students could benefit from additional resources on information on teaching strategies to help students master any content area within high school in the inclusive classrooms. With effective support, more students were able to succeed in all their courses throughout the day, and more teachers will feel more prepared for instructing all learners. Research has generally led to the conclusion that children and adolescents with emotional disturbance function a year or more below grade level across subject areas (Kauffman, 2001 as cited in Mooney et al., 2016). To compile a comprehensive list of evidence-based resources that teacher will use, it is important to receive feedback and input from current strategies they are using. An anonymous survey is an effective way to gather input from teachers.

This research was conducted as part of the researcher's Master of Science in Education with a Major in Special Education. Permission to conduct the study was obtained from the university's Institutional Review Board on November 08, 2021 (Appendix H). The researcher passed the certification exams on the two online courses offered by the Collaborative Institution Training Initiative (CITI). The Responsible Conduct of Research (RCR) Training was completed on September 8, 2021 (Appendix C) and the Group 2.Social Behavioral Research Investigators and Key Personnel was completed on September 11, 2021 (Appendix F).

## **Participants**

The participants in the survey were a teacher involved in all grade levels in inclusive classrooms at a Midwestern high school serving grades nine through 12. According to the Indiana Department of Education website, there are 90 full-time educators. The race/ethnicity data for educators at this school is White 90.0%, Black/African American 5.6%, Hispanic 2.2%, and Multiracial 2.2%. The experience level categories are 0-2 years 30.0%, 3-5 years 13.3%, 6-10 years 13.3%, 11-15 years 14.4%, 16-20 years 16.7%, and 20+ years 12.2%. Both general education teachers and special education teachers in all content areas were invited by email to answer an anonymous survey. Demographic information about the responders will not be collected and the information will not be shared with administrative staff. Roughly eight teachers in the science department, four in social studies, ten in English Language Arts, fifteen in the math department, twelve special education teachers, and the rest of the educators fall under electives or pathways for graduation.

## **Setting**

The research was conducted at a Midwestern high school serving students in grades 9-12. This school is one of five traditional high schools in an urban district and has a student population of 1,547 students enrolled, 40.8% White, 23.4% Black/African American, 17.6% Hispanic, 11.6% Multiracial, 6.3% Asian, 0.3% Hawaiian or Pacific Islander, and 0.1% Native American (DOE, n.d.). Among the diversity within the school, 68.8% are lower income families, 6.9% are English Learners, and 20.2% are students with disabilities (DOE, n.d.). Roughly 300 students currently receive special education support (DOE, n.d.). Within the 20.2% of students with disabilities, 44 of those students are students with emotional disturbance.



## **Research Design and data collection**

A survey research approach was used for the study with both forced choice and open-ended questions in the survey. Permission was obtained from Purdue Institutional Review Board (Appendix E). The midwestern school's principal collaboration approval letter was also obtained (Appendix D).

The researcher sent the recruitment email to the school principal and requested to forward it with the study information to the teachers. A recruitment email was sent from the principal to general education and special education teachers who teach in inclusive classrooms in all content areas. The email will invite them to participate and explains that the survey is voluntary and can end at any time. The email will contain a clickable link to a Qualtrics survey (Appendix J).

This research is based upon a collection of methods studied to focus on the central research questions: (1) What strategies are general education teachers currently using for students with emotional disturbance for students to be engaged with the material? (2) What professional development has been offered to teachers to support students with emotional disturbance? The survey included a series of questions presented in multiple forms such as short answer, and multiple choice. Questions two and three require short answer. The multiple-choice questions were one, four, and six-10. Question five, a matrix table gave the responders the option to select "highly needed", "somewhat needed", and "not needed" to various support needed for students with emotional disturbance in the inclusive classroom. The survey questions were created to support the research questions within the study. To protect privacy and confidentiality of participants, the survey was administrated through the Purdue University's Qualtrics platform. The survey collected information about the teacher's current strategies for teaching students with emotional disturbance in their classroom, knowledge of the students' IEPs, and what additional support of strategies would benefit them. No information that can link the participant to identifying them was

collected. The data was stored in a password-protected file only accessible by the researcher and the supervisor. This data was compiled by using the Qualtrics website, a spreadsheet, analyzed, and used to prepare a handbook of resources that can be distributed to teachers.

The research design was based on the advantages of survey research used to gather information for education. This allows educational researchers ability to build stronger studies, which lead to better inferences, by using mixed methods research design (Pole, 2011). This allows the researcher more flexibility with the survey questions.

### **Data Analysis and Use**

Once the data was collected, it was entered into a spreadsheet for the researcher to analyze the data and look for any patterns or trends according to the research questions. The responses were summarized in graphs and tables. The results were used as a guide for resources that was included in a teacher handbook that was distributed to the teachers.

### **Professional Learning Opportunities**

Survey respondents had two weeks to complete the survey. Once the survey was closed, the results were analyzed and compiled to address the two research questions within the investigation. The data from the results were used to determine evidence-based strategies that were needed in the creation of the teacher handbook.

### **Special Project**

There is evidence that students with emotional disturbance correlates to the effectiveness of their ability to perform in an inclusive classroom. Although outcomes for students with emotional disturbance have been improving, the data still suggests that many concerns remain

(McKenna et al., 2021). The special project is a teacher handbook of reference materials for implementing evidence-based strategies for students with emotional disturbance to master their courses at the high school level. For example, it contains reference materials for implementing evidence-based strategies for students with emotional disturbance in inclusive classrooms. These strategies can be used by general education teachers or special education teachers in all grade levels nine-12 across all content areas. More information and details that are included can be found in Appendix E.

## **CHAPTER 4. RESULTS**

### **Introduction**

The number of students with ED has increased over the years. There are a wide range of evidence-based strategies that go unused by teachers who are unaware of how to accommodate and/or implement these strategies to aid students with ED in becoming successful within the inclusive classroom. A survey was conducted to determine the awareness of the strategies for teachers of both general education and special education on students with emotional disturbance. The survey also included the best method of delivery for professional development handouts/meetings for teachers to participate in and what specific area they need the most support. The responses gathered from the survey were significant in the development of the handbook.

### **Survey Overview**

The survey contained 10 questions. The Purdue Qualtrics link was emailed to 72 general and special education teachers in a northeast Indiana suburban high school grade level nine-12. Eighteen teachers (25%) participated in the anonymous and voluntary survey. The first two questions were demographic, identifying years of teaching experience and an estimate of how many students with emotional disturbance they have taught over those years. Question three and Question four asked teachers the most common strategies they use to support the student with ED and how many behavioral or academic strategies they used to get students with emotional disturbance engaged in their classroom. Question five included a list of different areas of support to be rated from highly needed, somewhat needed, to not needed. These areas included academic, emotional, behavioral, engagement, social interaction, attendance, and communication with parent support. Question six asked about in what form the teacher would prefer to receive professional

learning for strategies for students with emotional disturbance. Question seven inquired if the teacher found one-on-one support successful from a rating of yes, sometimes, and no. Question eight and nine asked if the teacher noticed behavioral difference in how content lessons were delivered and how often activity transitions happen within their class period. Question 10 examined how often the teacher refers to a student's At a Glance IEP on strategies listed for those with behavioral plans. The raw data from the teacher survey responses are illustrated in Appendix J.

A variety of strategies being used help aid in the creation of the survey, which was sent to 72 high school teachers. The response rate was at 25%, which is at average range for this type of study. Two requests were made for participation, both resulting in half of the responses within 24 hours of each request. One possible explanation for the low response rate is that it was only open for less than a week and a half. The first date requested resulted in eight responses within 24 hours, this is due to the belief of an eLearning day due to icy road conditions, and less demand on teachers while working from home. The second request resulted in 10 responses within 24 hours requested before the start of the school day, which is to believe that the teacher was able to see first thing in the morning and complete before the start of the day or see it by their plan period for additional time for completion. The survey and literature review were a guide in developing the handbook of strategies for high school teachers to support students with emotional disturbance in all content areas.

The survey collected basic information about teachers' length of experience and a rough estimate of how many students they believed they have taught over those years with emotional disturbance. Teachers shared the current strategies that they use within their rooms to help this

group of students be successful. Questions ranged from forced choice, open ended, to rating their needs in categories for support.

### **Analysis**

A survey research approach was used for this study. The data from qualitative and quantitative questions were collected at the same time and analyzed to answer the two research questions. The qualitative questions were two open ended questions. These included question number two; How many students have you taught with students with emotional disturbance over the years? And question number three; List the most common strategies you use in your classroom to support students with emotional disturbance for behavioral strategies. The quantitative questions varied in forced choice and frequency. There was a total of eight quantitative questions within the survey questions one, and questions four through ten.

### **Demographics**

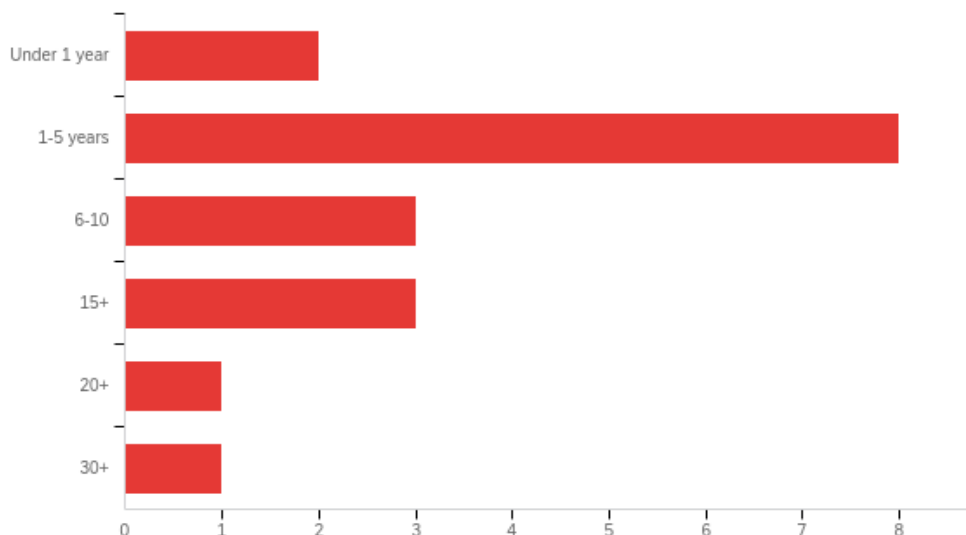
The ten-question survey started off with the demographic section of how many years the teacher had taught and an estimated number of how many students they have taught with emotional disturbance.

### Figure 1. Years of Teaching

#### Figure 1. How many years have you been teaching at the high school level?

*Students with Emotional Disturbance Teacher Survey*

18 responses



The results from question one show that there was two participant that have worked for less than a year (11%), eight participants that have been teaching at the high school level between one to five years (44%), for both six-ten years and fifteen years three participants (17%), and for both 20+ years and 30+ (5%) years one participant.

### Figure 2. Number of students taught with ED

#### Figure 2. How many students have you taught with emotional disturbance over the years?

*Students with Emotional Disturbance Teacher Survey*

How many students have you taught with emotional disturbance over the years?

Number of Teachers	Number of Students Taught with ED
9	3-10
2	20
3	50 (+/-)
2	100 (+/-)
2	200 (+/-)

The results from question two showed that half of the participants have taught between three to ten students with ED. As the years of experience in being an educator goes up, the more students with ED have been taught by that individual.

### Figure 3. Common Strategies

**Figure 3. List the most common strategies you use in your classroom to support students with emotional disturbance for behavioral strategies:**

#### Common Techniques

Number of Teachers	Strategy Used
8	Calm voice
9	Quiet Space
4	One-on-one access
1	Choice-Consequence
1	Supervised Breaks
1	Behavioral Support Check in Sheet
2	Positive Relationship Built
1	Access to Trusted Adult

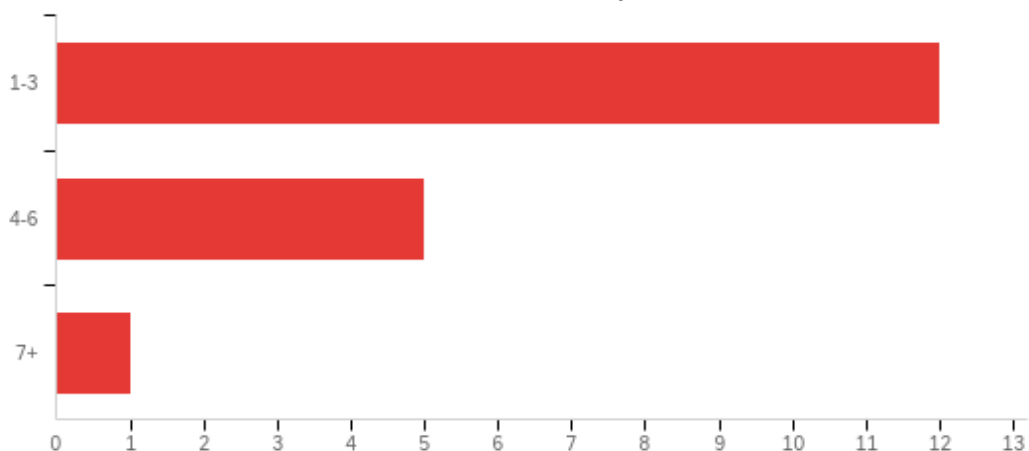
Teachers listed the strategies they use for behavioral support within the classroom for students with ED. The three most common strategies among the participants were using a calm voice, quiet space, and time and space for the student to deescalate. Few (two or less teachers listed using behavioral charts, supervised breaks, choice-consequence, and building a relationship with the student.



**Figure 4. Behavioral and Academic Strategies**

**Figure 4. - How many behavioral or academic strategies do you use to get students with emotional disturbance engaged in your classroom?**

*Students with Emotional Disturbance Teacher Survey*



The percentage of teachers that reported that they use one to three strategies a class period to keep students with ED engaged was 66%, teachers using four to six strategies at 27% and teachers using over seven strategies to keep students with ED engaged in their classroom at five percent.

**Figure 5. Strategies with the most support needed**

**Figure 5. Which strategies do you feel the need of the most support for students with emotional disturbance in your classroom? Rank from Highly Needed, Somewhat Needed, Not Needed**

*Students with Emotional Disturbance Teacher Survey*

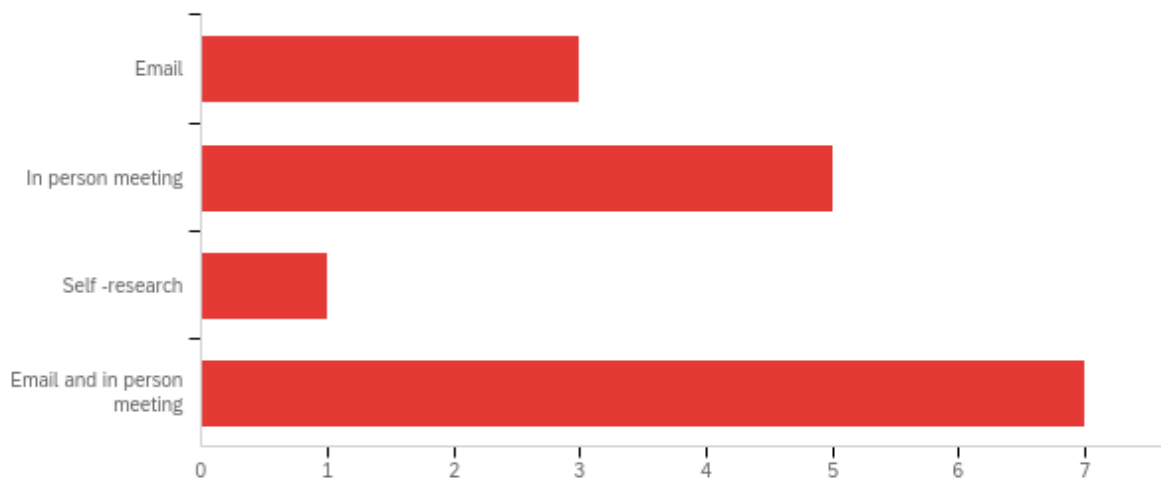
#	Field	Highly Needed	Somewhat Needed	Not Needed	# of Teachers responded
1	Academic Support	9 (50%)	9 (50%)	0 (0%)	18
2	Emotional Support	15 (83.33%)	2 (11.11%)	1 (5.56%)	18
3	Behavioral Support	13 (72.22)	5 (27.78%)	0 (0%)	18
4	Engagement Support	11 (61.11%)	7 (38.89%)	0 (0%)	18
5	Social Support	10 (58.82%)	6 (35.29%)	1 (5.88%)	17
6	Attendance	6 (33.33%)	10 (55.56%)	2 (11.11%)	18
7	Communication with Parent	9 (50%)	7 (38.89%)	2 (11.11%)	18

Teachers indicated that the top three categories that were marked “Highly Needed” for additional support in for students with ED are emotional support (83%), behavioral support (72%), and engagement support (61%).

### Figure 6. Professional Learning

#### Figure 6. In what format would you prefer to receive Professional Learning to support students with emotional disturbance in your classroom?

*Students with Emotional Disturbance Teacher Survey*



Teachers indicated that they prefer to receive Professional Learning through an e-mail and in person meeting at 38% and 27% stated they would prefer in person meetings only.

### Figure 7. One-on-One support

#### Figure 7. Have you found one on one support success for students with emotional disturbance?

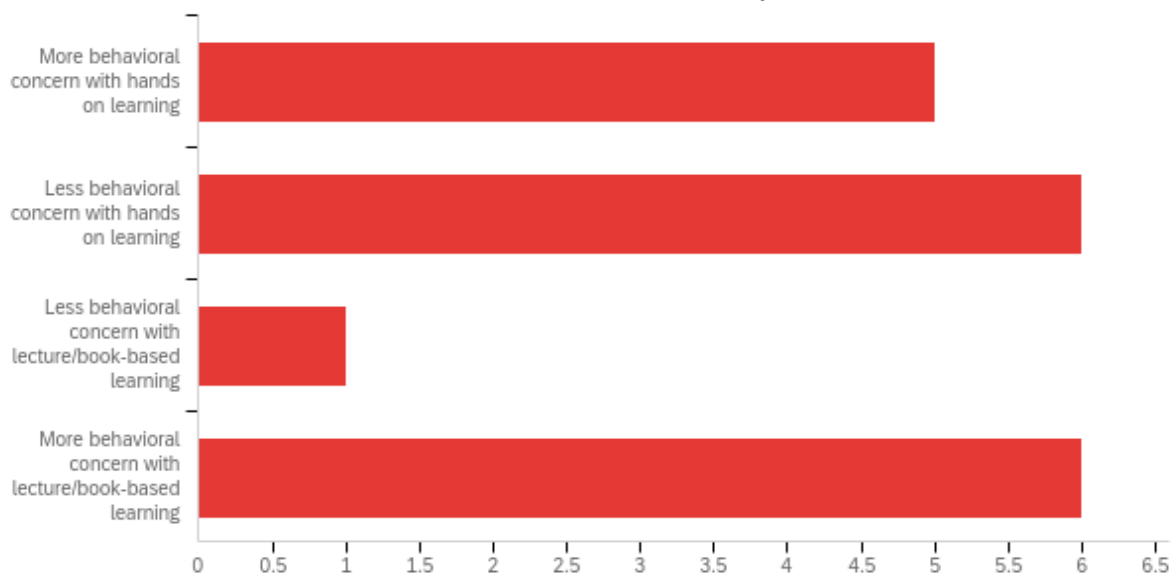
*Students with Emotional Disturbance Teacher Survey*

The question was forced choice for “Yes”, “No”, or “Sometimes”. Zero percent of teachers stated they have not found one-on-one support successful. The highest percentages was “Sometimes” at 67%, while teachers who always found it successful for “Yes” was at 33%.

## Figure 8. Content Delivery Method

### Figure 8. Do you see more behaviors of concern depending on how your content is delivered for a specific lesson?

*Students with Emotional Disturbance Teacher Survey*

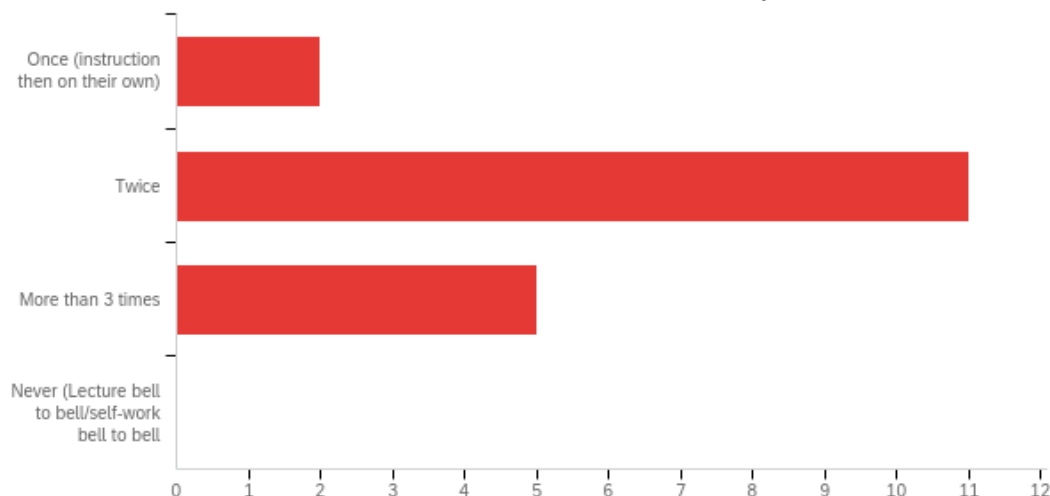


Teachers have indicated if they see behavioral concerns depending on how content is delivered during instruction time. Five teachers stated they see more behavioral concerns with hands on learning, whereas six teachers stated they see fewer behavioral concerns with hands on learning. One teacher stated they see fewer behavioral concerns during lecture/book-based learning, while six teachers stated they see more behavioral concerns during lecture/book-based learning content delivery.

**Figure 9. Transition**

**Figure 9. How often do you transition to a different activity throughout the lesson during a class period?**

*Students with Emotional Disturbance Teacher Survey*



Teachers identified how many times they transition from a different activity throughout their lessons in a class period. Two teachers (11%) stated that they transition only once, eleven teachers (61%) stated they transition at least twice, and five teachers (28%) stated they transition more than three times within a class period. Zero teachers stated they never transition during the class period.

**Figure 10. Reviewing IEP**

**Figure 10. How often do you review a student's At a Glance IEP (Individual Educational Plan) on strategies listed that work best for that student when it comes to a Behavioral Plan?**

*Students with Emotional Disturbance Teacher Survey*

Teachers report that they refer to the At a Glance IEPs multiple times. All teachers that participated in the survey are aware of what an IEP is, where to locate the Behavioral Plan, and have looked at the document more than once.

## Summary

The results showed that the participants ranged from teaching less than one to 30+ years with anywhere from five to over 200 students with emotional disturbance over the years. Upon further investigation, the results showed that 44% of the participants are still in the first one through five years of teaching. 50% of total participants stating they have working with 20+ students with ED over the year, with 33% estimating under 10.

The study then determined that teachers the most common strategies that teachers are currently using for students with ED are (1) stay calm/calm voice (2) allow time out of the room (time to refocus in the hall away from distractions/peers, a walk, HUB pass, etc.) (3) building a relationship with the student.

The number of teachers that reported they use 1-3 different strategies throughout the class period in attempt to get students with ED engaged in the classroom was at 67%. While the rest at 28% participants stated 4-6, while only 1 individual stated they use over 7 strategies within a class period in attempt to get the student engaged.

The highest rated support participants felt they need are emotional support at 83%, behavioral support at 72%, and engagement support at 61%. Looking deeper into the results, teachers reported attendance at a somewhat needed in need of support for strategies at 55%. Not one (0%) teacher selected that academic, behavioral, or engagement support was not needed. For strategies for support in communication parts, 50% marked highly needed, 39% at somewhat needed, and 11% at not needed.

In how teachers would prefer Professional Learning to support students with ED (16/18 participants answered this question), e-mail and in person meeting ranked #1 (44%), in person meeting only at #2 (31%), email only at #3 (19%), and self-research last (6%). For teachers using one-on-one evidence-based strategies in their inclusive classrooms with students with ED, 0% of

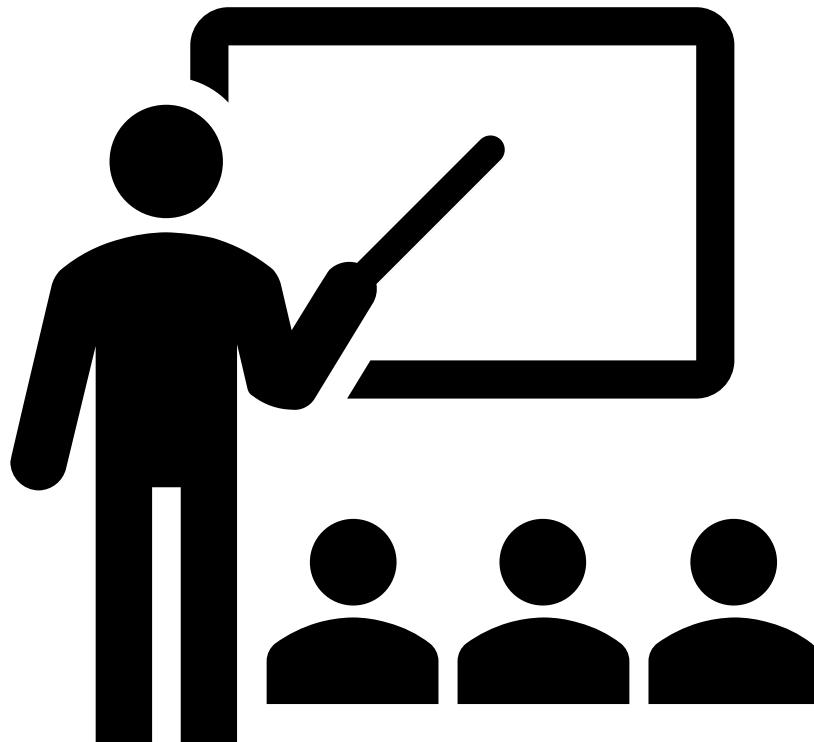
teachers stated they have not found that strategies unsuccessful. 67% stated somewhat successful, while 33% stated yes, always successful.

The study asked teachers to rate when they see more behaviors of concern depending on how their content is delivered for a specific lesson. The options were more behavioral concerns with hands on learning, less behavioral concerns with hands on learning, less behavioral concerns with lecture/book-based learning, and more behavioral concerns with lecture/book-based learning. Both at 33% chose there are fewer behavioral concerns with hands on learning and more behavioral concerns with lecture/book-based learning. Over half of the teachers reported that transition to a different activity at least twice during a class period (61%) along with the same percentage stating they refer to a student's At a Glance IEP multiple times for the students with ED that have behavioral plans.

The results from the survey indicated that professional learning on strategies for students with emotional disturbance would be beneficial as an in person meeting as well as email form, a digital format of the handbook was made available as well as a paper copy.

## CHAPTER 5. HANDBOOK

# Teacher's Handbook of Evidence-Based Strategies for Students with Emotional Disturbance in Inclusive Classrooms



## Table of Contents

Teachers will receive the handbook in PDF format. Within the PDF, the desired resource in the Table of Contents when clicked will take the teacher to the strategy that fits their student's situation.

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## Introduction

Greetings, and welcome to The Teacher's Handbook of Evidence-Based Strategies for Students with Emotional Disturbance in Inclusive Classrooms. The national estimates suggest that 1 in 10 youths in the United States suffer from a serious emotional disturbance (SED), a diagnoseable mental illness severe enough to cause impairments in the daily lives of students (U.S. Department of Health & Human Services, 2000). It is important to remember that each student responds differently to strategies and one that is successful for one student, may not be



successful for another. It is commonly acknowledged that these students have severe social skills lack, which decrease the development of meaningful connections with their peers and staff, it is also true that students with Emotional Disturbance Behavior, evidence significant academic deficiencies (J.B. Ryan alt. 2008).

Photo Credit: <https://mrshouseholder.weebly.com/emotional-disturbance-sbh.html>

There are a range of emotional disabilities represented among high school students, including:

- **Emotional Disturbance (ED)**
- **Severe Emotional Disturbance (SED)**
- **Emotional Behavioral Disorder (EBD)**

For the purpose of this handbook, all three terms is or was used depending on context strategies, but many focusing on students with emotional disturbance as a whole.

### **Why is this an issue?**

Many high school teachers in all content areas find themselves teaching students with emotional disturbance without enough training or support for teaching these students. Students with ED have a higher risk of dropping out or being expelled. Many students with ED end up in placements that are no better equipped to meet the needs of these students (Kern, 2014). Given that more than half of students with EBD also may meet one or more forms of eligibility for a learning disability, this may not be surprising (Glassberg, et al., 1999 Ryan et al., 2008). With high dropout rates, this only makes it more of a challenge for these students to transition to a job successfully, giving them an unemployment rate of 52% (Ryan et al., 2008). Other challenges that have impacted students with ED include an ongoing COVID-19 pandemic that leaves many students isolated due to school closures, quarantine, and online eLearning modalities.

The National Center for Learning Disabilities describes challenge for students with ED as, “Students with learning attention issues often experience feelings of failure, lack of acceptance among their peers and high levels of bullying, which, which can increase the risk of misbehavior and absenteeism” (National Center for Learning Disabilities, 2019). Over one million students with IEPs miss three or more weeks of the academic school year (National Center for Learning Disabilities, 2019). The dropout rate for students with learning disabilities is nearly three times the rate of their non-disabled peers (National Center for Learning Disabilities, 2019). Students with disabilities are more than twice likely to be suspended and increase the risk of having to repeat a grade/course (National Center for Learning Disabilities, 2019).

I created this handbook as a special project for the Master of Education with a Major in Special Education. In the research conducted for the literature review, there were numerous

evidenced-based strategies for aiding students with emotional disturbance at the high school level.

Teachers and paraprofessionals have few resources and professional learning opportunities for teaching students with emotional disturbance. With over 300,00 students nationally with ED, this handbook is intended to help teachers fill in some gaps in lack of preparedness and training. The handbook describes evidenced-based strategies supported by scholarly research, and resources created by teachers. By using evidence-based strategies with proof of effectiveness, this may increase staff's interest in implementing them.

## Definition of Terms

**Accommodations-** A support or services that is provided to help a student fully access the general education curriculum (IDOE, n.d.).

**Modification-** A change in curriculum usually by changing an assignment or objective. Course content adjusted for fit learning goal of student where the general education curriculum is too advanced for the student (IDOE, n.d.).

**Co-teaching** –two teachers (teacher candidate and cooperating teacher) working together with groups of students; sharing the planning, organization, delivery, and assessment of instruction, within the same classroom (Murawski, et. al., 2001).

**Inclusive classroom-** a classroom setting where disabled and nondisabled peers along with general and special educators work together to promote the academic, social, and behavioral skills of all students (Montgomery, 2001).

**Graphic Organizers-** visual displays educators use to organize information in a method that makes the information easier to comprehend and learn (Meyen, Vergason. & Whelan. 1996. p. 132 as cited in Dye, 2000).

**Emotional Behavioral Disturbance (EBD) or Emotional Disturbance (ED) or Severe Emotional Disturbance (SED)** “Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance: [\(A\)](#) An inability to learn that cannot be explained by intellectual, sensory, or health factors, [\(B\)](#) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers, [\(C\)](#) Inappropriate types of behavior or feelings

under normal circumstances, (D) A general pervasive mood of unhappiness or depression, [\(E\)](#) A tendency to develop physical symptoms or fears associated with personal or school problems. Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance” (IDEA, *Sec. 300.8 (c) (4)* 2017).

**BIP-** Behavioral Intervention Plan- “designed to change the outcome by preventing the behavior from actually occurring, reducing the severity of the behavior, by de-escalating the behavior before it becomes extreme, or by assisting the student to use skills he or she has been taught to make a better behavioral choice” (Ohio Coalition for the Education of Children with Disabilities, 2004).

**Specific Learning Disability- (SLD or LD)-** a disorder in one or more of the basic psychological progresses involved in understanding or in using dialectal, verbal, or written (IDEA, Section 1401 (30), 2019).

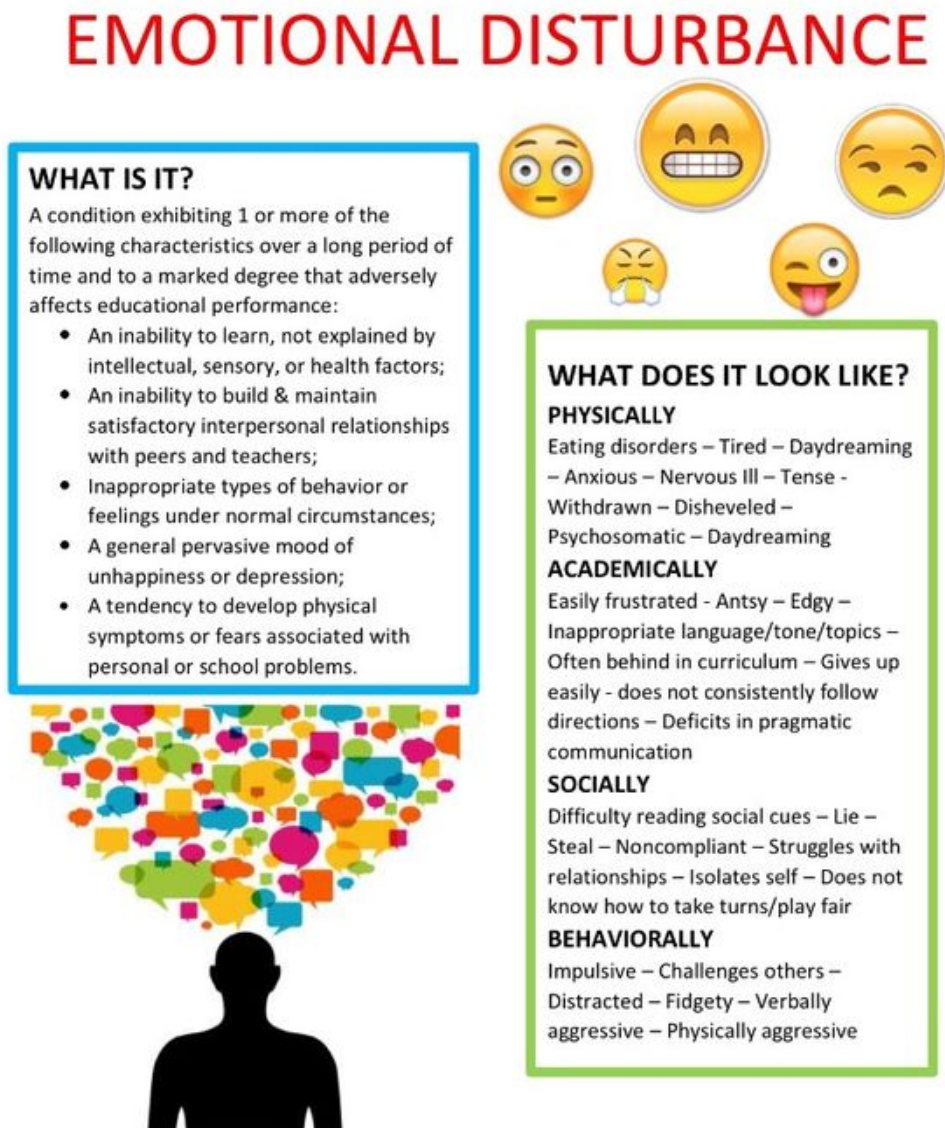
**IEP-** Individual Education Plan- “the term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with §§300.320 through 300.324” (IDEA, Sec. 300.320, 2017).

**IDEA** Individuals with Disabilities Act, 2004 is “a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children (IDEA, 2004).

## Emotional Disturbance Characteristics at School

This photo is a good resource to visually see behaviors in the classroom for students with emotional disturbance physically, academically, socially, behaviorally. This can be used as a quick reference overview to identify the next step in resources for the individual student.

Photo Source: <https://www.pinterest.com/pin/738942251330210307/>



## **Chapter 1**

### **Individual Behaviors**

The criteria set by states reflecting the five characteristics for students with emotional disturbance are inability to learn, relationship problems, inappropriate behaviors, unhappiness or depression, and physical symptoms of fears over a long period of time that negatively impacts their educational performance (Lambert et al., 2021). “Several authorities have criticized the definition of ED as being outdated, the terminology is vague and ambiguous, and the definition is absent of research support” (e.g., Floreel, 2018; Forness & Knitzer, 1992; Hanchon & Allen, 2013m 2018; Merrell & Walker, 2004; Skiba & Grizzle, 1992 as cited in Lambert et al., 2021).

Additionally, studies have found that two or more diseases or medical conditions of students with mental disorders closely resemble the definition for students with ED in adolescents is common (Lambert et al., 2021). “For example, three of four children and adolescents aged 3 to 17 years with (a) depression also have anxiety (73.8%) and almost one in two have behavior problems (47.2%); (b) with anxiety, more than one in three also have behavior problems (37.9%) and about one in three also have depression (32.3%); and (c) with behavior problems, more than one in three also have anxiety (36.6%) and about one in five also have depression” (20.3%; Centers for Disease Control and Prevention, 2020; Ghandour et al., 2019 as cited in Lambert et al., 2021).

“Students with ED are school identified primarily because of their emotional and behavioral excessed and deficits” (Lambert et al., 2021 p.2). Though many feel the definition is outdated as it has not significantly changed over the last several decades, it is still to be followed by state and local school administrators for screening and identifying students with ED (lamber et al., 2021).

With students with emotional disturbance having one or more of these characteristics, not two students with ED are the same. When encountering these behaviors, implementing evidence-based strategies is the most effective approach. The following section addresses strategies to support students with ED in individual behavior to reduce undesired behaviors within the inclusive classroom.

### **Documented Self-Monitoring of Behaviors**

Lewis and Doorlag (2006) state that the strategy of documented self-monitoring of behaviors is used by the student to record how frequently they perform specific, targeted behaviors (Lukowiak, 2010). The positives from this strategy for students is so that the student can, “learn to evaluate and self-reinforce their own performance in class” (Lewis & Doorlag, 2006, p. 129 as cited in Lukowiak, 2010). By the student being held responsible of tracking their own behavior, this makes the student more aware of their personal behavioral patterns This can be used to increase positive behaviors or track and decrease inappropriate behaviors within the classroom (Lukowiak, 2010).



### Examples of Documented Self-Monitoring Charts:

### Self-Monitoring Log

Name: Jasmine Week of: 10/17

Target Behaviors	M	T	W	TH	F	Total
Raise hand	✓	✓	-	✓	-	3
Ignore others	✓	✓	✓	✓	✓	5
Remain seated	✓	✓	✓	-	-	3

Comments: I forgot to take my pill on Friday because I woke up late.

### Friday Report

Name: Jasmine Date: 10-21

Target Behaviors	Total
Raise hand	3/5
Ignore others	5/5
Remain seated	3/5
Total Points Possible:	11/15






Comments: Jasmine is working hard to ignore others' inappropriate actions. She continues to need reminders to raise her hand.

Parent / Guardian Signature \_\_\_\_\_

Source: <https://do2learn.com/NewTeacherGuide/selfmonitoringlog.htm>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## My Behavior Chart

My Rules:	I did it!	I didn't do it!
		
		
		
		

© 2016 Liz Manolis

Source: <https://www.pinterest.com/pin/238620480236153462/>

## **Reminders**

Reminders bring the attention of the student with ED on how to comply with rules, expectations, or routines within your classroom (Lukowiak, 2010). Typically, teachers have their expectations, rules, or routines posted in their classroom (Lukowiak, 2010). By doing so, you could also use nonverbal cues to remind the student to return to focusing. By having it expectations posted and clearly stated, keeps the student from second guessing the behaviors in which you are seeking. Scheuermann and Hall (2008) state that reminders should be, “Actively incorporated into teaching and reviewing activities and possibly change from time to time to keep them meaningful” (Scheuermann & Hall, 2008 p. 185 as cited in Lukowiak, 2010 p. 43).

Examples of Classroom Expectations Poster:

## Expectations:

- Remove hats/hoods
- Earbuds/cell phones away
- 5+ Tardies total: Referral to detention or Saturday school
- No Restroom Passes if late, during instruction or off task behavior

### Voice Volume Meter:

5	<u>yelling</u> (emergency only)
4	<u>Outside voice</u> (gym or recess)
3	<u>Inside or</u> <u>classroom</u> <u>voice</u>
2	<u>Soft voice or</u> <u>whisper</u> (talk to a partner)
1	<u>No talking!</u> Shhh!

Even students at the secondary level need reminded on what voice volume they should be at during activities. This not only helps students visually see the expectations it also helps the teacher (The Melissa Institute Literacy Website, 2021). This way, the teacher does not have to constantly state what volume students should be at. When the student looks up at the board, they are reminded (The Melissa Institute Literacy Website, 2021)

Source: <https://www.oise.utoronto.ca/balancedliteracydiet/Recipe/50557/>

### **Verbal Reinforcement for Appropriate Behaviors**

Verbal reinforcement commonly known as praise, is the positive encouraging comments given to students when they have performed a desired behavior (Lukowiak, 2010). Mattheson and Shriver (2005) indicated that there is an infrequently use of verbal reinforcement in both the special education and general education classroom setting despite its well-known effectiveness (Lukowiak, 2010). Beaman and Wheldall (2000) research concluded that teachers that implemented this strategy showed that their students behaved more appropriately than the students who exhibited disruptive behaviors from the teachers who discontinued the approach (Lukowiak, 2010). The praise needs to occur after the act and the verbal reinforcement needs to be positive statements and genuine for all students of any age or disability, including students with ED (Lukowiak, 2010)

## Types of Reinforcement

- **Positive reinforcement** provides pleasant experience or a feeling of satisfaction which contributes towards strengthening of desirable responses or behaviors.
- **Negative reinforcement** results in unpleasant experiences, which help in weakening the occurrence of undesirable responses or behaviors.

Source: <https://www.slideshare.net/DrIshratNaaz/skill-of-reinforcement-153330499>



# Components of Reinforcement Skill

## Positive Verbal Reinforcement

- Good, Excellent, Keep it up,

## Positive Non verbal Reinforcement

- Gesture(Smile, nodding the head), Proximity, Contact, asking the students to clap, writing students response on BB

## Negative Verbal Reinforcement

- No, Wrong, stop it,

## Negative Non Verbal Reinforcement

- Beating, raising the eyebrows

## Extra Verbal Reinforcement

- Hmmm, Ahaa,

Skill Of Reinforcement (Dr. Ishrat Naaz)

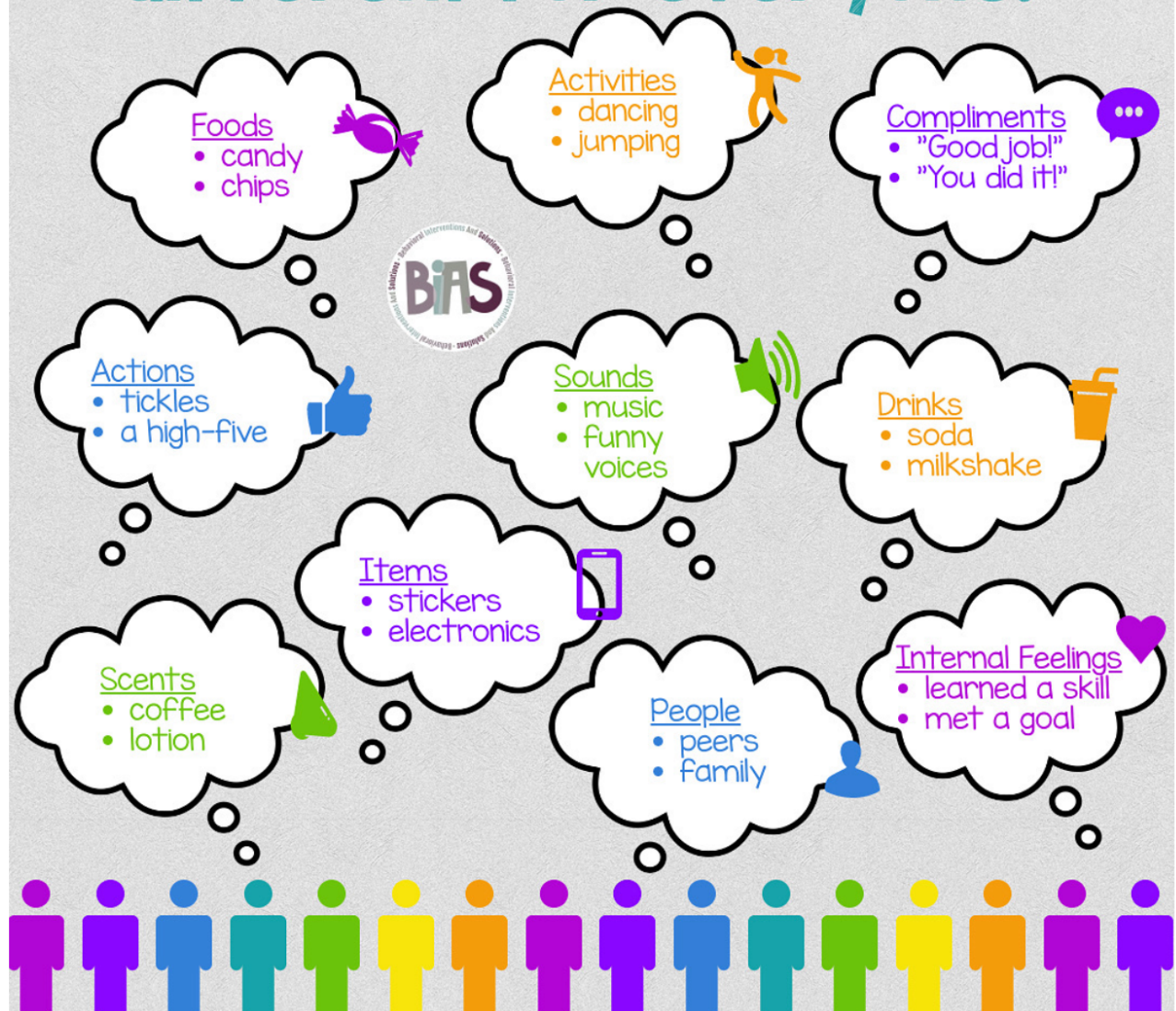
12

Source: <https://www.slideshare.net/DrIshratNaaz/skill-of-reinforcement-153330499>



IT IS IMPORTANT TO LOOK BEYOND THE BASICS AND FIGURE OUT WHAT THINGS YOUR CLIENT/STUDENT/CHILD DESIRE THE MOST.

# Positive reinforcement looks different for everyone!



Source: <https://biasbehavioral.com/behavior-tip-tuesday-positive-reinforcement/>

# Bribery Versus Positive Reinforcement



## Bribery

---

- Child is in control
- Offering a preferred item or activity to try and stop or influence a behavior in the moment
- Occurs after problem behavior has already begun
- Stops behavior in the short-term, but increases it in the long-term
- Favorable to the person giving the bribe



## Positive Reinforcement

---

- Adult is in control
- Preferred item is delivered contingent (after) an appropriate behavior occurs
- Increases, strengthens and maintains the appropriate behavior long-term
- Favorable to the learner

Source: <https://behiortlc.com/blog/bribery-vs-positive-reinforcement/>

## ANTECEDENT

**What event or action occurred immediately before the behavior?**

## BEHAVIOR

**What did the child say/do?  
\*Make sure it is observable!\***

## CONSEQUENCE



**What event or action occurred immediately after the behavior?**

Source: <https://www.simplyspecialed.com/decrease-escape-behaviors/>

# Managing Disrespectful and Rude Behaviors In the Classroom

- 1 **Focus on the relationship.**
- 2 **Be consistent with expectations.**
- 3 **Teach social skills.**
- 4 **Use planned ignoring.**
- 5 **Use problem-solving over punishing.**
- 6 **Keep kids in the classroom.**
- 7 **Use de-escalation strategies.**
- 8 **Be self-reflective.**
- 9 **Meet privately with the student.**
- 10 **Focus on your own self-care.**

[www.thepathway2success.com](http://www.thepathway2success.com)

Source: <https://www.thepathway2success.com/managing-disrespectful-rude-behaviors-in-the-classroom/>



# 12 Strategies to Handle Work Refusals

www.thepathway2success.com



Give extra wait time



Conference with the student



Keep teaching the class



Use de-escalation strategies



Focus on the relationship



Provide supports and accommodations

Create an incentive plan



Give student choice



Be reflective and open-minded



Pathway  
2 SUCCESS



Avoid threats and power struggles



Keep the student in the room



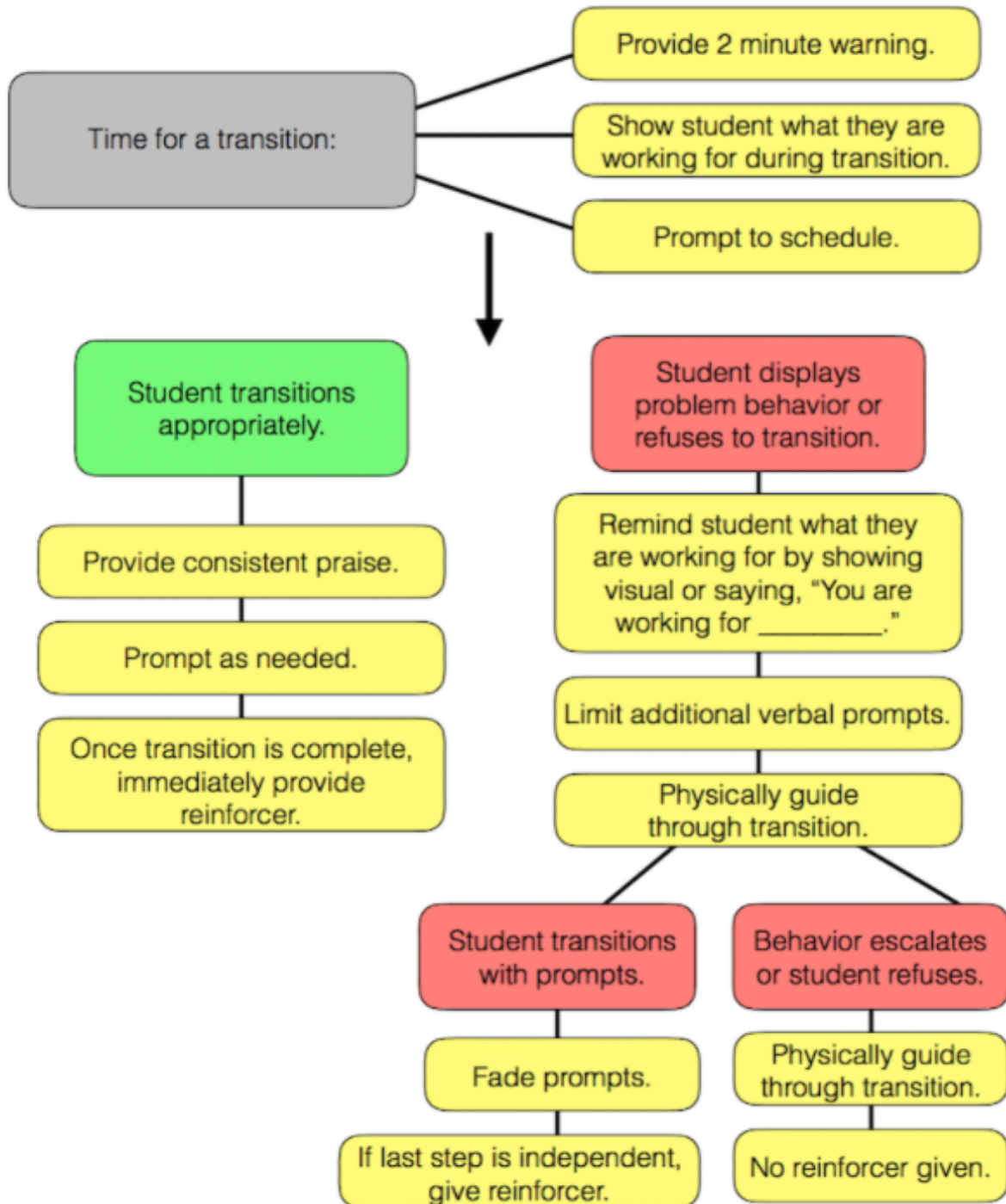
Focus on your own self-care

Clipart by Kate Hadfield & Sarah Pecorino

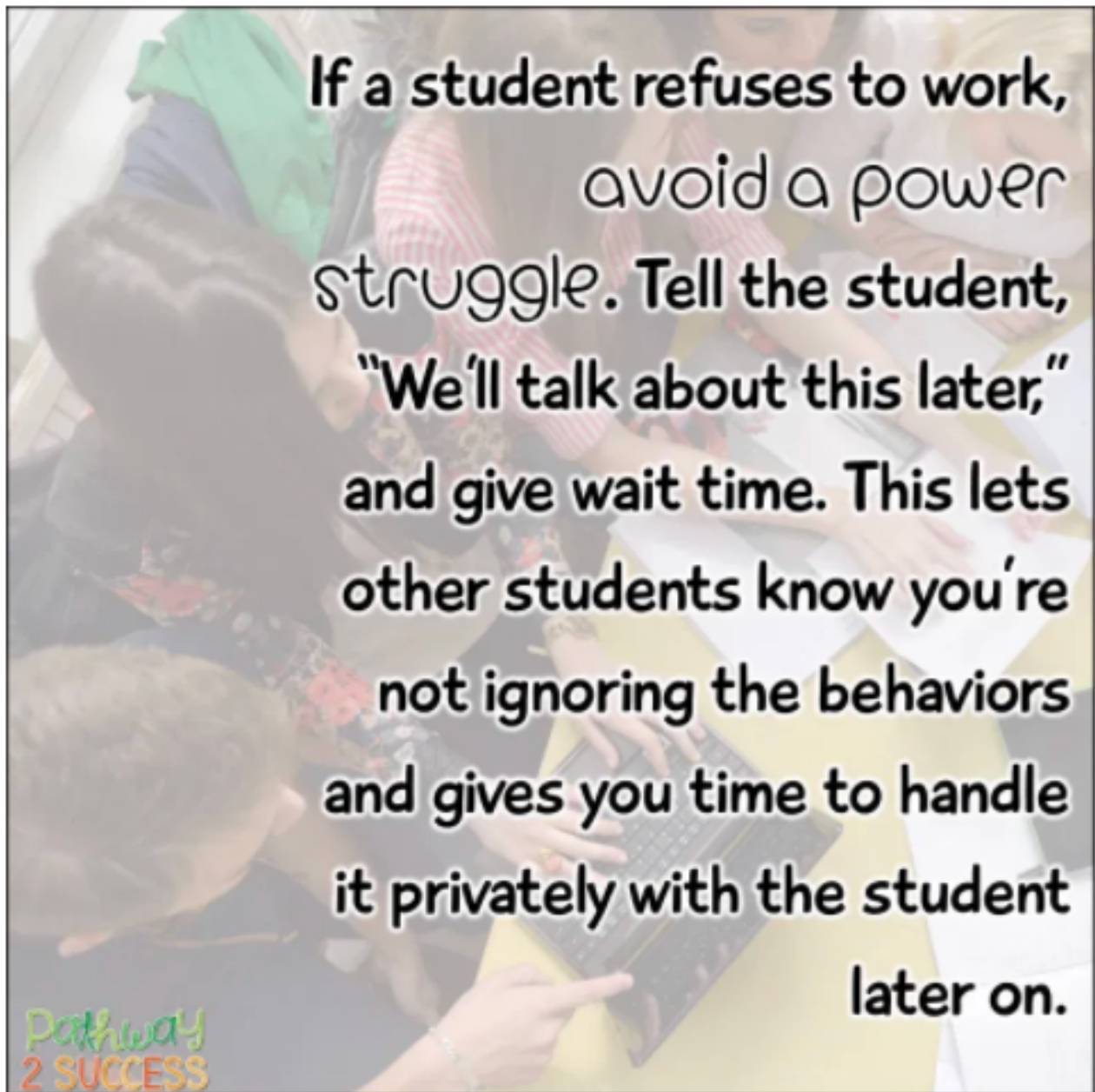
Source: <https://www.thepathway2success.com/what-to-do-when-students-refuse-to-work/>

Attention & Escape Behavior: refusal to transition {replacement behavior: appropriate transition}

What refusal to transition looks like:



Source: <https://theautismhelper.com/multiply-controlled-behaviors-2/>



Source: <https://www.thepathway2success.com/what-to-do-when-students-refuse-to-work/>

**If a student refuses to work, keep teaching! Just because a student doesn't lift their pencil or open the book doesn't mean they're not listening. They are! Keep them in the room and involve them when they're ready to participate.**

Pathway  
2 SUCCESS

Source: <https://www.thepathway2success.com/what-to-do-when-students-refuse-to-work/>



# De-escalation Strategies & Techniques

1. Act calm even if you're not.
2. Say, "Let's talk about this later".
3. Use humor to lighten to mood.
4. Lower your voice.
5. Give a choice.
6. Walk away.
7. Ask, "What would help you right now?"
8. Change the subject to a positive one.
9. Give personal space.
10. Say, "I see where you are coming from."
11. Distract with a photo of something they like.
12. Show that you are listening.
13. Remove the audience.
14. Say, "I want to help you."
15. Talk about something they like.
16. Make a joke.
17. Encourage the person.
18. Remind them of something amazing they did.
19. Say, "You can do this."
20. Call another adult for help.
21. Say, "Let's call... I think they can help."
22. Be willing to find a solution.
23. Offer to change the way you are doing something.
24. Re-state what the person is saying.
25. Validate their thoughts.
26. Avoid over-reacting.
27. Use active listening.
28. Offer a solution.
29. Let the person talk without interrupting.
30. Say, "I see your point."
31. Offer to take a walk with the person.
32. Clarify expectations.
33. Remind them of something they love.
34. Apologize for something you did wrong or the way it was taken.
35. Invite them to do a preferred activity.
36. Ask if they can explain more about how they're feeling.
37. Try to understand the person's perspective.
38. Slow yourself down to avoid getting worked up.
39. Say, "So, you're upset because... right?"
40. Don't say "calm down".
41. Show empathy.
42. Encourage the person to use a coping strategy.
43. Don't take items or personal property from them.
44. Encourage the person to take a walk or get a drink.
45. Give the person an "out" (i.e. letting them go to another room or walking away).
46. Ask, "Would it help if...?"
47. Keep escape routes open to the door.
48. Coach the person with positive remarks.
49. Acknowledge where you agree with the person.
50. Remind the person, "You're not in trouble".
51. Tell the person, "I'm here for you."
52. Say, "Talk to me," and listen.
53. Tell the person to take a minute to themselves.
54. Ignore the behavior.
55. Distract by saying, "Hey, let's go..."
56. Be respectful in your tone.
57. "Do what works" in the moment.
58. Spend time de-briefing after the incident to identify ways to improve.
59. Ask them to draw a picture of what happened.
60. Avoid needing to get the last word.

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Source: <https://www.thepathway2success.com/what-to-do-when-students-refuse-to-work/>

## **Chapter 2 Classroom Environments**

Classrooms that are welcoming but have well defined expectations are beneficial for students with ED. For some students, school is not an enjoyable place to be because they engage in behaviors that are undesirable in the classroom (Carpenter & McKee-Higgins, 1996). Mayer et al. (1993) implemented creating an environment that was a pleasant and a rewarding for students (Carpenter & McKee-Higgins, 1996). Teachers can promote a positive class environment by having structured learning, highlighting the desirable traits from students, and practicing in positive interpersonal communications with all their students (Carpenter & McKee-Higgins, 1996). This chapter contains information on how to achieve a positive environment while still setting well defined limits within the classroom.

## Setting Well Defined Limits

### Setting Limits for Effective Behavior Management

Created by: TeacherVision Staff

1. Keep **rules to a minimum**.
2. **State rules clearly.** In some cases, "stay in your area" may mean having a square taped to the floor around the desk. Putting one toe over the line would mean being out of the area.
3. Provide students with a **hierarchy of consequences**, both positive and negative. Compliance means rewards. Noncompliance means punishments.
4. **Be as good as your word.** If three talk-outs in 15 minutes earns 3 minutes in a cool-off chair, then stick to it. Don't get mad and send the student to the chair after two talk-outs. Don't let six go by before responding.
5. **Don't promise** rewards or punishments that are not possible.
6. Only demand **behavior that can be enforced**. Be specific about what students must accomplish. Telling a student that a special activity is or was earned if he or she has been "on task" only invites arguments. The student will inevitably claim that he or she was trying to finish.
7. **Model the appropriate response** for the children at every opportunity. Discuss your behavior as well as the students' positive steps toward self-control at regular times each day. This technique works slowly over time. While it does not produce instant, measurable changes in behavior, it is a powerful tool of instruction when used consistently.
8. As closely as possible, have the **punishment fit the crime**. Sitting in a chair in the corner for being off task doesn't make as much sense as missing all or part of a special activity while completing the task. Teaching students that their behavior is under their control and that consequences are more often than not a result of their own behavior is the toughest part of the educational process. A student who completes the work on time can be told, "You have chosen to get your work done even though you felt like quitting. Now you have time for a special activity. Aren't you glad that you decided to use your time wisely today?"
9. Keep **power struggles to a minimum**. Set limits by using impersonal, measurable criteria. Timers that "ding" to signal the end of an activity, for example, are easier for some children to respond to than the teacher's telling them to stop. It is also helpful to post schedules, daily independent work assignments, and lists of rules and consequences on walls and bulletin boards for students to refer to.
10. **Be positive.** Setting limits is healthy. It does not have to be done in a rude or hostile way. Firmness does not mean intimidation.

11. Set limits by **requesting behavior** that is incompatible with the undesirable behavior. Many times it is or was far more effective to say "Hands at your sides!" instead of "Don't hit!"
12. **Give students choices.** The fact that they have choices should be a constant topic of each conversation concerning behavior. An example might be "I see that this assignment is taking longer than you had hoped. You may choose to finish it now or you may use part of your lunch period to complete it. The work must be done by the end of lunch if you plan to attend the special activity period. You may decide when you want to finish the assignment."
13. Use **physical proximity** to help students correct their own behavior. Moving closer to a student who is off task, talking, or showing signs of agitation often results in compliance without a word being said directly to the student.
14. **Redirect attention** to get students out of stressful situations before they lose composure. Select students who are acting appropriately to go on errands or do jobs. Stapling papers, filing, collating worksheet packets, and cleaning chalkboard erasers are common favorites. This strategy can divert a child's attention, prevent a fight, and give the teacher time to deal with students who are acting inappropriately and/or instigating misbehavior. Other situations that this technique applies to include academic stress relief and helping overactive children find acceptable uses for their energy.

Excerpted from *Tough to Reach, Tough to Teach*.

**Source:** <https://www.teachervision.com/classroom-management/setting-limits-for-effective-behavior-management>

### **Establishing Consistent Classroom Routines**

Establishing consistent classroom routines is beneficial to students with ED. They know what is coming, what the teacher's expectations are, and what is expected of them. This will help guide student behavior, encourage positive responses, and establish a relationship between teacher and student.

## The Difference Between Rules and Procedures

- Rules: Guide student behavior
- Procedures: Outline the process for doing a routine activity
- Rules-The function of a rule is to prevent or encourage behavior by clearly stating student expectations.
- 

An example of a Rule: Raise your hand to speak.

An example of a Procedure: Wait quietly to be excused.

**Source:**

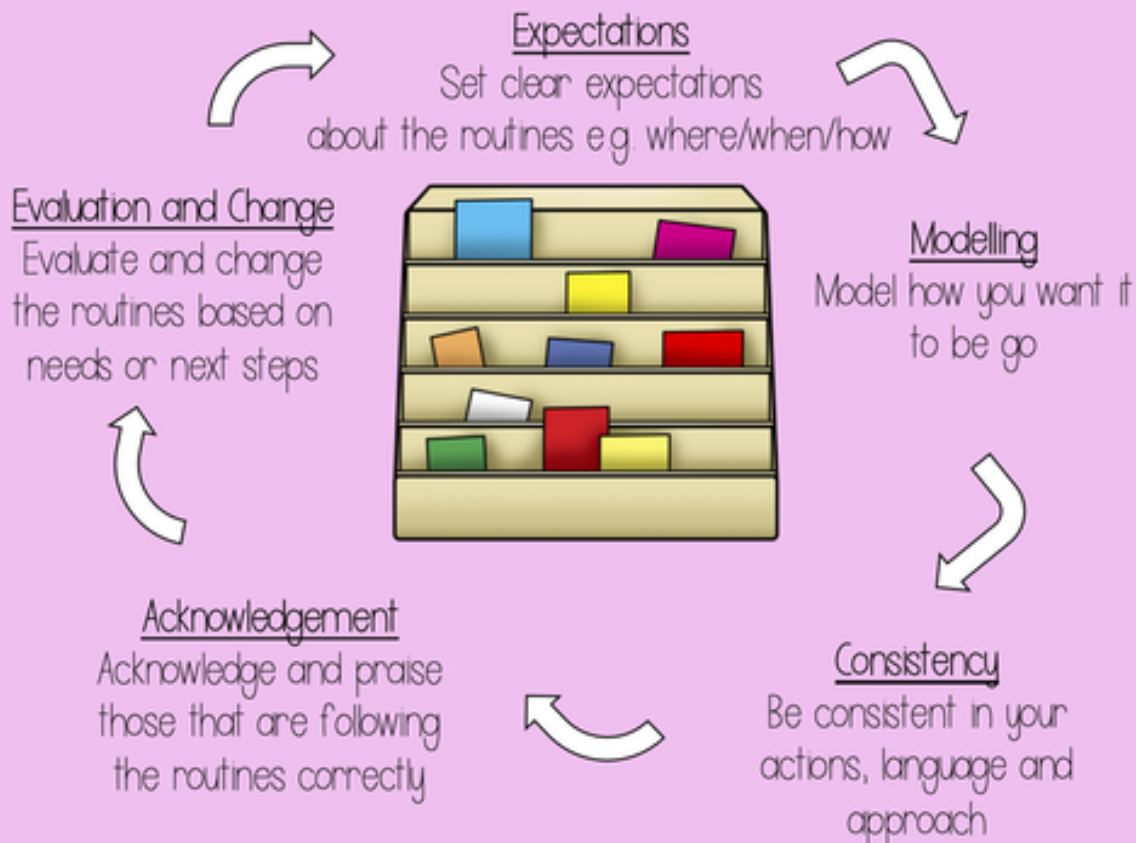
<https://slideplayer.com/slide/2498303/9/images/10/The+Difference+Between+Rules+and+Procedures.jpg>



getting ready for 2021

## WHERE TO START: ROUTINES

Routines are not built in one day. They take time, practice, commitment and continual reflection of change if the routine isn't working.



Source: <https://www.mrspriestleyict.com/uploads/1/2/3/7/123725526/published/routine-1.png?1609567201>

**Here are just a few of the positive impacts of general routines:**

- ***Self-Initiated action.*** When we practice routines, we become responsible for starting our own actions. We don't rely on any outer-lying stimuli to tell us what to do. We do it intrinsically and without much resistance.
- ***Directed focus with stamina.*** Routines place our focus on specific tasks and maintain it there until that sequence of events is complete. When we master a routine, this is done with more stamina and with few cognitive distractions. Routines help our brain to remain focused.
- ***A mentality of security and success.*** When we partake in routines, we feel secure because we know what to expect from our sequence. We also feel a sense of accomplishment from completing our routine, which releases a hit of dopamine (a “happy hormone”) in our brain.

Source: <https://teachertoni.com/routines/>



## THE MOST POWERFUL LEADERSHIP TOOL

# POSITIVE REINFORCEMENT

### 5 KEYS FOR EFFECTIVE DELIVERY

#1



Make it  
**PERSONAL**  
Reinforcement must mean something to the person receiving it.

#2

Make it  
**IMMEDIATE**  
The longer you wait the less effective it is.



#3

Make it  
**FREQUENT**  
If you're reinforcing correctly, it will never be too much.



#4

Make it  
**SOCIAL**  
Any interaction without the use of gifts that lets the performer know that they are valued.



#5

Make it  
**EARNED**  
It must be contingent on some accomplishment.



**Become a more powerful leader  
by developing the skills  
necessary to deliver positive  
reinforcement effectively!**

Learn More:

[AUBREYDANIELS.COM/BEHAVIORAL-LEADERSHIP-SOLUTIONS](http://AUBREYDANIELS.COM/BEHAVIORAL-LEADERSHIP-SOLUTIONS)

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email: [info@aubreydaniels.com](mailto:info@aubreydaniels.com)  
phone: 678.904.6140

Source: <https://www.aubreydaniels.com/infographics/positive-reinforcement-most-powerful-leadership-tool>

### **Planned to Ignore of Minor Inappropriate Behaviors**

Planned to ignore is a behavioral strategy in which the adult is purposefully and intentionally willing to ignore minor disruptive behavior that a student is using to seek attention (Lukowiak, 2010). Observing how a behavior occurs is the best way to determine how this behavior can be avoided. Knowing the antecedent that led to that behavior will increase the decision of the consequence immediately after it occurs. This will give the teacher time to process and adjust accordingly so the student is aware of the next step after the behavior is observed.

## **Additional Classroom Environment Strategies**

The following table was retrieved from *Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers* book in the form of a PDF. (Also listed under “Additional Resources” for further investigation). The table gives a description and critical features and provides examples, nonexamples, and additional resources to evidence that supports the practice. The first table is provided. It is highly encouraged to view the source for additional information within the remaining tables they have provided. The tables give additional information in the categories of (Simonsen et al., 2015):

1. Settings: Effectively Design the Physical Environment of the Classroom
2. Routines: Develop and Teach Predictable Classroom Routines
3. Expectations: Post, Define, and Three to Five Positive Classroom Expectations
4. Supervision: Use Active Supervision and Proximity
5. Opportunity: Provide High Rates and Varied Opportunities to Respond
6. Acknowledgement: Use Behavior-Specific Praise
7. Acknowledgement (Continued): Use Other Strategies to Acknowledge Student Behavior
8. Prompts and Precorrections: Make the Problem Behaviors Irrelevant with Anticipation and Reminders
9. Error Correction: Use Brief, Contingent, and Specific Error Corrections to Respond to Problem Behavior
10. Use other Strategies to Respond to Problem Behavior
11. Types of Behavior and Common Responses

Table 1. Matrix of Foundations for Classroom Interventions and Supports

<b>1.1 SETTINGS</b> <b>EFFECTIVELY DESIGN THE PHYSICAL ENVIRONMENT OF THE CLASSROOM</b>				
<b>Description and Critical Features</b>  <i>What key strategies can I use to support behavior in my classroom?</i>	<b>Elementary Examples</b>  <i>How can I use this practice in my elementary classroom?</i>	<b>Secondary Examples</b>  <i>How can I use this practice in my secondary classroom?</i>	<b>Non-Examples</b>  <i>How should I avoid when I'm implementing this practice?</i>	<b>Empirical Support and Resources</b>  <i>What evidence supports this practice, and where can I find additional resources?</i>
<ul style="list-style-type: none"> <li>-Design classroom to facilitate the most typical instructional activities (e.g., small groups, whole group, learning centers)</li> <li>-Arrange furniture to allow for smooth teacher and student movement</li> <li>-Assure instructional materials are neat, orderly, and ready for use</li> <li>-Post materials that support critical content and learning strategies (e.g., word walls, steps for the writing process, mathematical formulas)</li> </ul>	<ul style="list-style-type: none"> <li>-Design classroom layout according to the type of activity taking place:               <ul style="list-style-type: none"> <li>– Tables for centers</li> <li>– Separate desk for independent work</li> <li>– Circle area for group instruction</li> </ul> </li> <li>-Consider teacher versus student access to materials</li> <li>-Use assigned seats and areas</li> <li>-Be sure all students can be seen</li> </ul>	<ul style="list-style-type: none"> <li>-Design classroom layout according to the type of activity taking place:               <ul style="list-style-type: none"> <li>-Circle for discussion</li> </ul> </li> <li>-Use assigned seats</li> <li>-Use assigned seats</li> <li>-Be sure all students can be seen</li> <li>-Consider options for storage of students' personal items (e.g., backpacks, notebooks for other classes)</li> </ul>	<ul style="list-style-type: none"> <li>-Equipment and materials are damaged, unsafe and/or not in sufficient working conditions or not accessible to all students</li> <li>-Disorderly, messy, unclean, and/or visually unappealing environment</li> <li>-Congestion in high-traffic areas (e.g., coat closet, pencil sharpener, teacher desk)</li> <li>-Inappropriately sized furniture</li> </ul>	<ul style="list-style-type: none"> <li>-Teachers can prevent many instances of problem behavior and minimize disruptions by strategically planning the arrangement of the physical environment<sup>1</sup></li> <li>-Arranging classroom environment to deliver instruction in a way that promotes learning<sup>2</sup></li> <li>Video:  <a href="http://louisville.edu/education/abri/primarylevel/structure/group">http://louisville.edu/education/abri/primarylevel/structure/group</a> </li> <li>Book:            Structuring Your Classroom for Academic Success         </li> </ul>

## **Chapter 3 Academic Strategies**

### **9 Brief Strategies Summarized** created by: Positive Action

To view all 9 with the brief strategies summarized, please view the link provided under additional resources for more information on this strategy.

#### **1. Choice-making opportunities**

Use three-step method for choice-making:

1. Offer the student up to three options and ask them to choose only one.
2. Let them know how much time they have to make a decision and wait for their response.
3. Finally, reinforce the option they chose so that they're fully aware of the pros and cons of their choice

#### **2. Previewing**

Activate knowledge from the previous lesson by asking students reflective questions, then set intentions for your current lesson.

#### **3. Mnemonic instruction**

#### **4. Adjust task difficulty**

#### **5. Personalized system of instruction**

- Come up with specific objectives with your students.
- Break down the course into smaller units.
- Stick to writing content over dictating.
- Allow the student to move at their own pace throughout the curriculum in relevant areas like writing term papers.
- Give immediate feedback for exams.
- Assign student tutors where necessary for the more challenging concepts.

- 6. Interval duration during reading sessions**
- 7. Life space interviewing**
- 8. Story mapping**
- 9. Individual curricular modification**

Source: <https://www.positiveaction.net/blog/teaching-strategies-for-emotional-and-behavioral-disorders>

## HELP STUDENTS LEARN TO ACCEPT POSITIVE REINFORCEMENT

Some students may desire positive reinforcement but not know how to react when they receive it. Some students reject praise because they have a low opinion of themselves, possibly because of a history of failure or abuse.

Some students have a history of receiving "sandwiched praise," that is, praise is given, but in between mostly negative feedback. For example, an adult might say, "That is great printing, but why couldn't you do that earlier when I first asked you?" If this occurs frequently, positive reinforcement becomes an indicator for the student that something negative is going to happen.

"Drop praise" is effective in these situations. When students are demonstrating positive behaviour, walk by and quickly "drop" the praise, walking away before they have a chance to deny or argue against it. If students do try to deny it, either ignore the remarks or simply say, "That's the way that I see it."

### Verbal praise

Verbal reinforcement is one of the most effective types of positive reinforcement that school staff can use.

*Describe the positive behaviour while giving praise.*

The comments should focus on what the student did right and be stated in positive language. For example, "That was a wonderful paragraph you wrote because ..."

*Give praise immediately.*

The sooner the positive reinforcement is given in relation to a behaviour, the more likely the student will continue or repeat that behaviour.

*Vary the statements given as praise.*

When students hear the same praise statement repeated over and over, it may lose its value.

*Provide information to students about their competence or the value of their accomplishments.*

For example, "That was a wonderful paragraph you wrote because ..." or "That was a kind thing to do when you helped Ms. Fisher carry those bags. I know it made her feel more welcome in our school."

*Attribute success to effort and ability.*

This implies that similar successes can be expected in the future. For example, "Your studying really paid off. That's a good mark on your math test. It shows you really nailed problem solving." This kind of praise also helps students gain a better appreciation of their own skills.

### Source:

[https://www.learnalberta.ca/content/inspb1/html/6\\_positivereinforcement.html#:~:text=I%20see%20it.%E2%80%9D-,Verbal%20praise,be%20stated%20in%20positive%20language](https://www.learnalberta.ca/content/inspb1/html/6_positivereinforcement.html#:~:text=I%20see%20it.%E2%80%9D-,Verbal%20praise,be%20stated%20in%20positive%20language)

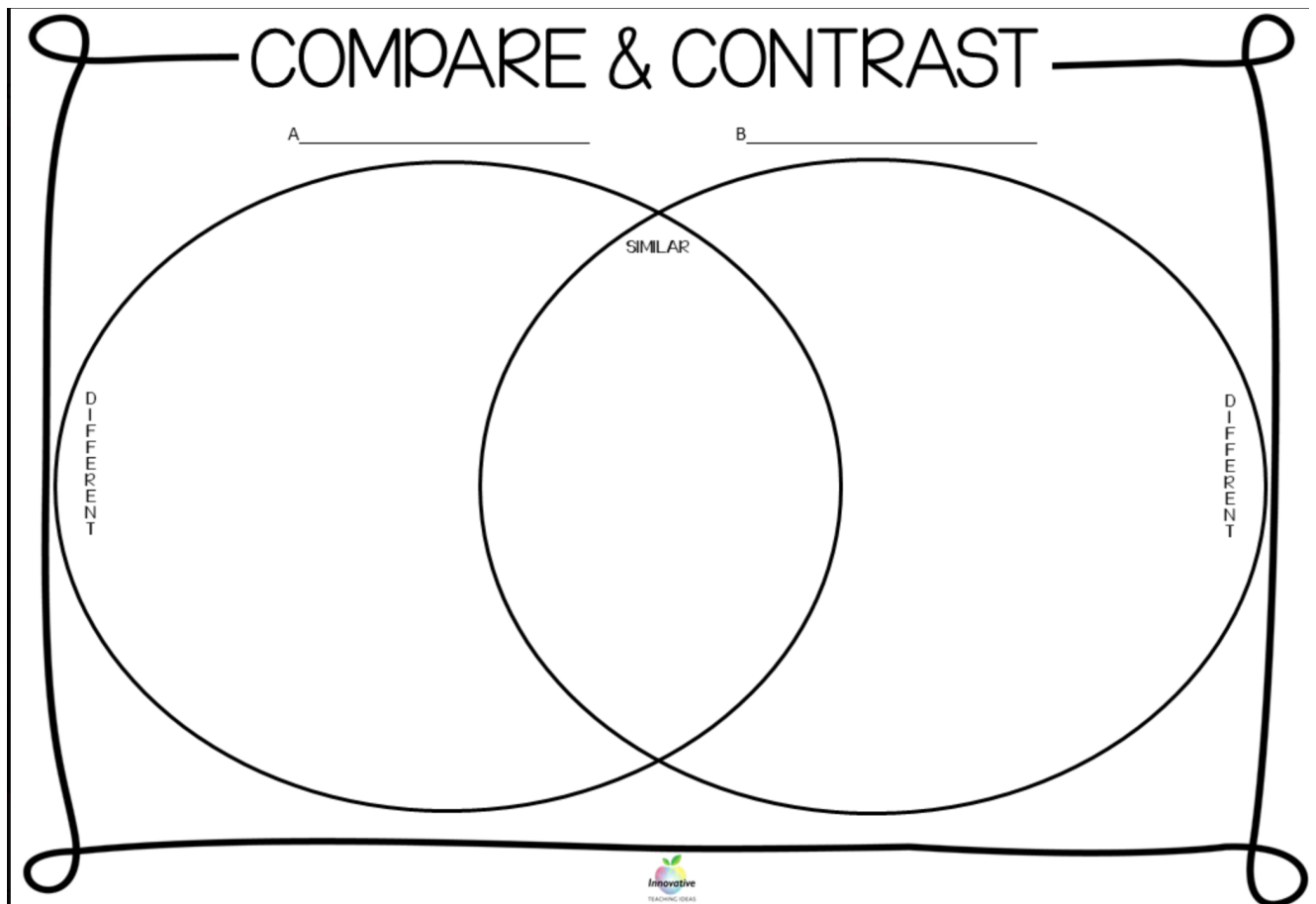
## **Graphic Organizers**

Students with emotional disturbance sometimes struggle putting their thoughts and ideas in order when it comes to large projects. Graphic organizers are a visual thinking tool that will help students put their ideas into pictures. A Venn diagram is used to compare different items. The simplest form is the overlapping two circle. A basic 2 circle graphic organizer is used to compare 2 items. The differences go on the outside of the circle, while the things the two outside items have in common go inside the middle.



## Venn Diagrams

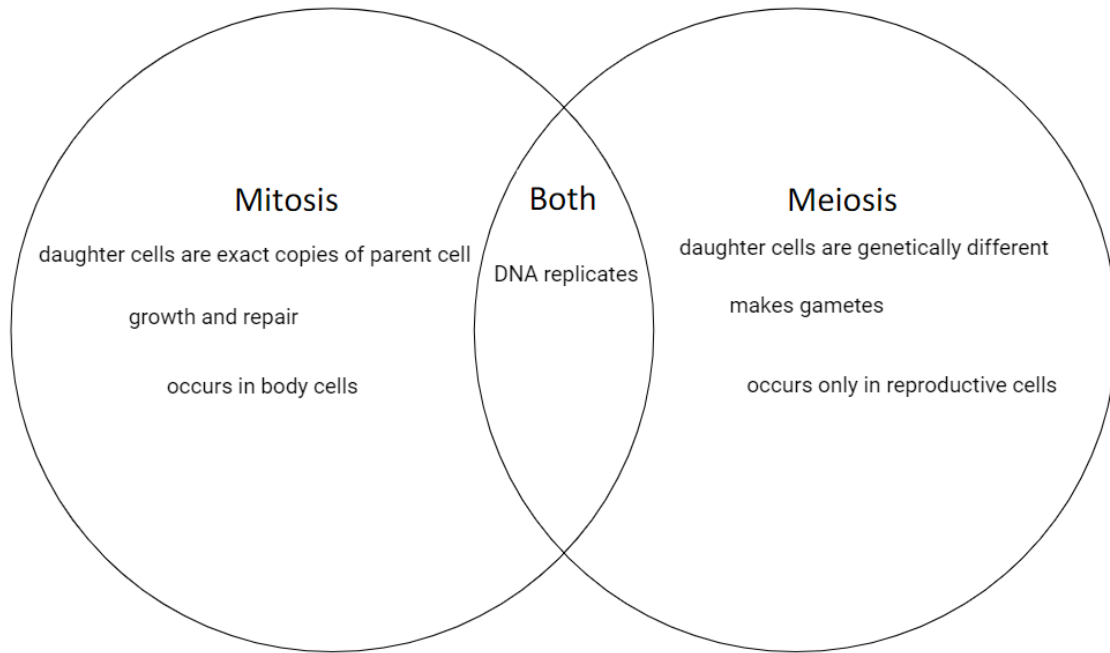
A Venn Diagram is a graph that employs closed curves, usually circles to represent relations between two sets of propositions. To use a Venn Diagram the two circles are drawn in an over labeling matter. The left and right circles each represents one category, and the middle section, represents the similarities of the two categories being contrasted on the outer sides.



Resource: <https://www.innovativeteachingideas.com/products/compare-amp-contrast-venn-diagrams>

Example:

**Mitosis vs. Meiosis Venn Diagram 2** Name \_\_\_\_\_ Period \_\_\_\_\_



Two daughter cells	Cells divide twice	DNA replicates once	Cells divide once	Four daughter cells
Daughter cells are exact copies of parent cell	Daughter cells are genetically different	Homologous chromosomes pair up as tetrads	Causes genetic variation	Occurs only in reproductive cells
Purpose: growth and repair	Diploid cells produced	Purpose: makes gametes	Occurs in body cells	Haploid cells produced

## Concept Maps

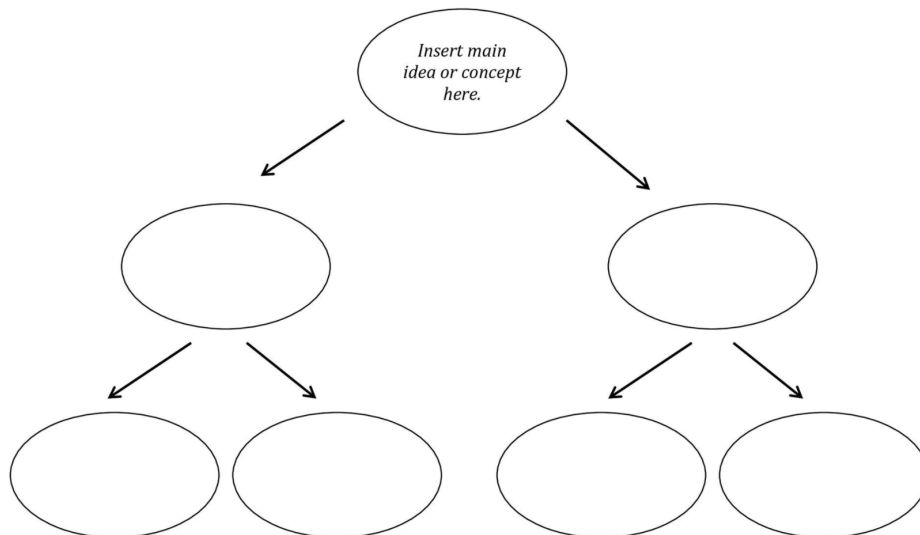
There are several ways to construct concept maps. Most include the following steps:

1. Model how to recognize the main ideas or concepts presented in a variety of text as you read.
2. Establish the ideas into categories. Remind students that your organization may have modification as you continue to read and add more evidence.
3. Use lines or arrows on the map to signify how ideas are linked to one another, a specific category, and/or the main concept. Limit the amount of information on the map to avoid frustration.
4. After students have finished the map, encourage them to share and reflect on how they each made the connections between concepts.
5. Encourage students to use the concept map to summarize what was read.

Name: \_\_\_\_\_

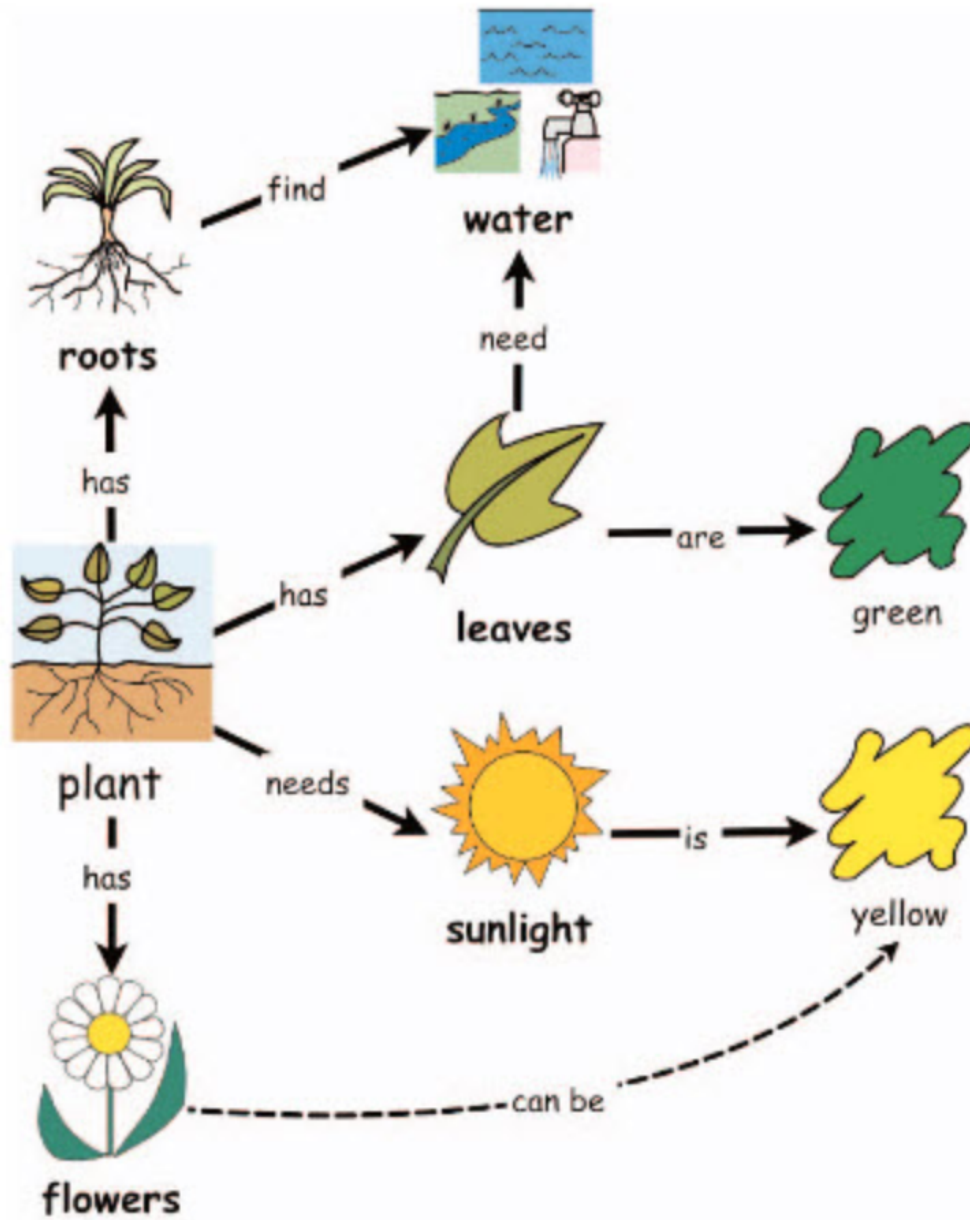
Date: \_\_\_\_\_

### Concept Map



Source: <https://templatelab.com/wp-content/uploads/2017/08/concept-map-template-07.jpg>

Example:



Source: [https://www.readingrockets.org/strategies/concept\\_maps](https://www.readingrockets.org/strategies/concept_maps)

## **Co-Teaching**

Co-teaching is now being used widely throughout the United States at the secondary school level. There are many benefits to having a co-teacher or paraprofessional in the room. Both teachers should be familiar with the content area and need to recognize that there are legal requirements in schools, especially in locations with students with disabilities (Murawski & Lochner, 2014).

Teachers can identify learner differences, create a more welcoming classroom environment, know their content and curriculum, firm understanding of legal requirements, use proper communication, collaboration, and problem-solving techniques (Murawski and Lochner, 2014). Giving the most support for all students is beneficial to the classroom.

Inclusion of students with ED has increased between 1990 and 2007 by 105% and these students spend 48% to 80% of their time in the general education setting (McLeskey et al., 2012, McKenna, 2021). The purpose of McKenna et al., (2021) study was to investigate information on teacher self-report knowledge, use and perceived effectiveness of recommended classroom practices for students with ED in the inclusive setting for both general and special education teachers (McKenna et al., 2021).

The study found significant difference between both the general education and special education teachers when it came to Behavioral Support strategies being implemented (McKenna et al., 2021). Special education teachers used more than half of the 18 strategies listed within their survey and a significant high-level difference between the teachers for differentiation for one-on-one support and small groups (McKenna et al., 2021).

This concluded that special education teachers are crucial to student access to these types of strategies within the inclusive classroom (McKenna et al., 2021). Having co-teachers can

provide additional support for behavior and differentiation such as re-teach skills and content, additional practices, and more frequent feedback (Mckenna et al., 2021). “Implementation of such practices in the absence of substantial support such as what could potentially be provided by a special educator may not be feasible” (Gage et al,m 2012; McKenna et al., 2017 as cited in Mckenna et al., 2021).

The following chart was retrieved from Co-Teaching Core Competency Framework, which contains a chart on Co-Teaching Core Competencies Observation Checklist Part 1. Additional charts for Co-Teaching are available from this source that include checklists in: Co-Teaching Checklist: Listen Fors, and Co-Teaching Checklist: Ask Fors. This PDF document is also located under “Additional Resources” for further investigation (Murawski & Lochner, 2014).

## Co-Teaching Core Competencies Observation Checklist

General Educator: _____		Special Service Provider: _____		Grade: _____		
Observer: _____		Date/Time: _____		Period/Room: _____		
	<b>LOOK FOR ITEMS</b>	<div style="display: flex; justify-content: space-between; padding: 0;"> <div style="text-align: center;">✓ 0 – Didn't See It</div> <div style="text-align: center;">✓ 1 – Saw an Attempt</div> <div style="text-align: center;">✓ 2 – Saw It</div> <div style="text-align: center;">✓ 3 – Saw It Done Well</div> </div>				
		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>DNOT</b>
4.5 Two or more professionals working together in the same physical space.	<i>0 = Only one adult; two adults not communicating at all; class always divided into two rooms</i> <i>1 = Two adults in same room but very little communication or collaborative work</i> <i>2 = Two adults in same room; both engaged in class and each other (even if not perfectly)</i> <i>3 = Two adults collaborating together well in the same room</i>					
9.5 Class environment demonstrates parity and collaboration (both names on board, sharing materials, and space).	<i>0 = No demonstration of parity/collaboration; room appears to belong to one teacher only</i> <i>1 = Some attempt at parity; both adults share a few materials and general space</i> <i>2 = Parity exists; adults share classroom materials</i> <i>3 = Clear parity; both names on board/report card; two desks or shared space; obvious feeling from teachers that it is "our room"</i>					
11.6 Both teachers begin and end class together and remain in the room the entire time.	<i>0 = One adult is absent or late; adults may leave room for times not related to this class</i> <i>1 = One adult may be late or leave early or may leave for brief time</i> <i>2 = One adult may be late or leave early but for remaining time, they work together</i> <i>3 = Both adults begin and end together, and are with students the entire time</i> <i>Note: if adults have planned to use a regrouping approach (e.g., "parallel") and one adult takes a group of students out of the room (e.g., to the library), that is perfectly acceptable</i>					
8.6 During instruction, both teachers assist students with and without disabilities.	<i>0 = Adults are not helping students or are only helping "their own" students</i> <i>1 = There is some helping of various students but at least one adult primarily stays with a few of "their own"</i> <i>2 = Both adults are willing to help all students but students seem to have one adult they prefer to work with</i> <i>3 = It is clear that both adults are willing to help all students &amp; that students are used to this</i>					
9.6 The class moves smoothly with evidence of co-planning and communication between co-teachers.	<i>0 = Little to no prior planning is evident</i> <i>1 = All planning appears to have been done by one adult</i> <i>2 = Minimal planning is evident; most appears to be done by one adult</i> <i>3 = It is clear that both adults are comfortable with the lesson and know what is supposed to happen</i>					
8.8 Class instruction and activities proactively promote multiple modes of representation, engagement and expression (Universal Design for Learning-UDL)	<i>0 = There is no evidence of universal design; all students are expected to do the same thing</i> <i>1 = There is minimal evidence of universal design; limited opportunities for choice in how students learn, engage &amp; show what they've learned</i> <i>2 = There is some evidence of universal design; some opportunities for choice in how students learn, engage &amp; show what they've learned</i> <i>3 = The class was universally designed; opportunities for choice in how students learn, engage &amp; show what they've learned were well selected</i>					

Co-Teaching Solutions Systems Checklist, 2nd Revision

©Murawski & Lochner, 2015

**Source:** <https://boe.mono.k12.wv.us/docs/district/depts/8/coteaching%20resources/co-teaching%20core%20competencies.pdf?id=2436>

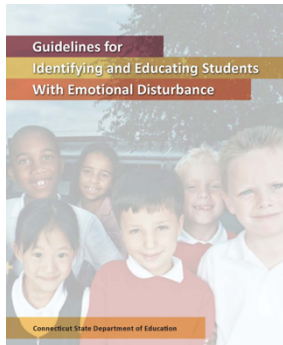
## **Conclusion**

Many high school teachers may already be familiar with many of these strategies since they can be useful even for students without disabilities. Since not all students respond the same way to a strategies and students with IEPs needing to have a more direct approach in communication, these tools are beneficial to implement in the classroom. There are numerous strategies that can be implemented that are not included in this handbook. It is important to remember that all students are different and will respond in different ways. The more strategies a teacher is aware of, the most successful desired behaviors may occur, and an increase in engagement.



## Additional Resources

**Book:** Guidelines for Identifying and Education Students with Emotional Disturbance

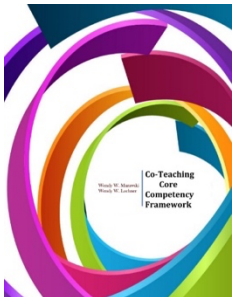
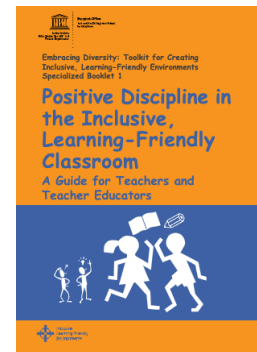


<https://portal.ct.gov/->

[/media/SDE/Publications/edguide/ed\\_guidelines.pdf](https://portal.ct.gov/-/media/SDE/Publications/edguide/ed_guidelines.pdf)

**Book:** Positive Discipline in the Inclusive, Learning-Friendly Classroom Guide for Teachers and Teacher Educators

[https:// unesdoc.unesco.org/ark:/48223/pf0000149284](https://unesdoc.unesco.org/ark:/48223/pf0000149284)



**Book:** Co-Teaching Core Competency Framework

<https://boe.mono.k12.wv.us/docs/district/depts/8/coteaching%20resources/co-teaching%20core%20competencies.pdf?id=2436>

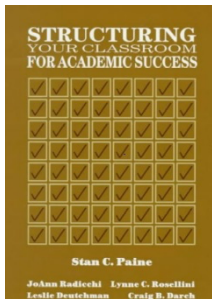
PDF Book: Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers:



<https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/1137/pdfs/Supporting%20and%20Responding%20to%20Behavior.pdf>



*Positive Behavioral Strategies for Students with EBD and Needed Supports for Teachers and Paraprofessionals* by Twila Lukowiak, Ed.D, 2010 journal is a good resource outlining interviews and outlining briefly 13 successful strategies.



Book:  
Structuring Your Classroom for Academic Success

App	Source
Evernote-Notes Organizer 	<a href="https://search.bridgingapps.org/apps">https://search.bridgingapps.org/apps</a>
Circles Social Skills Utility 	<a href="https://search.bridgingapps.org/apps">https://search.bridgingapps.org/apps</a>
Inspiration Maps VPP 	<a href="https://search.bridgingapps.org/apps">https://search.bridgingapps.org/apps</a>
Videos/Additional Websites	Link
9 Academic Strategies Briefly Summarized	<a href="https://www.positiveaction.net/blog/teaching-strategies-for-emotional-and-behavioral-disorders">https://www.positiveaction.net/blog/teaching-strategies-for-emotional-and-behavioral-disorders</a>

Video: Discouraging Inappropriate Behavior in the Classroom-Part I of II	<a href="https://vimeo.com/86149984">https://vimeo.com/86149984</a>
Video: Discouraging Inappropriate Behavior in the Classroom-Part II of II	<a href="http://vimeo.com/86155208">http://vimeo.com/86155208</a>
Jackpot! Ideas for Classroom Rewards	<a href="https://www.interventioncentral.org/behavioral-interventions/rewards/jackpot-ideas-classroom-rewards">https://www.interventioncentral.org/behavioral-interventions/rewards/jackpot-ideas-classroom-rewards</a>
Case Study: Encouraging Appropriate Behavior	<a href="http://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_encappbeh.pdf">http://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_encappbeh.pdf</a>
Module: Classroom Behavior Management	<a href="https://iris.peabody.vanderbilt.edu/module/beh1/">https://iris.peabody.vanderbilt.edu/module/beh1/</a>
Teacher Praise: An efficient Tool to Motivate Students	<a href="http://www.interventioncentral.org/behavioral-interventions/motivation/teacher-praise-efficient-tool-motivate-students">http://www.interventioncentral.org/behavioral-interventions/motivation/teacher-praise-efficient-tool-motivate-students</a>
Video: Creating A Safe and Positive Classroom	<a href="https://www.teachingchannel.org/videos/create-a-safe-classroom">https://www.teachingchannel.org/videos/create-a-safe-classroom</a>
Video: Classroom Procedures & Routines	<a href="http://pbissmissouri.org/classroom%20-procedures-and-routines-%20content-acquisition-video/">http://pbissmissouri.org/classroom%20-procedures-and-routines-%20content-acquisition-video/</a>
Council for Exceptional Children	<a href="https://exceptionalchildren.org/">https://exceptionalchildren.org/</a>

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## **CHAPTER 6. CONCLUSION**

### **Summary of study**

The purpose of this study was to help determine what strategies teachers are using for students with emotional disturbance in the inclusive classrooms. The project investigated what styles of strategies teachers were using and what specific topics of Professional Learning teachers felt they most needed when working with students with ED. The literature review and data from the survey results were analyzed to help influence the creation of the handbook, “Teacher’s Handbook of Evidence-Based Strategies for Students with Emotional Disturbance in Inclusive Classrooms”.

### **Survey Results connected to previous literature**

The literature review was conducted to identify evidence-based strategies that are already in use for students with emotional disturbance. The literature review determined that there is a large range of research within this specific area dating back to the early 1990s. The study then determined that teachers currently used these strategies for students with ED: (1) stay calm/calm voice. Within the literature review, no study stated that teachers were using calm voices/staying calm as a strategy. The closest strategy to calm voice/staying calm would be verbal reinforcement from both general and special education teachers in Evan et. al (2012) study. (2) allow time out of the room (time to refocus in the hall away from distractions/peers, a walk, HUB pass, etc.) Evans et. al (2012), found that just the special education teachers used time away from group as an academic strategy. (3) building a relationship with the student. Carpenter & McKee-Higgins (2006), found that positive classroom environment and engaging in positive interpersonal



communication was a beneficial strategy as well as Kern (2016) within his three approaches. Approach 2 was mentoring and relationship building.

The results of the survey showed teachers use calm body language/calm voice and give students with emotional disturbance spaces to cool down by taking a walk in the hallway, using their HUB (behavior support classroom to help through stressors and work on self-regulation strategies for the student to regain self-control) pass, or a spot in the room they can go to. All teachers responded that they find one on one support successful most of the time, or every time. McKenna et al., (2021) found that the participants of their study were familiar with one-to-one instruction as one of their behavioral supports. Teachers expressed the top three that is additional support that is needed is emotional, behavioral, and engagement support. Teachers prefer the Professional Learning to be done through email, or a combination of an email and in person meeting. Lukowiak (2010) study found that teachers needed the most support to better serve students with ED were (1) collaboration (2) active participation in implementation of strategies and (3) acceptance into general education classrooms (Lukowiak, 2010). State et. al., (2018) also found that teachers felt unprepared for implementing evidenced-based strategies.

### **Strength Handbook as Resource for Teachers**

The handbook provides academic and behaviors evidence-based strategies for teachers to support students with emotional disturbance within their inclusive classrooms. The results of the survey helped determine which areas were relevant to their needs and which focused topics would provide the beneficial information to implement. The number of students with ED have increased, as well as the number of teachers within the first five years of their career. Inclusive classrooms are becoming more common. All these factors make it necessary for both general education

teachers and general education teachers to practice a variety of evidence-based strategies for students with ED, as the spectrum for these students ranges greatly.

The special project included several strengths. The first strength, was the result of the widespread literature review, that identified a variety of evidence-based strategies specifically for students with ED. These practices were incorporated into the handbook into an easy comprehensive resource. The teacher was able to view the handbook in PDF form with click to locate evidence for the specific strategy to fit their student's situation. The handbook provides the teachers in inclusive classrooms what the how to put also why they have found that strategy successful.

The literature review contained many studies that confirmed evidenced-based strategies since the early 1990s to 2021. There does seem to be differences in terms used with in school buildings and what is most up to date occurring to the government. For example, emotional disability and integrated services are the terms being used that the midwestern high school that was surveyed. The current terms that should be used are emotional disturbance and inclusive classrooms. This results in confusion for teachers who are unfamiliar with these changes. This handbook helps teachers make the connection through this research that is relevant in the handbook providing them with terms and definitions in one convenient location.

### **Limitations of the study**

Limitations to the study were an ongoing pandemic of COVID-19, a shorter time than two weeks of the survey being available to be completed, and the availability of staff due to turn over rates, illnesses, etc. The low return rate may have been a result from unable to send out when needed. With staff turnover, it is hard to determine if the emails were going to current staff members. The timing throughout the end of first semester made it a challenge, then the delay into

the second semester did not improve the timing. This is the third school year in the pandemic, and many teachers had remote only classes and blended classes which resulted in smaller class sizes last year. Being back into full sized classrooms with student counts in the twenties or over thirty per class period makes a difference in what the teacher can implement, strategies they think to use, or availability such as one on one support, redirection, or even reteaching for students with ED.

The survey questions did not allow for an ample amount of information to be shared. One question asked participants how many strategies they used to keep students with emotional disturbance engaged in academic material but did not give the option or a follow up question on what strategies they were using to keep the students engaged.

### **Personal Reflection**

For the special project, I wanted the research to be useful to teachers and students who I support in the schools. I decided to focus on Emotional Disturbance. Last year during the blended/remote learning modalities at the secondary school I worked at, I had a case load of twelve students with ED. This was a new experience for me. Although this year, I am not fully teaching students with ED, we have had an increase of ninth graders enter our building with emotional disturbance. This gave me the motivation to create this project to help teachers, students, and myself to be better equipped with strategies to support students with ED in the inclusive classrooms. I quickly realized with being back fully in person, made it more difficult for each student with ED behaviors demonstrated differently in the classroom and responses to strategies differently. With larger classroom sizes (student count) this year, the toll the pandemic has caused on many individuals, it has caused many behavioral issues that I was not prepared or equipped for. This special project has helped me remember and continue to use evidence-based strategies that were not needed during remote only and blended modality teaching.

### **Suggestions for Future Research**

Future research should explore the impacts of the pandemic of COVID-19 on students with emotional disturbance. How has closures, remote learning, eLearning, having to quarantine impacted students with ED in inclusive classrooms. It is also recommended to continue to review previous evidence-based strategies used with individuals with ED and provide teachers with up-to-date strategies for best supporting students with ED.

With quarantine, eLearning, blended learning, school closures, and masks, this has held many students with emotional disturbance back on gaining additional social cues from their peers. They are isolated, around less individuals, and research is now being done for nondisabled students on the struggles of identifying nonverbal cues and facial expressions due to mask mandates. All of these resulting from the impact of the pandemic to keep individuals safe per CDC, or health departments.

Additional research could benefit both students and teachers if it were possible to identify the gaps in education for staff on supporting students with disabilities and their knowledge before entering their profession on students with emotional disturbance. Knowledge on strategies and support techniques could enable students to learn to their greatest potential at an earlier rate and complete high school to decrease the large percentages of dropouts and unemployment rates. Within the literature review, a study was conducted that found significant differences between general education teachers and special education teachers in strategies used for students with ED for academic and behavioral support. General education teachers felt behavioral issues were more so on the special education teacher side than theirs, as they felt they should be focusing on academics (McKenna et al., 2012).

For more background information on the research question on what strategies are general education teachers currently using for students with ED for students to be engaged with material,

what courses have they taken that touched based on teaching students with disabilities to gain knowledge in the strategies they have been using. It would be interesting to go further in the investigation on where the teachers attended higher? education, what programs they were enrolled in, how the courses were delivered (online, in person, hybrid), and if special education or co-teaching courses were required or offered within their teaching programs.

### **How this Handbook will help teachers**

The special project handbook was shared with teachers within the focused school through email. As a form of professional learning, the handbook is or was available digitally to easier access strategies for the teacher's student's specific situation. Teachers also reported that an in-person meeting on strategies would be beneficial along with the digital copy. The professional learning meeting was used as verbal information on how to access and use the special project handbook to aid teachers with strategies in inclusive classroom for students with ED.

### **Summary**

This research focused on what current strategies teachers are using for students with ED, how they would prefer to receive professional development, and what category of support they left they needed the most. This research and handbook will help teachers support all current and future students with ED that arrive in their classroom to learn in any content area.

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## APPENDIX A: SURVEY

### Strategies for Students with Emotional Disturbance in Inclusive Classrooms

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#### Students with Emotional Disturbance Teacher Survey

This survey should take no longer than 5-10 minutes.

Q1

How many years have you been teaching at the high school level?

- ☐ Under 1 year
- ☐ 1-5 years
- ☐ 6-10
- ☐ 15+
- ☐ 20+
- ☐ 30+

Q2

How many students have you taught with emotional disturbance over the years?

Evans, C., Weiss, S. L., & Cullinan, D. (2012). Teacher perceptions and behavioral strategies for students with emotional disturbance across educational environments. *Preventing School Failure: Alternative Education for Children and Youth*, 56(2), 82-90.

Q3

List the most common strategies you use in your classroom to support students with emotional disturbance for behavioral strategies:

McKenna, J. W., Newton, X., Brigham, F., & Garwood, J. (2021). Inclusive Instruction for Students with Emotional Disturbance: An Investigation of Classroom Practice. Journal of Emotional and Behavioral Disorders. <https://doi.org/10.1177/1063426620982601>

Q4

How many behavioral or academic strategies do you use to get students with emotional disturbance engaged in your classroom?

- ☐ 1-3
- ☐ 4-6
- ☐ 7+

McKenna, J. W., Newton, X., Brigham, F., & Garwood, J. (2021). Inclusive Instruction for Students with Emotional Disturbance: An Investigation of Classroom Practice. Journal of Emotional and Behavioral Disorders. <https://doi.org/10.1177/1063426620982601>

Q5

Which strategies do you feel the need of the most support for students with emotional disturbance in your classroom? Rank from Highly Needed, Somewhat Needed, Not Needed

	Highly Needed	Somewhat Needed	Not Needed
Academic Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavioral Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Interaction Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication with Parent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Wehby, J. H., Lane, K. L., & Falk, K. B. (2003). Academic Instruction for Students with Emotional and Behavioral Disorders. *Journal of Emotional and Behavioral Disorders*, 11(4), 194–197. <https://doi.org/10.1177/10634266030110040101>

Q6

In what format would you prefer to receive Professional Learning to support students with emotional disturbance in your classroom?

- ☐ Email
- ☐ In person meeting
- ☐ Self -research
- ☐ Email and in person meeting
- ☒ None of the above

Evans, C., Weiss, S. L., & Cullinan, D. (2012). Teacher perceptions and behavioral strategies for students with emotional disturbance across educational environments. *Preventing School Failure: Alternative Education for Children and Youth*, 56(2), 82-90.

Q7

Have you found one on one support success for students with emotional disturbance?

- ☐ No
- ☐ Sometimes
- ☐ Yes

Mooney, P., Epstein, M. H., Reid, R., & Nelson, J. R. (2003). Status of and Trends in Academic Intervention Research for Students with Emotional Disturbance. Remedial and Special Education, 24(5), 273–287. <https://doi.org/10.1177/07419325030240050301>

Q8

Do you see more behaviors of concern depending on how your content is delivered for a specific lesson?

- ☐ More behavioral concern with hands on learning
- ☐ Less behavioral concern with hands on learning
- ☐ Less behavioral concern with lecture/book-based learning
- ☐ More behavioral concern with lecture/book-based learning

Tobin, T. J., & Sugai, G. M. (1999). Discipline Problems, Placements, and Outcomes for Students with Serious Emotional Disturbance. *Behavioral Disorders*, 24(2), 109–121. <https://doi.org/10.1177/019874299902400209>

Q9

How often do you transition to a different activity throughout the lesson during a class period?

- ☐ Once (instruction then on their own)
- ☐ Twice
- ☐ More than 3 times
- ☐ Never (Lecture bell to bell/self-work bell to bell)

Carpenter, S. L., & McKee-Higgins, E. (1996). Behavior Management in Inclusive Classrooms. *Remedial and Special Education*, 17(4), 195–203.

<https://doi.org/10.1177/074193259601700402>

Q10

How often do you review a student's At a Glance IEP (Individual Educational Plan) on strategies listed that work best for that student when it comes to a Behavioral Plan?

- ☐ Once (Shortly after the IEP is given)
- ☐ Refer to it multiple times
- ☐ Never
- ☐ I am unsure what an IEP is.
- ☐ I am unsure where to locate the Behavioral Plan section
- ☐ Other

Kern, L. (2015). Addressing the Needs of Students With Social, Emotional, and Behavioral Problems: Reflections and Visions. *Remedial and Special Education*, 36(1), 24–27.

<https://doi.org/10.1177/0741932514554104>

## APPENDIX B: RECRUITMENT EMAIL

Dear Teachers,

My name is Amanda Hubbard. I am in the process of earning my Master of Science in Special Education at Purdue University [REDACTED]. As part of this program's requirements, I am conducting a thesis project; Strategies for Teaching Students with Emotional Disturbance in Inclusive Classrooms, IRB # 2021-1398. I would appreciate your participation in a survey I have created to gather more information on the awareness and implementation of such strategies. School Administration will not have access to the data except in aggregate form.

The survey is used through Purdue Qualtrics and can be accessed with [this link](#). Your responses are due back to me in two weeks, so I can analyze the data for my thesis. You will not have to provide any personal information and your answers will be kept confidential. The data will be stored in a password protected Google Drive Folder that is only accessible to me and will not collect your email address. At the completion of the project, the survey responses will be deleted. Your participation will help me greatly with my research. The survey has been approved by Principal [REDACTED] on September 22, 2021.

Thank you in advance for your time and participation in this survey. If you have any questions, you can email me at [REDACTED] or call at [REDACTED]. You can also contact my lead professor, [REDACTED] at [REDACTED] or by phone at [REDACTED].

Thank you,  
Amanda Hubbard

## APPENDIX C: APPROVAL LETTER FROM THE PRINCIPAL

Date: 10/20/2021

Re: Letter of Cooperation For [REDACTED]

Dear Dr. Jane Leatherman,

This letter confirms that I, as an authorized representative of [REDACTED] allow Amanda Hubbard access to conduct study related activities at the listed site(s), as discussed with the Principal Investigator, Dr. Jane Leatherman and briefly outlined below, and which may commence when the Principal Investigator provides documentation of IRB approval for the proposed project.

- **Study Title:** *STRATEGIES FOR TEACHING STUDENTS WITH EMOTIONAL DISTURBANCE IN INCLUSIVE CLASSROOMS*
- **Study Activities Occurring at this Site:** The survey is used through Purdue Qualtrics that will be distributed to participant teachers. Information gained from the digital survey is anonymous, they will not be contacted after the survey is completed. This survey is a one-time collection. Information will be password protected by a Google Drive Folder and will only be viewed by Primary Contact (Amanda Hubbard) and Principal Investigator (Dr. Jane Leatherman). Participants can discard or choose to stop the survey at any time and that will not be held against them. The principal or administration will not receive any data from this survey. The number of expected participants is 40.
- **Site(s) Support:** *Completion of the survey.*
- **Anticipated End Date:** *May 2022*

I understand that any activities involving compliance with Health Insurance Portability and Accountability Act (HIPAA), Family Educational Rights and Privacy Act (FERPA), or other applicable regulations at this site must be addressed prior to granting permission to the Purdue University researcher to collect or receive data from the site. I am authorized to make this determination on my organization's behalf.

We understand that [REDACTED] participation will only take place during the study's active IRB approval period. All study related activities must cease if IRB approval expires or is suspended. If we have any concerns related to this project, we will contact the Principal Investigator who can provide the information about the IRB approval. For concerns regarding IRB policy or human subject welfare, we may also contact the Purdue University IRB at [irb@purdue.edu](mailto:irb@purdue.edu) ([www.irb.purdue.edu](http://www.irb.purdue.edu)).

 _____ <i>Signature</i>	 _____ <i>Date Signed</i>
 _____ Principal of	 _____ Principal of

## APPENDIX D: GROUP 2.SOCIAL BEHAVIORAL RESEARCH INVESTIGATORS AND KEY PERSONNEL



Completion Date 11-Sep-2021  
Expiration Date 10-Sep-2025  
Record ID 44772877

This is to certify that:

**Amanda Hubbard**

Has completed the following CITI Program course:

Not valid for renewal of certification  
through CME.

**Human Research**

(Curriculum Group)

**Group 2.Social Behavioral Research Investigators and Key Personnel**

(Course Learner Group)

**1 - Basic Course**

(Stage)

Under requirements set by:

**Purdue University**



Verify at [www.citiprogram.org/verify/?w1d492c28-9dff-4434-8746-1377d3328db2-44772877](http://www.citiprogram.org/verify/?w1d492c28-9dff-4434-8746-1377d3328db2-44772877)



## APPENDIX E: RESPONSIBLE CONDUCT OF RESEARCH (RCR) TRAINING



Completion Date 08-Sep-2021  
Expiration Date 07-Sep-2025  
Record ID 44772878

This is to certify that:

**Amanda Hubbard**

Has completed the following CITI Program course:

Not valid for renewal of certification  
through CME.

### **Responsible Conduct of Research**

(Curriculum Group)

### **Responsible Conduct of Research (RCR) Training - Faculty, Postdoctoral, and Graduate Students**

(Course Learner Group)

### **1 - Basic Course**

(Stage)

Under requirements set by:

**Purdue University**



Verify at [www.citiprogram.org/verify/?wfd00716d-6711-4778-af7a-dd75b02eb76f-44772878](http://www.citiprogram.org/verify/?wfd00716d-6711-4778-af7a-dd75b02eb76f-44772878)

## APPENDIX F: IRB APPROVAL

**See Purdue HRPP/IRB Measures in Response to COVID-19 at [www.irb.purdue.edu](http://www.irb.purdue.edu)**

This Memo is Generated From the Purdue University Human Research Protection Program System, [Cayuse IRB](#).

**Date:** November 8, 2021

**PI:** JANE LEATHERMAN

**Re:** Initial - IRB-2021-1398

*STRATEGIES FOR TEACHING STUDENTS WITH EMOTIONAL DISTURBANCE IN INCLUSIVE CLASSROOMS*

The Purdue University Human Research Protection Program (HRPP) has determined that the research project identified above qualifies as exempt from IRB review, under federal human subjects research regulations 45 CFR 46.104. The Category for this Exemption is listed below. Protocols exempted by the Purdue HRPP do not require regular renewal. However, the administrative check-in date is November 6, 2024. The IRB must be notified when this study is closed. If a study closure request has not been initiated by this date, the HRPP will request study status update for the record.

Specific notes related to your study are found below.

**Decision:** Exempt

**Category:**

Category 2.(i). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording).

The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects.

**Research Notes:** Any modifications to the approved study must be submitted for review through [Cayuse IRB](#). All approval letters and study documents are located within the Study Details in [Cayuse IRB](#).

What are your responsibilities now, as you move forward with your research?

**Document Retention:** The PI is responsible for keeping all regulated documents, including IRB correspondence such as this letter, approved study documents, and signed consent forms for at least three (3) years following protocol closure for audit purposes. Documents regulated by HIPAA, such as Release Authorizations, must be maintained for six (6) years.

**Site Permission:** If your research is conducted at locations outside of Purdue University (such as

schools, hospitals, or businesses), you must obtain written permission from all sites to recruit, consent, study, or observe participants. Generally, such permission comes in the form of a letter from the school superintendent, director, or manager. You must maintain a copy of this permission with study records.

**Training:** All researchers collecting or analyzing data from this study must renew training in human subjects research via the CITI Program ([www.citiprogram.org](http://www.citiprogram.org)) every 4 years. New personnel must complete training and be added to the protocol before beginning research with human participants or their data.

**Modifications:** Change to any aspect of this protocol or research personnel must be approved by the IRB before implementation, except when necessary to eliminate apparent immediate hazards to subjects or others. In such situations, the IRB should still be notified immediately.

**Unanticipated Problems/Adverse Events:** Unanticipated problems involving risks to subjects or others, serious adverse events, and noncompliance with the approved protocol must be reported to the IRB immediately through an incident report. When in doubt, consult with the HRPP/IRB.

**Monitoring:** The HRPP reminds researchers that this study is subject to monitoring at any time by Purdue's HRPP staff, Institutional Review Board, Post Approval Monitoring team, or authorized external entities. Timely cooperation with monitoring procedures is an expectation of IRB approval.

**Change of Institutions:** If the PI leaves Purdue, the study must be closed or the PI must be replaced on the study or transferred to a new IRB. Studies without a Purdue University PI is or was closed.

**Other Approvals:** This Purdue IRB approval covers only regulations related to human subjects research protections (e.g. 45 CFR 46). This determination does not constitute approval from any other Purdue campus departments, research sites, or outside agencies. The Principal Investigator and all researchers are required to affirm that the research meets all applicable local/state/federal laws and university policies that may apply.

If you have questions about this determination or your responsibilities when conducting human subjects research on this project or any other, please do not hesitate to contact Purdue's HRPP at [irb@purdue.edu](mailto:irb@purdue.edu) or 765-494-5942. We are here to help!

Sincerely,

Purdue University Human Research Protection Program/ Institutional Review Board  
Login to [Cayuse IRB](#)

## **APPENDIX G: TIMELINE OF PROJECT DEVELOPMENT**

### September

- Refine and Finalize Topic
- Complete Rationale for Topic
- Search, Read, and Summarize Articles
- Write IRB Draft
- Proposal to the Committee
- Recruitment Letter
- Support Letter from Principal

### October

- Submit IRB Proposal
- Timeline for Special Project Completion
- Search, Read, and Summarize Articles
- Assessment Needs Survey
- Literature Review
- Methodology

### November

- Methodology
- Completion of Chapter 1 – Introduction
- Reference list updated
- Send out survey
- Close after 2 weeks

### December

- Chapter 2 Reference list updated and checked
- Completion of Chapter 2 – Literature Review
- Completion of Chapter 3 – Methodology
- Completion of Appendices

### January

- Revise Chapters 1 – 3
- Analyze data
- Design of Project and Final Product

#### February

- Design of Project and Final Product
- Completion of Chapter 4- Results
- Completion of Chapter 6- Conclusion

#### March

- Completion of Chapter 5- Handbook
- Discussion/Reflection/Conclusion
- Power Point Slides

#### April

- Completion of Final Project
- Present handbook to school staff.
- Present Special Project to PFW special education staff and students

#### May

- Final Special Project uploaded to Purdue data base
- All graduation requirements completed

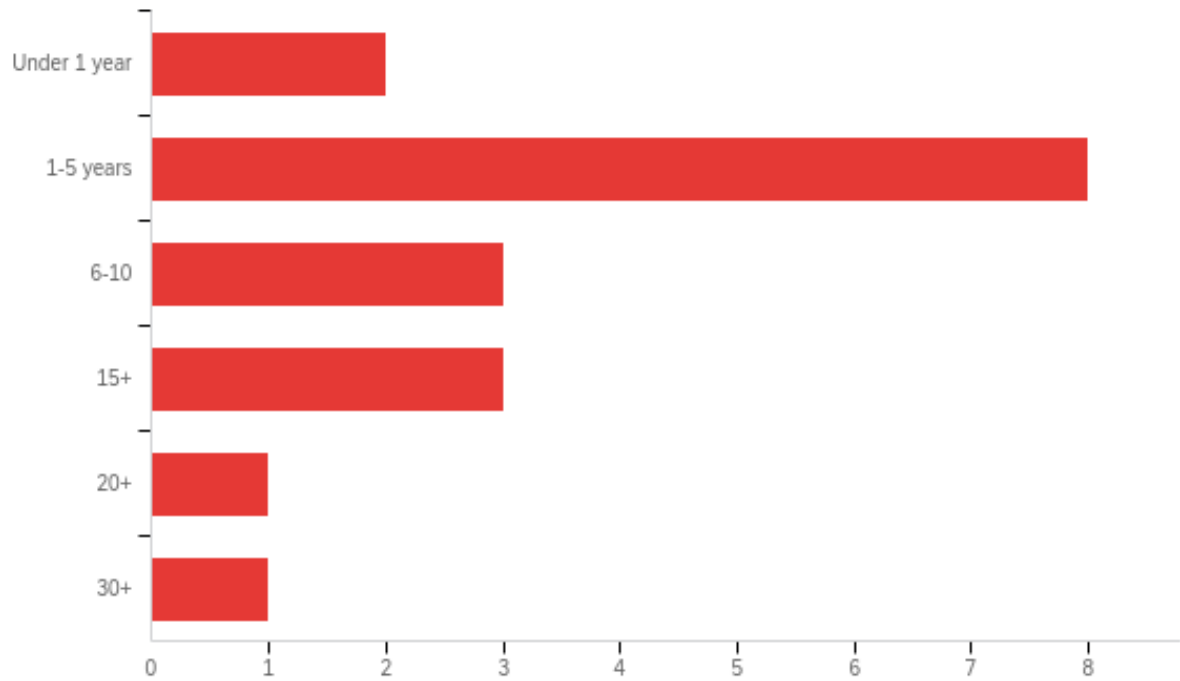
## APPENDIX H. RAW DATA

### Default Report

*Students with Emotional Disturbance Teacher Survey*

March 15th 2022, 10:53 am MDT

#### Q1 - How many years have you been teaching at the high school level?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many years have you been teaching at the high school level?	1.00	6.00	2.78	1.31	1.73	18

#	Answer	%	Count
1	Under 1 year	11.11%	2
2	1-5 years	44.44%	8
3	6-10	16.67%	3
4	15+	16.67%	3
5	20+	5.56%	1
6	30+	5.56%	1
	Total	100%	18

**Q2 - How many students have you taught with emotional disturbance over the years?**



How many students have you taught with emotional disturbance over the years?

50+

3-5

2

If I had to guess I'd say around 10

200+

50+

5

20+ish

95



50-100 plus most likely. At one time I would have a class of all IEP (16 students) other times half my class would be IEP's and some mild disabilities.

---

50

---

5?

---

>200

---

approximately 10

---

At least 20

---

5

---

Maybe 8

---

5-10

### **Q3 - List the most common strategies you use in your classroom to support students with emotional disturbance for behavioral strategies:**

List the most common strategies you use in your classroom to support students with emotional disturbance for behavioral strategies:

---

Calm/Firm voice, Choice-choice, Choice-Consequence, Time and Space, Allow to share their side of the story, HUB access

---

Minimize direct confrontation around other students. Ask student to talk in the hallway. Calmly discuss behaviors. If disturbances continue call for admin to escalate the interventions.

---

eye contact, quiet voice, smiling, no stress requests

---

Relationship building, making connections, talking 1:1

---

Calm voice, building relationships, letting them vent to just me.

---

Connection with student and building rapport before trying to dig into the behavioral strategies.

---

Allowing time out of the classroom as well as limiting external distractions

---

Removing them from the classroom as soon as I can. Sometime peers in the room just add fuel to the fire. I get them in a safe space and wait until they are able to communicate how they are feeling.

---

Speak calm and away from others

---

Keep things calm. Address the student in a one on one in a clam manner.

---

Calming techniques (short walks to get water, talking one-on-one, breathing techniques, journaling, drawing)

---

motivational interviewing, explicit instruction, and time out, i have had to use visualization for a kid to calm down

---

Become aware of the disability. Read behavioral plan. Communicate opportunities for time-out with the student. Touch base with student when you become aware of changing circumstances over the course of the day.

---

time in hall, access to another adult

---

Time to calm down in the hallway, not addressing the student in front of the whole class, one on one support with assignments, pass to the behavior intervention classroom (called the hub), preferred seating in the classroom, behavior support check in sheets, one on one conversations to support students on rough days

---

Establishing positive relationships with them, allowing for supervised breaks from activities, integrate student choice whenever possible, highly structured routines and warnings/timers before transition periods

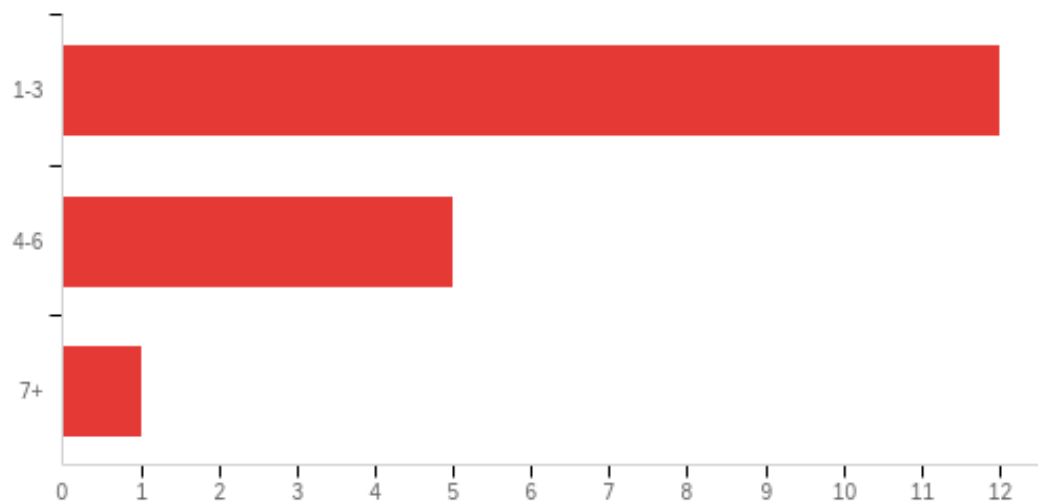
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Quiet space in the room, taking a walk with a trusted adult, noise cancelling headphones

---

Having students decompress in the hub

**Q4 - How many behavioral or academic strategies do you use to get students with emotional disturbance engaged in your classroom?**

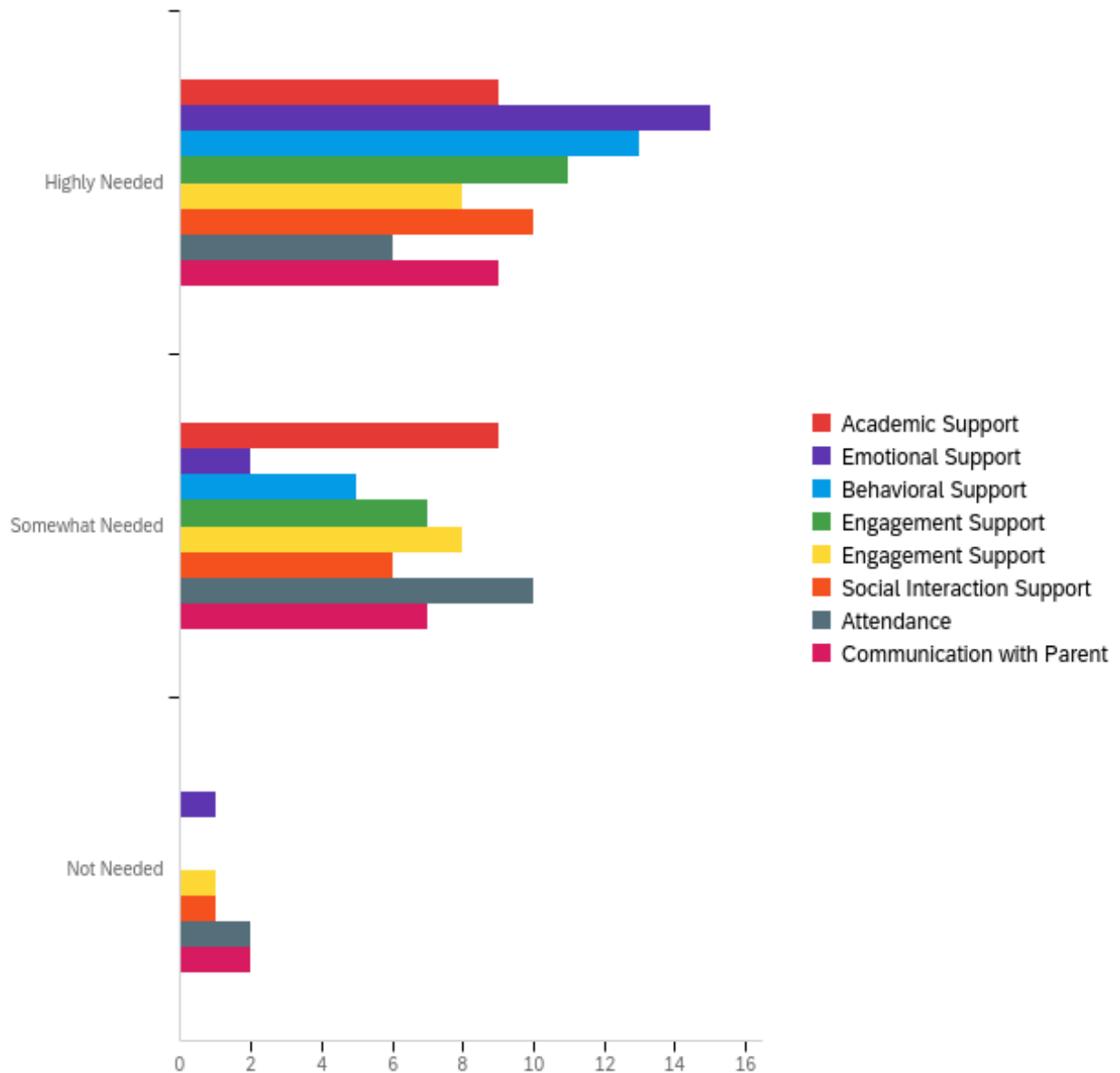


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many behavioral or academic strategies do you use to get students with emotional disturbance engaged in your classroom?	1.00	3.00	1.39	0.59	0.35	18

#	Answer	%	Count
1	1-3	66.67%	12
2	4-6	27.78%	5
3	7+	5.56%	1
	Total	100%	18

**Q5 - Which strategies do you feel the need of the most support for students with emotional disturbance in your classroom? Rank from Highly Needed, Somewhat Needed, Not Needed**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Academic Support	1.00	2.00	1.50	0.50	0.25	18
2	Emotional Support	1.00	3.00	1.22	0.53	0.28	18
3	Behavioral Support	1.00	2.00	1.28	0.45	0.20	18
4	Engagement Support	1.00	2.00	1.39	0.49	0.24	18
5	Engagement Support	1.00	3.00	1.59	0.60	0.36	17
6	Social Interaction Support	1.00	3.00	1.47	0.61	0.37	17
7	Attendance	1.00	3.00	1.78	0.63	0.40	18
8	Communication with Parent	1.00	3.00	1.61	0.68	0.46	18

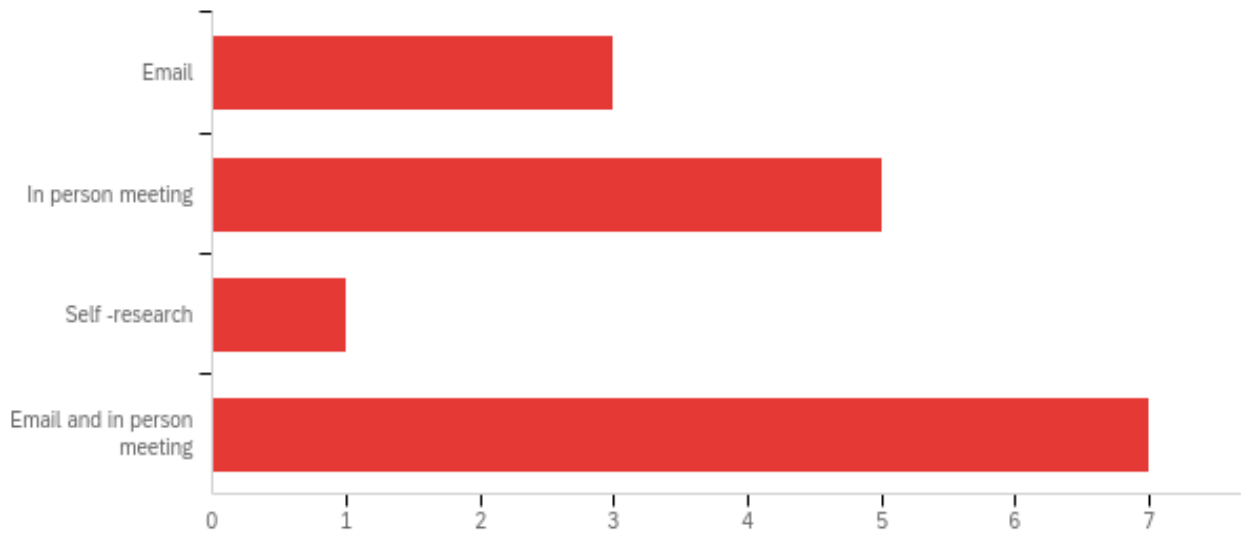
#	Question	Highly Needed		Somewhat Needed		Not Needed		Total
1	Academic Support	50.00%	9	50.00%	9	0.00%	0	18
2	Emotional Support	83.33%	15	11.11%	2	5.56%	1	18
3	Behavioral Support	72.22%	13	27.78%	5	0.00%	0	18
4	Engagement Support	61.11%	11	38.89%	7	0.00%	0	18
5	Engagement Support	47.06%	8	47.06%	8	5.88%	1	17
6	Social Interaction Support	58.82%	10	35.29%	6	5.88%	1	17
7	Attendance	33.33%	6	55.56%	10	11.11%	2	18
8	Communication with Parent	50.00%	9	38.89%	7	11.11%	2	18



■ Highly Needed
 ■ Somewhat Needed
 ■ Not Needed

#	Question	Highly Needed		Somewhat Needed		Not Needed		Total
1	Academic Support	50.00%	9	50.00%	9	0.00%	0	18
2	Emotional Support	83.33%	15	11.11%	2	5.56%	1	18
3	Behavioral Support	72.22%	13	27.78%	5	0.00%	0	18
4	Engagement Support	61.11%	11	38.89%	7	0.00%	0	18
5	Engagement Support	47.06%	8	47.06%	8	5.88%	1	17
6	Social Interaction Support	58.82%	10	35.29%	6	5.88%	1	17
7	Attendance	33.33%	6	55.56%	10	11.11%	2	18
8	Communication with Parent	50.00%	9	38.89%	7	11.11%	2	18

**Q6 - In what format would you prefer to receive Professional Learning to support students with emotional disturbance in your classroom?**

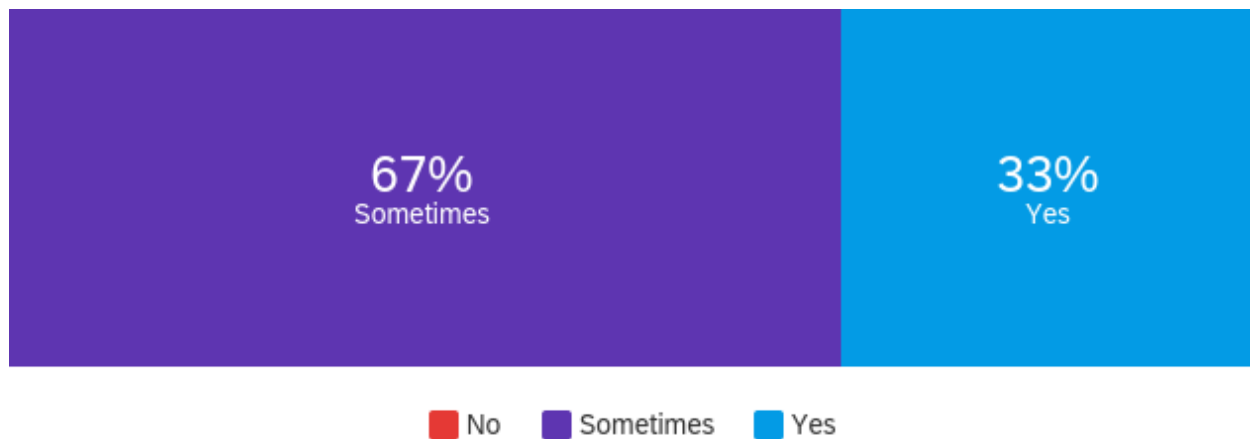


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In what format would you prefer to receive Professional Learning to support students with emotional disturbance in your classroom?	1.00	4.00	2.75	1.20	1.44	16

#	Answer	%	Count
1	Email	18.75%	3
2	In person meeting	31.25%	5
3	Self-research	6.25%	1
4	Email and in person meeting	43.75%	7
	Total	100%	16

**Q7 - Have you found one on one support success for students with emotional disturbance?**

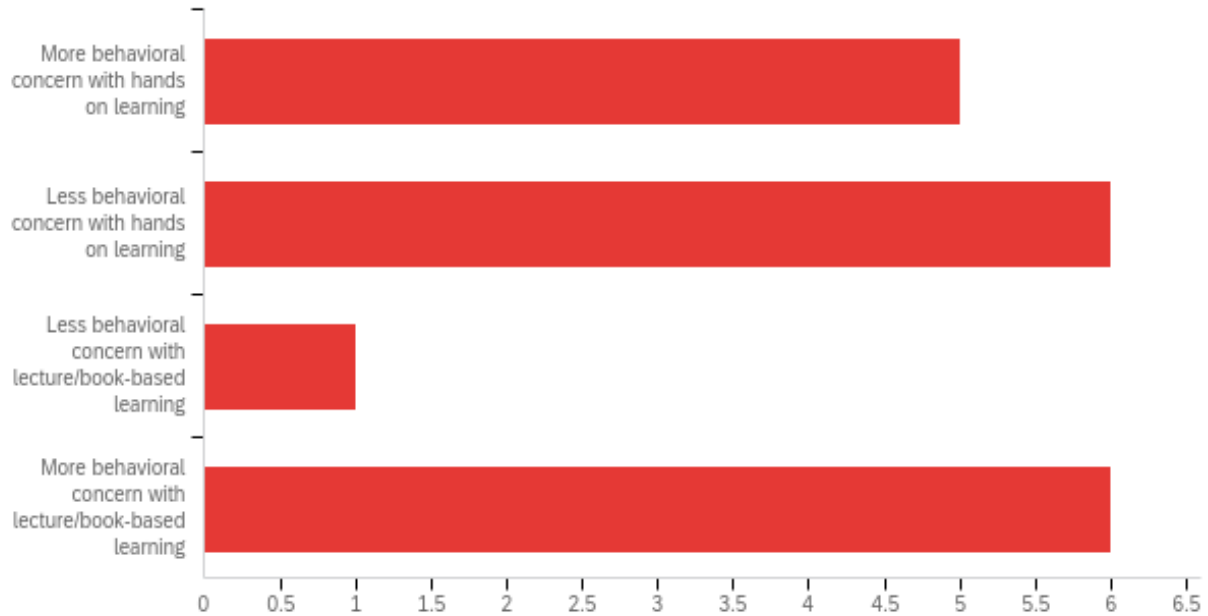


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you found one on one support success for students with emotional disturbance?	2.00	3.00	2.33	0.47	0.22	18

#	Answer	%	Count
1	No	0.00%	0
2	Sometimes	66.67%	12
3	Yes	33.33%	6
	Total	100%	18



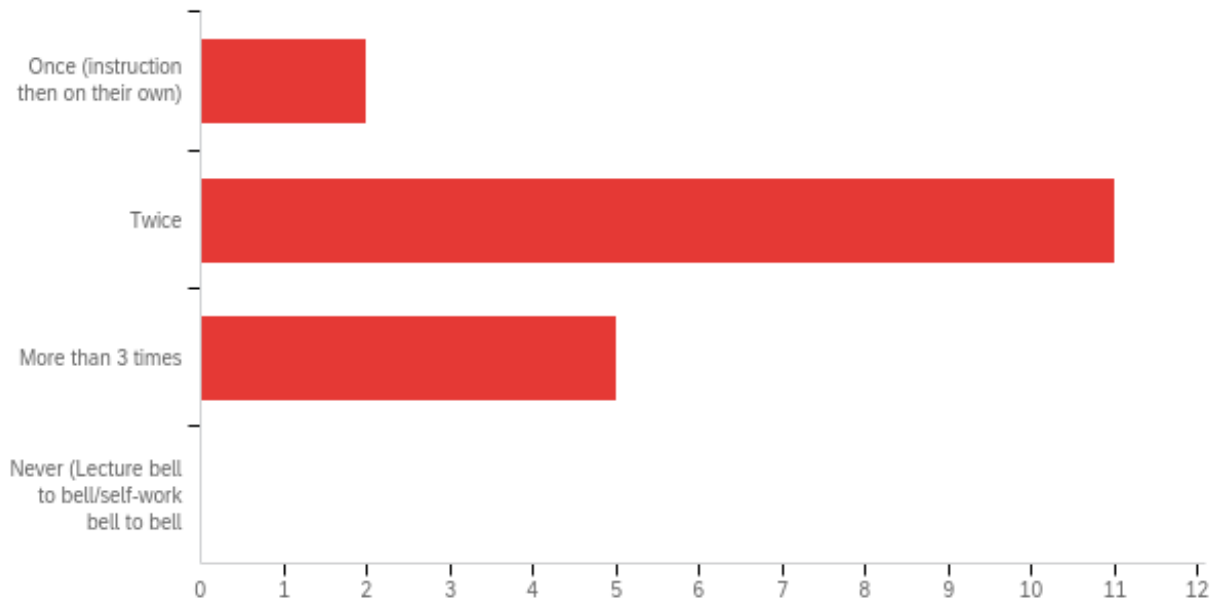
**Q8 - Do you see more behaviors of concern depending on how your content is delivered for a specific lesson?**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you see more behaviors of concern depending on how your content is delivered for a specific lesson?	1.00	4.00	2.44	1.21	1.47	18

#	Answer	%	Count
1	More behavioral concern with hands on learning	27.78%	5
2	Less behavioral concern with hands on learning	33.33%	6
3	Less behavioral concern with lecture/book-based learning	5.56%	1
4	More behavioral concern with lecture/book-based learning	33.33%	6
	Total	100%	18

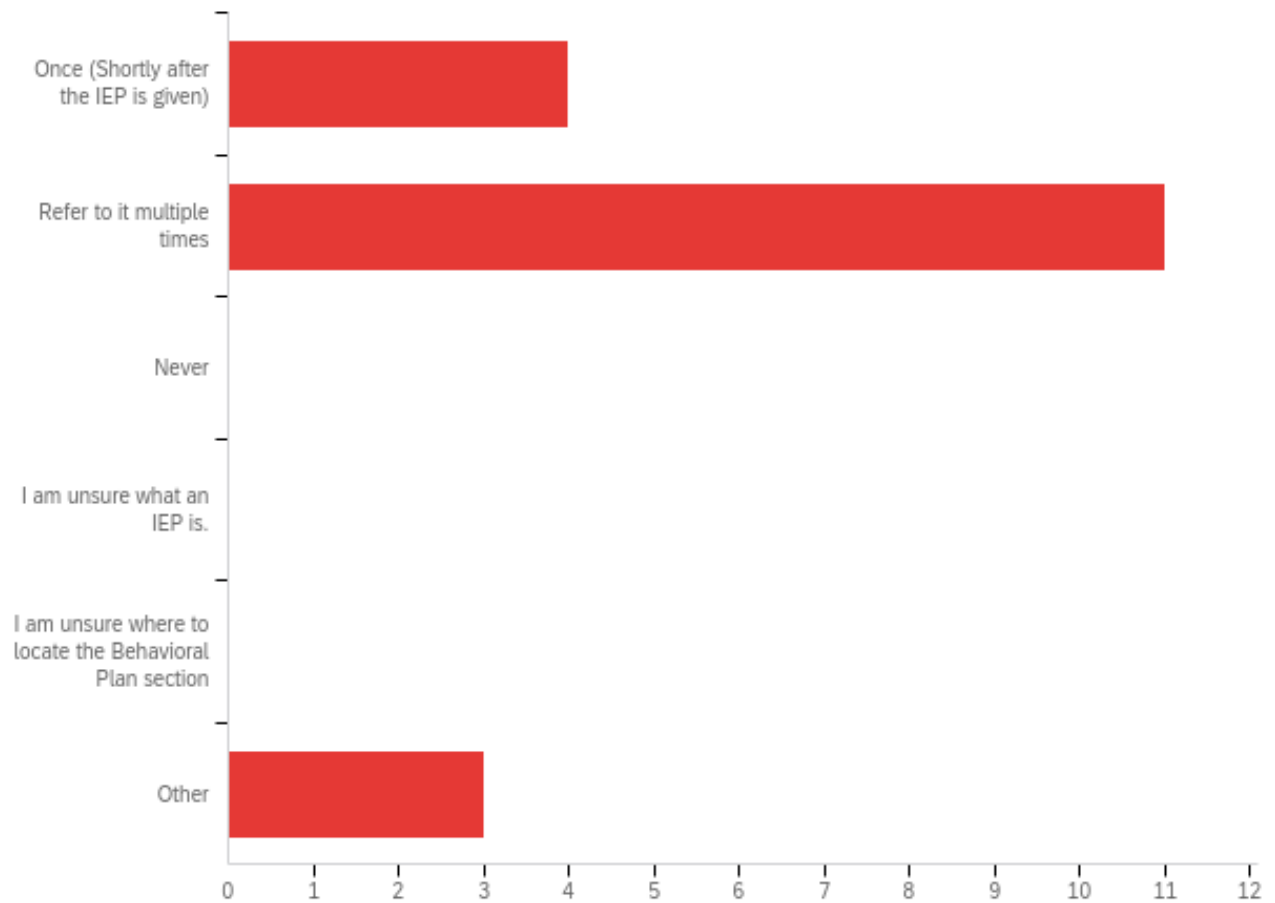
**Q9 - How often do you transition to a different activity throughout the lesson during a class period?**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How often do you transition to a different activity throughout the lesson during a class period?	1.00	3.00	2.17	0.60	0.36	18

#	Answer	%	Count
1	Once (instruction then on their own)	11.11%	2
2	Twice	61.11%	11
3	More than 3 times	27.78%	5
4	Never (Lecture bell to bell/self-work bell to bell)	0.00%	0
	Total	100%	18

**Q10 - How often do you review a student's At a Glance IEP (Individual Educational Plan) on strategies listed that work best for that student when it comes to a Behavioral Plan?**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How often do you review a student's At a Glance IEP (Individual Educational Plan) on strategies listed that work best for that student when it comes to a Behavioral Plan? - Selected Choice	1.00	6.00	2.44	1.64	2.69	18

#	Answer	%	Count
1	Once (Shortly after the IEP is given)	22.22%	4
2	Refer to it multiple times	61.11%	11
3	Never	0.00%	0
4	I am unsure what an IEP is.	0.00%	0
5	I am unsure where to locate the Behavioral Plan section	0.00%	0
6	Other	16.67%	3
	Total	100%	18