

**TEACHER PERCEPTION ON THE EFFECTIVENESS OF POSITIVE
BEHAVIORAL SUPPORTS FOR STUDENTS WITH EMOTIONAL AND
BEHAVIORAL DISABILITIES**

by

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Educationally, this project has been one of the most harrowing experiences of my life. Many times I felt that I would not be able to complete this project and many times I felt that I should simply give up. I might not have completed this without the continuous support of those around me. This completed project is dedicated to my fellow students and peers who helped each other through this process. To Dr. Jeong-il Cho for the continuous guidance step by step through this project. To Dr. Leatherman and Dr. Cousik for the teachings that led to this point and the peer reviews on this project. Most importantly to my family who supported me every step of the way.

TABLE OF CONTENTS

LIST OF TABLES	7
ABSTRACT.....	8
CHAPTER 1 INTRODUCTION	9
Statement of the Problem.....	9
Significance of the Study	9
Purpose of the Study	10
Research Approach	11
Literature Review.....	11
Behavior Interventions for students with Special Needs	11
Effective Behavioral Supports Benefits for BD Students.....	12
Research Questions	12
Methodology	13
Participants	13
Setting.....	13
Recruitment and Data Collection procedures/methods	13
Data Analysis procedures/methods.....	14
Timeline.....	14
Outline for Development of the Special Project.....	14
CHAPTER 2 LITERATURE REVIEW	15
Research Questions	15
Characteristics of EBD	16
Teacher Perceptions of Students with Emotional and Behavioral Disabilities.....	17
Effectiveness of Behavioral Intervention Strategies.....	18
Behavioral Intervention Strategies.....	19
Research Proven Strategies.....	20
Check In/Check Out	21
Functional Communication Training (FCT).....	22
Extinction.....	22
Individual Contracts.....	23

Positive Reinforcement.....	23
Planned Ignoring.....	23
Mentoring/Monitoring	24
Strengths and Weaknesses	25
Frequently Used Terms.....	26
CHAPTER 3 METHODOLOGY	27
Introduction.....	27
Participation Population.....	27
Setting	28
Research Design.....	29
Recruitment and Data Collection Procedures	32
Handbook Description	33
CHAPTER 4 RESULTS	34
Introduction.....	34
Survey Overview	34
Teacher Perception on Students with EBD.....	35
IEP and Teacher Training	35
Frequencies in Behavioral Redirection and Behavioral Progression.....	36
Effectiveness of Small Break and Movement on Student Behaviors	37
Current Intervention Strategies	39
Response to Intervention.....	40
Effectiveness of Current Interventions and Recommendations	41
Conclusions.....	42
CHAPTER 5 HANDBOOK	44
CHAPTER 6 CONCLUSION.....	96
Survey Results	96
Limitations of the Study.....	97
Strengths and Limitations of the Handbook	97
Suggestions for Future Research	98
REFERENCES	100
APPENDIX A STUDENTS WITH BEHAVIORAL DISABILITIES SURVEY	104

APPENDIX B PERMISSION LETTER FROM SCHOOL PRINCIPAL	108
APPENDIX C LETTER OF REQUEST TO SURVEY	109
APPENDIX D IRB APPROVAL LETTER	110
APPENDIX E CHARACTERISTICS	112
APPENDIX F TEACHER TRAINING.....	114
APPENDIX G REDIRECT BEHAVIORS	116
APPENDIX H DECOMPRESS.....	118
APPENDIX J IEP EFFECTIVENESS	122
APPENDIX K MOVEMENT.....	124
APPENDIX L MOVEMENT EFFECTIVENESS	126
APPENDIX M INTERVENTION STRATEGIES EFFECTIVENESS.....	128
APPENDIX N RECOMMENDATIONS	129
APPENDIX O IMPROVEMENT	132
APPENDIX P EFFECTIVENESS OF SERVICES.....	134
APPENDIX Q PROFESSIONAL DEVELOPMENT RECOMMENDATIONS	136

LIST OF TABLES

Table 1 Description of Survey Questions	31
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ABSTRACT

Student behavior, such as in students with EBD (Emotional and Behavioral Disability), can cause disruptions and be difficult to direct in a positive manner (Stoutjesdijk, Scholte, & Swaab, 2012). Perceptions of these students happen before the student ever enters the classroom. Many general education teachers develop a negative perception of any student labeled EBD and that perception impacts the way the teacher interacts and perceives the actions of the student with EBD. It was found that teachers were over 80% more likely to give negative responses to the students with emotional and behavioral disability than to general education students (Sazak-Pinar, Elif & Güner-Yildiz, 2013). Often when teachers perceive students with EBD in this fashion, the student begins to develop a view of negative self-worth and begin to question if they have any value (Gallagher, 1997).

This study was done to gather information and build a pathway to develop a training handbook that can be a resource for existing and future teachers. This training handbook focuses on techniques, but not simply the techniques by themselves. These techniques stress the needs to work with other skills. No technique works all alone nor for every student. Flexibility is paramount and this handbook will assist the reader in understanding how to incorporate techniques to best assist students with EBD.

CHAPTER 1 INTRODUCTION

Statement of the Problem

For teachers without the specialized training in dealing with students with emotional and behavioral disabilities, the growing number of special needs students can be a large percentage of the classroom that the teacher may not feel equipped to handle. Student behavior, such as in EBD (Emotional and Behavioral Disability) students, can cause disruptions and be difficult to direct in a positive manner (Stoutjesdijk et al, 2012). For so many of these students with EBD, expectations are generally very low and set before they ever enter the classroom. These students have a tendency to build a negative internalized viewpoint of their own self-worth. (Garwood & Ampuja, 2019) That being said, when students with emotional and behavioral issues that are given effective behavioral supports have been shown to have an increased feeling of self-worth and confidence in both the classroom environment as well as in extracurricular activities (Cavioni, Grazzani, I., & Ornaghi, 2017). Students with emotional and behavioral disabilities that spend at least 80% of their school day in inclusive classrooms are twice as likely to do postsecondary education (Rojewski, Lee, & Gregg, 2015). Inclusion is a setting that all students with disabilities are supposed to be provided, and yet, so many teachers lack the training or skills to handle this setting effectively.

Significance of the Study

Student success can almost always be impacted by the behaviors of the student. In this special project, behaviors are being defined by anything that helps or hinders the education process by the student. Any teacher that has been teaching for any semblance of time is able to see the behaviors that a student presents and get a good idea of how the student will perform

within their classroom. Students with disabilities, especially those who have EBD, tend to have more difficulty controlling their emotions than general education students do (Stoutjesdijk et al., 2012). When a student is not able to focus on the topics the teacher presents because they aren't capable of sitting still, they tend to perform poorly in the classroom. When a student has seemingly random vocal or physical outburst, they tend to be disruptive and perform more poorly due to either being kicked out of class or simply not able to pay attention. These interruptions in the classrooms can be a large disruption and it can cause teachers to form a more negative relationship with the students with special needs (Sazak-Pinar et al, 2013). To help teachers handle this, all the research created was used in compiling a handbook that will help address proven techniques for Behavioral supports and Response To Interventions (RTI's) that should be beneficial to new and seasoned teachers. This handbook discusses different challenges students with EBD present and give examples and techniques of ways to overcome those challenges.

Purpose of the Study

The purpose of this study is to show how the students with EBD can be supported with effective behavioral supports. Through this study I compiled a handbook meant to assist teachers with methods of intervention and behavioral supports that can help limit the number of occurrences of behavioral disruption from students with EBD. I utilized the findings from previous studies that incorporate proven strategies for handling emotional and behavioral disability students as well as studies that show how effective behavioral supports benefits those techniques to compile this handbook.

Research Approach

Participants completed an anonymous survey. Teachers were recruited using a recruitment email. I have access to the potential participants' emails. The building principal allowed me to use the email address of the teachers. The email requested the assistance of teachers, general education as well as special education, in completing a one-time 30-minute survey anonymously. The participation of teachers in this study is voluntary. There are 13 questions included in the survey. They received an invitation to the survey within their work email along with an introductory message from myself requesting their participation in the anonymous survey. The survey itself was sent in an attachment with that email. When the participant had completed the survey it was returned in a sealed envelope to my teacher mailbox within the main office of Wayne High School. From there it was placed by myself into a lockable filing cabinet to which only I had access to.

Literature Review

Teacher perception of students with EBD impacts how those students are responded to and is very important for building this special project. In a study conducted by Sazak-Pinar in 2013, teachers identified emotional and behavioral disability students regularly and utilized negative methods to deal with the student. This study (through observation methods) found that in one case, a teacher was over 80% more likely to give negative responses to the emotional and behavioral disability students than to general education students (Sazak-Pinar et al, 2013).

Behavior Interventions for students with Special Needs

Response to Intervention (RTI or Multi-tiered systems of support) is one of the most commonly referenced intervention methods associated with behavioral interventions. Within this

study, a method associated to Multi-tiered systems of supports showed strong signs of promise for decreasing behavioral issues. Collaborative Check-in/Check-out (CICO) is a system that is built by the Case Conference Committee (CCC) to determine the right path to take. CICO utilizes assessments to identify problem behaviors, a check in with a mentorship to help learn the norms, an earned point system, check out with the mentor for progress/feedback, and parent communication. This intervention showed a significant improvement in the behavior of the student with a mentor. This increase in behavioral performance also continue after the CICO program was removed (Smith et al, 2014).

Effective Behavioral Supports Benefits for BD Students

Students that suffer from emotional and behavioral disabilities tend to stop their education at or during high school. General education students go to colleges or trade schools much more often than special needs students (Rojewski et al, 2015). On top of that, they tend to have a less impressive job resume that usually consists of multiple jobs with poor performance. Since the federal laws were put in place to help give special needs students a Least Restrictive Environment (LRE) for education, inclusion became something that all students with an IEP received. What this study found is that students that were educated within an inclusive teaching environment that had effective behavioral supports and effective co-teaching strategies were twice as likely to attending post-secondary education (Rojewski et al, 2015).

Research Questions

1. How do teachers within an inclusive classroom setting perceive the behaviors of special needs students?

2. What types of classroom behavior interventions are typically used to redirect special needs students back into a class norms?
3. What recommendations of effective practices for behavioral supports for EBD students do you suggest?

Methodology

Participants. General education teachers and special needs teachers at a Public School in the Midwest of the United States of America. The number of available teachers for this study are 55 in total. Of that, 50 teachers are expected to be available for the survey responses. These teachers age range from 23 years old to 62 years old. The degrees for the teachers range from Emergency Permits with Bachelors Degrees to Fully licensed teachers with Masters Degrees.

Setting. The research was collected at the public school in question. This school is a public school that is considered a Title 1, or more recently a “Complex School”. The adopted term of Complex School refers to a school that consists its student body with a majority of students that would be considered free or reduced lunches. The population is a fairly standard mix of ethnicities within an inner city school which is approximately 1300 students. The school population itself is vastly inner city students that are bussed in from a previously shut down school zone.

Recruitment and Data Collection procedures/methods. The recruitment and data collection procedures were done with an emailed anonymous survey which had a follow up email sent out after two weeks as a reminder to all parties. For those that participated, they were able to complete the survey, print it, and place the survey within a sealed envelope which was placed in my teachers’ mail box at the school office. From there the anonymous data was kept within a locked filing cabinet to which I have the only key.

Data Analysis procedures/methods. Upon retrieval of the surveys, the short answer responses were categorized with general themes from their responses and each respondent had a numerical designation to keep an order to the data.

Timeline. The first day that the school was back in session after Thanksgiving break the email survey was sent out to all parties. One week after a follow up email was sent out as a reminder for any participants to complete the survey. All surveys needed to be received before Christmas break for the school which gave two weeks for the surveys to be completed. Data analysis was done as surveys came in and during Christmas break and after.

Outline for Development of the Special Project. January was the timeline for this handbook to be built. This handbook was designed to give assistance to teachers on methods for assisting students with emotional and behavioral difficulties. It was broken up into multiple part that will assist the general education teacher and the special needs teacher on previous successful method based interventions and behavioral supports to assist a student with an emotional and behavioral disability to fall within expected class norms that can assist the general education student as well.

CHAPTER 2 LITERATURE REVIEW

Qualitative studies can be very beneficial in understanding viewpoints. Being able to better understand the perception of teachers in regards to the current level of behavioral supports for students with EBD within their classroom settings can really help to understand what's needed to best support the teachers. In so supporting the teachers, we also support the students and help to provide to them the L-R-E that they are legally required to have. In addition to this LRE, students that have emotional and behavioral disabilities can be very difficult to work with in the classroom setting for everyone from parent to student peers to teachers and administrators (Gresham, 2015). So it can be a struggle at times to ensure that the students stay on task and succeed.

While reviewing previous studies on this topic, and similar topics, I came to look for the following questions to be answered. I tried to incorporate the knowledge of what EBD can look like, how teachers can perceive students with EBD, different behavioral intervention strategies, and the effectiveness of behavioral strategies for students with EBD.

Research Questions

1. How do teachers within an inclusive classroom setting perceive the behaviors of special needs students?
2. What types of classroom behavior interventions are typically used to redirect special needs students back into a class norms?
3. What recommendations of effective practices for behavioral supports for EBD students do you suggest?

According to the National Center for Educational Statistics for the US, in the 2017-2018 school year between 5 and 10 percent of the students were emotional and behavioral disability

students (NCES, 2019). When we look at the number of teachers and their attrition rate, we see that the special needs teachers between the first year and the fifth year of teaching tend to be the highest at risk of leaving teaching (Cancio, E. J., Albrecht, S. F., & Johns, B. H., 2014). Taking into account that these are considered the most highly trained to support students with EBD, that's a very high number of new faces trying to deal with the challenges presented to them. The general education teachers get even less training. For many teachers, there is a belief that the administration attitudes do not support students with emotional and behavioral needs as well as a lack of understanding of the need and behavioral supports available have been some of the largest factors for leaving the profession (Cancio et al, 2014).

Characteristics of EBD

Students with EBD are nearly always looked at from an educational standpoint as being deficient or with a negative public profile. These students are nearly always looked at through a tainted lens as soon as they are identified as being EBD. It becomes a stigma that the students then feel on a regular basis and they know they are being looked at in such a way. Gallagher, 1997, took a hard look at the characteristics of students with EBD by looking into the way in which they were perceived. Gallagher noticed an extensively common use of words that all started with the letter D and all were negative in their connotation and use. These students are seen as dysfunctional by others and incapable of greater educational challenges. Or viewed as deviants, showing characteristics of common criminals and thusly treated with speculation and mistrust. Sometimes disruptive or disordered, thusly being a detriment to the classroom or to be incapable of any kind of organizational management skills within their own education.

Most of the time, these “destructive D’s” (Gallagher, 1997) are simply a way for the student to speak out when they are frustrated with something. Like a toddler that has yet to learn

how to become vocal, they may scream or throw things or even throw themselves to the ground and lash around to show their disapproval for the situation they are currently in. This is due to the child not yet knowing how to communicate with us. They don't know how to put their discomfort or frustration into a method of communication that we understand so they have a tantrum. These students with EBD are no different in this regard. They had difficulty showing or translating their frustrations into a medium that we understand so they get even more frustrated and lash out.

Many of these students suffer emotional traumas at home or outside of school and tend to not have the effective supports put into place within them as they were growing as a child, or not available now when it is happening and thusly are not capable of handling these traumas. Many of these traumas are completely outside of their ability to impact and they must ride along for the train wreck that they are having thrust upon them. This can cause these students to become quicker to defend themselves when they believe they are being looked down on or treated unfairly. When you take into account the environment they come from, this feeling of being attacked can happen anywhere and at any time.

Teacher Perceptions of Students with Emotional and Behavioral Disabilities

So many things in life are filled with misunderstandings, inaccurate perceptions, or simply the wrong information passed on from others. The IDEA defines this as a condition that exhibits one or more traits such as schizophrenia, depression, inappropriate behaviors or feelings in normal circumstances, unable to build relationships, other intellectual impairment (IDEA, 2019). The list can include many factors. So many of these factors are hard to pin down which makes it difficult for teachers to know what to do in specific situations. There has also been a shift in strategies for handling these behaviors in recent years (McCurdy, 2016). Many of the

more experienced teachers have not been fully trained with these new paradigms so the new Response-To-Intervention (RTI) strategies are foreign to many of them. We also have seen that many teachers perceive students with emotional and behavioral disabilities differently than other students (Sazak-Pinar, 2013). These teachers that show a greater positive intervention percentage than negative intervention percentage tend to have better results based on the Sazak-Pinar study. The teachers that show a greater understanding of the students with emotional and behavioral disabilities tend to have different methods of handling these students within the classroom.

Morrison, 2001, looked at these trends of students being negatively impacted by these EBD diagnosis on their IEP's. By seeing these negative perceptions being put on the students with EBD, Morrison was able to help show how teachers tended to not give students with EBD the same kinds of supports. They immediately perceived the student to be a problem before ever getting a chance to fully understand the student. The students with EBD are generally placed into a strict environment to crack down on those behaviors using behavior modification techniques that were simplistic and didn't truly assist the student. That these teacher perceptions cause the students to feel that they don't have any self-worth or any value (Gallagher, 1997).

Effectiveness of Behavioral Intervention Strategies

The old way of doing things for students used to take little account of the potential difficulties that students may have with the standard learning process. For a long time, students tended to get thrust into a correlation model which focused on those standardized tests and refer-test-place practices (McCurdy, 2016). Now this type of focus on the large group and lack of focus on individual needs is not a new process. It's been the norm for most of the life of education and the model that educational systems have been built upon for centuries. This type of system, while easier to address in terms of evaluating conceptual knowledge, does not assist

students that have difficulties within the learning environment due to learning disabilities. This old system was tantamount to having a Cat, Monkey, and a Fish and judging their intelligence on how well they were going to be able to climb a tree. The Monkey excelled, the Cat marginally passed, and the Fish was deemed unteachable or ignorant. The problem with this is that if you put the test environment into the water and judge them on how well they can swim, the Fish would excel, the Cat would marginally pass, and the Monkey would have great difficulty. This type of environment is detrimental to some and easy for others.

McCurdy suggests that schools have begun to have a paradigm shift in how they view students with disabilities in regards to their learning. McCurdy believes that our approaches are changing from the old models to the newer experimental models of solving the learning disability problems with R-T-I's. Schools that are utilizing School-wide Positive Behavioral Supports (SWPBS) are using a tiered system to assist those students that have learning disabilities. For students with EBD, this type of system is showing dramatic changes to the performance levels and the behavioral choices of said students. In 2016, studies showed that the use of Behavioral Intervention Strategies within R-T-I environments produced changes that ranged from zero cases of physical restraining students to less suspensions and referrals. Even the inappropriate behaviors improved and with that came an increase in both student and teacher satisfaction improved (McCurdy, 2016).

Behavioral Intervention Strategies

Previous methods of behavioral supports were “correlational” models and they used standardized testing to determine how best to help (McCurdy, 2016). Now the switch went to what is called Response-To-Intervention (RTI) which utilizes multiple tiers of support within the CCC team. Many RTI's are individual based with the CCC establishing a plan of action and

sticking with it. One such technique here would be the Check In/Check Out system where an elementary student would have a high school student as a peer mentor and would check in and out regularly to build a trusting relationship with a peer that can help to establish best practices and good choice behaviors for everything from emotional and behavioral supports to school work supports or techniques (Smith, 2015).

These RTI's are intended to be multi-tiered in their nature. The primary level, or the base level of the RTI is intended to be School-wide positive behavioral interventions and supports (SWPBIS). This is intended to be broken up into 3 tiers. Tier 1 is intended to be a universal support that assists the entire school. The second tier is designed to be a support structure for a smaller group of students that are at risk of continuing self-destructive behaviors. The third tier is where that individual intervention comes into play (McCurdy, 2016). This third tier is where the majority of our students with emotional and behavioral disabilities fall into. So we see those individual supports like Check In/Check Out (Smith, 2015). These multi-tiered supports that impact the entire school have shown a success rate in reducing the problems within the school with behavioral issues and showed an increase in the appropriate behavior choices in a single year of implementation (McCurdy, 2016).

Research Proven Strategies

Aggression itself isn't a behavior that is the norm immediately for a child. These aggressive behaviors are acquired, or learned, behaviors that happen over time when a student tries different strategies to get their desired result. While antecedent factors may contribute to these aggressive behaviors, they tend to come from external stimuli such as environmental, physiological, or even social (Brosnan, J., & Healy, O., 2011). Behavioral interventions are

designed specifically for combating these stimuli that the students has learned to react to in an effort to get their desired result.

Check In/Check Out. Check In/Check Out is a type of plan of action designed to help modify the behavior of a student. This plan entails something similar to the Mentoring/Monitoring system which will be discussed later. In Check In/Check Out, the best way for this to function is to begin it during elementary or middle school. A younger student is paired with a student from High School. In this relationship, it focuses on the High School student becoming a mentor to the younger student for more than simply academics (Smith, 2015). They meet regularly and discuss how things are going socially and how things are going academically. The High School student assists in small tutoring sessions when necessary for academics, and they also assist in helping the younger student better understand the situations they were in during the week. When the younger student gets into trouble at school, the Mentor discusses the actions with the younger student to help that student better understand why they did what they did. What possible actions could have been more beneficial or yielded a better result.

This check in/check out needs to happen regularly so trust can be established. With trust, the younger student will be more likely to unload some of their emotional difficulties onto the mentor and the mentor can address those accordingly. Without an establishment of trust, the mentor will never be able to break through that barrier that so many students with EBD have. The mentor choice needs to be someone that has a lot of patience as well as a strong grasp on their own emotions. The tough part is that they also need to be someone that the younger student might respect. You need to give it some time to develop though. Mentoring and building trust does take time to set in. It's better to stick with someone who's making little progress at the beginning than to keep changing out mentors.

Functional Communication Training (FCT). FCT is a system that is designed to identify unwanted or less appropriate behaviors and find a suitable replacement behavior that can be taught as the desired option instead. The idea here is for the desired behavior to become the more systemic way for the student to achieve their desired response. By replacing the behavior with a more effective alternative behavior as an option for the student to take, and having this behavior pushed by the instructor, the less desirable behavior will tend to be less likely to be chosen (Brosnan et al, 2011). This is partly due to the fact that many of these students throw up walls and get on guard as soon as they feel their choices are being removed. When a student feels that they still have a choice, so they can exert the amount of control over their environment that they feel comfortable with, they become more likely to choose the more appropriate behavior.

FCT can be difficult to start as it can be difficult to identify an appropriate behavior that you would like to replace the less desirable behavior with while still giving the student their desired result. Once found though, this behavior is generally quickly adopted by the student. Invariably students have a desire to be accepted by their peers and their teachers. The desire to fit in with those around can be a strong motivator. At times, the students will want to not look like they don't know what they are doing so they will attempt avoidance strategies with aggression. In situations like this, FCT is a very capable strategy to help redirect that behavior into a more socially and academically supportive behavior.

Extinction. Extinction is a process that reduces unwanted behavioral issues by removing the reinforcement that produced the original behavior. While this process is definitely not a standalone process, it is a great reinforcement tool to coincide with other behavioral modifications. By using extinction, you are looking into what it is that reinforces the negative behavior or situation that causes the behavior (Brosnan et al, 2011). I do believe that this process

needs to be done gradually in the same manner as you would not cut off an addict from their drug cold turkey,

Individual Contracts. Individual Contracts are a great way to work with students with EBD. This technique is designed to start out with identifying the behavior that you want to alter. Once that behavior is identified, the teacher and the student have a meeting where they discuss the less than appropriate behaviors and what the desired behaviors and situations are from the teacher for the classroom (Rafferty, 2007). The teacher should also take the opportunity to learn the students goals are as well. At this point, the teacher develops a reward for the student and together they set a date for the goal. The goal being the desired behavior to have been removed. So the student and the teacher then develop a contract that they both agree to for the duration, behavior modification, and reward. This helps the student to feel as if they are in more control of their own destiny.

Positive Reinforcement. Positive Reinforcement is a difficult strategy to maintain and can take a great deal of patience. If you are able to do this though, it can have some of the greatest rewards that will bleed over to the entire class. With positive reinforcement, you focus on praising the behaviors that you want to see. When you introduce more praise and positive reinforcement into the social paradigm of the classroom, you will see a social shift where students will begin to want to have that social praise. This praise must be done immediately after the positive action and will not be as effective when done later (Rafferty, 2007). After you begin this process, it can be reinforced with positive tangible rewards like candy or treats. This tangible reward of a treat can be used in a way that would make Pavlov proud.

Planned Ignoring. Planned Ignoring is a strategy that I would never suggest using by itself, but instead works very well when paired with Positive Reinforcement (Rafferty, 2007).

With Planned Ignoring, you first prepare yourself for the negative behaviors to temporarily increase in both frequency and duration. Generally this is due to the student still trying to get their desired effect from the antecedent that had previously been part of their daily routine. By not responding to the negative behaviors, the student isn't receiving the same responses they had previously received. They will tend to act out more and do the behavior to a greater degree to achieve their previous responses. When that starts to happen, begin pairing it with Positive Reinforcement and it will begin to diminish the negative behaviors as the student begins to understand that they will not receive the same responses as they previously had. They will begin to become socially adjusted with the Positive Reinforcement and behavior modification will begin to take hold. Important note is that this modification technique should never be used with a student with a behavioral problem that can be dangerous to themselves or others.

Mentoring/Monitoring. Mentoring/Monitoring is a system that has shown great promise in many environments within previous studies (Valdebenito, S., Eisner, M., Farrington, D., Ttofi, M., & Sutherland, A. 2018). With this type of program a student who is having behavioral and academic difficulties is paired with an adult who acts as a mentor to the student. In many cases this adult is a respected member of the community, teacher, or even school counselor. With the help of the mentor, the student is assisted in many ways. The mentor assists with school work, or with emotionally difficult social situations, checking up on their progress, and being a support structure for the student for an extended period of time. When a strong non-parental mentor performs this function to the student, they tend to build strong relationships and over time can tend to emulate the behaviors they see in the mentor. Mentoring has also shown a strong correlation with a reduction in delinquent behavior, academic success, and even drug use.

Strengths and Weaknesses

So many tools that are available to teachers have the same set of flaws for a teacher that isn't special needs focused already. They all seem to be focused on their individual intervention and how it is the best way to accomplish a reduction in the negative behaviors. So many of them don't seem to discuss other strategies than their own. It's as if these strategies were written by someone who has never taught within a high school setting, or who has very little practical experience within challenging school systems like Title 1 or "Complex" schools. This problem tends to lend itself to making the information less valuable and gives the educator reading it a false sense of security in the benefits that it is extoling. Then you have others that seem to spread themselves out really far and were at one time helpful but now are way outdated. Take, for instance, the Behavior Intervention Manual distributed by Hawthorne Education Services. This handbook was last edited in 2002. It gives some great printout options for goals and intervention strategies, FBA's (Functional Behavioral Assessments), and runs the gambit from Asberger's Syndrome to ADHD and "gifted". This might be one of the best attempts I've seen to organize one of the most unorganized topics in Education, yet it still falls short because this material, like so much of the material out there, barely touches on the High School setting or the Title 1 and "Complex" school setting.

The other problem with it is this material is so old for the most part. Our knowledge of child psychology has been increasing exponentially over the past decade, and anyone that works in the secondary education setting can see a drastic difference in the students that are going through it. These studies that put out this material to assist parents and educators to assist the students simply does not address, for the most part, the psychological and emotional needs of students in underprivileged settings that are surrounded by a systemic world view that enforces the need to grow up faster than any generation before them while expecting them to be

emotionally harder than the WW1 generation without the same parental supports available to them. It simply isn't a fair situation and the lack of education for teachers on this as well as the lack of understanding in the material on this means that the information presented isn't capable of truly keeping up with the needs of the students of today in every setting. Understanding that the students that are most vulnerable tend to be the most overlooked and the most disregarded yet they tend to be fonts of limitless potential. When we understand how different strategies can work together and simply be guides and not programs written in stone, we can truly step away from sad paradigms and move onto actually helping the helpless. That's what this handbook will begin, and I stress only begin, to address.

Frequently Used Terms

Behavioral Modification. Managing behavior through a multi-step system of observing, defining, measuring, and targeting behaviors to manage classroom behavior.

Classroom Management. A way of creating a safe, ordered, effective, and inviting environment for students and teachers.

Inclusion. A societal ideal where students with learning disabilities learn in the same classroom environment as their non-learning disability peers.

Intervention. Designed program or set of steps with the focus to help kids improve in subjects like reading and math that they struggle with.

Norm. A set of socially accepted values and structures.

Referral. A disciplinary action within the school that addresses inappropriate or disruptive behavior, both behaviorally and academically.

CHAPTER 3 METHODOLOGY

Introduction

The purpose of the survey was to identify the positive behavioral supports that improve the behavior of students with behavioral and emotional disabilities. The survey was performed with the intention of identifying what the teachers know of students with behavioral and emotional disabilities as well as determine what behavioral supports the teachers are aware of or have determined works/doesn't work within their classroom environments. The handbook contains established methods of behavioral supports designed to improve the student performance as well as assist the teachers in supporting the students with behavioral and emotional disabilities to improve.

Participation Population

Teachers within this research study were special-needs teachers and general education teachers who teach at an urban high school within a mid-west state, Indiana, in the United States of America. The school staff consists of 90 personnel. Of this number, 55 are teachers and 35 are spread out between admin staff, aids, and counselors. Of the teaching staff, 15 are special needs teachers. One of the special needs teachers is the emotional disability teacher and two are functional life skills. The remaining special needs teachers are mild intervention focused but most have emotional disability training as well. Of the special needs teachers 10 have Masters Degrees while five have a Bachelors Degree. The remaining 40 teachers are general education teachers. Of which 16 have Masters Degrees while the remaining 24 have Bachelors Degrees. The support staff consists of one principal, one head assistant principal, three assistant principals,

two secretaries, two administrative assistants, four guidance counselors, and an assortment of part time teachers aids.

Setting

Of the 1,340 students, 22 to 1 student to teacher ratio, enrolled within the school from 9th to 12th grades, 37.3% are white and 29.6% are African American. The remaining consist of 17.1% Hispanic, 8.1% are multi-ethnic, 7.5% are Asian, and 0.4% are American Indian. The large majority of the school is on free and reduced lunches with 69.8% of them qualifying for it.

Currently there are enough classrooms for every teacher in the building. The special needs teachers and the English language learner's teachers all have their own rooms as well where they teach individual direct classes for students with direct educational needs. When teachers are educating within the inclusive setting, a general education teacher and a special needs teacher, or a licensed aid, work together to complete the course objectives and provide the least restrictive environment for the students. For the General Education teachers paired with a Special Needs teacher, the inclusion comes off as a partnership with the material presented. When the General Education teachers are paired with a Special Needs aid, the partnership is more of a main teacher with a support aid.

All of the students live in a city where the average crime rate is approximately 26% higher than the average for the state. Within their individual neighborhoods, they deal with violent crimes on a near daily basis for the majority of the students. Many of them have lost a friend or family member due to gang violence or drug violence during their time in school. This has created a very tight knit group of students who can get very prideful of the environment they live in and how hard it has made them as growing adults. These trials have built a group of

students that deal with a lot more real-world adult issues than many other children within public education in our country.

Research Design

This study utilized assessment both quantitative and qualitative survey questions to apply the data. There was a survey which asked for the teacher perception on students with behavioral and emotional needs behaviors as well as the behavioral and emotional supports that are currently being utilized or they would like to see utilized within their classrooms. The handbook for the special project was designed from the survey responses of the teachers to better fit their teaching needs as well as their perceptions of the needs of the students with behavioral and emotional disabilities.

The survey began by setting a baseline for the teacher knowledge of students with behavioral and emotional disabilities by asking the teachers to list two characteristics of students with behavioral and emotional disabilities. This would assist in letting me know what level of knowledge the teacher possessed in regards to emotional and behavioral disabilities as many teachers are woefully undertrained in this matter.

More questions were asked in regards to the types of training levels teachers felt they had in dealing with students with behavioral and emotional disabilities along with how often they felt they had issues within the classroom due to these students. This would help to show if there was a correlation in the number of disturbances in the classroom perceived by the teacher and the amount of training the teacher felt they had received in handling students with behavioral and emotional disabilities.

Another question was in regards to the IEP itself and if the teachers understood it and were assisted by it in dealing with students with behavioral and emotional disabilities. This

would help to show where the misunderstanding could be when teachers have difficulty in handling these students. Is it due to lack of training in behavioral supports or could it have something to do with a lack of understanding of the IEP itself as this high school setting rarely has sit down meetings with individual teachers for each student by the special education teachers.

The rest of the survey questions looked at different methods of behavioral supports and R-T-I's that the teacher understands, implements, and/or would like to know more about. These questions help to build on the original questions that determine if the teacher knows what emotional and behavioral disabilities are as well as their level of training and understanding in the behavioral supports available to them. By looking at some supports that they may utilize, and marrying those results with the training and supports they would like to know more about, it allowed me to compile a handbook that addressed those inadequacies as well examples of behavioral supports they could implement that they were not familiar or trained with.

The survey itself is laid out below along with some of the research previously conducted that helped to guide these research questions for the benefit of the compilation of the handbook for the teachers (Appendix A). This survey was sent out to the participants with a letter of introduction (Appendix C) to request them to participate in this survey for the purposes of gathering data and compiling a handbook that will better layout evidence-based intervention strategies for students with EBD.

Table 1 Description of Survey Questions

Survey Questions	Compatible Research Questions	Response Format	Sources
List two characteristics of students with emotional and behavioral disabilities.	How do teachers within an inclusive classroom setting perceive the behaviors of special needs students?	Fill in the Blank	Stoutjesdijk et. al., 2012
Teachers are given sufficient training to manage behavioral problems with emotional and behavioral disorders.	What types of classroom behavior interventions are typically used to redirect special needs students back into a class norms?	Rating Strongly Disagree to Strongly Agree	Biggs et. al., 2019
How often during a class period do you feel you are having to redirect behaviors of students with emotional and behavioral disorders?	How do teachers within an inclusive classroom setting perceive the behaviors of special needs students?	Multiple Choice	Sazak Pinar et. al., 2013
Do you have a space within your classroom where students can go to decompress when getting over stimulated or too stressed?	What recommendations of effective practices for behavioral supports for EBD students do you suggest?	Yes or No	Walker & Barry 2018
How effective do you find this space to be?	What recommendations of effective practices for behavioral supports for EBD students do you suggest?	Rating Not Effective to Highly Effective	Walker et al., 2018
How effective is the IEP “At-A-Glance” (a brief summary of the full IEP) in assisting you to know the effective strategies to utilize when redirecting students with emotional and behavioral disorders?	How do teachers within an inclusive classroom setting perceive the behaviors of special needs students?	Rating Not Effective to Highly Effective	
Do you allow students to get up and move around your classroom?	What recommendations of effective practices for behavioral supports for EBD students do you suggest?	Yes or No with Yes option follow-up Yes or No.	

Table 1 continued

How effective do you find this allowance of movement to be for preventing disturbances?	What recommendations of effective practices for behavioral supports for EBD students do you suggest?	Rating Not Effective to Highly Effective	
Rate the effectiveness of the intervention strategies you have used to deescalate behavior issues within your classroom?	What recommendations of effective practices for behavioral supports for EBD students do you suggest?	Multiple Option Rating Not Effective to Highly Effective	Smith et. al., 2015
What recommendations do you have for other effective RTI's (response to intervention) that you have used?	What recommendations of effective practices for behavioral supports for EBD students do you suggest?	Three option fill in the blank.	
Students with emotional and behavioral disabilities behavior gets better as the year progresses.	What types of classroom behavior interventions are typically used to redirect special needs students back into a class norms?	Rating Strongly Disagree to Strongly Agree	Sizak Pinar et. al., 2013
Rate the effectiveness of the current services for students with emotional and behavioral disabilities within your school.	What types of classroom behavior interventions are typically used to redirect special needs students back into a class norms?	Rating Not Effective to Highly Effective	Walker et al., 2018
Please list any recommendations on Professional Developments that could assist you with behavioral supports for students with emotional and behavioral disabilities.	What types of classroom behavior interventions are typically used to redirect special needs students back into a class norms?	Fill in the blank, opinion seeking.	

Recruitment and Data Collection Procedures

The recruitment and data collection was done with an emailed anonymous survey (Appendix C) which had a follow up email sent out after two weeks as a reminder to all parties. This survey was sent out to the participants with a letter of introduction (Appendix C) to request

them to participate in this survey for the purposes of gathering data and compiling a handbook that will better layout evidence based intervention strategies for students with EBD. The participants email was available to me as I am a teacher within the school that the participants also work in. For those that participate, they are able to complete the survey, print it, and place the survey within a sealed envelope which was placed in my teachers' mail box at the high school office. From there the anonymous data was kept within a locked filing cabinet to which I have the only key. This survey and data collection has been approved by the principal as shown in the letter of approval (Appendix B).

Handbook Description

The intent of the handbook is to assist general education teachers and special needs teachers with behavioral and emotional supports techniques that can assist them in helping students with emotional and behavioral disabilities perform more effectively within the classroom environment. As many teachers have noted in the past, there is a general lack of understanding of students with behavioral and emotional disabilities so they tend to not receive the RTI's or behavioral modification/redirection techniques that could better assist them to integrate into class norms.

That being said, this handbook helps guide teachers in techniques, they may not be familiar with or fully familiar with, that could help get their students with behavioral and emotional needs back on track within their classroom. More importantly, keep the students in their classrooms so learning doesn't stop.

CHAPTER 4 RESULTS

Introduction

As the increase in the number of special needs students with Emotional and Behavioral Disabilities (EBD) increase within our public schools, teachers are left with new challenges on how to best assist them with their education. More and more often there are new discoveries of what EBD looks like in students, its causes as well as factors that can attribute to it. With that in mind there are new techniques and paradigm shifts that happen regularly now from researchers with the intent to arm teachers with the best tools available and deliver evidence-based practices (EBP) that will aid them. This study was done with the intent of gathering information from active general education and special needs teachers within a high school environment to better understand their level of knowledge and their potential needs. Utilizing that acquired information from the teacher responses, a handbook was designed to better assist those teacher needs.

Survey Overview

The survey itself consisted of 13 questions that were sent out via email, completed and returned anonymously by the teachers. Fifty potential participant teachers were emailed the survey request and 47 responded giving a 94% response rate. The first question was based on attempting to see what the teacher perception of a student with EBD was. The second question was used to determine the confidence teachers had with the training they have received to handle students with EBD. Third question attempted to identify how much of a distraction teachers felt that these students with EBD were. Questions four, five, seven, and eight were used to identify the effectiveness of small breaks within the classroom. Question six was focused on the effectiveness of the IEP at a glance for understanding the effective strategies of redirection for

students with EBD. Questions nine and ten were about intervention strategies currently used and recommendations for more strategies. Question eleven looked at the perceptions of teachers on how students with EBD behavior progressed throughout the year. Questions twelve and thirteen were focused on current services and the recommendations for more trainings. The information collated was used to determine the information necessary for inclusion in the handbook. All of the raw data is displayed in Appendix E through Q.

Teacher Perception on Students with EBD

The survey attempted to get a stronger determination of how the teachers within the Midwestern inner city school perceived students with EBD. The purpose was to see if these teachers had a clear and similar idea on the typical traits of these students (Appendix E). Respondents provided two descriptive words or sentences to describe their perception of a student with EBD. Twenty-one (22%) of the descriptions were traits that could be considered directly impacted by their environment and 73 (78%) of the descriptions could be considered traits that were mainly internalizing behaviors.

IEP and Teacher Training

Teachers' perception on the effectiveness of training in how to handle student with EBD was investigated. Answer options for question 2, "Teachers are given sufficient training to manage behavioral problems with emotional and behavioral disorders", ranged from strongly disagree to strongly agree (Appendix F). Not a single teacher strongly agreed that they had sufficient training in this area. Eight teachers (17%) indicated their strong disagreement with the level of their training, 29 (62%) disagree, 8 teachers (17%) neutral, and only 1 (2%) agreed.

Forty-six teachers (99%) felt that the training was either neutral or not sufficient to best assist students with EBD.

Teachers' perception on the effectiveness of IEP's at-a-glance was measured. Question 6, "How effective is the IEP "At-A-Glance" (a brief summary of the full IEP) in assisting you to know the effective strategies to utilize when redirecting students with emotional and behavioral disorders?" looked at if teachers felt the IEP-at-a-glance was an effective tool in understanding strategies that could help their students with EBD (Appendix J). None of them felt that it was not effective at all: 4 teachers (9%), somewhat effective; 25 teachers (53%), neutral; 18 teachers (38%), beneficial; 0 teachers (0%), very effective. Further study can attempt to determine the level of confidence that teachers have in interpreting IEP-at-a-glances. It is notable that only about 38% of the teachers found value in IEP at-a-glance. This lack of knowledge or understanding of the IEP at-a-glance could be due to several factors. One being that the teachers do not understand the accommodations within the IEP at-a-glance. The second factor could be that the IEP-at-a-glances are written up incorrectly or poorly and not helpful. The third factor could be that material presented simply does not fit the course environment within different subjects and classrooms. It would be interesting to investigate further about the effectiveness of IEP's at-a-glance in future studies.

Frequencies in Behavioral Redirection and Behavioral Progression

Question 3, "How often during a class period do you feel you are having to redirect behaviors of students with emotional and behavioral disorders?", was utilized to determine the amount of distraction for a typical classroom these teachers felt that an EBD student caused based on the number of times the students were in need of redirection. Five (11%) teachers were

less than 1 per class period, 11 (23%) were 1 to 2 times, 25 (53%) at 3 to 5 times, and 6 (13%) were greater than 5 times (Appendix G).

With all the interventions that teachers use and the physical and emotional growth of students through the school year, Question 11, “Students with emotional and behavioral disabilities behavior gets better as the year progresses.”, asks teachers to see how much they agree that students with EBD behavior gets better as the year progresses. The responses here were all over the board with 4 (9%) strongly disagreeing, 6 (13%) disagreeing, 19 (40%) were neutral, 15 (32%) were in agreement, and 3 (6%) strongly agreed that behavior progressed (Appendix O). With 47% of the responses from Question 10, “What recommendations do you have for other effective RTI’s (response to intervention) that you have used?”, being positive and student driven, it isn’t surprising that the data came back with 38% of the teachers believing that student behavior progressed.

Effectiveness of Small Break and Movement on Student Behaviors

Questions 4, “Do you have a space within your classroom where students can go to decompress when getting over stimulated or too stressed?”, and 5, “How effective do you find this space to be?”, dealt with determining if a student had access for a decompression area to let off steam. Fourteen (30%) teachers said they had a decompression, or brain break, area. Interestingly 22 (47%) of the teachers who said they had this area felt that this space wasn’t overly effective. Meaning that 8 (17%) of the teachers that utilize these decompression areas are doing it but don’t feel that it is effective. Seven (15%) teachers felt that this was an effective area and technique even though 33 (70%) teachers have one and utilize it. This would appear to mean that many are doing this technique and either don’t know how to utilize it effectively or perhaps needed to pair it with another technique (Appendix H and I).

Many students with IEP's that are EBD have difficulty sitting still for long periods as well as any other student. To address this in this study question 7, "Do you allow students to get up and move around your classroom?", looked at how many teachers utilized the idea of allowing students to move around in the classroom. It also looked into their perception on how well it aided in the student learning by addressing if the student can move at any time during the class period, with a specific focus on students with EBD. Four (8%) teachers didn't use movement to aid in student learning. Forty-three (92%) teachers said they allow movement within their classroom, 27 (63%) of those said they allow movement any time during the classroom. Sixteen (37%) said movement was allowed yet restricted to specific situations or times within the class period (Appendix K).

As a follow-up; question 8, "How effective do you find this allowance of movement to be for preventing disturbances?", that attempted to identify the effectiveness teachers felt that this movement had on preventing disturbances. Five (11%) teachers felt that the movement was only somewhat effective with 1 of those being not effective. Intriguingly one of these five doesn't allow movement and felt that movement was somewhat effective while the other four all allow movement, and three of those four allow movement at any time while one of them restricted the times that movement was allowed. Twenty-five (53%) felt neutral about it. Seventeen (36%) found the movement to be effective. Of the 17 that felt it was effective, 7 (41%) of those teachers restricted the movement to specific times or circumstances showing a less free form style of classroom management and instead perhaps a more orderly classroom that we might see in mathematics or such. One (6%) of the 17 that thought movement was effective didn't allow movement at all within their classroom (Appendix L). Perhaps this teacher believes that movement is beneficial; however something about their course they teach may prohibit them

from allowing students free movement. Perhaps some kind of laboratory classroom. It would be interesting in the future to go further with this study and see if the course being instructed had anything to do with the allowances of movement.

Current Intervention Strategies

Question 9, “Rate the effectiveness of the intervention strategies you have used to deescalate behavior issues within your classroom?”, was used to determine the types of common classroom management and R-T-I’s utilized by teachers already within the classrooms. This question attempted to identify the effectiveness of 5 of the most common techniques I’ve seen and read about, Time Out, Seating Arrangements, Stop for Breathing, Mentor Pairing, and Check-In/Check-Out.

With Time Out, 32 (68%) were effective, 7 (15%) neutral, 3 (6%) somewhat effective, and 5 (11%) not effective. With the use of Seating Arrangements 21 (45%) were very effective, 7 (15%) effective 7 (15%) checked this option. This was still only 28 (60%) saying this technique was positive. That’s 8% less than Time Out. Twelve (26%) were neutral, six (13%) somewhat effective, and one (2%) not effective. Stop for Breathing, 28 (60%) teachers were positive about this technique. Six (13%) teachers were very effective, 22 (47%) effective, 15 (32%) neutral, one (2%) somewhat effective, and three (6%) not effective. Concerning Mentor Pairing, only 16 (34%) were positive about this one. Six (13%) teachers were very effective, ten (21%) effective, 34 (72%) neutral. This tells me that while it is a technique utilized in the educational community, it probably isn’t one used here often. Finally the Check-In/Check-Out method was looked at. One (2%) teacher was very effective, seven (15%) effective, six (13%) somewhat effective, 33 (70%) neutral (Appendix M).

Response to Intervention

Question 10, “What recommendations do you have for other effective RTI’s (response to intervention) that you have used?”, looked for up to three R-T-I’s that teachers themselves utilized within their own classrooms. One thing that became very clear is that there seemed to be very little common understanding of what an R-T-I is. The responses were varied and there were a myriad of ideas although there were themes. Sixty-six (47%) were very student driven and focused tactics that were positive and utilized the student, and even peers at times, to help guide and manage their own behavior. Some responses were Time Outs, Hallway Walks, Teacher to Student One-on-Ones, and even teaming with Peers. Responses like this help the student to build on their own skills and show that there is a community of support for them to be able to rely on for aid. These responses were very positive and generally we see positive intervention as one of the best ways for students with EBD to get back on track. These responses also would have shown that there would be very little chance for student embarrassment in front of their peers as well. They would also keep the student “mostly” in the classroom learning, albeit with a break if needed. Twenty-two (16%) were teacher or parent driven interventions by either calling home to parents or using distractions, humor, or other methodologies with classroom management to control the situations. Lastly we see interventions that remove students from the classroom. This is that last possible resort we should have. Not that it can’t be used, but that any time we remove a student with EBD from their classroom, we are removing them from the LRE (Least Restrictive Environment) and limiting their learning educationally and socially. Twelve (9%) responses were focused on removing the student from the classroom and sending them to the teacher of students with EBD, the H.U.B., or even ISS. Finally, 41 (29%) of the potential responses were left blank (Appendix N).

Effectiveness of Current Interventions and Recommendations

Question 12, “Rate the effectiveness of the current services for students with emotional and behavioral disabilities within your school.”, looked for teachers to rate the effectiveness of the current services for students with EBD that their school provided. Questions like this are why it is very important for the responses to be anonymous so participants know that their responses won’t be judged by their employers and peers. Six (13%) chose not effective, nine (19%) somewhat effective, 21 (45%) neutral, eight (17%) effective, and one (2%) very effective. It should be noted that 1 of the teachers that felt the services were Effective also felt that the *“US is too self-indulgent and self-promoting to optimize the social or learning environments for people with emotional disabilities”* (Appendix P).

Finally, with Question 13, “Please list any recommendations on Professional Developments that could assist you with behavioral supports for students with emotional and behavioral disabilities.”, looked for Professional Development suggestions from the teachers to better assist them with assisting students with EBD. Sixteen (34%) did not answer the question, 18 (38%) responses focused on a strong need for additional training to best assist students with EBD. One teacher advised they had no formal training on IEP students yet nearly 33% of their students were special needs and five of them were even Moderate Disability (FLS) students. Four (9%) requested more time with the TOR’s (Teachers of Record) for understanding and paperwork assistance. Eight (17%), felt that there was nowhere for the students with EBD to go when they are over stimulated and no full day teacher or counselor intervention for those students and they would like to see more of that or somewhere open all day for them to decompress. One (2%) teacher response was that students with EBD should not even be in the same classroom as other students. They felt that these students pulled away from the learning of others within their classroom (Appendix Q).

Conclusions

Response analysis demonstrates the further study in the future that would be more detailed on many of the questions to get a fuller picture of the responses. The majority of teachers want more training and some of them felt that the training they normally get is not effective. There seems to be a strong desire to assist students with EBD and even a great deal of positivity from teachers in response to how these students grow emotionally through the year. The problem here is that there is also a view by some teachers that these students are problems all the time and that they are more disruption to their class than opportunity.

There also seemed to be a strong misunderstanding on what R-T-I's are and how they can be implemented. Many teachers advised that they didn't have any formal training in these areas while some showed great insight into techniques that could assist in the education of students with EBD. With so many teachers saying they needed more training or had none, it lent credence to the previous research saying that there has been a paradigm switch and the best way to assist students with EBD has changed in today's classroom demographics. There also seemed to be a strong showing of teachers that preferred to send the students with EBD out of their classroom. This idea has always appeared to be a teacher simply not wanting to deal with the disruptive EBD student. After this research though, it looks more like these teachers don't simply not want to deal with the student, but instead may be frustrated themselves by their own lack of understanding and training on how to help the student. So, they prefer to send the student to someone they think could aid the student better. The problem here is that we now have stopped educating the student and they will simply fall further behind, potentially increasing their instances of disruption in the future. There is even a belief that students with EBD should not be in the same classroom as general education students. That belief alone shows the need for more education for teachers.

There also appeared to be a distinct lack in this particular school for a place where students with EBD could go to when over stimulated. The school itself has a “HUB” that these students can go to; however the ED teacher must co-teach and has their own classes through the day as well so this room and this teacher isn’t a resource that’s available through the day. This can make it difficult for teachers and students both in handling emotional outbursts. Many teachers want there to be a consistent resource available through the day for these students to assist in their decompression.

The positivity shown in the responses of many of the teachers, as well as some of the strong uses of suggested R-T-I’s and their own intervention techniques does show that there is strong potential for growth within the school for both students and teachers. Possible suggestions are SPED teacher led PL’s that would focus on interventions, and even R-T-I’s that could be used solo or in conjunction with others techniques and how best to identify what will work and what may not. Perhaps a training on a Monthly basis that would be volunteer based to bring in teachers that want to learn more on how to aid in the learning for students with EBD.

Intervention Techniques for EBD Students

Intervention Techniques for EBD Students

*Written by:
Michael Henry
High School Teacher
Special Education*



Special Thanks

This project could not have been done without the love and support of my family, my educators, and my peers. So much time and effort was done to coordinate information and detail ways to support the data that was compiled that some days it seemed it would never be completed. The support and push from my educators kept me on task. The encouragement and dedication from my peers helped me keep the end in sight. The Administration within the school where I taught during this process aided me at every turn and helped give me the time necessary to complete this project with little to no complaints. To my wife who gave me time alone to work and took on all of the parental duties from time to time; you were my rock in this whitewater rapid.

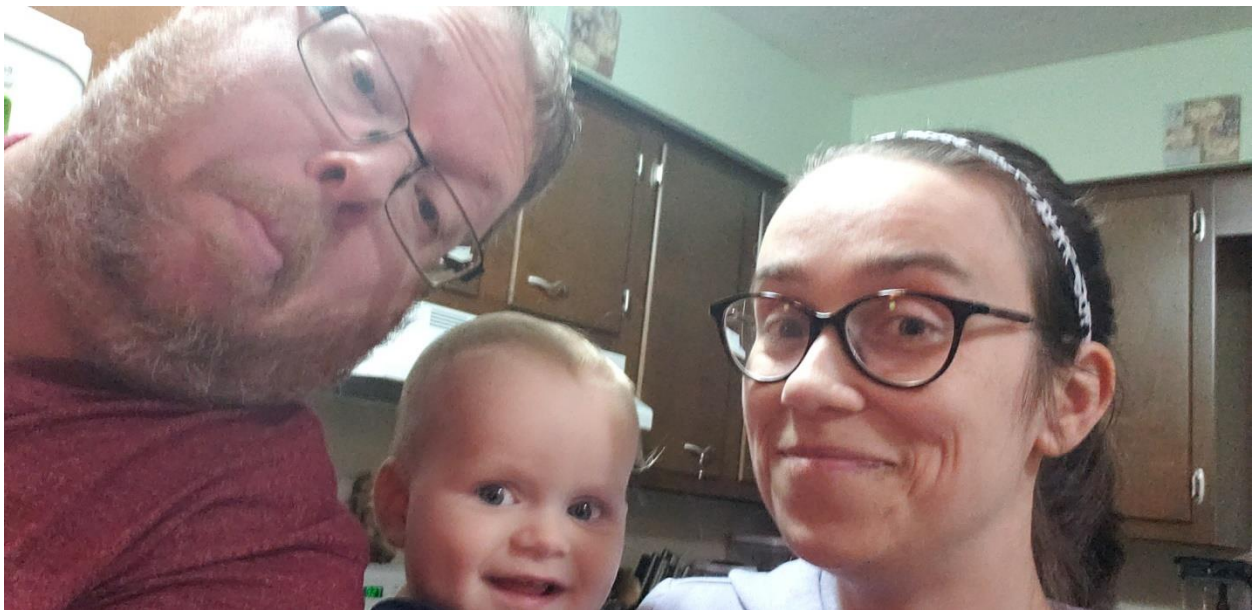


Table of Contents

Special Thanks.....	46
Table of Contents.....	47
About the Author	48
Introduction	50
Finding the student with EBD	53
Find the student with EBD!	54
Interventions and R-T-I's.....	60
Interventions and R-T-I Basics.....	61
Intervention Strategies and You!.....	65
Time-Out	66
Seating Arrangements	70
6 types of seating arrangements.....	72
Stop for Breathing.....	79
Check-In/Check-Out.....	82
Mentor Pairing	86
Classroom Duties or Responsibilities.....	88
Final Thoughts to Peers.....	92
References.....	94

About the Author



I grew up with ADHD in a time that the diagnosis wasn't something that professionals generally didn't hand out or diagnose. As a child I struggled with being able to focus within the classroom and at times I was a bit of a disciplinary problem due to these difficulties. With the help of some very competent teachers and strong family support at home, I was able to graduate High School and even entered the military; with a strong desire to serve my country and fellow Americans I made it into the 82nd Airborne. After being injured in 1999 I was honorably medically discharged as a disabled veteran from the ARMY. From there I took on a myriad of management jobs trying to find my place. While working full time, I obtained my Associates and Bachelor's degrees in the Science of Public Affairs with a focus on Health Care Administration and finally a Master's in Education focused on Special Needs in 2020.

Jobs ranged anywhere from retail to managing all of North America KPI's (Key Point Indicator metrics) for a major corporation. I even worked in politics where I met my wife while running part of Michigan for a Presidential campaign. It wasn't until my wife and I were wanting to have children that I decided to take the pay cut and work towards one of my dreams; being able to teach young minds and help arm them for their future. I obtained an emergency permit and began teaching special needs within a Midwestern Title 1 (complex) school with one of the worst reputations around for behavioral issues with the students. The Principal saw value within my experiences and gave me the chance to shape young minds. From that point on it was a rollercoaster of emotional successes and failures. I saw students succeed and even saw some of my cherished student lives taken before their times


due to violence. I have consistently claimed that this was the best choice I ever made and I have never felt luckier than to be able to be accepted by these students. These Beautiful Minds.

Introduction

The percentage of students with disabilities who are eligible for special education is continuing to grow (Dalton, 2013). These numbers are now to the point that the general education teachers need nearly as much education and training in special needs as special education teachers do due to the crowded classrooms. Among students with mild disabilities, in inclusive classrooms, students with emotional and behavioral disabilities (EBD) tend to suffer the most from misunderstandings about their difficulties. Behaviors of students with EBD can cause disruptions and be difficult to direct in a positive manner (Stoutjesdijk, Scholte, & Swaab, 2012). This can make it very difficult for teachers.

That being said, the purpose of this handbook is to equip general education and special education teachers with some tools to more effectively assist students with Emotional and Behavioral Disabilities or EBD for short. Please note that this handbook is not a catch-all and nor is it to be considered a “magic

bullet” for problems. There is nothing in writing anywhere that deals with people of any age group that can fix anything and everything. People of all ages are simply too different for there to be a quick fix or a “this is the way”. The biggest reason so many handbooks like this fail, and so many teachers struggle, is that so many of them claim that their way is the best way or the only way. In the education field



“Just because a man
lacks the use of his eyes
doesn’t mean he lacks
vision.”

-Stevie Wonder

we tend to look at people that have a lot of letters behind their name with big deal degrees from big name colleges with giant price tags and think that they must know what they are talking about and they must be right because they're an "expert". Remember, according to the history stored within the Library of Congress, prior to the 5th century B.C., the "experts" said that the world was flat and many even said that the sun revolved around the earth.

The thing that we as teachers need to remember is that so many of these people that claim themselves to be experts wouldn't know how to manage a student in a classroom if the student gave them an instruction manual. By no means does their knowledge need to be discounted, simply that it must be taken with the knowledge that what these experts have is research knowledge and not practical knowledge. You, being in the classroom, have practical knowledge. Many of those experts have never set foot into an inner-city school with 70%+ of their student body needing free or reduced lunch and nearly 1/3 of the students having either seen a family or friend shot to death or been shot or shot at themselves. Worse, many of those experts have never even set foot into a school. Even the college professors (which I loved my professors mind you) are giving you instructional knowledge but generally have very little practical knowledge. They might have taught for 30 years, but they may not have taught within a classroom for the past 20 years. A lot has changed. Perhaps you were instructed by a teacher who has never taught within a High School setting

THE MORE YOU KNOW

"A person is smart. People are dumb, panicky dangerous animals and you know it. Fifteen hundred years ago everybody knew the Earth was the center of the universe. Five hundred years ago, everybody knew the Earth was flat, and fifteen minutes ago, you knew that humans were alone on this planet. Imagine what you'll know tomorrow."

- Kay (MIB)

and only ever taught within an Elementary setting. Yet you may be a teacher within a High School setting. The strategies simply aren't the same.

So take their knowledge, but temper it with your own observations and experiences. The same can be said for this handbook. I am using learned instructional knowledge and altering it with practical knowledge. You will be able to do some research on a particular method I introduce here in the book and see differences between my approach and the approach suggested by the "expert". Please remember that this handbook should not be followed letter by letter. A blacksmith doesn't hone a sword with 1 type of sandpaper. Nor should you sharpen the minds of your students with one type of method. For the best results, take all knowledge available and apply liberally.



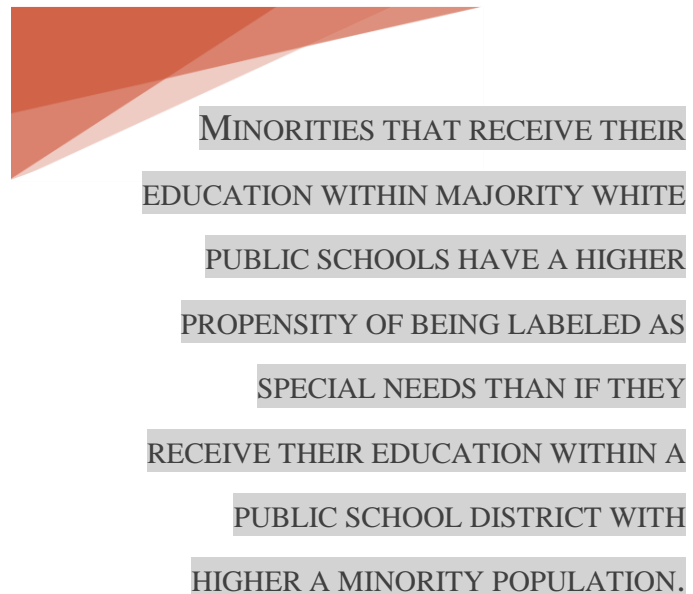
Finding the Student With EBD

This section is designed to help the reader better understand how a student with Emotional and Behavioral Disabilities appears to the perception of others. Additionally this section should assist the reader in understanding more about these students and possibly the challenges they face on a daily basis.



Find the student with EBD!

“Perception Dictates Reality” is a quote that a myriad of people have used through the years. It is a quote that Einstein vehemently despised and was even quoted as sarcastically saying “so if I do not look at the Moon it does not exist”. While one of the most brilliant men in our understanding of intellectual history had a problem with this quote, it couldn’t be more accurate to how we humans perceive the world we find ourselves in. The same can be said for how we perceive people. This biasness exists in the methods in which we test our children for disabilities and then label them. There is a significant disproportionality of minority students who are labeled EBD as opposed to others ethnicities. The problems are due to the misunderstanding of cultural differences as well as the ephemeral nature of the definition of EBD (Harry & Klingner, 2014). These tests have a bias to them that does not acknowledge the social and cultural differences within minority groups. We see a large difference in the perception of students with EBD from all ethnicity and experience of teachers as well from previous study data.



US Commission on Civil Rights - 2009

As teachers we have a tendency of making judgements about students before we ever meet them. We do this based on several factors. We use the kinds of experiences other teachers have had with a student, the reputation the student has with their peers (specifically from the students we like), their reputation with administration, and our own past experiences with labeled students.

Now saying that a student is labeled seems like a “bad” thing. Just like how you should deal with any new student to your classroom, I

want you to reserve judgement. Labels are not always bad. If there's a label on something that says Poison, I'm going to be appreciative of said label and not drink it. If there's a label on something that says organic, we tend to think that it makes the food healthier for us. We put a lot of trust in labels. We tend to do so out of hand and without much thought to it. It's a label so we should trust it. Well the problem with labels isn't the label itself. It's the unadulterated trust in the label and the reputation that comes with it.

When a teacher sees the label of EBD for a student, there are a myriad of different thoughts that go through the teacher's head. All teachers have thoughts about how this student will be within their classroom and even possibly how they will react to other students within their classroom. Even special needs teachers do this so don't think that they don't and don't let anyone tell you they don't pass some form of judgement at the start when seeing the label. For good or bad, it happens to everyone, it's simply human nature. We use past experiences or knowledge to prepare us for what may lay ahead. It's a defense mechanism. In no way is it bad in and of itself. Understand that it's ok to make a judgement call at the start. It's not ok to have that preparation color your perception after meeting and working with that student. That's the challenge of being human.

Most adults tend to forget how they were as children and students. As time progresses, we tend to look at our past and our present and glorify the past, placing it on a pedestal above the current. We look at the students today and we think that they are so much worse than we were at their age. Many adults gloss over their indiscretions and



seem to think that we did things so much better. In reality though, we were just as disruption in our own ways to the societal norms of the generations that came before us. It's important though for children to have an identity crisis or two. Children that don't go through these stages of psychological



“Our ED students are self-advocating, defensive and strong. They are the products of a complex school setting in which they struggle to navigate on a daily basis. They display a rough exterior that covers an overly sensitive and brittle interior.”

- Derrick Moore, EBD/Special Needs Teacher
Midwestern Title 1 High School

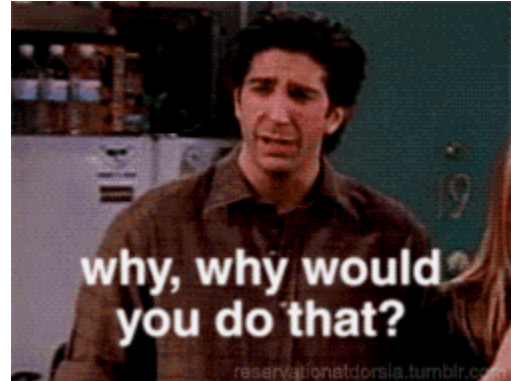


development tend to be at risk of having very serious emotional and psychological maladjustment problems as adults (Pruitt, 1999).

Ask 47 teachers what students with EBD look like and you'll get a surprisingly wide array of answers. I know this because that's the number of teachers that did my survey for the research to complete this handbook. The answers were varied and gave the definitive impression that some teachers had either had positive experience or negative experiences with students with EBD. Perhaps some of those teachers are simply optimists and some are pessimists. Either way, their perception colors how they will react to students with EBD. So to help clear things up on what students with EBD look like, this chapter will help to set the record straight.

A student with EBD looks exactly like all the other students within your classroom save for a few small details. They have more difficulty controlling and directing their emotions in a socially acceptable way than other overly hormone stress riddled socially bombarded undervalued rarely pushed to meet their potential youths. Teens are going through physical and emotional changes faster than ever before so the existence of these perceived emotional disorders may, at times, not be as bad our out of the ordinary as we parents might fear (Pruitt, 1999). As I am a high school teacher, I can tell you what EBD looks like from a high school perspective. Anything prior to that, and I have no practical knowledge so I would be doing you a disservice to tell you what it looks like there.

Any teacher within high school knows that the vast majority of high schools look like the students practice the definition of insanity daily. They all seems to be so lost and chaotic at times that they barely seem to know if they are coming or going. Even some of the most straight laced students will at times get into fights within school over something we adults may look at as petty or silly or not worth the time. These aren't even the students with EBD. These are simply your every day run of the mill students. Our students with EBD simply have shorter fuses. They tend to react more aggressively quicker and generally with less reservation to more visceral violence. These kinds of reactions to stimuli could be attributed to anxiety or avoidant disorders where the child becomes excessively worried or fearful and could be consistently on the defensive (Pruitt, 1999).



An EBD student can also fall into fits of depression easier and even become Manic easier. With depression, the major depression lasts a couple of weeks and can be easier to identify. The more long term and mild depression can be harder to identify and can be potentially even more dangerous. We see these students as withdrawn and listless. Perhaps they appear dull or even sad. They tend to not care about their personal hygiene or appearance. Perhaps they even have an air of hopelessness (Pruitt, 1999). These children generally have a low view or perception of self. Their mood can become volatile and they may even sleep and eat less. At times it will make you think that they may suffer from a disorder known as Bipolar.

They usually don't have these psychological disorders. They simply lack the social understanding or mental capability to know that they are going too far. Many lack the ability to step away from their emotions and look at something objectively. This is a trait common among teens, not simply students with EBD I might add. An EBD student can easily excel at something within the classroom one day, and then the next they may be ready to throw a



table at the mere mention of being asked to complete the same task the next day. The best way to describe their emotional stability is a rollercoaster without someone directing the speed at which it travels. As with any other student, students with EBD also tend to react differently to some adults than they do others. Trust is the one thing that is a constant for students with EBD. If you can get an EBD student to trust you, they will work with you like none other and you will be able to help bring them down when they are on 10 better than any other adult. The difference here with EBD as opposed to regular students though, is that if you ever betray that trust, it is nearly impossible (if not entirely impossible) to get that trust back.

Know though that our students that come from more difficult backgrounds such as our Title 1 or “complex” schools, can be dealing with levels of trauma that most of us have difficulty understanding. Many of these students are dealing with a form of PTSD that is long term trauma or repeated trauma. Most people think of PTSD as the single-blow trauma version, which can happen to our students in poor and violent environments, however it is far more common for these students to be living in systemic and daily traumatic environments. We normally see this kind of trauma in war torn nations where children live in a state of day to day fear for their safety (Pruitt, 1999). Many of our students that develop EBD come from environments where that trauma of that daily fear has become part of their daily life expectations. We cannot discount PTSD as potential reasoning for their outbursts either.

Students with EBD have a very William Tecumseh Sherman view on how they take the world on. If the student feels they need to leave the situation, they tend to practice a scorched earth technique. Destroy everything behind you as you move so the enemy has nothing they can use to their advantage as they follow you. Students with EBD, when retreating, tend to view the cause for the retreat as the enemy. The problem is that sometimes they view the adult that was trying to aid them as the cause and not the actual situation itself that brought them up to a 10.



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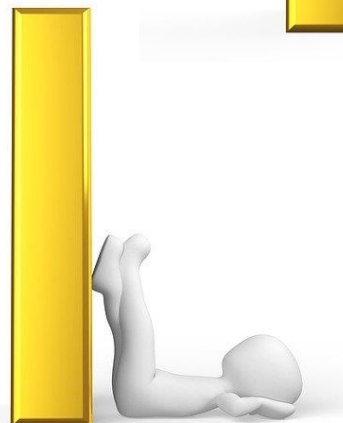
PTSD IS A VERY REAL CONDITION THAT IS BOTH DIFFICULT TO TRULY DIAGNOSE AND EVEN MORE DIFFICULT TO LIVE WITH AT TIMES. THIS CONDITION IS NOT SIMPLY LIMITED TO SOLDIERS, BUT CAN IMPACT ANY WHO GO THROUGH TRAUMA.

Interventions and R-T-I's

The following section should provide you, the reader, with a stronger grasp and understanding of what

Interventions are.

This section should also help to provide clarity on what an Response To Intervention (R-T-I) is and how it is implemented.



Interventions and R-T-I Basics

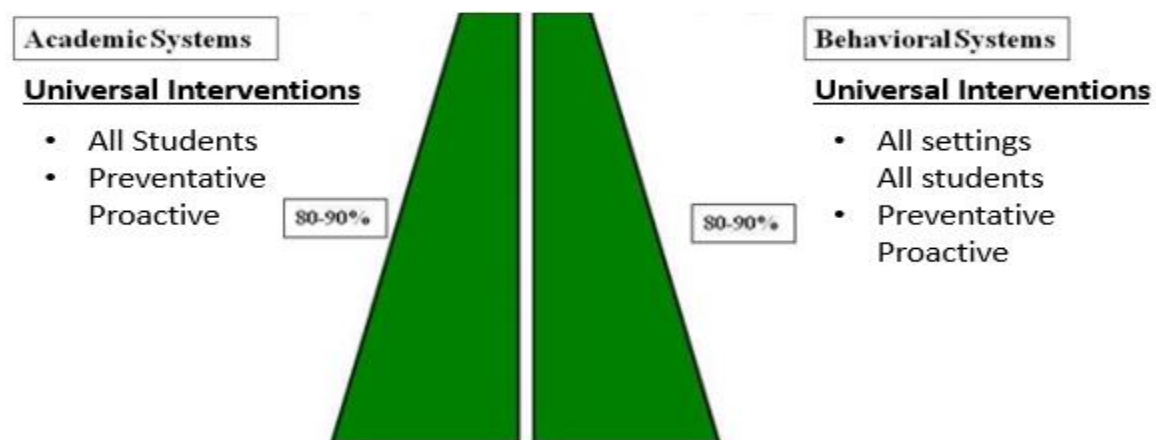
Bender and Shores (2007) believed that Response to Intervention could be simply put. On page 7 of their book, *Response to Intervention: A Practical Guide for Every Teacher*, they described R-T-I as “a process of implementing high-quality, scientifically validated instructional practices based on learner needs, monitoring student progress, and adjusting instruction based on the student’s response.” I could not agree more with this and nearly every other scholarly article, journal, or even handbook on the matter tends to agree with this interpretation. The only problem is that it is not simple in any way. Every single student has different needs and different skill sets to pull from to benefit their education. R-T-I’s utilize a team to look over each student’s performance based on physically measurable bars within the educational setting to build a technique that best fits the individual. These R-T-I’s can also be things that are implemented on a school wide basis to potentially alter social situations; however the focus here will be on the individual. The most important aspect in regards to this handbook is a focus on the Interventions themselves. R-T-I’s themselves may not have even gotten the traction they have at this point to be viewed as effective educational intervention techniques had it not been for No Child Left Behind (NCLB) and its strong push for educational accountability during President George W. Bush’s era (Sailor, 2009).



For the overview of R-T-I’s, understand that it is a system that is broken up into 3 tiers of interventions. Tier 1 focuses on the Classroom Interventions (this will be the focus of the handbook). Tier 2 looks at Problem-Solving and Team Interventions. Finally Tier 3 is the Special Education Referral and Initiation of Due Process Procedures (Bender, W. N., & Shores, C., 2007).

Tier 1

Classroom Intervention is a focus on the measurements of the student behavior, difficulties, needs, and strengths experienced by the student within the general classroom environment. This stage is where the instructor within the classroom will be monitoring and collecting data over what works and what does not. How often there are problems and what those problems are. If they are measurable or quantifiable is a big part of this as well. The teacher will look for antecedents for the undesirable behavior and establish different intervention techniques. This tier encompasses 75% to 80% of the students within education. If the classroom instructor determines that the intervention techniques they attempt do not rectify the problem then the student is referred to Tier 2 (Whitten, E., Esteves, K., & Woodrow, A., 2009).



Tier 2

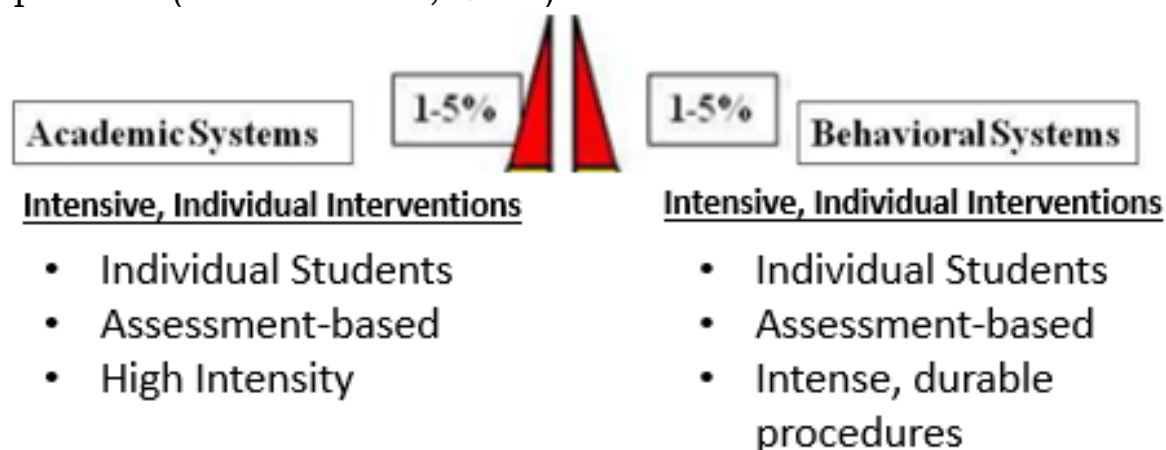
The student information is passed along to the multidisciplinary team which usually consists of a school psychologist, at least 1 of the students' general education instructors as well as their teacher of record (if not more special needs teachers), generally a reading specialist or instructor, and finally school administrators. This is the problem solving team that attempts to make sure the student has everything they need to be able to succeed. It seems like a lot of people for a potential little problem, but be assured, everyone within that team has something they bring to the table to support the students' needs. This team attempts to determine what kind of risk

factors, such as ACE scores, that could be impacting the ability for the student to succeed. This team looks at the types of interventions that were used and develops new practices that are agreed upon by consensus to address the needs of the student. This tier 2 portion is able to handle the needs of 10% to 15% of the students (Whitten et al., 2009).

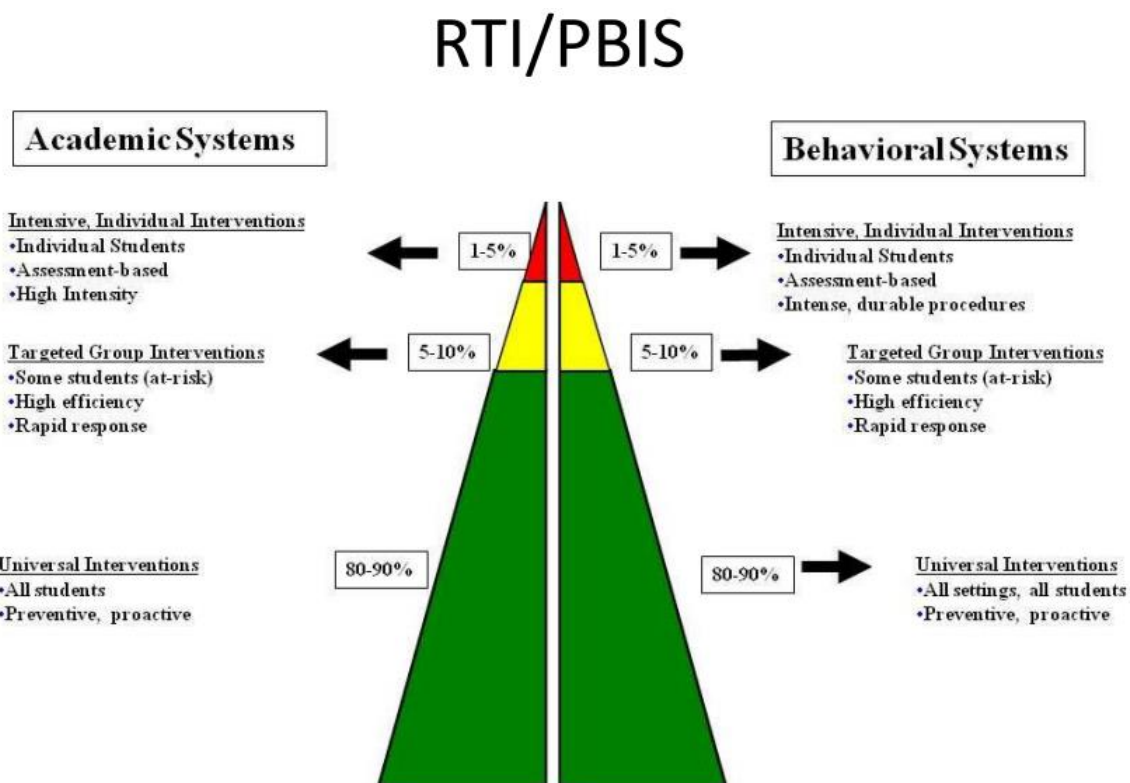


Tier 3

This is for those kids who can't seem to respond to the "high-quality intervention" provided in the previous step. These students make up around 5% to 10% of the student body. They go through the intense evaluations to make sure that their needs are properly met with the interventions that would work best to provide them the LRE. This process requires direct interventions and direct observations to look at the wide array of the behavior functionality of the student in question (Whitten et al., 2009).



Now understand that these R-T-I practices are utilized for all students when a school or school system adopts R-T-I structures within their schools. The students who are emotional and behaviorally disabled are part of this process as well. They are not excluded from this at all. They receive the same rigorous evaluations to determine how best to help them within the education setting as any other student with or without disabilities. Most students never need anything past the universal supports of Tier 1 intervention. Tier 2 and above are what (if you have a special needs student or have been teaching and have special needs students within your classroom) you would see utilized for students with more individualized intervention needs that may have academic delays or most importantly for this handbook, behavioral problems (Wright, 2007).



Intervention Strategies and YOU!

Within this section you, the reader, should have an opportunity to learn about some of the most commonly used Interventions by High School teachers based on research conducted by the author. This section should also provide you with a clear understanding of what an intervention looks like based on an example situation.



Examples

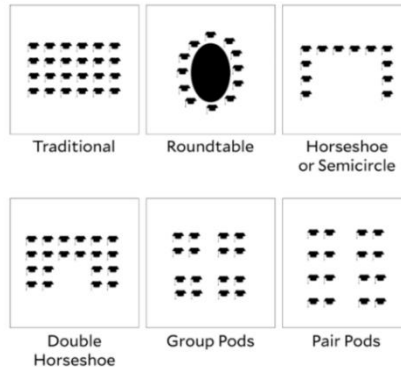
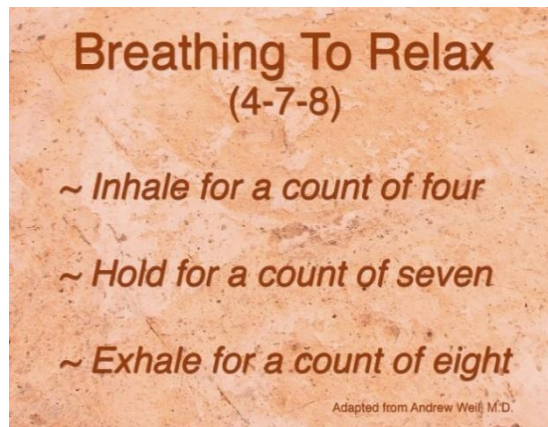


Figure 1: Varieties of Classroom Seating Arrangements



Check-In
The Checkout



Time-Out

Within the study I conducted, the Time-Out aspect of intervention was used a great deal by the teachers who dealt with students labeled EBD within their classrooms. These teachers used the Time-Out option, as many do, to reduce and diffuse behavior that

disrupts the norms of the classroom environment. When students are invested in their education and graduation as their primary motivator for being in class, this intervention can work very well as it is generally utilized as a punishment (Smith, 1981).



"I have thought about my actions and realize my desire for instant gratification clouded my judgment."

In the case of students with EBD this intervention method can be effectively utilized in a positive format instead of negative reinforcement; however, it needs to be done carefully. Many students with EBD tend to utilize their behavior as a means of escape from an environment they do not feel comfortable with (Morrison, 2001). With this in mind, some students will utilize their emotional and behavioral outbursts to escape if they know they will be sent to a room with a special education teacher designed to help calm down students with emotional and behavioral outbursts called the HUB or get time outside of the classroom.

When attempting this intervention for students with EBD, it needs to be used in moderation and tailored specifically to the needs of each individual student as well as circumstance. It can be beneficial for these students if when they are having an incident they are removed from the classroom for a minute or two so they have the opportunity to compose themselves before reentering the classroom. This momentary escape can be enough to diffuse the outburst and get the

student back to center. It must be used sparingly; however so it cannot be turned into a crutch and a temporary escape tool whenever the student doesn't want to deal with something (Smith, 1981).

Time-Out Scenario Example

Everyone meet Dot.

Title 1 (complex) fashion model and with EBD. On any mostly easy for adults to to most of the time. Yet controlling her temper material. In her Biology Science is her most people don't think that she's not as smart as the "smart kids", Dot masks her lack of understanding with her focus on her looks.



Dot is a high school student within a school. Other than being an aspiring hip-hop mogul, Dot is a student typical day she is a student that is work with. She does her work some she does have some difficulties with when she isn't understanding the class, she has the hardest time as trying subject. To make sure that other people don't think that she's not as smart as the "smart kids", Dot masks her lack of understanding with her focus on her looks.

Now I would like everyone to meet Anthony. Anthony is the biology teacher at Dot's school. Anthony has been working at this school for several years and is always trying new ideas to see what works best for the students he teaches. Anthony has read the IEP at-a-glance that Dot's TOR provided for her. He makes daily checks-in's with Dot for understanding and ensures that all accommodations are provided.



Today the class has been doing a lab on Transcription and Translation and Dot is having trouble getting a grip on it so she is acting out. Let's see how Anthony handles it!

Anthony: "Alright everyone, time for a little Check-For-Understanding! Dot, what does the DNA chain look like? How do we represent it?"

Dot: (Dot is looking at her phone.)

Anthony: "Dot, you know the rules, no phones during labs or lectures."

Dot: "I'm not on my phone, I'm checking my makeup and hair."

Anthony: *“Dot, that’s still a distraction, please put it away and answer the question.”*

Dot: *“Ugh, fine, what’s the question?”*

Anthony: *“What does the DNA chain look like? How do we represent it?”*

Dot: (Dot begins looking at her phone again.)

Anthony: *“Dot. You were told to put the phone away and stop paying attention to it. Pay...”*

Dot: *“I already told you I’m not ON MY PHONE! I’m checking my make-up and hair.”*

Anthony: *“Dot, don’t raise your voice please. You know the policy, please put it away and..”*

Dot: *“WHY ARE YOU TALKIN’ AT ME? Just LEAVE! ME! ALONE!”*

[Now at this point many teachers would move to discipline and push the student out of the learning environment. Anthony is going to try a different tactic. He’s going to try a new technique he’s never used called a “Time Out”.]

Anthony: *“Dot, please step out into the hallway. Everyone, continue reading from chapter 11.”*

Dot: *“Whatever. This is such bulls#%@!”*

[Anthony joins Dot in the hallway. Dot already has her phone out and is staring intently into it with her head down avoiding eye contact with Anthony.]

Anthony: *“Dot, I need you to take a minute out here to compose yourself. You are getting upset about something that you normally don’t have any trouble with.”*

Dot: *“Whatever...”*

Anthony: *“Dot, I know this material is difficult. Some students understand the material very quickly and others take longer to understand it. As your teacher, it’s my job to find the right way to get you to understand the information. If you don’t tell me when you are struggling, I cannot change how I do things to better fit your learning needs. So I want you to stay here by the door for a few minutes to calm down. After a few minutes I’ll bring you back into the class.”*

Dot: (continues rolling her eyes and looking at her phone)

[At this point Anthony goes back into the classroom and continues checking for knowledge with the other students. After a few minutes he goes and gets Dot to bring her back into the room.]

Anthony: *“Alright everyone, lets continue with the lesson from chapter 11.”*

Dot: (Dot doesn’t say anything but does sit and follow along without looking at her phone.)

Now this example didn’t show a perfect ending did it? That is because the majority of the time, you won’t have the “Leave It to Beaver” endings where everything is all neatly wrapped up in a bow and everyone is happy. Here, Anthony used the Time-Out approach to give Dot a few minutes to save face with her peers while still not kicking her out of class for the rest of the period. By doing this method, Anthony showed her that he valued her input and still wanted her around. In a world that has a tendency of casting out students with EBD for someone else to handle them, many students will respond with this kind of treatment. It will simply take a lot of time and patience!

Be Strong!

Seating Arrangements

Students with EBD can be a challenge when you get them into a social environment of their peers and teachers asking them to push their limits with learning. Please understand that this intervention is best used in a manner of mitigating potential risk of outbursts with students with EBD and students in general (Rathvon, 2008). Within the High School environment, especially, there is a strong desire for these students to “save face” in front of their peers. They all have some form of reputation to maintain and at times that means they don’t want to allow any of their peers to see them in a position where their power may be removed. Within my school, the kids will regularly tell another student that they are being “horsed” when the teacher instructs them to alter their behavior when it is outside of class norms. Many times, this can cause the student with whom you are directing to feel the need to maintain their reputation and act out.

With students with EBD, this need to be perceived in a position of strength can be threatened easier when in a situation of peer instigation. Worse, many of the students with EBD will try their best to not be seen as not understanding something. When this happens, they tend to believe that their lack of knowledge on a topic will make them appear “stupid” or “slow” or “ignorant”. When this occurs, within my experience, there is a trend of escape habits where the student will act out in the attempt to either not have to answer something or simply get removed from the classroom. When they do this, they feel that they have won due to not appearing weak or ignorant in front of their peers.

To assist with this and help mitigate this potential risk, it is good to be willing to alter the dynamics of your classroom with some seating changes. Seating changes are not simply ensuring that this student doesn’t sit next to that student. Seating changes can alter the dynamic of what you are teaching and how it is received as well. By changing seating arrangements, you can even alter how the students are perceiving their position within the classroom and their position within their immediate peer group. Being the “right hand of the

King/Queen” has long been a vaunted position of respect and power. This works for the student/teacher relationship as well.

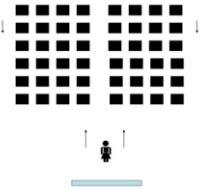
To aid you in this I first want to discuss the traditional changes when it comes to seating arrangements. During the first two weeks of school, I find it best to seat the class in alphabetical order from front to back and left to right. I strongly suggest that you advise the students that this isn’t going to be a permanent position but instead a temporary one for a couple of weeks so you can all become more familiar with each other, learn names, and learn likes and dislikes. By advising them immediately that this is only temporary and that it will change somewhat based on interactions between peers and on educational performance, you are letting them know that they have a buy in on what the potential future seating may look like. Students love choice; however students with EBD generally NEED that choice and input to be available to them. They need to feel that their opinions, needs, and concerns are valued and respected.

By dealing with the entire class and not singling out the students with EBD, it helps these students to integrate into their class setting easier. They are not being singled out and considering their history of ending up being singled out, it can help to establish a bit of trust at the beginning. Once you have been able to get names, personalities and levels of peer citizenship understood you can move on to building the environment you want to maintain within your classroom.

Studies were done at Yale University that addressed the types of classroom seating arrangements that are typically utilized and what they are best used for. The research they did ended up showing six styles, Traditional, Roundtable, Horseshoe or Semicircle, Double Horseshoe, Group Pods and Pair Pods. So let’s take a look at these seating arrangements with the idea of assisting students with EBD.

6 types of seating arrangements

Traditional



With this seating arrangement we see the standard setup in your typical classrooms. This “sage on the stage” setup is generally not very effective for students with EBD. In most situations, if you have the space within the classroom, this setup should rarely be utilized. I only use this kind of setup when I am doing assessments. This setup will minimize peer-to-peer interaction. With students with EBD, there is a distinct correlation between the amount of large group peer interaction they are exposed to and the amount of outbursts that they experience.

In most learning situations, the prevailing wisdom has been focused on getting peers to work at using their social citizenship to learn as a group. This traditional layout is not conducive to social learning as it can leave the edges of the group out in the cold (Rathvon, 2008). The teacher is able to lecture to the class and the front row and the middle section tend to get the most attention. The back seats and the outside seats tend to be the areas that students can hide or be unnoticed (Rathvon, 2008). Many of our students with EBD will gravitate to the outside edges or the back row when they reach High School. It is important to keep them engaged in learning so it can be imperative to keep those students with EBD in the most teacher-to-student impact area. There are some key reasons for this needed interaction.

- First is to keep students with EBD engaged with the teacher and not with their peers when lessons are being disseminated.
- Second would be for the teacher to better identify when these students with EBD are starting to have difficulty or are getting close to an emotional breaking point.
- Third would be so the student is in a location that is easier for the teacher to address the students with EBD when there is an

issue and minimize the impact on the class that the students with EBD has when/if an outburst happens.

So for the best location of students with EBD, I will almost always try to put them in the front row at the outside edges with the intent of giving them a way to still be at a focus and yet still have the ability to move without disturbing the class. (That technique will tie into the **Movement** intervention.) Students with EBD need to be kept in a position within the classroom where you can encourage easily and engage regularly. By keeping them in your line of site and not in a location that allows them to hide or escape the lessons, you can benefit their educational success tremendously.

Traditional Scenario Example

You all know Dot and Anthony from our Time-Out example so we will continue with their classroom for examples!

Anthony is trying to determine the best option for seating. The students don't fill his classroom for this class period and generally sit where they want to. This means they tend to sit by their friends or where they feel comfortable. They haven't had a problem with this until recently. Anthony has been trying to lecture but there has been too much lack of attention and talking.

Anthony: *"Alright class, now pay attention to the power point and fill in your notes as we go through it. Please remember that I need you to raise your hand if you have a question and no talking otherwise."*

Dot: (Dot continues talking to her friends next to her.)

Anthony: *"Ladies in the back, please stop talking so we can get the lesson started."*

Dot: (Dot rolls her eyes and continues talking.)

Anthony: *"Dot, please stop talking."*

Dot: *"I wasn't talking!"*

Anthony: *“Then there shouldn’t be any noise from the back. Great to hear! Now everyone pay attention as we get started.”*

Dot: (Dot begins talking again to her friends.)

Anthony: *“Dot, I need you and your friends to stop speaking. I have asked multiple times.”*

Dot: *“Why are you even talking to me? Just leave us alone.”* (Dot pushes her books off her desk and crosses her arms.)

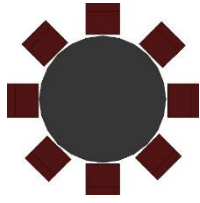
[This is another of those times where students with EBD are removed from a classroom and their learning stops. Anthony doesn’t want that to happen.]

Anthony: (He excitedly says with a smile.) *“Alright everyone, we are going to stop and make sure that we have the best environment possible for learning! I want everyone to stand up and collect their things. Then move to the back lab tables. When I call your name I want you to sit at the desk I point out.”*

[Generally this is the time where students will grumble. Stay up beat and excited. Students feed off of your emotional state.]

Anthony takes the time to check his gradebook as well as his knowledge of each student and begins placing them in seats for a lecture setup. He moves Dot to the front by him. He makes sure to split up the students that talk a lot to each other. He then tries to space them out with students that pay attention and work in between them. The students he has to focus on the least he places in the back left and right corners as they will have the least attention in those spots. While this does slow down some class time by doing this in the class, it is worth it to get the set-up in place and then continue. Sometimes stopping the learning for a few minutes opens the door for social learning. Take the few minutes and then continue the lecture. Most of the time, these students will be more silent for the rest of the class period. Don’t be afraid to change the seating arrangements regularly until you see what works best!

Roundtable



If you have the space, this is one of the best ways I have found to bring in student engagement after you have established who works well with whom. With this setup it is easier to take students that compliment your students with EBD and put them into a cohesive grouping. This is also a good way to get the students with EBD to build a stronger social citizenship level. The stronger the student is tied to their peers and the success of the individual as well as the group, the easier it will be to bring one of those students with EBD back to level when they get turned up to high on their emotional scale.

Roundtable Scenario Example

Anthony knows that his lecture layout may not work for their group projects and he doesn't want to cause a lot of commotion to try to change their seats of move desks after class has started. So he came in early and moved his desks to 5 groups of 6 desks. He also printed off individual name tags for each desk and has a layout for each class period. The class with Dot in it walks in and sees the setup. Dot immediately sits next to one of her friends.

Anthony: *"Alright everyone, please be sure that you are sitting at the desk that has your name on it. We are going to be working in groups and I have your groups all set up."*

Dot: *"I want to work in this group."*

Anthony: *"Please sit where your name is at Dot."*

Dot: (Dot gets up and goes to find her name.) *"I am NOT sitting here with them."*

Anthony: *"Dot, this is your group. You need to learn to work with people that you don't normally work with. Please sit in the desk with your name on it."*

Dot: *"Didn't you hear me? I want to sit over there. I refuse to sit here."*

Anthony: *"Dot, you haven't even tried to work with this group. Please take your seat."*

Dot: (Dot removes her name from the desk and moves it over to the desk next to her friend, throwing the other students name off onto the floor.)

Anthony: *“Dot, please go back to your seat.”*

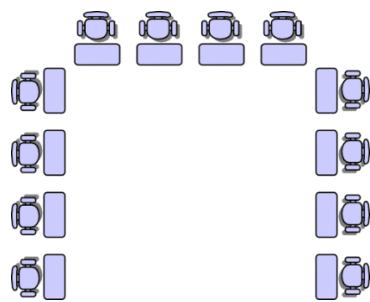
Dot: *“I AM in my seat. YOU said to sit where our names were. Well HERE is my name. Right HERE! I AM sitting where you TOLD me to sit.”*

Anthony: (He knows that he has Dot right where he wants her. He knew this would happen and had planned for it already.) **laughing* “Alright Dot, you are correct, I didn’t expect someone to move their name plates. I tell you what, I’ll make a deal with you and every other student. I will let you all attempt to form groups on ONE condition. IF a single group doesn’t work, I will split the group up and form the groups I originally planned on. How does that sound?”*

Dot: *“We will do the work! We promise! Come on guys, everyone do what they’re told!”*

Anthony knew that if the students had a problem with the seating arrangement, he could redirect them by giving them the perception of choice. He had planned all along to give them the chance to show they were capable. He needs to be willing to remove that choice if they don’t follow through though. After a couple of redirections, he may have to move the groups back to his original set-up.

Horseshoe/Double Horseshoe or Semicircle



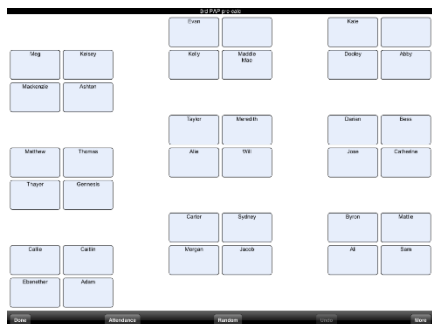
If you have the room within your classroom to have this setup, I strongly advise it for students with EBD. These setups are great at making all the students feel as if they are being engaged more readily by the instructor. The Double Horseshoe version also allows students to work in a partner or small group setting simply by turning in their seats. When trying to keep

students with EBD engaged, it can be very beneficial to have those students in a position where they feel comfortable around a specific set of peers and the ability to not feel as trapped or locked into an area without any escape possibility. While traditional setups are not trapping a student, the environment can “feel” as if the student is trapped. The more open and free the student feels the environment is, the less anxiety will build. These styles of desk arrangement have had studies conducted with them and determined that (within a 4th grade environment) there was a much greater response of student questioning as well as higher engagement (Rathvon, 2008).

Horseshoe/Semicircle Scenario Note

No classroom example for this one. Most teachers will not have the opportunity for these methods but if you have a small classroom size, I strongly suggest using it! Make sure to have your students with EBD in the center few seats of each section. It allows you to have the most focus for their needs and to be able to address problems quickly.

Group and Pair Pods



Grouping and pairing of desks can be a very beneficial way to get student-to-student interaction. Know that these styles are not recommended for new teachers who haven't yet learned to develop their classroom management styles. These arrangements can be difficult for new teachers to maintain the desired levels of attention and especially productivity (Rathvon, 2008). These small groupings can aid in small group projects and facilitate better student communication. That being said, the students with EBD tend to have difficulty with this layout. When you pair them with a partner, one must be very diligent in with whom they pair the student with. When students with EBD are paired with a best friend; that can easily lead to distractions and can end up preventing both students from learning. Many teachers will attempt to overcorrect by placing said EBD student with a high functioning peer. This can backfire as well as the students may not be socially compatible within their social structure.

Group and Pair Pods Scenario Example

See the example for Round Table. This honestly is what you will use the majority of the time for group projects within a high school setting. With the desks shaped the way they are it's an easy fit. You may also find that working in pairs or groups of 4 make it easier to move students around to groups or pairs that they can work best within.

Stop for Breathing

As a disclaimer for this intervention method, the information coming will be entirely from the viewpoints of over 500 years of combined teaching experience of 55 teachers and myself. This breathing method of intervention is utilized by many teachers with the intent to slow things down when students are “going too fast” and have difficulty

calming themselves down. Students with EBD can get overly excited when dealing with an outburst. Many teachers find that when they are co-teaching and a student with EBD is having an outburst it can be very beneficial to have one of the teachers take a minute with the student and try to get them back to center.



- Calming technique for focus
- Disengage from the current stressors
- Getting the student back to their baseline
- Removal from the situational stressor for rational communication

Now that the student is removed from the stressor, the instructor has the added benefit of having the student in a One-On-One situation. In these situations the students now don't have to worry about saving face or what other students will think of them or their answers. This allows them to let down their guard easier. It is with that lack of armed defense from the student that gives the instructor the open door to work with them in a way that can bring them back from the edge.

Once they are in the hallway it is important for the instructor to try to make eye contact and encourage the student to take a breath on a three count. Instructing the student to try to take a breath in slowly on a 3 count. Then hold it for a 3 count. Exhale on a 3 count. Stay

empty breath for a 3 count. Breathe in for a 3 count. Hold it for a 3 count. Exhale on a 3 count. Rinse and repeat this process verbally and demonstrate it repeatedly with the student until they begin to comply. Once they begin to comply at all, the instructor needs to continue to practice the breathing process with them and vocalize the process when needed. Doing this for several rotations of the breathing process will help to bring the student down. Once the student has gotten their composure back, they are capable of being spoken to and dealt with in a rational manner. This method is best used when you have a co-teacher in the classroom and is a great front line method of keeping the student from getting into more trouble.

Stop for Breathing Scenario Example

The Biology class has been started for the past 5 minutes and Dot comes into the room already very upset and goes directly to her seat with a huff.

Dot: (Opens her phone and furiously types on it.)

Anthony: *"Dot, do you have a pass from the office or another teacher?"*

Dot: *"No."* (She continues typing on the phone.)

Anthony: *"As we continue I would like to remind everyone that we do not have our phones out during the lessons. Please make sure that all technology is put away while we continue."*

Dot: (She continues to type on her phone getting more agitated.) *"UGH!"*

Anthony: *"Dot, please put the phone away. It is obviously distressing you and it isn't allowed currently anyway."*

Dot: *"I need to do this! You don't understand! This girl has my name all on her lips! She needs to SHUT UP!"*

Anthony: *"Dot, please put the phone away now."*

Dot: *"YOU DON'T UNDERSTAND! JUST LEAVE ME ALONE!"*

Anthony: *"Dot. Hallway. Now. The rest of you, read the beginning of Chapter 12."*

[The two of them go into the hallway. Anthony knows he needs to diffuse this situation right away or Dot will get herself into a lot more trouble.]

Anthony: *"Ok Dot, I know you are upset, but.."*

Dot: *"UGH YOU just don't GET IT!"*

Anthony: *"You know what, you're right! I don't get it. But I won't get it unless you tell me about it. So look at me and take a breath."*

Dot: *"I don't want to!"*

Anthony: *"Dot, just try with me. Breathe in 1, 2, 3, then hold it 1, 2, 3, then breathe out 1, 2, 3. Now try it with me please and then I'll gladly hear you out. Breathe in 1, 2, 3, now hold it 1, 2, 3, now breathe out 1, 2, 3. Now one more time."*

[Both Anthony and Dot breathe in and out using this method several times until Anthony sees the tension leave Dot's shoulders.]

Anthony: *"Alright Dot, now why don't we go back into class and continue. Then when we're done you and I can talk about what's happening and hopefully get it resolved. If you keep on it right now you will just get more upset and do something rash that gets you in trouble. Sound like a plan?"*

Anthony took the time to get Dot calmed down. While this does take away some learning time for the class, he was able to slow Dot down enough to take some breaths and calm down. Breathing can be one of the best ways to bring the heart rate back down. Anthony knew this and made Dot feel more comfortable by acknowledging that he didn't know what was happening and that he didn't understand but that he was willing to listen if she was willing to calm down and talk to him about it. This breathing exercise can be just enough to give the aggression a pause button. Once that happens, healing can start to begin.

Check-In/Check-Out

Check-In/Check-Out is a mentor-based model that utilized an educating, displaying, and practicing method to assist students to find better ways to handle their educational and social lives (Smith et al., 2015). This



method shows a great deal of success when utilized on the target student when they are in Middle School and the mentor is either a successful student in High School. It can be adapted to High School as a whole as well if necessary. When applying this method of intervention to your student with EBD, there are a couple of key factors that can assist in the effectiveness of the intervention.

Most important is for there to be a level of trust from the Mentee to the Mentor. This can only be achieved by paying attention to the student and understanding who they value or who they aspire to be. When we look at High School, it's usually better to get a successful upper classman who's willing to be a mentor and put the time in necessary to assist and be the mentor these students need. When we look at these inner-city schools or these Title 1 schools, it's generally best if you can get someone of the same ethnicity for the student to gravitate to if you cannot find someone who already has a bond or relationship with the mentee (Smith et al., 2015).

The first step in preparing for this would be to get the multidisciplinary team together and establish the behaviors that are desired to be addressed and the types of interventions that are agreed upon on what will best fit the individual need (Smith et al., 2015). These interventions need to be disseminated to the rest of the teachers for the student as well as the Mentor so they understand what is happening and can best understand issues that could present themselves.

Next a baseline of the student data needs to be established and recorded. If you don't have this baseline data, you cannot truly define when there is progress or regression. This baseline should be established from the teachers information that they have collected as well as all of the data collected from direct observations. Once you have the baseline established and everyone who is a part of the process is up to date on the interventions and current baseline levels you are prepared to begin the process.

If you can get an upper classmen to assist a lower classmen by being the mentor then you can establish a daily Check-In/Check-Out for a more consistent monitoring and support setup. This process happens by the Mentor getting with the Mentee in the morning about 15 minutes before classes start. The goal here is for them to get together and discuss the upcoming day. How their night and morning was. If they are having any challenges that the mentee is trying to deal with. They have an opportunity to discuss and try to work through some of the issues the mentee is dealing with. The Check-Out portion should happen about 10 to 15 minutes before the end of school where they can discuss the day and determine what kinds of challenges the student may have dealt with (Smith et al., 2015). This is an opportunity for the mentee to get advice from the mentor about educational issues as well as social issues. There are many challenges that students with EBD face socially and the mentor can be a trusted ally for the mentee to learn how to better handle situations or even to receive validation for their actions.

Every week there should be a short meeting, unless a large problem has arisen, where the multidisciplinary team and the Mentor discuss the week and discuss any potential changes to the intervention strategies that may be relevant. The focus needs to be entirely on the best benefits for the student to create the Least Restrictive Environment (LRE). This is also a dangerous stage as the Mentor needs to be careful not to reveal anything that the mentee entrusted to them alone. Unless it is dangerous for the student/mentee, the mentor has to be careful not to break that trust. This process should be rinse and repeat until the mentee has developed the most beneficial responses to stimuli or they graduate and have moved on with their educational careers.

Check-In/Check-Out Scenario Example

In this example we are dealing with a grade level junior student athlete who will be the mentor for Dot, and she's a starting player on the schools volleyball team. She is a pretty and popular student herself and when she was a freshman at the school she had a habit of getting into a lot of shouting matches with other students as well as a couple of fights. So she knows what it's like to sometimes feel out of control and become aggressive.



Now that she is much more focused on school and less on "drama" she is becoming one of the school role models. The TOR and team have all agreed that Alex would make a great fit for this program. Especially since Dot wants to be a volleyball player. This process has been happening for a few weeks now. Let's check in on them and see how they're doing.

Alex: *"Hey Dot! Well it's Monday morning and we're back in school again. Ready to take on the day?"*

Dot: *"I hate Mondays. I hate mornings. I hate this school. I hate all of it."*

Alex: *"What's going on Dot?"*

Dot: *"Arizes was bad mouthing me all weekend on snap chat. She keeps saying that I am trying to get with her boyfriend Janarion. Keeps saying that I am just a slut. It isn't like that! We were just talking! I hate this school."*

Alex: *"That's a bad situation. I think I know what's happening. Do you think that maybe she is insecure about her relationship with Janarion and she is afraid other girls might be a temptation to him?"*

Dot: *"But I'M not! We were just talking! Why did she have to come at me like that?"*

Alex: *"I have an idea of something you can try today if you are willing."*

[The two of them talk about it a bit more and develop a plan that keeps Dot out of trouble and possibly keeps a friendship intact. They plan to meet up as usual at the end of the day.]

Alex: *"So? How did your day go?"*

Dot: *"It went alright. I did what you said. It was really hard. Thanks for texting me support through the day. It really helped. Janarion and I aren't talking*

anymore and Arizes and I aren't talking either, but she knows I'm not out to steal her guy so no more fighting."

Alex: *"Awesome! That's great news! Now tell me how the school work and classes went today. Need help on anything?"*

The thing to remember about this relationship is that you need to find someone who can "roll with the punches" so to speak. The goal would be to find a student from a similar background that can relate easier. Yet you need it to be student that the mentee can aspire to. I find it best if you can find a grade level junior to pair with a freshman so you can have 2 years of help and possibly even enough help that the mentee could someday be someone else's mentor!

Mentor Pairing

Mentor Pairing is an intervention that, on the surface, appears very similar to Check-In/Check-Out. The differences are very significant though. This intervention strategy is also known as a

Mentor/Monitor program is designed to utilize a non-parent adult member of the community that can help to mentor young students with academic, emotional, and behavioral struggles within the academic setting. This program is designed to have the adult monitor the performance of the student, assist in their academic needs by acting as a tutor if needs be, and even to provide counseling or advice as well (Valdebenito et al., 2018).



In the study that was put out by Valdebenito in 2018, they found that mentoring done in this manner had the largest effect on reducing the aggression, tardiness, drugs, and even stimulated a better academic performance. This study also determined that the benefits were easier to see with male students as opposed to female students. The need for the mentor and mentee to also have similar interests increased the likelihood of a more successful pairing. Finally, there was significant need to ensure that the program supported the Mentor. It simply wouldn't be fair to have the mentor do this and then not receive the support necessary from administration and parents, to the mentor nor to the student.

This structure is again, similar to Check-In/Check-Out in that there should be scheduled times that the two of them meet to discuss. That being said, there doesn't have to be a daily meeting for this to be a successful intervention for students with EBD. In fact, I would suggest against a strictly regimented program for these kids. Students with EBD need to feel that they have choices. Even if those choices aren't truly choices but instead all lead to a goal that the

multidisciplinary team has. As long as the student believes they have a choice, they are generally much more likely to buy in (Gresham, 2015).

Once you have the mentor determined and they are all paired up, it is best for the administration to take a more passive approach of watching and listening as the relationship develops. There will be pushback on some aspects of the intervention. That being said, it is best for the Mentor and the Mentee to get time to bond and develop the relationship that will be necessary for the student to begin to trust the mentor. Once this happens, the mentors' words will begin to have more of an impact and the student will begin to have the desire to please the mentor.

Mentor Pairing Scenario Example

This technique should be handled with great care. It should not be something taken lightly as you are utilizing someone from the community who isn't an education professional and will probably not have the same kind of training all of you do to handle situations. While that's part of the point for this, you still need to make sure that everyone is on board with this process as well as with the Mentor. The process itself should be treated like Check-In/Check-Out, but instead it is with a member of the community that the student can look up to and respect. Not an easy prospect. Perhaps this is something you and your counselors could start building within your school and you could develop a "bank" of potential Mentors. Remember, these check-ins are less regular than Check-In/Check-Out so it will not work for students with more intense intervention requirements.

Classroom Duties or Responsibilities

Students with EBD are becoming increasingly difficult to educate within the academic system. These students are generally marginalized by the label of their disability and many times are misdiagnosed. So often these students are even excluded from the educational setting of the classroom due to being expelled from the classroom far too regularly (Gunter et al., 2002). Combine the larger numbers of students with EBD, with the very real lack of Teachers of special education qualified to educate them and you have a recipe for disaster.

With that in mind, much of the research out there shows that structure is needed most by students with EBD (Gunter et al., 2002). There isn't the need of rigidity in the structure. That can simply force more rebellion from these students. They need to feel that they have some control within their situation. Only then can many of these students be led to the educational river to potentially drink from it. With that in mind the structure needs to be set but somewhat flexible. Essentially the classroom norms need to be established. Things like raising your hand when you have a question or answer, do as the instructor asks right away, and even the absence of foul language can be part of these norms. These need to be set, and should be encouraged to be followed. The duties though, help to reinforce the desire to follow these behaviors by students with EBD.



When you have one of these students, they can be brought to your side within the classroom by giving them responsibilities. As students with EBD tend to have more academic failure than their non-EBD peers (Gunter et al., 2002), much of that can be attributed to the desire to not be in the room or not learn at all unless the information is interesting to them. So when an instructor is able to give a responsibility to an EBD student, it gives the student a sense of duty and control. Even at times a sense of self-superiority over their peers because they are being asked to do something the others are not. They are being given a job within the classroom.

For High School, the desire to call out attendance can be a great motivator when the student is given some leeway on how they get to do it. The responsibility of passing out assignments to the class and ensuring that all of the students receive a copy. Even something like making sure all the desks are in place and the papers are all turned in and not left on desks at the end of the class. These tasks can seem trivial to an instructor; but to a student with EBD, these tasks can give them a sense of citizenship with their peers. It can also ingratiate the student with their peers by being the one that's always responsible for said task. It is best to work with the student to give them a list of tasks they could do and then let them pick. Try it! With some time, the student will have a desire to remain in the classroom to be able to perform their task.

AUTHORS NOTE

It should be noted that within the psychological and sociological field of study it has long been a belief that Maslow's Hierarchy of Needs could easily be applied to any individual or group of individuals. People are not inherently evil or trouble makers. They are all inherently good people and they are always seeking Self-Actualization. These students with EBD simply lack the skills or abilities to effectively understand what it is they actually want. So when they are confronted with something that's new to them or they are afraid of in some way, they lash out. This means that these students will need time to build a relationship with the Mentor and the Administration needs to be willing to give the support necessary for that to happen. This process can take time to develop.

Classroom Duties Scenario Example

This one will make you put your thinking cap on and attach itself to your inner corporate manager! This is one of my favorite things I utilize to help get some of my students with EBD engaged and tuned into the rest of the class. I use it for all of my classes, even the ones that don't have any students with EBD. Remember to stop and think through each role. Here's my setup.

Attendance: For this role, I try to choose my most outgoing student with EBD, or if I don't have one I pick a very outgoing and loud student that shows no fear. I allow them to do nick names with students that are approved upon by both parties. I usually allow the first minute or two to be them taking attendance and sitting at my desk when they do it so they feel empowered. They play back and forth with each other at times and it helps to build that sense of community and citizenship. It also gives me a perfect example to guide them into Code Switching for learning how to speak differently but say the same things. It can also give me a feel for how the students are feeling that day with how the Attendance keeper handles it and how the students respond.

Assignment Collection: This is a great role for one of your biggest introverts. They don't have to associate or interact with people other than to collect assignments. It does, however, get them in front of people and moving within the classroom with the very basic interaction level possible. Baby steps when necessary.

Assignment Return: Try to have one of the most trusted students, and probably one of the most studious, be responsible for this role. You don't want to have a student who is going to make fun of others when they see a bad grade.

Keeper of the Utensils: Try to make some kind of badge they can wear or a special seat. I find that my autistic kids do great with this role! I try to stay away from having my students with EBD in charge of many sharp objects if at all possible!

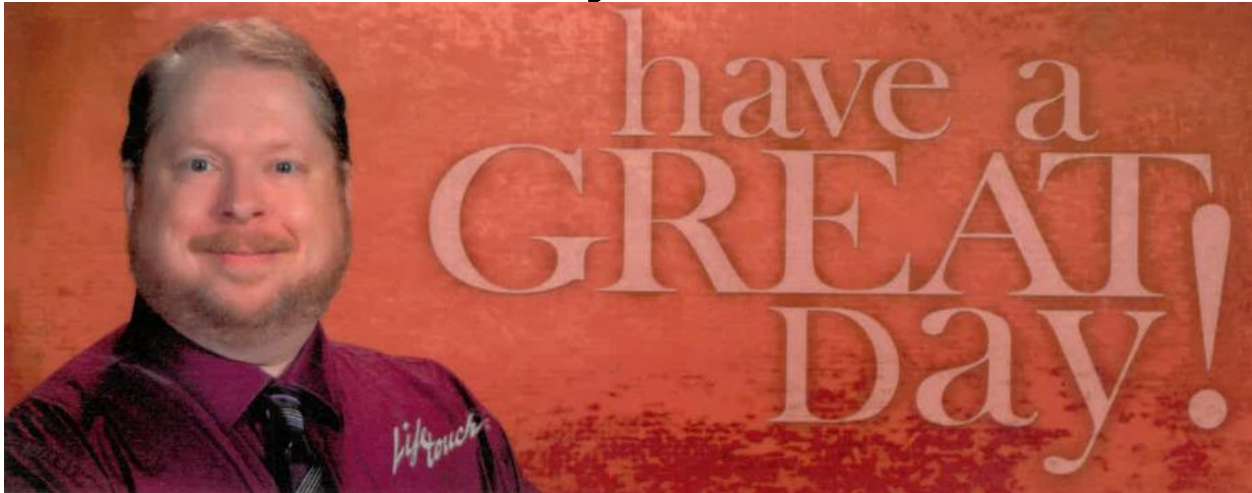
Laptop Gatekeeper: Believe it or not, this is a great role for a student with EBD. When one of them is put in charge of making sure that laptops are all signed back in or signed out by the correct student and properly plugged in, it

gives them a real sense of value. They are being trusted with thousands of dollars of laptops. No one ever trusts them. When you put that trust in them and show them that you value them, it can really help to build a relationship with the student.

Disaster Master: This is my student that I put the most faith in. For me it needs to be someone who is able to handle themselves, keep their cool, and be responsible. I have someone responsible for ensuring that the attendance roster that was completed at the beginning of class is picked up along with the green and red flags before we exit the room for any kind of drill. They accompany me and together we check every student off and ensure that all are accounted for. If I have an opportunity to assign this role to one of my students with EBD I will as long as I feel they are able to handle the task. The gravity of the role must be recognized or they aren't the right person for the job.

Backups: I try to have a backup for every role if possible. If not, I play it off as first come first serve or I'll assign a student to the role. After assigning someone once or twice, I never have to worry about assigning again.

Final Thoughts to Peers



To all my peers out there fighting the good fight to get these kids ready for the real world; please use this handbook as a supplement. You already have vast amounts of knowledge and experience within you to help guide you to make the right choices for our students. This handbook is simply around to give you some ideas you may not have tried. Or perhaps a different take on some of the things you've tried before. Try not to get caught up on the little things.

As teachers you will be dealing with (if you're like me) around 35 to 40 students per class period. This gives you close to 240 students per day that you are responsible for educating. Of those 240 students, possibly as many as 100 of them will be special needs qualified and have IEP's that you will be making accommodations for. Of those, you may only have around 5 to 10 that are considered students with EBD. So in reality, it is a very small fraction of what most of you will handle through your day to day lives as an educator.

Please try to remember that it's best to not pass judgement prior to any interactions. Just because your peer "Karen" had problems with a student, and "Mark" had problems, in no way means that you will. You aren't a cookie cutter teacher. You are your own person with your own life, passions, aspirations, challenges, and struggles. So too are the students we work so hard to prepare for life outside of education. So be patient, be kind, be understanding, and be there for them.

All of you have my deepest admiration for the sacrifices you make every day for these students as well as my deepest thanks.

Michael F. Henry

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CHAPTER 6 CONCLUSION

This project was designed to determine how teachers perceive the effectiveness of positive behavioral supports for students with emotional and behavioral disabilities. This study and project was focused on a high school setting. To determine the information, research questions were focused on: How do teachers within an inclusive classroom setting perceive the behaviors of special needs students? What types of classroom behavior interventions are typically used to redirect special needs students back into a class norms? What recommendations of effective practices for behavioral supports for students with EBD do you suggest? The survey itself was a survey with 13 questions investigating teacher perceptions and experiences within a Midwestern high school and sent to 55 general and special needs teachers.

Survey Results

The survey results were consistent with previous studies. There was a large consensus of teachers feeling that students with EBD were far more difficult to manage within the classroom. There was also a perception that the supports and training for teachers to be able to handle and manage the needs of students with EBD was lacking and in some cases seriously lacking. The majority of the survey questions were done on a scale of responses from strongly disagree to strongly agree. This made it very easy for the participants of the study to answer the question as opposed to the questions which required more of a short answer response. The difficulty with short answer responses were that many of the short answer portions were very short or not answered at all. While I found that the short answer questions generally were capable of giving a stronger idea of the reasoning behind answers from the teachers, the multiple choice simply had a larger percentage of responses. If I were to redo this survey with this knowledge, I would have

had more questions but they would have been follow up questions and leading multiple-choice questions.

Limitations of the Study

The limitations for this study were present but not overly restricting. The small sample size of only a single high school made for limited data. This study would be better served with a sampling of a large district of schools. This would help to show the overall needs by taking into account schools that are Title 1 as well as schools that have significant resources. The larger study would also be able to bring in other grade levels to be able to show a more comprehensive detail of interventions that help students with EBD. Being able to see how the data lined up between lower income environmental based schools and higher income environmental based school populations would have added credibility to the study. It's well documented that students with EBD have a lot of environmental factors that can attribute to lower academic gains within the classroom (Gunter et al., 2002).

Strengths and Limitations of the Handbook

This handbook should be a beneficial guide for new and experienced teachers within the education setting to help assist students with EBD effectively accept interventions and succeed within the classroom. The intent is for the handbook to be an easy read that speaks to the reader in a more conversational tone so as not to read like a science experiment but instead to have a feel that puts the reader at ease. The handbook should be something that could be easily put onto a shelf and pulled out from time to time to get a refreshing idea on what interventions might work in the situation the instructor finds themselves in. Especially for these teachers who have

been teaching for some time; however, they haven't had the opportunities to learn about new techniques and new practices.

The struggles were, of course, time constraints. From the constraints of the time the author had to put into the handbook, the time restriction of the project itself, and the time available for the participants to answer the survey questions; there was a great deal more that the author would have liked to be able to put into the handbook. If given more time, the handbook would be significantly more expansive and would go into more detail for each intervention. However, I suppose that is what Second Editions are for!

Suggestions for Future Research

The research itself would be better served with a significantly larger sample size. It is important to be able to see how different scholastic environments impact the learning of students with EBD and other disabilities. A larger and more comprehensive study should be done that had more thorough survey questions and a sample size that encompasses a district of schools with all grade levels for a more accurate understanding. It would be best if that school district had schools that were in wealthy property tax zip codes as well as in poor property tax zip codes. This would help lend a level of validity to the results.

There would be three factors that would be focused on with future research that could significantly benefit this handbook and fellow educators. It would be beneficial for research to be more in depth on the types of professional learning exercises and content that would more effectively aid instructors in developing these skills for students with EBD. More interventions should be put together and more fully developed with information on how they can interconnect as well as how they can impact and alter the long term as well as the short-term behaviors of these students. Finally, it would be beneficial to be able to break down the differences in the

effectiveness of each intervention based on the classroom subject as different subjects may require different strategies within the classroom.

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APPENDIX A STUDENTS WITH BEHAVIORAL DISABILITIES SURVEY

While taking this survey, please consider the students within your classroom with emotional and behavioral disabilities and respond considerately to the questions.

1. List two characteristics of students with emotional and behavioral disabilities.

1 _____

2 _____

2. Teachers are given sufficient training to manage behavioral problems with emotional and behavioral disorders.

Check the box with the degree to which you agree with the statement.

Strongly Disagree -> Strongly Agree

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. How often during a class period do you feel you are having to redirect behaviors of students with emotional and behavioral disorders?

- | | |
|--------------------------|---------------------------------------|
| <input type="checkbox"/> | Less than 1 time per class period |
| <input type="checkbox"/> | 1 – 2 times per class period |
| <input type="checkbox"/> | 3 – 5 times per class period |
| <input type="checkbox"/> | Greater than 5 times per class period |

☐ Please explain the typical behaviors that need redirecting. _____

4. Do you have a space within your classroom where students can go to decompress when getting over stimulated or too stressed?

- | | |
|--------------------------|-----|
| <input type="checkbox"/> | Yes |
| <input type="checkbox"/> | No |

5. How effective do you find this space to be?

Check the box with the degree to which you feel this space is effective.

Not Effective -> Very Effective

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.a. Please explain your reasoning for this response. _____

6. How effective is the IEP “At-A-Glance” (a brief summary of the full IEP) in assisting you to know the effective strategies to utilize when redirecting students with emotional and behavioral disorders?

Check the box with the degree to which you agree with the statement.

Not Effective -> Very Effective

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.a. Please explain your reasoning for this response. _____

7. Many teachers utilize a strategy of allowing students to have individual movement. Have you found this strategy to be effective within the classroom?

☐ Yes (If yes, is it at any point in the class period? ☐ Yes ☐ No)
☐ No

7.a. Please explain your reasoning for this response. _____

8. How effective do you find this allowance of movement to be for preventing disturbances?

Check the box with the degree to which you feel this allowance is effective.

Not Effective -> Very Effective

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Rate the effectiveness of the intervention strategies you have used to deescalate behavior issues within your classroom?

<u>Strategy</u>	Not Effective -> Very Effective				
	1	2	3	4	5
Time Out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seating Arrangements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stop for Breathing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentor Pairing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check-In/Check-Out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9.a. Explain your responses for each strategy (i.e. pro's and con's that you have found) _

10. What recommendations do you have for other effective RTI's (response to intervention) that you have used?

1 _____

2 _____

3 _____

11. Students with emotional and behavioral disabilities behavior gets better as the year progresses.

Check the box with the degree to which you agree with the statement.

Strongly Disagree -> Strongly Agree

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11.a. Please explain the factors/reasoning for your response. _____

12. Rate the effectiveness of the current services for students with emotional and behavioral disabilities within your school.

Check the box with the degree to which you feel that services are effective.

Not Effective -> Very Effective

1

☐

2

☐

3

☐

4

☐

5

☐

13. Please list any recommendations on Professional Developments that could assist you with behavioral supports for students with emotional and behavioral disabilities.

APPENDIX B PERMISSION LETTER FROM SCHOOL PRINCIPAL



October 6, 2019

To Whom it May Concern:

Mr. Michael Henry has requested and has received permission to survey the teachers of [REDACTED] High School of [REDACTED] as partial fulfillment for the requirements of his classwork. Should you have any questions or concerns, please contact me at [REDACTED].

Sincerely,

A red rectangular box used to redact the signature of the school principal.

A red rectangular box used to redact the footer information, likely the principal's name and title.

APPENDIX C LETTER OF REQUEST TO SURVEY

Dear Prospective Survey Participant,

I am a Master's student from Purdue Fort Wayne University, conducting a research study as part of my Master's degree requirements. This study is about teacher perception on the effectiveness of positive behavioral supports for students with emotional and behavioral disabilities. With this letter, I am inviting you to participate in this study. The purpose of the study is to try to identify how teachers perceive behavioral support effectiveness in regards to the behaviors of students with emotional and behavioral disabilities.

By agreeing to participate in the study, you will be giving your consent for the researcher or principal investigator to include your responses in his data analysis. Your participation in this research study is strictly voluntary, and you may choose not to participate without fear of penalty or any negative consequences. You will be able to withdraw from the survey at any time and all survey responses will be deleted.

There will be no individually identifiable information, remarks, comments or other identification of you as an individual participant. When you have completed the survey, please place the answers into a sealed envelope without any identifying name on it into my mail box in the front office at Wayne High School. If you have questions, please contact myself (Michael.Henry@FWCS.K12.IN.US) or Dr. Jeong-il Cho, Associate Professor (School of Education, Purdue University Fort Wayne, Choj@pfw.edu, 260-481-6454). If you wish, you may request a copy of the results of this research study by writing to the researcher at Michael.Henry@FWCS.K12.IN.US.

Please take your time and consider your answers carefully. Your answers will assist in the creation of a handbook that will assist teachers in better understanding the benefits of effective behavioral supports as well as potential interventions that have assisted other teachers. As well as assisting me in one of the steps to completing my Master's Degree.

Thank you for your consideration,

Michael F. Henry

APPENDIX D IRB APPROVAL LETTER

□ **This Memo is Generated From the Purdue University Human Research Protection Program System, Cayuse.**

Date: November 5, 2019

PI: JEONG-IL CHO

Department: PFW EDUC STUDIES

Re: Initial - IRB-2019-572

TEACHER PERCEPTION ON THE EFFECTIVENESS OF POSITIVE BEHAVIORAL SUPPORTS FOR STUDENTS WITH EMOTIONAL AND BEHAVIORAL DISABILITIES

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 4, 2022**. 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.

Findings:

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) 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, Research Quality Assurance unit, 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 will be 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, and federal laws 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 or 765-494-5942. We are here to help!

Sincerely,

Purdue University Human Research Protection Program/ Institutional Review Board

APPENDIX E CHARACTERISTICS

Question 1 List two characteristics of students with emotional and behavioral disabilities.

Question #1	Answer #1	Answer #2
Respondent 1	Easily Distracted	Impulsive
Respondent 2	Easily Overwhelmed	Tendency to Shut Down
Respondent 3	Mood Swings	Poor attention span
Respondent 4	Withdrawn	Over Emotional
Respondent 5	Struggle with following classroom norms.	May become agitated or aggressive easily.
Respondent 6	Happy and Joyful	Passionate
Respondent 7	Aggressive	Impatient
Respondent 8	Explosive	Vulnerable
Respondent 9	Withdrawn	Can fall behind easily
Respondent 10	Distracted	Inconsistent
Respondent 11	Extreme energy levels: either very hyper or very sluggish	Lack of self-control
Respondent 12	Denial	Never taking ownership of their actions
Respondent 13	Impulsivity	Disruptive
Respondent 14	Combative	Argumentative
Respondent 15	Easily distracted or off-task	More requirements to be successful
Respondent 16	Lack of Focus	Withdrawal
Respondent 17	Reading Level	ADHD – Emotional Behavior
Respondent 18	Verbal/physical Aggression	Paranoid
Respondent 19	Unable to regulate emotions	Overblown reactions
Respondent 20	Tipply: they can “tipple” over into a rage or crisis on the turn of a dime	Self-indulgent
Respondent 21	Withdrawn	Emotional
Respondent 22	Issues with compliance	Quick to anger when redirected
Respondent 23	Easily, and at times intentionally, distracted	Moods fluctuate sporadically, demonstrating a lack of control of emotions
Respondent 24	Cognitive dissonance	Unpredictable
Respondent 25	Unreliable	Non-responsive
Respondent 26	Explosive	Over-emotional

Respondent 27	Emotional	Disruptive
Respondent 28	Malcontent	Withdrawn
Respondent 29	Wrest less	“twitchy”
Respondent 30	Spirited	Opinionated
Respondent 31	Obsessively Confident	Convolutd
Respondent 32	Aggressive	Dishonest
Respondent 33	Withdrawn	Combative
Respondent 34	Unorganized	Uncaring
Respondent 35	Always Right	Emotional
Respondent 36	Emotional	Lack of self-awareness
Respondent 37	Self-centered	Desire for control
Respondent 38	Emotional	Inconsiderate
Respondent 39	Lack of attention to detail	Unpredictable
Respondent 40	Paranoid	Withdrawn
Respondent 41	Withdrawn	Apprehensive
Respondent 42	Scared	Anxious
Respondent 43	Sad	Highly Emotional
Respondent 44	Sensitive	Over Emotional
Respondent 45	Sporadic	Shy
Respondent 46	Coercive	Inflamed
Respondent 47	Ungovernable	Withdrawn
Respondent 48		
Respondent 49		
Respondent 50		

APPENDIX F TEACHER TRAINING

Question 2 Teachers are given sufficient training to manage behavioral problems with emotional and behavioral disorders.

Question #2	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Respondent 1			X		
Respondent 2		X			
Respondent 3	X				
Respondent 4			X		
Respondent 5		X			
Respondent 6		X			
Respondent 7			X		
Respondent 8				X	
Respondent 9			X		
Respondent 10		X			
Respondent 11		X			
Respondent 12		X			
Respondent 13	X				
Respondent 14		X			
Respondent 15			X		
Respondent 16		X			
Respondent 17		X			
Respondent 18			X		
Respondent 19		X			
Respondent 20		X			
Respondent 21		X			
Respondent 22		X			
Respondent 23	X				
Respondent 24	X				
Respondent 25		X			
Respondent 26		X			
Respondent 27		X			
Respondent 28	X				
Respondent 29		X			
Respondent 30		X			

Respondent 31	X	
Respondent 32	X	
Respondent 33		
Respondent 34	X	
Respondent 35	X	
Respondent 36	X	
Respondent 37	X	
Respondent 38		X
Respondent 39		X
Respondent 40	X	
Respondent 41	X	
Respondent 42	X	
Respondent 43	X	
Respondent 44	X	
Respondent 45	X	
Respondent 46	X	
Respondent 47	X	
Respondent 48		
Respondent 49		
Respondent 50		

APPENDIX G REDIRECT BEHAVIORS

Question 3 How often during a class period do you feel you are having to redirect behaviors of students with emotional and behavioral disorders?

Question #3	< 1 Time / Class	1-2 Time / Class	3-5 Time / Class	> 5 Times / Class
Respondent 1			X	
Respondent 2			X	
Respondent 3			X	
Respondent 4	X			
Respondent 5				X
Respondent 6		X		
Respondent 7	X			
Respondent 8		X		
Respondent 9		X		
Respondent 10		X		
Respondent 11				X
Respondent 12			X	
Respondent 13				X
Respondent 14			X	
Respondent 15			X	
Respondent 16		X		
Respondent 17			X	
Respondent 18			X	
Respondent 19			X	
Respondent 20				X
Respondent 21	X			
Respondent 22			X	
Respondent 23			X	
Respondent 24	X			

Respondent 25	X	
Respondent 26		X
Respondent 27		X
Respondent 28		X
Respondent 29		X
Respondent 30		X
Respondent 31	X	
Respondent 32	X	
Respondent 33		X
Respondent 34		X
Respondent 35		X
Respondent 36	X	
Respondent 37	X	
Respondent 38		X
Respondent 39	X	
Respondent 40		X
Respondent 41		X
Respondent 42		X
Respondent 43	X	
Respondent 44		X
Respondent 45		X
Respondent 46		X
Respondent 47		X
Respondent 48		
Respondent 49		
Respondent 50		

APPENDIX H DECOMPRESS

Question 4 Do you have a space within your classroom where students can go to decompress when getting over stimulated or too stressed?

Question #4	Yes	No
Respondent 1	X	
Respondent 2	X	
Respondent 3		X
Respondent 4	X	
Respondent 5	X	
Respondent 6		X (They step outside the classroom)
Respondent 7	X	
Respondent 8	X	
Respondent 9		X
Respondent 10		X
Respondent 11	X	
Respondent 12		X (In the past, yes)
Respondent 13	X	
Respondent 14	X	
Respondent 15	X	
Respondent 16		X
Respondent 17		X
Respondent 18	X	
Respondent 19	X	
Respondent 20	X (brain break area with frequent mini-meditations)	
Respondent 21	X	
Respondent 22	X	
Respondent 23	X	
Respondent 24		X
Respondent 25		X
Respondent 26	X	
Respondent 27	X	
Respondent 28		X
Respondent 29	X	

Respondent 30	X
Respondent 31	X
Respondent 32	X
Respondent 33	X
Respondent 34	X
Respondent 35	X
Respondent 36	X
Respondent 37	X
Respondent 38	X
Respondent 39	X
Respondent 40	X
Respondent 41	X
Respondent 42	X
Respondent 43	X
Respondent 44	X
Respondent 45	X
Respondent 46	X
Respondent 47	X
Respondent 48	
Respondent 49	
Respondent 50	

Appendix I

Question 5 How effective do you find this space to be?

Question #5	Not Effective	Somewhat Effective	Neutral	Effective	Very Effective
Respondent 1			X		
Respondent 2	X				
Respondent 3			X		
Respondent 4			X		
Respondent 5		X			
Respondent 6		X			
Respondent 7		X			
Respondent 8		X			
Respondent 9			X		
Respondent 10				X	
Respondent 11	X				
Respondent 12		X			
Respondent 13				X	
Respondent 14			X		
Respondent 15				X	
Respondent 16	X				
Respondent 17			X		
Respondent 18		X			
Respondent 19					X
Respondent 20			X		
Respondent 21			X		
Respondent 22		X			
Respondent 23	X				
Respondent 24			X		
Respondent 25		X			
Respondent 26			X		
Respondent 27			X		
Respondent 28					X
Respondent 29		X			
Respondent 30					X
Respondent 31		X			
Respondent 32		X			
Respondent 33			X		

APPENDIX J IEP EFFECTIVENESS

Question 6 How effective is the IEP “At-A-Glance” (a brief summary of the full IEP) in assisting you to know the effective strategies to utilize when redirecting students with emotional and behavioral disorders?

Question #6	Not Effective	Somewhat Effective	Neutral	Effective	Very Effective
Respondent 1			X		
Respondent 2	X				
Respondent 3			X		
Respondent 4			X		
Respondent 5			X		
Respondent 6			X		
Respondent 7				X	
Respondent 8				X	
Respondent 9			X		
Respondent 10				X	
Respondent 11				X	
Respondent 12			X		
Respondent 13			X		
Respondent 14	X				
Respondent 15				X	
Respondent 16			X		
Respondent 17				X	
Respondent 18				X	
Respondent 19				X	
Respondent 20				X	
Respondent 21			X		
Respondent 22			X		
Respondent 23			X		
Respondent 24				X	
Respondent 25			X		
Respondent 26			X		
Respondent 27				X	
Respondent 28			X		
Respondent 29			X		

Respondent 30	X
Respondent 31	X
Respondent 32	X
Respondent 33	X
Respondent 34	X
Respondent 35	X
Respondent 36	X
Respondent 37	X
Respondent 38	X
Respondent 39	X
Respondent 40	X
Respondent 41	X
Respondent 42	X
Respondent 43	X
Respondent 44	X
Respondent 45	X
Respondent 46	X
Respondent 47	X
Respondent 48	
Respondent 49	
Respondent 50	

APPENDIX K MOVEMENT

Question 7 Do you allow students to get up and move around your classroom?

Question #7	Yes	No	If Yes, is it at any point in the Class Period?	Yes	No
Respondent 1	X		Only during Activities specifically requiring movement		X
Respondent 2	X			X	
Respondent 3	X				X
Respondent 4	X				X
Respondent 5	X				X
Respondent 6	X			X	
Respondent 7	X				X
Respondent 8	X			X	
Respondent 9	X				X
Respondent 10	X			X	
Respondent 11	X				X
Respondent 12	X			X	
Respondent 13	X				X
Respondent 14	X			X	
Respondent 15	X				X
Respondent 16	X			X	
Respondent 17	X			X	
Respondent 18	X				X
Respondent 19	X				X
Respondent 20	X			X	
Respondent 21	X			X	
Respondent 22	X			X	
Respondent 23	X				X
Respondent 24	X			X	
Respondent 25	X			X	
Respondent 26		X			X
Respondent 27	X			X	
Respondent 28	X			X	
Respondent 29	X			X	
Respondent 30	X				X

Respondent 31	X		X
Respondent 32		X	X
Respondent 33	X		X
Respondent 34	X		X
Respondent 35	X		X
Respondent 36	X		X
Respondent 37	X		X
Respondent 38	X		X
Respondent 39		X	X
Respondent 40		X	X
Respondent 41	X		X
Respondent 42	X		X
Respondent 43	X		X
Respondent 44	X		X
Respondent 45	X		X
Respondent 46	X		X
Respondent 47	X		X
Respondent 48			
Respondent 49			
Respondent 50			

APPENDIX L MOVEMENT EFFECTIVENESS

Question 8 How effective do you find this allowance of movement to be for preventing disturbances?

Question #8	Not Effective	Somewhat Effective	Neutral	Effective	Very Effective
Respondent 1				X	
Respondent 2			X (depends on the student and class)		
Respondent 3		X			
Respondent 4			X		
Respondent 5			X		
Respondent 6				X	
Respondent 7				X	
Respondent 8		X			
Respondent 9				X	
Respondent 10				X	
Respondent 11			X		
Respondent 12			X		
Respondent 13			X		
Respondent 14				X	
Respondent 15			X		
Respondent 16			X		
Respondent 17				X	
Respondent 18			X		
Respondent 19			X		
Respondent 20	X				
Respondent 21			X		
Respondent 22			X		
Respondent 23				X	
Respondent 24			X		
Respondent 25				X	
Respondent 26			X		
Respondent 27			X		
Respondent 28			X		
Respondent 29		X			

Respondent 30	X	
Respondent 31		X
Respondent 32		X
Respondent 33		X
Respondent 34	X	
Respondent 35	X	
Respondent 36	X	
Respondent 37	X	
Respondent 38		X
Respondent 39	X	
Respondent 40		X
Respondent 41	X	
Respondent 42		X
Respondent 43		X
Respondent 44	X	
Respondent 45	X	
Respondent 46		X
Respondent 47	X	
Respondent 48		
Respondent 49		
Respondent 50		

APPENDIX M INTERVENTION STRATEGIES EFFECTIVENESS

Question 9 Rate the effectiveness of the intervention strategies you have used to deescalate behavior issues within your classroom?

Question #9	Not Effective	Somewhat Effective	Neutral	Effective	Very Effective
Time Out	5	3	7	32	0
Seating Arrangements	1	6	12	7	21
Stop for Breathing	3	1	15	22	6
Mentor Pairing	0	0	34	10	6
Check-In/Check-Out	0	6	33	7	1

APPENDIX N RECOMMENDATIONS

Question 10 What recommendations do you have for other effective RTI's (response to intervention) that you have used?

Question #10	Answer #1	Answer #2	Answer #3
Respondent 1	Calls to Parents	Giving Responsibilities	N/A
Respondent 2	N/A	N/A	N/A
Respondent 3	Hallway Time Outs	N/A	N/A
Respondent 4	Relationship Building	Distraction	Humor
Respondent 5	Quick Hallway Talks when you see agitation beginning.	Connect at the start of class to gauge attitude for the day.	Take the extra time to listen when they choose you to talk to.
Respondent 6	Report to the E.D. Room	Take a Lap (in hallway)	Behavior Reflection Sheet
Respondent 7	1 – 1 Talks with Teacher Privately.	Incentive Programs	Teacher-Guided Tutoring
Respondent 8	Positive Self-Talk	Praise, Praise, Praise	Social Stories
Respondent 9	More leniency in terms of due dates	Allow for those students to sit where they want to	Different tests and activities
Respondent 10	Releasing students to the HUB	Let the student take a walk with the assistant	N/A
Respondent 11	Hallway discussion with the teacher	Tall table for very active students to stand at to cool off	Calm, positive talk
Respondent 12	Redirection	N/A	N/A
Respondent 13	Isolate and give something to eat or drink	Letting them talk	Teaming with a Peer
Respondent 14	One-to-one conversation	Student call home	Own space in room
Respondent 15	Clear instructions and rubrics	Praising desired behavior	Giving a pass for student to take a brief walk when they are worked up
Respondent 16	One on one with me	Small group talk	N/A
Respondent 17	Split class in half taking them to another room	Co-teachers	N/A
Respondent 18	N/A	N/A	N/A

Respondent 19	Self-monitor behavior	Purposeful distraction	One-on-one (teacher-to-student)
Respondent 20	Teacher should be somewhat emotionally blank but be kind and listening. Any emotional reaction from others often feeds ED kids.	I personally have mild autism, and that seems to help a LOT, since our relatively blank emotional out-coding is calming to ED kids.	N/A
Respondent 21	Giving the student a job in the classroom.	Standard daily practices	N/A
Respondent 22	One-On-One's	N/A	N/A
Respondent 23	Having co-teachers	Leaving nothing to chance	N/A
Respondent 24	Parent calls	Giving time in the hallway	Brain Break Zones
Respondent 25	Treats/rewards	Praise!	Shared stories and understanding opportunities
Respondent 26	Time Out	Send to the ED room	N/A
Respondent 27	Sending to the HUB	ISS when needed	N/A
Respondent 28	Isolation from the class	Brain Break area	N/A
Respondent 29	Supportive communication	Daily check in's on mental health.	Parent Communication
Respondent 30	Send to the HUB	N/A	N/A
Respondent 31	Team them up with a peer.	N/A	N/A
Respondent 32	Daily communication	Isolate and give snacks	N/A
Respondent 33	Time Outs	Send to ED teacher	N/A
Respondent 34	Going to the HUB	Having the ED teacher speak with them.	Parent Phone Calls
Respondent 35	Hallway time	N/A	N/A
Respondent 36	Peer monitoring	Peer discussion for norms	Parent calls
Respondent 37	Taking the time to listen.	Asking them about their day.	Talking to parents.
Respondent 38	Greeting with a handshake before entering the classroom.	Knowing them all by name as soon as possible.	Listening when they have concerns or issues, even when not pertinent to the lesson.
Respondent 39	One-On-One's	Time Out	N/A

Respondent 40	Calling parents	Allowing them to communicate their thoughts	N/A
Respondent 41	Same rules for everyone	N/A	N/A
Respondent 42	No seating charts	Staying calm	N/A
Respondent 43	Teaming with a peer	Using hallway discussions with the student.	Relationship building.
Respondent 44	Using Humor	Distraction with Games	N/A
Respondent 45	Giving sensory breaks like an opportunity to listen to their music on their cell phone.	Having Co-Teacher support	N/A
Respondent 46	Time Out	N/A	N/A
Respondent 47	Send to the HUB	N/A	N/A
Respondent 48			
Respondent 49			
Respondent 50			

APPENDIX O IMPROVEMENT

Question 11 Students with emotional and behavioral disabilities behavior gets better as the year progresses.

Question #11	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Respondent 1			X		
Respondent 2				X	
Respondent 3			X		
Respondent 4			X		
Respondent 5			X		
Respondent 6			X		
Respondent 7					X
Respondent 8					X
Respondent 9				X	
Respondent 10			X		
Respondent 11				X	
Respondent 12		X			
Respondent 13				X	
Respondent 14			X		
Respondent 15				X	
Respondent 16			X		
Respondent 17		X			
Respondent 18	X				
Respondent 19				X	
Respondent 20				X	
Respondent 21	X				
Respondent 22			X		
Respondent 23			X		
Respondent 24				X	
Respondent 25			X		
Respondent 26			X		
Respondent 27			X		
Respondent 28		X			
Respondent 29				X	
Respondent 30			X		

Respondent 31	X	
Respondent 32		X
Respondent 33	X	
Respondent 34	X	
Respondent 35		X
Respondent 36	X	
Respondent 37		X
Respondent 38	X	
Respondent 39		X
Respondent 40		X
Respondent 41	X	
Respondent 42	X	
Respondent 43	X	
Respondent 44		X
Respondent 45	X	
Respondent 46		X
Respondent 47	X	
Respondent 48		
Respondent 49		
Respondent 50		

APPENDIX P EFFECTIVENESS OF SERVICES

Question 12 Rate the effectiveness of the current services for students with emotional and behavioral disabilities within your school.

Question #12	Not Effective	Somewhat Effective	Neutral	Effective	Very Effective
Respondent 1			X		
Respondent 2			X		
Respondent 3		X			
Respondent 4	X				
Respondent 5			X		
Respondent 6			X		
Respondent 7				X	
Respondent 8			X		
Respondent 9		X			
Respondent 10			X		
Respondent 11	X				
Respondent 12	X				
Respondent 13				X	
Respondent 14		X			
Respondent 15				X	
Respondent 16			X		
Respondent 17			X		
Respondent 18	X				
Respondent 19			X		
Respondent 20				X (US is too self-indulgent and self-promoting to optimize the social or learning environments for people with emotional disabilities.	
Respondent 21			X		
Respondent 22			X		

APPENDIX Q PROFESSIONAL DEVELOPMENT RECOMMENDATIONS

Question 13 Please list any recommendations on Professional Developments that could assist you with behavioral supports for students with emotional and behavioral disabilities.

Question #13	Answer #1
Respondent 1	Any PL (Professional Learning) that gives concrete, usable strategies
Respondent 2	Different Strategies
Respondent 3	TOR (Teacher of Record) Collaboration Time
Respondent 4	Need a full time person to deal with behavioral issues.
Respondent 5	Better tips for De-Escalations. A better understanding of how their brain processes things around them so I can better assist them. What is too immature for our kids? Where is the line?
Respondent 6	Understanding “Triggers” for emotional outbursts. Methods on how to bring a student down from their emotional outbursts.
Respondent 7	What to do when students has an extreme outburst in class and fails to respond to interventions. How to create a more conducive classroom environment for those students, so they feel accepted in the classroom. Do’s and Don’ts for when having them in your classroom. How to coach the other students in the class to not target the student with emotional and behavioral disabilities because of their outbursts.
Respondent 8	N/A
Respondent 9	I believe there should be specific places in the building with trained professionals to deal with these situations in the classroom when they arise.
Respondent 10	Additional training in general would be helpful. Methods for identifying impending issues and various techniques to head them off before the occurrence.
Respondent 11	Any scientifically based information Current neuroscience on the trauma brain Info on channels in school to follow for students who may need extra help and support
Respondent 12	A more stable support structure for ED kids to support them in and out of the room. Better Identification systems. More support with aids --→ trained aids
Respondent 13	I/We have no formal training for IEP kids. I’d like to have sessions giving me the basic laws, techniques, cross talk with TOR’s. Also are there classes at colleges I could take or the district would sponsor to ramp up my skills. Out of 143 students we have 45 with IEP’s, and 5 are “B Hall” kids.

Respondent 14	N/A
Respondent 15	Having a list of students with paperwork so that I can highlight my students and seek out their plans if I don't already have them and see what I need to do for them specifically. It would also be beneficial to learn how students are categorized so we know what level we're working with and to be a better support for our SpEd instructors.
Respondent 16	N/A
Respondent 17	N/A
Respondent 18	N/A
Respondent 19	Professional Development on how to teach a student to self-monitor their behavior. This is research-based and proven to have positive outcomes. Also, we need more access to the HUB – all day access.
Respondent 20	CIP (Crisis Intervention Program) training
Respondent 21	N/A
Respondent 22	We need more training on how to bring these students with IEP's into the same paradigm.
Respondent 23	These kids go into crisis mode and we do not have the training to assist them. Most of the time there is nowhere for them to go.
Respondent 24	N/A
Respondent 25	Somewhere/Someone that is available through the day for the kids to go to.
Respondent 26	I think there should be a monthly PL lead by the counselors and SPED teachers for strategies.
Respondent 27	N/A
Respondent 28	N/A
Respondent 29	N/A
Respondent 30	Better interventions that I can use that don't stop my entire class from learning.
Respondent 31	There needs to be time made available for the TOR's to have a sit down with each teacher about the students within their classroom to discuss needs and techniques that work for that particular student.
Respondent 32	More administrative supports to get enough trained special needs educators into the classrooms.
Respondent 33	N/A
Respondent 34	Less "fluff" trainings and more trainings that give us real substantive techniques.
Respondent 35	More counselor intervention with the students with these needs.
Respondent 36	More Professional Learning events that are tailored to our individual schools. So many schools are so different with their student population that "catch-all" strategies simply don't work.

Respondent 37	I would like to see something available all day for these students to be able to access when they can't handle being in the classroom.
Respondent 38	Honestly I think that regular classrooms are just too difficult for most of these students and them being in the classroom tends to take away from other student success. They try hard, and I appreciate the effort, but when we don't have enough special needs teachers to help in all the classrooms, it becomes a drain on the educational value for the rest of the students.
Respondent 39	More PL's that are of use.
Respondent 40	We need an all day HUB.
Respondent 41	N/A
Respondent 42	N/A
Respondent 43	I believe that we are not trained in now to properly de-escalate these students with they are "triggered". Techniques that work on your general population don't seem to work on these students.
Respondent 44	If I had time where I could work with each of the teachers of record for each of the students that I have IEP's for, I would be able to better aid their learning. We simply are not provided or afforded that time.
Respondent 45	N/A
Respondent 46	N/A
Respondent 47	N/A
Respondent 48	
Respondent 49	
Respondent 50	