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A Survey of General Education Teachers' Knowledge of Students with an Emotional Disability in the General Education Classroom

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Indiana University - Purdue University Fort Wayne

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A Survey of General Education Teacher's knowledge of Students with an Emotional Disability in the General Education Classroom.

Travis J. Stebing

A Special Project submitted to the faculty of the Office of the Graduate School in partial fulfillment of the requirements for the degree Master of Science in Education with a Major in Special Education in the Department of Professional Studies Indiana University-Purdue University Fort Wayne

May, 2016
Accepted by the Graduate Faculty, Indiana University-Purdue University Fort Wayne, in partial fulfillment of the requirements for the degree of Master of Science in Education with a major in Special Education

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Abstract

This study aims to understand Secondary General Education teachers’, 9th through 12th grade teachers of subjects such as math, English science, etc., perceptions and approaches to students with ED. A mixed methods approach was used to survey General Education teachers in a Midwestern high school.

General education teachers did not feel adequately prepared to meet the needs of students with an Emotional Disability. Teachers identified many challenges in working with students with ED. Teachers identified how to keep these students engaged in the classroom and interested in learning as a struggle. They also acknowledged the managing the classroom after an outburst from the student as a struggle.
Table of Contents

Chapter 1 Introduction .................................................................................................................. 1
  Statement of the Problem ........................................................................................................... 1
  Significance of the Study ........................................................................................................... 1
  Purpose .................................................................................................................................... 2
  Research Approach .................................................................................................................... 2
  Definition of Terms ..................................................................................................................... 3

Chapter 2 Literature Review ........................................................................................................ 4
  Definition of an Emotional Disability .......................................................................................... 4
  Laws .......................................................................................................................................... 6
  Teachers Understanding of IEP Components .............................................................................. 7
  Teachers Attitudes Toward Inclusion .......................................................................................... 8
  Teacher Stress ............................................................................................................................ 10
  Strategies for students with an Emotional Disability ................................................................. 11
  Praise ........................................................................................................................................ 11
  Relationship Building ............................................................................................................... 13
  Positive Learning Environment .................................................................................................. 15

Chapter 3 Methodology ................................................................................................................. 18
  Participants ................................................................................................................................. 18
  Setting ...................................................................................................................................... 18
  Research Design ......................................................................................................................... 19
  Data Source ............................................................................................................................... 19
  Recruitment and Data Collection Procedures ........................................................................... 20
  Data Analysis Procedures .......................................................................................................... 21
  Rationale for Project .................................................................................................................. 22
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of commercially available resource</td>
<td>22</td>
</tr>
<tr>
<td>Chapter 4 Results</td>
<td>24</td>
</tr>
<tr>
<td>Demographics</td>
<td>24</td>
</tr>
<tr>
<td>Teachers Experience with students with ED</td>
<td>26</td>
</tr>
<tr>
<td>Teachers understanding of ED</td>
<td>27</td>
</tr>
<tr>
<td>Challenges</td>
<td>28</td>
</tr>
<tr>
<td>Modifications</td>
<td>31</td>
</tr>
<tr>
<td>Praise</td>
<td>33</td>
</tr>
<tr>
<td>Individualized Education Plans (IEPs)</td>
<td>33</td>
</tr>
<tr>
<td>Training</td>
<td>35</td>
</tr>
<tr>
<td>What other Information would be Helpful?</td>
<td>35</td>
</tr>
<tr>
<td>Summary of Results</td>
<td>36</td>
</tr>
<tr>
<td>A Guide to Emotional Disabilities in The General Education Classroom</td>
<td>38</td>
</tr>
<tr>
<td>Handbook Table of Contents</td>
<td>38</td>
</tr>
<tr>
<td>Rationale for Handbook</td>
<td>41</td>
</tr>
<tr>
<td>Summary of Current Research</td>
<td>42</td>
</tr>
<tr>
<td>How to use this Handbook</td>
<td>44</td>
</tr>
<tr>
<td>Chapter 1 What is an Emotional Disability?</td>
<td>46</td>
</tr>
<tr>
<td>What is an Emotional Disability?</td>
<td>46</td>
</tr>
<tr>
<td>Internalizing vs. Externalizing Behaviors</td>
<td>47</td>
</tr>
<tr>
<td>Specific Emotional Disabilities</td>
<td>48</td>
</tr>
<tr>
<td>Anxiety Disorders</td>
<td>48</td>
</tr>
<tr>
<td>Bipolar Disorder</td>
<td>48</td>
</tr>
<tr>
<td>Conduct Disorders</td>
<td>48</td>
</tr>
<tr>
<td>Chapter 2</td>
<td>Individualized Education Plans</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>How is an IEP Developed?</td>
<td>52</td>
</tr>
<tr>
<td>Recognition</td>
<td>53</td>
</tr>
<tr>
<td>Pre-Referral</td>
<td>53</td>
</tr>
<tr>
<td>REFERRAL</td>
<td>53</td>
</tr>
<tr>
<td>Evaluation</td>
<td>53</td>
</tr>
<tr>
<td>The IEP</td>
<td>53</td>
</tr>
<tr>
<td>Implementation</td>
<td>53</td>
</tr>
<tr>
<td>Review</td>
<td>53</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STEPS OF THE IEP PROCESS</th>
<th>53</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>COMPONENTS OF THE IEP</th>
<th>54</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs)</th>
<th>56</th>
</tr>
</thead>
</table>

| Accommodations vs. Modifications | 60 |

| Case Conferences | 62 |

| Roles and Responsibilities of Case Conference Participants | 62 |

<table>
<thead>
<tr>
<th>Chapter 3</th>
<th>What is Behavior?</th>
<th>63</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHAT IS BEHAVIOR?</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>Antecedent - Behavior - Consequence</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Example ABC Chart</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>Antecedent-Behavior Consequence Form</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>The Functions of Behavior</td>
<td>69</td>
<td></td>
</tr>
</tbody>
</table>
Escape/Avoidance ............................................................................. 70
Attention ............................................................................................. 71
Tangible .............................................................................................. 72
Sensory ............................................................................................... 73
Power .................................................................................................. 74

Riding the Behavior Roller Coaster .................................................. 76

The Behavior Cycle .......................................................................... 78

Reinforcement vs. Punishment .......................................................... 82

Chapter 4 Behavior Strategies ......................................................... 83

Function Specific Strategies .............................................................. 84

Managing the Behavior Roller Coaster ............................................. 88

Strategies for the Behavior Cycle ..................................................... 89

Calm ................................................................................................. 89
Trigger .............................................................................................. 89
Agitation ............................................................................................ 89
Acceleration ..................................................................................... 90
Peak .................................................................................................. 90
De-Escalation .................................................................................. 90
Recovery ........................................................................................... 90

Strategies for Challenging Behavior ............................................... 92

Questioning ...................................................................................... 92
Refusal .............................................................................................. 92
Release ............................................................................................. 92
Intimidation ..................................................................................... 92
Table of Figures

Figure 4.1. Years of Experience of Participants………………………………22
Figure 4.2. Subjects Taught by Participants……………………………………22
Figure 4.3. How often do teachers feel overwhelmed by students with ED……..27
Chapter 1

Introduction

In today’s educational world inclusion is something that is expected. All children are expected to be educated in the same setting as their peers regardless of their disability. This includes students with an Emotional or Behavioral Disorder. The term ED is something that causes many general education teachers’ anxiety and stress when they have these students in their classrooms. Many of these teachers do not have the strategies or the training necessary to adequately provide for these students. This study aims to look at what teachers really know about students with an Emotional Disability.

Statement of the Problem

The term emotional disability or ED is something that causes teachers in schools today anxiety and fear. General education teachers feel inadequately prepared to address the needs of the students that have these conditions. In fact, many teachers do not even fully understand the Emotional Disability label. Many times they see the students with this label and create a judgment without even getting to know the student themselves. They base their opinion of the student on the fact that the student has the disability. Teachers do not understand ED.

Significance of the Study

This study aims to find out how much teachers really know about students with an Emotional Disability. The study wants to know what types of strategies General Education teachers are using in their classrooms to support students with an Emotional Disability who are in their classroom. Ultimately, based on the
answers that teacher’s give, a handbook was created that gives teachers strategies and techniques to help better support students with ED in their general education classroom.

**Purpose**

The Purpose of this study was to see what kinds of strategies and techniques teachers know. It aims to find the areas where General Education teachers lack and strives to help teachers become better suited to meet the needs of students with an Emotional Disability. It is the hope that the handbook created will help alleviate some of the stress and anxiety that teachers feel when they are working with students with an Emotional Disability.

**Research Approach**

This study surveyed General Education teachers and to determine their knowledge about EBD. It asked teachers to describe their approach to students with an Emotional Disability. The survey asked teachers what types of techniques and strategies they know and what they are using currently. It asked teachers about the amount of stress and anxiety that the experience when educating a student with an emotional disability.
Definition of Terms

Emotional Disability (ED) -

1. A tendency to develop physical symptoms of fears associated with school or personal problems
2. A general pervasive mood of unhappiness or depression.
3. An inability to build or maintain satisfactory interpersonal relationships.
4. Inappropriate behaviors or feelings under normal circumstances
5. Episodes of psychosis. (Article 7, 2010, p. 72)

Free and Appropriate Public Education (FAPE) - educational right of children with disabilities in the United States that is guaranteed by the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA). (Understood.org)

General Education Teacher – Teachers of Core Classes such as Math, English, Social Studies, Science, etc. that are not in the Special Education setting

Individualized Education Plan (IEP) – A legal document written for all students with a disability that outlines the plan and services that the student will receive in public schools

Inclusion – Including students with disabilities in the Regular Education classroom.

Least Restrictive Environment - a student who has a disability should have the opportunity to be educated with non-disabled peers, to the greatest extent appropriate according to IDEA
Chapter 2

Literature Review

The Following contains a review of numerous scholarly, peer-reviewed articles dating back to the year 2000. The literature focuses around the three main topics of the study. The review looks at information regarding what an Emotional Disability and the characteristics that a student with an Emotional Disability may have. The review also examines teachers’ perceptions and understanding of those students. The literature was also examined for teacher’s preparedness to address the needs of students with ED in the General Education classroom. To do this existing research was searched for teachers’ experiences with ED and the strategies that they use.

Existing Research was also searched for research addressing teachers understanding of Individualized Education Plans. This topic is also one of the focuses of this project. The three focuses that were examined during the literature review ultimately provided the basis for the research questions that are examined in this project.

Definition of an Emotional Disability

Indiana Article 7 defines the term Emotional Disability, as an inability to learn or progress that cannot be explained by cognitive, sensory, or other health factors. A student with an Emotional Disability may exhibit one or more of the following characteristics.

1. A tendency to develop physical symptoms of fears associated with school or personal problems
2. A general pervasive mood of unhappiness or depression.

3. An inability to build or maintain satisfactory interpersonal relationships.

4. Inappropriate behaviors or feelings under normal circumstances

5. Episodes of psychosis. (Article 7, 2010, p. 72)

According to teachers, students with ED present them with the most trouble in terms of inclusion in the general education classroom. Students with an Emotional or Behavioral disorder typically have a poor work ethic, coping skills, and a lack of emotional maturity. They often disrupt the classroom or sit silently, disengaged from the class. (Johnson-Harris & Mundschenk, 2014) The manifestation of student’s behaviors has the ability to impact a classroom as a whole. (Cassady, 2011) Students with an Emotional Disability are frequently verbally and physically aggressive, hyperactive, and oppositional. They can exhibit symptoms of depression, restlessness, frustration, and may lack impulse control. (Cassady, 2011) Teachers admit that they have not developed an understanding of this disability. (Avramidis, Bayliss, & Burden, 2000) Their negative impressions of this student behavior cause them to have a negative impression of inclusion as a whole. (Nistor & Chilin, 2012) According to statistics 1% of students have either an emotional or behavioral disorder. However, it is estimated that as many as 12% of students have a mental health disorder that has not yet been identified (Farley, Torres, Wailehua, & Cook, 2012) There exists a need for more training for teachers in order to gain a better understanding of ED.
Teachers say that they generally have a positive impression of inclusion. However, many feel inadequately prepared to handle this. (Rodriguez, Saldana, Moreno, 2012) Teachers that have had multiple training opportunities have a more favorable impression of inclusion than those that feel inadequately prepared. Teachers that have had advanced training when it comes to inclusion and disabilities are the most successful with the practice. (Avramidis & Norwich, 2010) Teachers admit that there are many barriers that cause them to have a negative perception of inclusion. These barriers include behavior management, not having adequate curriculum or strategies for these students, and time. Many of these things could be overcome with simple trainings. (Hefli, Juane, Bullock, & Lyndal, 1999)

Laws

In the American education system, today, inclusion is something that teachers have to face on a daily basis. The Education of All Handicapped Children Act established two important concepts that schools have to follow. These concepts were the concepts of Free and Appropriate Public Education (FAPE) and Least Restrictive Environment (LRE). (Keogh, 2007) These provisions mandate that all children have the right to be educated in their local public school. They also have the right to be educated in the general education setting with their non-disabled peers. (Copenhaver, 2006) Even according to the United Nations council on Education schools must be schools for all, including children with disabilities. (Stoutjesdijk, Scholte, & Swaab, 2012) While teachers agree with these ideas the problem remains that for many teachers they do not
know how to successfully include students with special needs, especially those with emotional and/or behavioral disorders, into their classrooms.

**Teachers Understanding of IEP Components**

The process of developing Individualized Education Plan (IEP) is something that may General Education teachers has little experience in. IDEA 97 required that a General Education teacher be present at IEP meetings and Case Conferences. However, the participation of General Education teachers in these meetings is something that is lacking. (Menlove, Hudson, & Suter, 2001) Many times teachers do not attend these meetings or if they do they sit in them and do not understand what is happening. Teachers understand that their participation in these meetings is required by law and sit in on them for this reason. However, these same teachers report lower levels of satisfaction in the IEP that they were supposed to help develop. (Menlove, Hudson, & Suter, 2001) Teachers do not understand their importance in the process. They also do not fully understand the components or the purpose of the IEP.

Generally teachers understand the IEP as a plan that dictates a student’s educational plan. Teachers understand that the Case Conference is the place where the IEP is developed. However, many times when they are in these meetings they do not fully participate in them. (Menlove, Hudson, & Suter, 2001) The vast majority of teachers see the importance of the IEP and recognize it as a valuable tool and use it to shape their instruction but, many see several parts of the IEP not relating to them or their class. (Lee-Tarver, 2006) Teachers need to
understand how a Case Conference works ideally and need to know that they should speak up and make the IEP relevant to their classes.

Many special education terms are very foreign to General Education teachers. They do not understand the meaning or what place they truly have. They do not recognize the value of them. General Education teachers generally never see a Functional Behavioral Assessment (FBA) that is completed on a student. So they do not understand why a student behaves the way they do. In fact the teacher may reinforce a student’s negative behavior without knowing it. (Gresham, McIntyre, Olson-Tinker, Dolstra, McLaughlin, & Van, 2003) Teachers also struggle to carry out the Behavior Intervention Plan (BIP) that is put in place during the Case Conference. (Kosko & Wilkins, 2009) For many teachers following the BIP creates more of an annoyance and creates more work for them that they do not want to do. (Cassady, 2011) They do not understand that all the components of the IEP are valuable tools for the inclusion of the student in the General Education setting.

**Teachers Attitudes Toward Inclusion**

Teachers say that they generally have a positive impression of inclusion. However, many feel inadequately prepared to handle this. (Rodriguez, Saldana, & Moreno, 2012) Teachers that have had multiple training opportunities have a more favorable impression of inclusion than those that feel inadequately prepared. Teachers that have had advanced training when it comes to inclusion and disabilities are the most successful with the practice. (Avramidis & Norwich, 2010) Teachers admit that there are many barriers that cause them to have a
negative perception of inclusion. These barriers include difficulty with behavior management, inadequate curriculum or inappropriate strategies for these students, and time. Many of these things could be overcome with simple trainings. (Hefli, Juane, Bullock, & Lyndal, 1999)

Teachers generally agree that inclusion is a good thing. They recognize its place and importance within the current educational structure. (Brackenreed, 2011) However; there are some teachers that are more receptive to this policy then others. There are a number of factors that can help or hurt a teacher’s propensity to achieve an inclusive classroom. Generally, female teachers are more inclined to welcome students with special needs into their classroom. (Avramidis & Norwich, 2010) Also the age of the classroom teacher also plays a role in this as well. A younger teacher has less reluctance to an inclusive classroom. A teacher with fourteen or less years of experience is more likely to welcome inclusion. (Avramidis & Norwich, 2010) The age of the students influences their perceptions of inclusion as well. Teachers that teacher secondary students are less likely to welcome or accept inclusion. (Brunsting, Sreckovic, & Lane, 2013) Also, what type of disabilities a teacher will be working with plays a role in their attitudes about an inclusive classroom. (Sadioglu, Batu, Bilgin, & Oksal, 2013) Students with Emotional or Behavioral disorders represent the most difficult group to work with. (Hefli, Juane, Bullock, & Lyndal, 1999) Their negative impressions of this student behavior cause them to have a negative impression of inclusion as a whole. (Nistor & Chilin, 2012) Many barriers to inclusion still exist in schools today.
**Teacher Stress**

Teachers view students with ED as the hardest group to serve in the General Education setting. Because of this view the group of students causes the most stress to General Education Teachers. (Cassady, 2011) Teachers today face many demands with the ever-changing direction of education. They face changing directives and mandates from state and federal legislatures. Teachers today are incredibly busy. They have to manage the needs of all students regardless of labels. They also have to meet the needs of a diverse group of learners. (Mundschenk, Miner, & Nastally, 2005) Many times teachers admit that they do not have enough time to meet the needs of students. (Hwang & Evans, 2011) Teachers face much pressure in today’s fast paced education environment. This creates stress on teachers. This stress causes good teachers to begin seeing themselves as bad teachers. The expectations to educate all students including those with EBD, or any other disability, continues to grow and not decrease. (Gunter, Coutinho, & Cade, 2002) The negative experiences with inclusion, because of inadequate skills begin to pile up on teachers. Teachers are just as vulnerable to low self-esteem as students. (Scanlon & Barnes – Holmes, 2013) Interestingly, the teachers that enter an inclusive classroom with grandiose goals and expectations are the ones that often face the most problems and stress associated with these goals. (Talmor, Reiter, Feigin, 2007) Teachers enter with unrealistic goals that cannot be achieved because they have not been prepared with realistic standards. After so many times of feeling inadequate teachers begin to have adverse feelings towards the profession and many begin to leave.
Teachers that feel inadequately prepared feel inadequate themselves and face higher rates of burnout than those that feel better prepared. (Fore, Martin III, Bender, & High, 2002) Teacher burnout is almost inevitable when there is a gap between what is being demanded and how it is implemented in the classroom.

**Strategies for students with an Emotional Disability**

Many teachers feel unprepared to work with students with ED. They are unaware of effective instructional and classroom management skills. (Cassady, 2011) Teachers need more training as to how to handle behavioral concerns and educational needs of special needs students. (Grossman, 2005) Teachers believe that more support is necessary to make inclusion more successful. (Brackenreed, 2011) Teachers feel inadequately prepared to meet the needs of students with diverse educational needs including those with Emotional Disabilities. There are many strategies that are available to assist teachers with the inclusion of students with EBD in the General Education classroom.

**Praise**

Teacher attention in the form of behavior specific praise has been shown to be one of the most effective ways to increase on-task behavior, task completion, and correct academic responses. (Allday, Hinkson-Lee, Hudson, Gatti, Kleinke, & Russe, 2012) Teachers should work to provide praise to students when they are doing good things in the classroom. Many times it is heard in classrooms that teachers do not want to praise students for doing what is expected of them. Instead they view the idea of giving a student praise as
something that should happen only when the student does something above and beyond what is expected. Teachers may praise a student that gets an A on a test or goes out their way for another student. Positive praise is something that happens very infrequently in inclusive classrooms despite evidence showing its positive effects (Musti-Rao & Haydon, 2011)

Teachers often resort to threats and reprimands more than they do Behavior Specific Praise (BSP) This is especially true in classrooms where teachers experience high rates of inappropriate behavior, including inclusive classrooms that contain students with ED. (Musti-Rao & Haydon, 2011) Teachers that teach in classrooms that contain students with Emotional Disabilities are more likely to use reprimands than they are to use praise. On average a teacher uses only one praise statement an hour to four and a half reprimands an hour. (Sutherland, 2000) Interestingly, students with ED are less likely than their peers to receive BSP even when they are engaged in positive behavior. (Landrum & Sweigart, 2014) Teachers need to work to increase their Behavior Specific Praise especially with students with an Emotional Disability.

But, praise is something that should be given to students with ED even for the little things. Providing increased rates of praise to an entire classroom have been shown to increase student performance for all students not just those with ED. (Allday, Hinkson-Lee, Hudson, Gatti, Kleinke, & Russe, 2012) Praise is something that makes students feel good. It also makes them feel like they are valued and wanted in the classroom. Even doing something as simple as emailing a student when they have done something good has been shown to have a major
impact on behavior and classroom performance. (Rathel, Drasgow, Brown, & Marshall, 2014) Behavior specific praise is something that decreases interruptions in the classroom, makes learning possible, and improves the relationship that students and teachers have. (Musti-Rao & Haydon, 2011) Even when a student fails to meet the expectations of their teachers they should not just be rejected. Instead the teacher should use this opportunity to example to the student what is expected of them and how to do better in the future by providing praise and feedback. (Conroy & Sutherland, 2012)

**Relationship Building**

The interactions that students with an Emotional Disability have with their teachers are critical. Students with an Emotional Disability can be uniquely influenced by the relationships that they have with their teachers and school staff. (Marchant & Anderson, 2012) Students that experience negative interactions with their teachers or who face constant reprimand for behaviors are more likely to have those behaviors exacerbated than those that experience positive interactions with teachers. (Allday, Hinkson-Lee, Hudson, Gatti, Kleinke, & Russe, 2012)

Teachers must strive to make their classroom and themselves more inviting to students with an Emotional Disability. Teachers can make their classrooms more inviting for students by making them a place where the student feels safe. They should strive to make them a place where students are free from ridicule and can by themselves and do not have to fear. Teachers need to make their classrooms more structured and consistent to better meet the needs of a student with an Emotional Disability. The classroom is simply an extension of the
teacher. If the room is safe and inviting then the student will perceive that the teacher is as well. (Solar, 2011) Teachers can make themselves more inviting to students by simply talking to students with ED and listening to them. The teacher should really listen to the student. The teacher should use active listening skills and really hear what the student is trying to tell them. (Solar, 2011) Teachers should work to support the learning of the student as well and for many this simply means having patience with them. (Capern, 2014) For many secondary students they are experiencing puberty and other changes when mixing this with an Emotional Disability it can be a very confusing time. If a teacher takes the time to really listen to a student during these times it can have a huge bearing on that student’s relationship with that teacher. (Capern, 2014)

Students with an Emotional Disability mainly want three things from their General Education teachers. They want their teachers to have a warm and friendly attitude. This would include things such as not discriminating against them or others because of their differences including their disability. It means being patient with the students and not yelling or constantly reprimanding. It also means being able to laugh with students. A teacher’s ability to also forgive misbehaviors is a critical factor in this piece. (Capern, 2014)

Students with ED want teachers to talk to them. They want to talk about their personal interests and their experiences outside of school. (Capern, 2014) Teachers should also open themselves up to be seen as human beings too. They should display pictures of their families on their desks and look for commonalities to draw on to strengthen the relationship between themselves and the student with
ED. (Solar, 2011) Students with ED want to feel like they are respected and if a teacher can build a relationship with the student this is a huge step in the right direction.

Positive Learning Environment

The way a teacher handles their classroom has a major bearing on the way a student an Emotional Disability is going to act in their classroom. Teachers can do a number of things that can greatly impact their classroom and the performance of students with ED in them.

Behavioral Environment. Teachers should work to have specific classroom rules for all students to follow. A common trend that teachers have today is to allow students to create the rules for the classroom themselves. However, this method may not work with students with ED because they do not have the necessary skills to create appropriate rules. (Kostewicz, Ruhl, & Kubina, 2008) Instead the teacher should have a clear set of rules that they have already established for their classrooms. Teachers should work to identify the behaviors that they want to address or eliminate in their classroom. Rules should be phrased specifically and positively such as remain quiet unless raising a hand to gain your teacher’s attention. (Kostewicz, Ruhl, & Kubina, 2008) Rules should be as specific as possible so there is no question on how to follow it. A teacher should have no more than 3-5 rules posted in their classroom. The rules should also be posted in a place where all students can see them. (Gunter, Coutinho, & Cade, 2002)
Physical Environment. Teachers should address the way they arrange their classrooms as well. Teachers should arrange their classrooms in a way that encourages learning and discourages misbehavior. Teachers should try many different arrangements to find that the ones that work. The arrangement of the classroom should promote interaction between students and student and teacher. It should also allow the teacher the ability to move around and address misbehavior. (Gunter, Coutinho, & Cade, 2002)

Socio-Emotional Environment. The teacher must also work to understand the behavior of the students in their classroom. It may be possible that a teacher is reinforcing the student behavior and they do not even know it. If a student does not like their math class then they may act out in order to be removed from that class on a daily basis. If the teacher is not aware of this and they remove the student every time they act out then the behavior is not going to get better. It is possible that in the process of following classroom procedures or school rules that the teacher may be encouraging the student behavior and not even knows it. The teacher may be negatively reinforcing the behavior. (Musti-Rao & Haydon, 2011) Teachers should work on Positive Reinforcement or presenting a reinforcer when the desired behavior is observed. The teacher must also work to address negative behavior in a positive way such as ignoring unwanted outbursts from the student who is yelling out to get the attention of the teacher. (Regan & Michaud, 2011)

Based on existing literature, teachers do not understand students with ED. They also lack the training and skills to make the inclusion of students with ED into the general education classroom effective. Teachers also show little understanding of
what a student's IEP really does. Based on these facts the research questions for this study include:

1. What knowledge do General Education teachers have about students with emotional disabilities in the General Education classroom?

2. What strategies and/or techniques are needed to make the inclusion of students with emotional disabilities more effective in the General Education setting?

3. Do General Education Teachers fully understand what an Individualized Education Plan (IEP) is
Chapter 3

Methodology

Participants

Participants for this study were 29 certified staff members at the selected school. These teachers represented a wide variety of teaching areas. The participants included three mathematics teachers, two English teachers, six science teachers, five social studies teachers, two in Health and Physical Education, three in Fine Arts, and seven in areas that were not specifically identified. These teachers also represented a wide range of teaching experience. Six of the participants have taught between one and five years. Three have taught six to ten; six have taught 11 to 15; two have taught 21 to 25 years and six have taught more than 25 years.

Setting

The study took place in a Midwestern high school. According to the Indiana Department of Education website the school has an enrollment of 1198 students which break down as follows; 290 students in the ninth grade, 305 students in tenth grade, 278 students in the eleventh grade, and 325 students in the twelfth grade. Of the 1198 students enrolled in the school, 160 of these students received some type of Special Education services. A vast majority of these students received services under the LD label. Twenty-one students received services under the ED label. Students in the school are 93.5% White, 2.8% Hispanic, 1.3% Asian, and 2.2% Multiracial. A small portion of the students were on a free or reduced lunch program, 32.5% of the students in the school received either free or reduced lunch while 68.5% of the students paid full price for lunch.
Students in this school perform well on standardized testing. In 2014-2015, 78.3% of students tested passed both the English and Math sections of the ECA. This was 5% over the state average of 73%.

**Research Design**

Prior to the research being conducted the researcher completed Collaborative Institutional Training Initiative (CITI) training through Indiana University Purdue University Fort Wayne in conjunction with Purdue University in West Lafayette, Indiana. (Appendix A) The researcher also submitted an application to Institutional Review Board (IRB) at Purdue University. The study was approved by this body (Appendix B) and permission was then granted by the principal of the high school for the research to be conducted in his building. He approved of the results being utilized to complete the project (Appendix C). The teachers were surveyed utilizing a survey (Appendix D) via Google Forms. The survey was emailed out to teachers, they were asked to complete and return it. The survey had three focus areas. These areas all have a bearing on the inclusion of students with ED in the General Education classroom.

**Data Source**

The survey asked teachers questions about their understanding of what a student with an emotional disability looks like. The survey asked the teachers a series of both open-ended and closed-ended questions that gauged their understanding of what a student with ED looks like. It asked them to describe the behaviors these students may exhibit in their classrooms.
The survey also asked the teachers to identify the strategies and techniques that they are using to include students with ED in their classroom. It asked the teachers about the strategies that they have implemented on their own. It also asked the teachers about three specific strategies these included the learning environment that they have set up, their use of praise with students with ED, and their approach to relationship building with students with ED. The survey aimed to find areas where teachers are lacking and where they need help.

The survey also asked teachers about their understanding of various Individualized Education Plan (IEP) components. The survey asked teachers if they understood the terminology and acronyms that are often used in Special Education and addressed in a students IEP. It asked the teacher to identify terms that they understand. These terms included things such as FBA, IEP, TOR, BIP, etc.

These three foci led to asking teachers about their level of frustration and stress that they feel when they have a student with ED in their classroom. A lack of understanding in these three focus areas would lead to increased stress for the general education teacher and therefore, cause the teacher to have a bad impression of the inclusion of students with ED.

**Recruitment and Data Collection Procedures**

Recruitment for this study was conducted through email. Teachers were sent an email asking for their participation in the study. The recruitment email explained to teachers the purpose of the study and explained to them that the goal is to produce a product that will be beneficial to them by providing them with
strategies and techniques to aid in the inclusion of students with Emotional Disabilities. The invitation explained that participation was voluntary as well as anonymous. The directions on the survey stated that teachers were free to skip any questions that they were not comfortable with.

In the same invitation letter teachers received a link for the survey. Teachers clicked on the link and were taken to the survey utilizing Google Forms. Teachers filled out this survey and submit it. All responses then were compiled in a central spreadsheet. From this the data was analyzed and used to form the special project.

Surveys were sent out to all of the certified teachers in the building. This accounted for 68 total surveys being sent out. The survey was first sent out on October 29th, 2015. On this occasion 19 surveys were returned to the researcher. A reminder email with the link to the survey was emailed again to all teachers approximately two weeks after the original email. This was sent out on November 12th, 2015. On this occasion six completed surveys were returned. However, it was noticed by the researcher that no math teachers had returned the survey. A math teacher was reminded about the survey by the researcher and input from the Math Department was solicited for the study. This allowed for four math teachers to complete and return the survey. This brought the total number of returned surveys to 29.

**Data Analysis Procedures**

Once teachers completed and submitted their surveys their responses were compiled in a central spreadsheet. From there the information that they submitted
was analyzed looking for trends and patterns that teachers expressed. These patterns and trends were the concepts discussed in the special project.

**Rationale for Project**

The final product of this project is a handbook that contains strategies and techniques that General Education teachers can use to make the inclusion of students with ED more successful. The strategies aim to help overcome the anxiety and stress that teacher’s feel when it comes to including students with ED in their classrooms. The handbook also helps General Education teachers understand what ED is. It helps them understand the different terms and acronyms that are used when talking about students with ED. It addresses the IEP and make sure the teachers fully understand the parts of the IEP that are very pertinent to students with ED. This would include items such as the Behavior Intervention Plan (BIP). It makes sure that General Education teachers understand their importance in the IEP process.

**Review of commercially available resource**

In their book, *Handbook of Evidence-Based Practices for Emotional and Behavioral Disorders*, Walker and Gresham provide a lot of good information for teachers to use when it comes to the inclusion of students with ED in the General Education classroom. The authors provide information as to how detect ED early. They provide information for very specific ED and the strategies to use for it. They also do a nice job of providing generic strategies that can be used for students with ED.
However, the authors do not provide this information in a format that would be considered reader friendly. The information is provided in the format of scholarly, peer-reviewed articles. They are not put in a format that is inviting and appealing for General Education teachers looking for quick information about students with ED. Also, the authors make very little effort to talk about what ED is or what a student with ED may look like. Their guide also does little to address teachers’ understanding of IEPs and how to utilize them in their classroom. My handbook looks to overcome this weakness. It provides teachers with a quick go to guide when information is needed about ED.
Chapter 4

Results

A survey, titled A Survey of General Education Teacher’s Knowledge of Students with an Emotional Disability in the General Education Classroom, was distributed to teachers in a high school in the Midwest. The survey was created by the researcher as there were no commercially available surveys that addressed the foci of this project. This chapter summarizes the results from the survey responses from the 29 surveys returned by teachers. The results explore demographic information from the teachers such as teaching experience and subject taught. The information also examines teacher’s responses to questions dealing with the topic of students with Emotional Disabilities. As was expected the results indicate that teachers have a limited understanding of students with ED. The results of the survey are presented by graphs and by themed responses. Raw data from the survey results is provided in Appendix G.

Demographics

Figure 4.1 shows the breakdown of the years teaching experience of the participants in the study. The full range of experience was 1 year to greater than 25 years. The majority, 24%, of the teachers who filled out a survey have been teaching 11-15 years. Teachers who have taught either one to five years or, greater than 25 years made up the next largest portion of responses at 20%. Teachers who have taught 16-20 years accounted for 17% of answers. Teachers with six to ten years experience made up 10% of answers. While teachers with
21-25 years of experience made up the smallest segment surveyed accounting for only 6% of answers.

Figure 4.1. Years of Experience of Participants

Figure 4.2. Subjects Taught by Participants
Figure 4.2 illustrates the subject areas that were represented in the survey. The largest portion of answers came from faculty members in the other category with 24% or 7 teachers. Teachers represented in this category taught subjects, which could not be included in a subject that was specifically listed, such as Business. One teacher was also the JAG (Jobs for Americas Graduates) Coordinator. Another was the school media center supervisor and literacy specialist. Science teachers made up the second largest group of answers with 21% or 6 teachers. These 6 teachers represented the entire science department of the school. The social studies department represented 17% of the answers with 5 teachers answering. This too represented an entire department’s participation. The math department represented 14%, or 4 teachers, of the responses. Fine Arts, subjects such as art, choir, and band, made up 10% of answers with 3 teachers answering. English and PE/Health accounted for the smallest percentage of teachers surveyed. The seven percent from each department meant that two teachers from each department were surveyed. However, the two teachers from the PE/Health department represented the entire department.

**Teachers Experience with students with ED**

Question number three of the survey specifically asked participants how many students with ED they have had in their classrooms and taught over the course of their careers. Respondents were given five possible choices of answers. The answer choices were: zero to five students, six to ten students, 11 to 15 students, sixteen to twenty students, and greater than twenty students. Of those that answered, 17% indicated that they have had zero to five students in their
classrooms. More teachers, 31%, indicated that they have had six to ten students with ED in their classrooms. Results indicated that 14% of teachers have had 11 to 15 students with ED. Only one teacher has had between 16 and 20 students over the course of their career. The majority of respondents, 34.5% indicated that they have had more than 20 students with ED in their classrooms over the course of their careers.

**Teachers understanding of ED**

Question four of the survey asked teachers to describe, to the best of their ability, a student with ED. Teachers responses covered a large area of ideas and themes. Of the 29 surveys that were returned 25 teachers offered a response to this question. Two teachers’ explained students with ED as students that were just different from their “normal” peers. Two major themes were seen in the answers that teachers offered, 1) teachers saw students with ED as being angry, 2) they also saw this group of students as being unable to cope with or handle different triggers or situations. These themes were arrived at based on reoccurring answers that were given during the survey process. There were few responses that described a student with ED as being withdrawn or depressed.

**Anger.** Of the 25 answers 8 surveys, 32%, indicated answers representing that teachers see students with ED as having trouble with anger. This seemed to be a popular sentiment throughout teacher responses. Many teachers saw students with ED simply as angry students. Teachers offered answers such as, “These are students that are fine one moment but are flying off the handle the next minute”. Of the eight answers that dealt with anger half of these answers indicated that
teachers see these students as those that get angry easily and over things that would not bother other students. One teacher said that these are students that have an angry outburst in class simply because another student is talking out when the student with ED is trying to work. Of the eight teachers that said students with ED are just angry 6 said that these are the students that can have a major blow up or explode with little to no warning or provocation. These six indicated that the students with ED are more likely to be the ones that are throwing a chair or desk, or punching a wall or a locker when they are upset.

**An inability to handle their emotions.** An inability to handle their emotions or with different situations was the most popular theme that surfaced when teachers were asked to describe a student with an Emotional Disability. With 44% of the answers in this section indicating this theme it can be seen that this was the biggest thing that teachers see from students with ED. Teachers offered answers such as, “these students do not display the same coping skills that their peers do.” Many teachers simply put that these are students that are not in control of their emotions. Teachers said that these students either do not possess or do not know how to display the correct coping mechanism for a given trigger or situation. One teacher indicated that students with ED always act out when they are faced with difficult or stressful situation

**Challenges**

Teachers were asked in the survey what posed the greatest challenge to them when they have a student with an Emotional Disability in their classroom. A
lot of what teachers answered could be related back to safety of the class and for the other students and classroom management as a whole.

**Outbursts.** In this section, 48% of teachers answered dealt with issues on classroom management and teachers not knowing how to handle students with ED in the General Education classroom. The biggest portion of answers from teachers in this section dealt with how to manage outbursts of the students with ED. It was seen by teachers that these outbursts have a negative effect on the class and have the ability to knock the class completely off track of where they need to go. Teachers indicated that they did not know how to respond to the outbursts from the students in a way that was fair to the other students in the classroom but at the same time did not push the student with ED to another more severe behavior. Teachers did not know how to minimize these outbursts then maximize learning when the outbursts do happen. One teacher compared students with ED to pressure cookers. She said that the students have something boiling inside of them and that the teacher was always afraid that they were going to “set the student off”. Other teachers echoed this sentiment and indicated a worry of setting the students off.

**Engagement.** Many teachers saw students with ED as not wanting to be in their classrooms at all. They saw the students as not wanting to learn or not seeing the importance of what was being taught. Many teachers indicated that a struggle for them was to find a way to get these students engaged in the classroom material. Teachers of subjects, like History or some English classes, where discussion happens frequently in the class saw this as a problem. The teachers indicated that
they struggled to find the perfect placement for the student when group work was
done in the class as many times these students do not want to work in groups.
Accommodating students with ED and finding a way to engage them in the class
was seen as a challenge to teachers.

**Other Students.** The education, rights, and safety of other students (general
education students) were also seen as a challenge for some teachers in this
section. Of the teachers surveyed 20% indicated an answer that showed concern
to other students in their classroom. Teachers felt like it was unfair to students to
have their learning disrupted by students with ED. The teachers felt like much of
their time was being devoted to the one student with ED and that they were
neglecting the other students. Teachers expressed concern of how to meet the
needs of the individual student with ED but then meet the needs of the whole
class as well. Teachers saw the distractions and outbursts of students with ED as
unfair to other students in that classroom.

**Figure 4.3. How often do teachers feel overwhelmed by students with ED**
Figure 4.3 addresses the question of how often do teachers feel overwhelmed with a student with ED in the general education classroom. The vast majority of teachers, 73% or 21 teachers, indicated that they occasionally feel overwhelmed by these students. Teachers who indicated that they feel overwhelmed everyday accounted for seven percent or 2 teachers. Teachers who feel overwhelmed multiple times a week represented a larger group with 10% or three teachers. Teachers saying that they never feel overwhelmed by students with ED also represented 10% of the responses with three teachers.

**Modifications**

Questions nine and ten of the survey asked teachers to identify modifications that they have made to their classroom to make them a better place for students with Emotional Disabilities. Question nine asked teachers to identify the ways that they modify their classroom management methods, for the classroom as a whole, when a student with ED is in the class. Question 10 then asked teachers to identify the ways that they modify their classroom management techniques specifically for a student with ED when they are in the specific general education classroom.

**Modifications to the classroom as a whole.** When asked about making changes to the classroom as a whole there were not many things that teachers did. Of the 29 returned surveys 11 teachers did not attempt to answer this question and of the 11 that did answer the question five answered no to modifying their classroom as a whole. Therefore, only 20% of respondents actually answered the question. But, those that did answer the question indicated that teachers did not know how to
effectively change the classroom to benefit the needs of students with ED.

Teachers offered answers such as they created more structured classrooms or they created more classroom rules. They did not expand on these answers however. One teacher answered that they change the assignments for students with ED and do not force them to do the work that is too hard for them but, instead they give them work that is easier. This is possibly illegal and could potentially put the student’s diploma at jeopardy as this could be considered a modification rather than an accommodation.

**Modifications in the classroom for the student with ED.** More teachers were able to offer answers as to what they do on an individual level for students with ED. The answers included 24% of teachers indicating that they have changed the seating arrangement for students with ED. They commented that they have moved students away from things that could potentially be distracting and therefore be a trigger for students. Only 12% of teachers indicated that they have an open line of communication with the students. Those that did indicated that they get to know the student to understand what their triggers are. Also, only eight percent, or two teachers, indicated that they change their classrooms to provide more structure. A few teachers, 20% or four teachers in this section, indicated that they have an open door for students with ED and allow them to leave the classroom when they are stressed and need an escape. Results in this section indicate that teachers have little knowledge or how to be proactive with students with ED in their classrooms.
Praise

Teachers were asked, in question 11, how much praise they give to students with ED. Specifically, they were asked how often they give praise to students with ED when they do something that is already expected of them. Of those that replied to this question the majority, 62%, indicated that they give praise to students with ED occasionally. Those that answered everyday account for 14% and those that answered multiple times per day account for 24%. These numbers speak to the need for teachers to understand that importance of praise in the classroom specifically for those students with ED.

Individualized Education Plans (IEPs)

Teachers were asked three questions about students IEPs on the survey. Question number 12 asked teachers how many times they review the IEPs of the students in their classrooms. Number 13 asked if they understood the IEPs. Question 14 then gave the teachers a list of terms that could be on an IEP and asked if they understood these terms.

Reviewing the IEP. Teachers were presented with four options for answering the question of how often do you review the IEPs of students with ED in your classroom. The answer choices were 1) Once, when it is given to me, 2) Once per quarter, 3(Once per semester, and 4) weekly. Of those that answered the question once per quarter was the most popular answer with 41% of teachers selecting this answer. When it is given to me also was a popular answer for teachers as it accounted for 31% of responses. Once per semester was selected seven times for 24% and weekly was selected by only one teacher.
Do you understand the IEP?. Of the 29 surveys that were filled out and returned only seven teachers chose to answer this question. The majority, 4 teachers, indicated that they did understand all of the parts of the IEP. Two of the teachers said they understood all parts of the IEP also indicated however, that they do not always agree with what is in the IEP and that they do not always understand the importance of what is in it and its place in or connection to the classroom. Only one teacher of the seven indicated that they did not understand all the components of the IEP.

IEP Terms. In the survey teachers were asked if they knew and understood five terms that would be very common on an IEP of a student with an Emotional Disability. These terms were: Individualized Education Plan (IEP), Functional Behavior Assessment (FBA), Behavior Intervention Plan (BIP), Case Conference Committee (CCC), and Teacher or Record (TOR). The majority of teachers indicated that they knew what the IEP was (96.4%) Teachers also indicated that they knew what the Case Conference was (93%). Teachers also indicated that they knew what the Teacher or Record was (93%) However, what was alarming was that fewer teachers knew what the function of a Behavior Intervention Plan was. Only 85% of teachers indicated that they knew what the BIP was. Even fewer teachers knew what the Functional Behavior Assessment or FBA was (42%) This is alarming because these two documents are the two pieces of information that guide the plan for students with ED in the school. It is very possible that the experiences of teachers would improve if they understood what these documents were.
Training

Multiple questions on the survey, questions number seven and eight, asked the teachers about training. Question number 8 asked the teachers if they had received any specialized training regarding students with ED. Question number 9 then asked teachers if more training regarding students with ED would be more beneficial to them.

Have you received any specialized training regarding ED. Of the 29 surveys that were filled out and returned only five teachers (17%) indicated that they had received any type of formalized training. Of these five, three indicated that the training had taken place in college and therefore was old and probably not relevant anymore. Two of the five indicated that the only reason they had received any type of training was they had children with ED or other behavior disorders. Therefore, they received training to meet the needs of their own children. They did not have training specifically for the classroom.

Would more training regarding ED be more advantageous to you?. When asked this question 82% of teachers indicated that they believed more training regarding students with ED would benefit them.

What other Information would be Helpful?

The final question of the survey asked teachers to indicate any additional information regarding students with ED that would be beneficial to them. Only 12 teachers gave input to this question but of these, five answers dealt with providing teachers information for how to be proactive with these students rather than reactive. Teachers indicated answers such as giving classroom management
strategies that work for students with ED. They indicated wanting to know how to handle the student so that the blow ups and distractions do not happen. Simply put as one teacher answered in this section, “Teachers want to know things that work for these students.”

**Summary of Results**

When reviewing the data from the survey it can clearly be seen that General Education teachers do not possess a strong understanding of students with ED, ED strategies, or IEPs. Of the teachers that returned surveys a large percentage indicated that they have experience working with students with ED. However, few showed a strong understanding of what the disability truly is. Teachers saw the disability simply with anger or the inability to control one’s emotions. Teachers did indicate a number of challenges when it comes to working with students with ED. To teachers, the biggest challenges are the outbursts that these students can have, classroom engagement for these students, and then the safety of other students in the room. Teachers also said that they do feel overwhelmed or feel stress when they have a student with ED in the room. Many teachers simply saw moving seats around as an adequate strategy. Few teachers answers that they frequently praise students with ED for doing what was they were supposed to do. The survey also showed little understanding of IEPs. Teachers indicated that they did not understand or know what a BIP or a FBA was. These are the things that guide the IEP for a student with ED. Due to these facts many teachers indicated that more training would be advantageous to them. Teachers want to know how to be proactive with these students rather than
reactive. This study emphasized the need for a product that instructs teachers on the practices and strategies that make the inclusion of students with ED more successful.
A Guide to Emotional Disabilities in The General Education Classroom

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Handbook Table of Contents
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale for Handbook</td>
<td>41</td>
</tr>
<tr>
<td>Summary of Current Research</td>
<td>42</td>
</tr>
<tr>
<td>How to use this Handbook</td>
<td>44</td>
</tr>
<tr>
<td>Chapter 1</td>
<td>46</td>
</tr>
<tr>
<td>What is an Emotional Disability?</td>
<td>46</td>
</tr>
<tr>
<td>What is an Emotional Disability?</td>
<td>46</td>
</tr>
<tr>
<td>Internalizing vs. Externalizing Behaviors</td>
<td>47</td>
</tr>
<tr>
<td>Specific Emotional Disabilities</td>
<td>48</td>
</tr>
<tr>
<td>Anxiety Disorders</td>
<td>48</td>
</tr>
<tr>
<td>Bipolar Disorder</td>
<td>48</td>
</tr>
<tr>
<td>Conduct Disorders</td>
<td>48</td>
</tr>
<tr>
<td>Psychotic Disorders</td>
<td>48</td>
</tr>
<tr>
<td>IMPACT OF ED</td>
<td>49</td>
</tr>
<tr>
<td>Chapter 2</td>
<td>51</td>
</tr>
<tr>
<td>Individualized Education Plans</td>
<td>51</td>
</tr>
<tr>
<td>How is an IEP Developed?</td>
<td>52</td>
</tr>
<tr>
<td>Recognition</td>
<td>53</td>
</tr>
<tr>
<td>Pre-Referral</td>
<td>53</td>
</tr>
<tr>
<td>REFERRAL</td>
<td>53</td>
</tr>
<tr>
<td>Evaluation</td>
<td>53</td>
</tr>
<tr>
<td>The IEP</td>
<td>53</td>
</tr>
<tr>
<td>Implementation</td>
<td>53</td>
</tr>
<tr>
<td>Review</td>
<td>53</td>
</tr>
<tr>
<td>STEPS OF THE IEP PROCESS</td>
<td>53</td>
</tr>
<tr>
<td>COMPONENTS OF THE IEP</td>
<td>54</td>
</tr>
<tr>
<td>Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs)</td>
<td>56</td>
</tr>
<tr>
<td>Accommodations vs. Modifications</td>
<td>60</td>
</tr>
<tr>
<td>Case Conferences</td>
<td>62</td>
</tr>
<tr>
<td>Roles and Responsibilities of Case Conference Participants</td>
<td>62</td>
</tr>
<tr>
<td>Chapter 3</td>
<td>63</td>
</tr>
<tr>
<td>What is Behavior?</td>
<td>63</td>
</tr>
<tr>
<td>WHAT IS BEHAVIOR?</td>
<td>64</td>
</tr>
<tr>
<td>Antecedent - Behavior -Consequence</td>
<td>66</td>
</tr>
<tr>
<td>Example ABC Chart</td>
<td>67</td>
</tr>
<tr>
<td>Antecedent-Behavior Consequence Form</td>
<td>68</td>
</tr>
<tr>
<td>The Functions of Behavior</td>
<td>69</td>
</tr>
<tr>
<td>Escape/Avoidance</td>
<td>70</td>
</tr>
<tr>
<td>Attention</td>
<td>71</td>
</tr>
<tr>
<td>Tangible</td>
<td>72</td>
</tr>
<tr>
<td>Sensory</td>
<td>73</td>
</tr>
<tr>
<td>Power</td>
<td>74</td>
</tr>
<tr>
<td>Riding the Behavior Roller Coaster</td>
<td>76</td>
</tr>
<tr>
<td>The Behavior Cycle</td>
<td>78</td>
</tr>
</tbody>
</table>
Reinforcement vs. Punishment ................................................................. 82

Chapter 4 ........................................................................................................ 83

Behavior Strategies ....................................................................................... 83

Function Specific Strategies .......................................................................... 84

Managing the Behavior Roller Coaster ......................................................... 88

Strategies For the Behavior Cycle ................................................................. 89

  Calm ........................................................................................................... 89
  Trigger ......................................................................................................... 89
  Agitation ..................................................................................................... 89
  Acceleration ............................................................................................... 90
  Peak ............................................................................................................ 90
  De-Escalation ............................................................................................ 90
  Recovery ..................................................................................................... 90

Strategies for Challenging Behavior ............................................................. 92

  Questioning ............................................................................................... 92
  Refusal ....................................................................................................... 92
  Release ....................................................................................................... 92
  Intimidation ............................................................................................... 92

Defusing a Hostile Incident ........................................................................... 93

Relationship Building .................................................................................... 94

Strategies for Relationship Building .......................................................... 95

REMEMBER ................................................................................................. 100

Handbook References ................................................................................... 102
Rationale for Handbook

For many teachers the term Emotional Disability strikes fear into their minds. Most teachers do not truly understand what the term Emotional Disability means or what a student with an Emotional Disability really even looks like. Teachers will openly admit that they do not know how to handle students with ED. Teachers lack the training and knowledge on how to incorporate students with ED into the General Education classroom. Some teachers also do not know how to use the IEP that is provided to them about the student correctly. They do not know the terms of the IEP especially, the terms that deal with students with ED. This project aims to overcome these deficits and assist teachers to make the inclusion of students with ED more successful.
Summary of Current Research

According to teachers, students with ED present them with the most trouble in terms of inclusion in the general education classroom. Students with an Emotional or Behavioral disorder typically have a poor work ethic, coping skills, and a lack of emotional maturity. They often disrupt the classroom or sit silently, disengaged from the class. (Johnson-Harris & Mundschenk, 2014) The manifestation of student’s behaviors has the ability to impact a classroom as a whole. (Cassady, 2011) Students with an Emotional Disability are frequently verbally and physically aggressive, hyperactive, and oppositional. They can exhibit symptoms of depression, restlessness, frustration, and may lack impulse control. (Cassady, 2011) Teachers admit that they have not developed an understanding of this disability. (Avramidis, Bayliss, & Burden, 2000)

Many teachers feel unprepared to work with students with ED. They are unaware of effective instructional and classroom management skills. (Cassady, 2011) Teachers need more training as to how to handle behavioral concerns and educational needs of special needs students. (Grossman, 2005) Teachers believe that more support is necessary to make inclusion more successful. (Brackenreed, 2011) Teachers feel inadequately prepared to meet the needs of students with diverse educational needs including those with Emotional Disabilities. Teachers admit that there are many barriers that cause them to have a negative perception of the inclusion of students with ED. These barriers include behavior management, not having adequate curriculum or strategies for these students, and
time. Many of these things could be overcome with simple trainings. (Hefli, Juane, Bullock, & Lyndal, 1999)

Research for this project echoed much of the sentiment that was expressed in the research of others. Teachers that were surveyed for this project did not have and adequate understanding of ED. They saw ED only as students who were angry or the students that had big emotional outbursts. They made no mention about students who are shy or withdrawn. Teachers also had a limited understanding of the strategies that are needed to make the inclusion of students with ED successful. Teachers expressed concerns in how to manage the behavior of the students and how to protect the other students in the room. Teachers openly admitted that they needed more help and training when it comes to including these students in their classroom.
How to use this Handbook

This handbook should serve as a guide for teachers that are feeling stressed or overwhelmed when they have a student with an Emotional Disability in their classroom. The Purpose of this Handbook is to make sure that teachers know how to make the inclusion of these students better and more effective.

Teachers openly admit that they do not know what the term emotional disability means. They also recognize that they have little understanding of the students that have these disabilities. Chapter One of this handbook aims to overcome this problem. Teachers can turn to this section to gain a better understanding of who students with ED are and what kinds of characteristics they possess. Teachers should use this handbook to understand ED.

Individualized Education Plans (IEPs) are often a mystery for General Education Teachers. They do not understand the components of one or their purpose. Chapter Two allows teachers the chance to learn about the IEP process and better understand IEPs.

Students with ED and bad behavior go hand in hand. Chapter Three of this handbook tries to enlighten teachers on what behavior is and attempts to help them understand how to address and control it. A teacher that is struggling with bad behavior should turn to Chapter Three to learn about the behavior and attempt to identify why it is happening.
The Handbook, in chapter Four, contains strategies that teachers can use to help them manage the behaviors of students with ED that are in their classroom. Also, many of the strategies that are listed in this handbook are not exclusively for students with ED. Many of the strategies that are listed herein are things that could be done with all students who have troubling behaviors. If teachers are struggling and do not know how to handle inappropriate behavior in their classrooms this handbook will be a good guide for them.
Chapter 1
What is an Emotional Disability?

What is an Emotional Disability?

1. Inability to learn that is not explained by intellectual, sensory, or other health factors.

2. Cannot be diagnosed if a student is culturally maladjusted, such as moving from a different culture.

Indiana Article 7’s Definition of an Emotional Disability

1. A tendency to develop physical symptoms of fears associated with school personal problems.

2. A general pervasive mood of unhappiness or depression.

3. An inability to build or maintain satisfactory interpersonal relationships.

4. Inappropriate behaviors or feelings under normal circumstances.

5. Episodes of psychosis. (Article 7, 2010, p. 72)
Internalizing vs. Externalizing Behaviors

Students with ED experience the same emotions that their non-disabled peers experience. However, the differences among these two groups of students exist because these students experience adverse emotions more frequently and with more intensity. (Oh, 2012)

**Externalizing Behavior**
- Easily Identifiable, Most recognized behavior by teachers
- Represent the majority of behaviors students with ED struggle with.
- May include any of the following behaviors:
  - Getting out of their seats
  - Hitting or Kicking
  - Complaining or Arguing
  - Ignoring the Teacher
  - Lying
  - Stealing
  - Destroying Property
  - Yelling or Cursing
  - Temper Tantrums

**Internalizing Behavior**
- Do not usually get the same attention from classroom teachers
- Due not cause classroom eruptions
- Rarely, if ever show aggression
- Carry their own set of consequences – show greater risk for drug and alcohol abuse and suicide
- May include things such as:
  - Being Consistently Antisocial
  - Constantly Withdrawn
  - Consistently Fearful
  - Consistently Complaining of being Sick or Hurt
  - Depression
  - Anxiety about School

**Non – Compliance**
- Non-compliance can be defined simply as not following a direction within a reasonable amount of time (Heward, 2010)
- Major Behavior that come with a student with ED
- Any of the above mentioned behaviors could stem from non-compliance
Specific Emotional Disabilities

Anxiety Disorders
- Largest percentage of students with ED.
- Students suffering from an anxiety disorder often suffer from anxiety that is excessive, persistent, overwhelming, and uncontrollable (NICHCY, 2010)
- Anxiety Begins to effect school Performance

Generalized Anxiety Disorder
- Manifests itself as fear or anxiety about everyday situations.
- Students may also fear things that they do not need to be scared of at all
- Students may have a hard time concentrating because they are so focused on what is going to happen next

Social Anxiety Disorder
- Students with Social Anxiety Disorders experience fear when put in social situations at school.
- Students may struggle when they are put in the spotlight, such as reading out loud in a class. (ADAA, 2015.)
- Students with Social Anxieties may also speak quietly or mumble when they are talking.
- These students will typically isolate themselves and not want to talk with peers or adults.

Other Anxiety Disorders
- Panic Attacks, Obsessive – Compulsive Disorder, or Specific Phobias

Bipolar Disorder
- Experience extreme mood swings or changes
- may also experience extreme changes in energy along with their mood (NICHCY, 2010.)

Conduct Disorders
- Most difficult group of students with ED to work with (NICHCY, 2010.)
- refer disorders that impair a student’s ability to do things such as follow directions or comply with rules or regulations.
- Students with conduct disorders also have the greatest trouble acting in a socially acceptable manner. (ADAA, 2015.)
- May exhibit any of the following behaviors:
  - Aggression
  - Destruction of School Property
  - Lying or Deceitfulness
  - Serious Violations of School Rules
  - Extreme Truancy

Psychotic Disorders
- Make up the smallest amount of students with ED (ADAA, 2015.)
- May experience behaviors such as thinking that someone is constantly out to get them
- May also experience hallucinations such as hearing or seeing things that are not there
Academic Impact
1. May perform one year or more below grade level
2. Many of these students do not perform well in Math or Reading
3. Many students with ED cannot pass statewide exams such as ISTEP or ECAs.
4. Students with ED also represent the lowest Grade Point Averages of any groups of students with disabilities
5. highest rate of absences among students with disabilities (Heward, 2010.)
6. Behavioral deficits also create a barrier to learning as they are removed from the education setting more frequently due to behavior

Social Impact
1. Students may exhibit keep them from maintaining or even creating positive interactions or friendships
2. characteristics that students may exhibit keep them from maintaining or even creating positive interactions or friendships
3. less likely to feel empathy
4. Less likely to participate in extra-curricular activities
5. interactions and friendships are much different than that of their non-disabled peers. (Heward, 2010.)

IMPACT OF ED

Causes and Prevalence
- According to the CDC (Center for Disease Control) as many as 9 million school aged children have had parents who have talked with the a doctor or school personnel about their child’s emotional well-being
- As many as 3 million have received medication for their problems (CEC, 2015.)
- Represent approximately 2% of total student population nationwide
- Represent 8% of students receiving Special Education Services nationwide
- No single thing can be pinpointed as the cause of the disability (CEC, 2015.)
- It is also possible that a student with ED may experience none of the problems mentioned here
- Numerous Factors have been linked to the development of ED. These include:
  - As many as 60% of students that have ED have a parent that suffers from mental illness or disorder
  - The possibility that a student’s mother abused drugs or alcohol during pregnancy
  - Traumatic Brain Injury (TBI)
  - Chronic Stress – Parents Fighting, Low Income, Bad Neighborhood, Homelessness, etc.
  - Stressful Life Events – Divorce of parents, Death of a family member, Witness of Violence, etc.
  - Childhood Maltreatment – Abuse, neglect, etc.
For Additional Information on Emotional Disabilities please check out the following Resources:

Project Ideal

http://www.projectidealonline.org/v/emotional-disturbance/

Council on Children with Behavioral Disorders

http://www.ccbd.net/home

National Association of Special Education Teachers

https://www.naset.org/emotionaldisturbance2.0.html

Positive Behavior Interventions and Supports

www.pbis.org

National Science Teachers Association

Chapter 2
Individualized Education Plans

Through the process of research for this project, it was clear that teachers do not have a solid understanding of what an Individualized Education Plan (IEP) is or what its purpose is. This chapter will aim to clear up any misunderstandings or confusions that teachers may have about the issue. Teachers have seen many IEPs and will continue to see more. It is imperative that teachers know what an IEP is.

www.teachmodellearn.com

What is the Purpose of Individualized Education Plan?
- Students who receive services under a special education label carry an IEP
- Ensures that these students receive a Free and Appropriate Public Education (FAPE)
- Lays out how the student will access their education
- Outlines the special education services that the student will receive (Article 7, 2010, p. 12)
- The IEP is a legally binding document
- If the plan laid out in the IEP is not followed appropriately those involved, including but not limited to General Education teacher and school, open themselves up to legal consequences
- could include providing services to make up for refused services, monetary losses, and potential loss of teaching license
How is an IEP Developed?

The IEP Process Flowchart

This flow chart illustrates the IEP referral process.

**Phase 1: Recognition**
Student exhibits atypical needs as compared to peers.

**Phase 2: Pre-referral**
Student is provided interventions developed by the parents and a school-based team. RTI is tried at this point.

- Successful intervention: Process stops
- Interventions not successful: Move to Referral

**Phase 3: Referral**
Student is officially referred for evaluation for special education services by an adult with intimate knowledge of the student’s ability.

**Phase 4: Evaluation**
With consent of the parents, the student is evaluated with a variety of assessment tools and strategies. The assessments must not discriminate and should provide information to help determine the unique needs of the student.

**Phase 5: Eligibility**
IEP team determines if the is eligible for special education services. The student must have a disability that negatively impacts his/her educational performance and the child needs special education services in order to benefit from education.

- No disability is noted that impacts educational performance. Special education not required. Process stops. Student referred for interventions again.
- Determination that a disability impacts educational performance and eligibility is determined for special education services.

**Phase 6: IEP Process (IEP and LRE)**
A multi-disciplinary team of parents, general and special education teachers, administrators, and others meets to develop the Individualized Education Program (IEP). This document guides the special education program that will be provided for the student. The IEP team must also determine the least restrictive environment (LRE) and provide justification in the IEP for more restrictive placements.

**Phase 7: IEP Implementation (FAPE)**
The entire IEP team has the responsibility to ensure that the IEP is implemented.

**Phase 8: IEP Reevaluation**
Each year, the IEP team is required to meet for the dual purpose of evaluating the implementation of the current IEP and to develop the next annual IEP.

**Steps of the IEP Process**

<table>
<thead>
<tr>
<th>Recognition</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Student begins showing behavior or concern</td>
<td></td>
</tr>
<tr>
<td>➢ Concern can be raised by parents or by school</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pre-referral</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ School attempts to put in interventions before referring for special education</td>
<td></td>
</tr>
<tr>
<td>➢ If these interventions work then the process stops and the interventions stay in place</td>
<td></td>
</tr>
<tr>
<td>➢ If the interventions are not successful then it is necessary to move to the next step</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Referral</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Request for Special Education Testing</td>
<td></td>
</tr>
<tr>
<td>➢ Request can be made by either school personnel or by the parents.</td>
<td></td>
</tr>
<tr>
<td>➢ Parents ultimately have the right to say yes or no to the referral</td>
<td></td>
</tr>
<tr>
<td>➢ If the parents consent the student is evaluated for a suspected disability.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>➢ Student is then tested for the suspected disability.</td>
<td></td>
</tr>
<tr>
<td>➢ Student assessed for the disability using a variety of multi-disciplinary assessments</td>
<td></td>
</tr>
<tr>
<td>➢ Assessments have to be fair for the student</td>
<td></td>
</tr>
<tr>
<td>➢ Team consisting of School Psych, Gen Ed Teacher, and Spec. Ed. Teacher will do assessments</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The IEP</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ If it is found that the student does have the disability then the team will develop the IEP</td>
<td></td>
</tr>
<tr>
<td>➢ The required sections of the IEP are explained on page 9.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implementation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ After the IEP is developed the parent signs.</td>
<td></td>
</tr>
<tr>
<td>➢ The plan is given to all those that are involved</td>
<td></td>
</tr>
<tr>
<td>➢ It is now a legally binding document</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Review</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ The plan must be reviewed annually at least yearly to see if it is still applicable</td>
<td></td>
</tr>
</tbody>
</table>

*Adapted From Smith, 2014*
COMPONENTS OF THE IEP

According to Indiana Article 7 all of the following information must be provided for the IEP to be considered legally compliant:

**PRESENT LEVELS OF PERFORMANCE (PLOP)**
- Information on the student’s current levels of performance.
- How the student is doing academically; as well as socially or behaviorally.
- Will discuss any deficits that the student has.

**GOALS**
- Information about students’ goals that they are aiming to achieve.
- Based on the information that was gathered during the evaluation process.
- May have academic goals such as improving the math or reading skills.
- Student with ED will have goals to improve behavior as well.
- Goals must be achievable and measurable.

**SERVICES**
- Will lay out the services that the student is going to receive.
- Will address whether they will be in the Special Ed or Gen Ed. Setting.
- Amount of services delivered and their setting may affect the student’s LRE.

**DURATION OF SERVICES**
- When the school plans to start the Services.
- How long will the services last?
- When will they end?

**PARTICIPIATION IN TESTING**
- How the student will participate in statewide testing such as ISTEP or ECA.
- If the student plans to graduate with a Diploma they must participate in applicable testing.
Accommodations and Modifications
- The IEP will include changes that the student needs in order to be successful in the General Education classroom.
- Explained further on page

PARTICIPATION WITH NON-DISABLED PEERS
- IEP requires the team to explain why a student cannot participate in the General Education setting
- Expectation is all students, regardless of disability, will participate in Gen Ed.
- IEP team must outline how the student is going to interact with their non-disabled peers.

RELATED SERVICES
- Includes things such as Physical Therapy, Occupational Therapy, Transportation, Etc.

FBAs and BIPs
- If a student qualifies for ED then these are included in their IEP.
- Address student behavior specifically.
- These will be addressed further in this chapter
Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs)

FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)

- The purpose of the FBA is to better understand the behavior that is happening
- One of the tools used during the evaluation Process
- Assessment tries to better understand why a student is engaging in the behaviors that they are
- Using a variety of techniques including interviews, record reviews, and observations
- Team members hypothesis about why the student is doing what they are doing.
- Tries to answer questions such as what is the student getting out of the behavior
- Completed FBA include below

Student: Billy Bob
Date: 3/2/15

X Descriptions of previous interventions

Brief summary of previous interventions attempted: He will be given assistance with organizing his work. He is given timelines for work completion. The general education teacher, ED consultant, guidance counselor, and administrators will all support these strategies. Billy should be able to meet his behavior goal 4 out of 5 times with review of his progress each grading period. Billy has recently been moved to the Resource Room for 1 period per day and is also enrolled in Math Lab 1 period per day.

□ Information provided by other agencies/sources

Brief summary of information:

---------------------------------------------------------------------------------------

III. Precipitating Conditions (Setting, time, or other situations typically occurring before the behavior)

□ Unstructured time in

---------------------------------------------------------------------------------------

FBA Continued
A Survey of General Education Teachers Knowledge

☐ Academic instruction in

X when given a directive to: Take notes, complete written assignments

☐ When close to

☐ When provoked by

☐ When unable to

☐ Other

☐ None observed

IV. Specific behavior (Exactly what the student does or does not do – Use data for description)

Billy's ISTEP history and previous evaluations of his cognitive skills indicate that Billy has average to above average ability. However, his recent grades do not reflect this level of skill. Specifically, Billy does not perform to his predicted level of proficiency in the general education setting in spite of support through the resource room, math lab, and consultation between the ED consultant and his general education teachers. He is currently failing most of his classes.

V. Consequences (Events that typically follow the behavior)

X teacher attention ☐ peer attention ☐ verbal warning/reprimand ☐ removal from class ☐ Loss of privilege (what kind?)

☐ Time out (where/how long?)

☐ Detention (how long?)

☐ In-school suspension (how long?)

X other: Failing Grades

VI. Function of the Behavior (Hypothesized purpose[s] the behavior serves)

X escape/avoidance ☐ gaining attention ☐ expression of anger ☐ frustration

☐ vengeance ☐ Seeking power/control ☐ intimidation ☐ sensory stimulation

☐ relief of fear/anxiety X other: Possible ADHD

VII. Specific Assessment Techniques Used to Analyze This Behavior

X Observation ☐ Student Interview ☐ Administrator Interview ☐ Parent Interview

X Behavior Checklist/Rating Scale ☐ Video/Audio Taping ☐ Teacher Interview

X Other: Academic and Behavioral Records

NEXT, COMPLETE BEHAVIOR INTERVENTION PLAN, SE-BIP (Extra Form 6)
**BEHAVIOR INTERVENTION PLANS (BIPs)**

- Created after the FBA is completed.
- Outlines the plan as to how to handle the troublesome behavior.
- Plan gives a definition of the behavior so that those that are watching for it know exactly what to look for.
- Outlines the strategies and techniques that all those that interact with the student should use when trying to address the behavior.
- Techniques are generally positive strategies that can be used.
- Sometimes worst case scenarios are included for more severe behaviors such as physical aggression.
- Example BIP is included Below.

<table>
<thead>
<tr>
<th>Strengths of Student: (be specific in this section of IIEP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
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<tr>
<td>-</td>
</tr>
<tr>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Operational Definition of Behavior(s):</th>
<th>(Insert in Text box 1 – Behaviors of Concern in IIEP)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Function of Behavior (from FBA):</th>
<th>(Insert in Text box 2 – Functions of Behavior in IIEP)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Previously Attempted Interventions and Resulting Effectiveness: (Baseline Data)</th>
<th>(Insert in Progress Monitoring section in IIEP)</th>
</tr>
</thead>
</table>

| Functional Behavior Assessment Hypothesis statement: | three-step process—when X occurs, the student does Y, in order to achieve Z (function). | (Insert in Text box 2 – Functions of Behavior in IIEP) |
|------------------------------------------------------|------------------------------------------------------------------------------------------|

<table>
<thead>
<tr>
<th>The INTERVENTION PLAN: Description of Intervention(s):</th>
<th>(Insert in Text box 3 – Positive Strategies/Instructional Experiences)</th>
</tr>
</thead>
</table>

| Behavior Goal: | |
(Describe objectives, procedures, and data to be collected.)

Prevention Techniques-

Teaching Replacement Behaviors-

Environmental changes necessary-

Positive Reinforcement-

Planned Consequences-

**Method of Recording:** (Insert in Text box 3 - Positive Strategies/Instructional Experiences)

**Crisis Plan:** (Insert in Text box 3 - Positive Strategies/Instructional Experiences)

**Schedule for Program Review Date** (Insert in Text box 3 - Positive Strategies/Instructional Experiences)

---

Student Signature ___________________________ Date _____

Parent/Guardian’s Signature ___________________________ Date _____

General Education Teacher’s Signature ___________________________ Date _____

Teacher of Record Signature ___________________________ Date _____

Accommodations vs. Modifications

It is imperative the teachers understand the difference between Accommodations and Modifications. Offering a Diploma Track student a modification can remove them from this track and jeopardize their graduation.

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Modification</th>
</tr>
</thead>
<tbody>
<tr>
<td>A strategy used to help a student with learning needs experience the same curriculum as his or her peers</td>
<td>A strategy used to help a student with significant learning needs experience the same curriculum as his or her peers</td>
</tr>
<tr>
<td>Has the same learning outcomes as his or her peers</td>
<td>Has different learning outcomes than his or her peers</td>
</tr>
<tr>
<td>Happens in the general education classroom</td>
<td>Happens in the general education classroom</td>
</tr>
<tr>
<td>Tools, materials, technology, visual aids, and timing are used to help the student <strong>access</strong> the curriculum so he/she can learn the same content as his or her peers</td>
<td>Tools, materials, technology, visual aids, and timing are used to help the student <strong>experience</strong> the curriculum but may not learn the same content as his or her peers</td>
</tr>
<tr>
<td>Grading is the same</td>
<td>Grading is different</td>
</tr>
</tbody>
</table>
Accommodation or Modification?

Subject Area:
- Reading
- Writing
- Math
- Science
- Social Studies
- Other__________

Identify all standards and/or skills being assessed:
1.
2.
3.
4.
5.
6.

**Question 1)**
Does the accommodation change the standards or skills being assessed?

- **NO**
  - YES
  - MODIFICATION

- **YES**
  - NO
  - YES
  - MODIFICATION

**Question 2)**
Does the accommodation lower the expected achievement level of the standards and/or skills being assessed?

- **NO**
  - YES
  - MODIFICATION

- **YES**
  - NO
  - MODIFICATION

**Question 3)**
Is the student generating* his/her own responses? Does the substance or content of the student’s response represent the student’s independent ability?

- **NO**
  - YES
  - ACCOMMODATION

*Note: The question focuses on the content of the response and is not asking about the method of responding. Responses may be transposed, translated or otherwise recorded for the student as a part of accommodations.

http://ppsacademicsupport.weebly.com/accomodation-vs-modification.html
**Case Conferences**

**Roles and Responsibilities of Case Conference Participants**

*Required Participant

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| **Public Agency Rep.* (PAR)** | - School Representative (Principal, Guidance Counselor, Asst. Principal, etc.)/Leads the Meeting  
- Makes Parent aware of legal rights and Responsibilities  
- Knows the resources and services that the school is able to provide  
- Note Taker |
| **Teacher of Record* (TOR)** | - Knows the students disability/advocates for the student  
- Provides insight on appropriate techniques and strategies for disability  
- Provides necessary evidence during the Case Conference  
- Addresses Student Progress  
- Can also serve as Instructional Strategist |
| **Gen. Ed. Teacher*** | - Licensed General Education Teacher  
- Knows the General Education Curriculum  
- Can Advocate for teachers as to what they want to see included in the IEP  
- Can make recommendations for what Accommodations are necessary |
- Original Advocate for the student/Brings a Unique Knowledge set about the student.  
- Parent has the ultimate say in what happens with their student. |
| **Student*** | - Must be present after the age of 14  
- Able to share insight into their progress  
- At 18, the student assumes the responsibilities of the parent. |
| **Other** | - Depending on the meeting other individuals may be present such as: Transition Agency Representative, Behavior Consultant, Teacher or Service, Speech Therapist, Occupational Therapist, Translator, Representative of Non-Public School  
- Attendance and Participation is not required by law. |

*Adapted From Smith, 2014*
Chapter 3
What is Behavior?

“Human behavior flows from three main sources: desire, emotion, and knowledge.”

- Plato
WHAT IS BEHAVIOR?

What is Behavior?

- Actions resulting from your attitude or personality
  - The way you act or present yourself
  - Any observable Act
  - Anything someone says or does.

According to Websters Dictionary Behavior is:

1. The Way a Person or Animal acts or Behaves
2. The Manner of Conducting Oneself
3. Anything that an organism does involving action and response to stimulation
4. The way in which something functions or operates

THE FIRST STEP IN OVERCOMING BEHAVIOR IS UNDERSTANDING BEHAVIOR!!
Behavior is not random. It can be explained.

It just happens out of the bl--

ALL BEHAVIOR SERVES A FUNCTION!!!

It's as Easy as ABC

Adapted From Stebing
Antecedent - Behavior - Consequence

A – Antecedent:

- Any Situation or Condition that immediately precedes the behavior.
- It’s a Cue or a trigger for the behavior
- Changing this could change the behavior

B- Behavior:

- What the student does.

C- Consequence:

- What happens directly after?
- Can be either positive or negative
- Can be a punishment or a reinforcement (More information on this will come in this chapter)
- Will have an impact on whether behavior continues in the future or not

Adapted from Stebing
### Example ABC Chart

<table>
<thead>
<tr>
<th>Date</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/7/14</td>
<td>Teacher announces it is time for Independent Reading Assignment</td>
<td>Tyler Calls Mr. Jackson an Inappropriate Name</td>
<td>Tyler is sent to the office</td>
</tr>
<tr>
<td>2/17/14</td>
<td>Classroom discussion was taking place</td>
<td>Tyler threw a pencil at another student for making a comment he did not agree with</td>
<td>Tyler is sent to the Principals office</td>
</tr>
<tr>
<td>2/18/14</td>
<td>Said good morning to Tyler</td>
<td>Tyler told teacher to F off</td>
<td>Sent to office, Placed in ISS 3 days</td>
</tr>
<tr>
<td>3/9/14</td>
<td>Tyler threw his copy of To Kill a Mocking Bird on the floor and was asked pick it up</td>
<td>Tyler refused to pick up the book</td>
<td>Sent to hallway</td>
</tr>
</tbody>
</table>
### Antecedent-Behavior Consequence Form

<table>
<thead>
<tr>
<th>Student</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Date/Time</td>
<td>Antecedent</td>
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</tbody>
</table>

Students engage in Behavior for 5 Primary Reasons

1. Escape or Avoidance
2. Attention
3. Tangible Rewards
4. Sensory Needs
5. Power

Based on the BIP and FBA then, the ABC chart as well the Function of the Behavior can be determined.
Escape/Avoidance

- Students with ED may be behind academically, as was discussed in a previous chapter.
- They may struggle to keep up with the work.
- Students may engage in behavior to remove the negative of the hard task in the class.
- Student may act out or refuse to do a task that they do not want to do.
- Student may lack the necessary skills to be able to carry out the task.
- They may also try to escape another negative stimulus such as:
  - Another individual
  - Boring Task
  - Unwanted Attention
  - Non-Preferred Activity

**Example:** A student is sitting in his Algebra II class a worksheet is distributed to the class. The student starts to work on the worksheet and gets through 3 of the problems on the sheet. He asks to use the bathroom or to go the nurse. The student spends a large amount of time in there or remains at the nurse for the remainder of the period. The student has gotten out of doing the Algebra worksheet.
Attention

✓ Students Crave Attention. Especially those that receive little attention at home.

✓ Students that struggle academically and do not participate in school activities (Characteristics of ED students) do not typically receive adequate amounts of attention.

✓ Students will seek out attention by any means necessary.

✓ Students will act up or act out in order to receive that attention of teachers, staff, or peers.

✓ Negative attention, such as being yelled at be a teacher, is better than no attention at all.

Example: First, the student misbehaves. Then the teacher approaches the student and reprimands him or her for misbehaving. Because the student finds the negative teacher attention to be reinforcing, he or she continues to misbehave—and the teacher naturally responds by reprimanding the student more often! An escalating, predictable cycle is established, with the student repeatedly acting-out and teacher reprimanding him or her. The student is continually getting the attention they want. Bad attention is better than no attention.

www.ragan.com
Tangible

✓ Student wants access to their preferred item.

✓ Student will do whatever is necessary to get that item.

✓ Behavior occurs when access to the this item is denied or restricted.

✓ Tangible Rewards could be things such as:
  o Computer Time
  o Food
  o Toys
  o Books
  o Etc.

✓ Student may have an obsession with their desired object.

Example: A student loves doing their work on the computer during class. The teacher distributes an assignment to the class and tells the class that they are required to do the assignment paper and pencil. The student refuses to do the assignment because of the fact that it is paper and pencil. They sit and do nothing in class until the teacher gives in and allows them to do it on their laptop.
Sensory

- Students behavior feels good to them or may meet a sensory need.
- Behaviors can occur anytime, anywhere.
- Behavior is not specific to a person, event, or location
- However, behavior may increase when student is nervous
- Student may engage in behavior such as:
  - Rocking
  - Walking
  - Tapping
  - Humming
  - Putting objects in their mouths

Example: A student frequently gets up and walks around the classroom that they are in. They may pace back and forth or they may do laps around the room. The student is staying engaged with the classroom material and they are not walking to avoid anything.

www.spaustalia.com
Power

✓ Disputed as to whether or not it is really a function of behavior as all individuals seek power

✓ Typical behavior of students with conduct disorders

✓ Students typically do the opposite of what teacher ask.

✓ Students engage in power struggle with authority figure and attempt to control the situation.

✓ Can be considered:
  o Defiant
  o Stubborn
  o Non-Compliant
  o Oppositional
  o Manipulative

Example: The teacher publicly reprimands the student for misbehaving. The student makes a disrespectful comment in return. The teacher approaches the student and in a loud voice tells the student that he "had better shape up" or "be kicked out of the class." The student responds by standing up and verbally abusing the teacher. The instructor calls for an administrator, who comes to the room and escorts the angry student to the office to be disciplined.

http://designdeskark2.com
SOME STUDENTS MAY ENGAGE IN BEHAVIOR SIMPLY BECAUSE THEY KNOW NO OTHER WAY TO COMMUNICATE.

Remember:

Behavior = Communication!
Riding the Behavior Roller Coaster

http://5bbeblogger.blogspot.com/
Understanding the Behavior Cycle is like riding a Roller Coaster

*Information Adapted from Colvin’s Managing the Cycle of Acting out Behavior*
The Behavior Cycle

1. Calm – Sitting in the Station of Behavior Roller Coaster
   - Student is Engaged in the Lesson
   - Maintains their focus
   - Follows the Directions
   - Responds to positive and Negative Feedback without issue

2. Trigger – The Train on Behavior Roller Coaster Starts Rolling
   - Student has a noticeable Change in Behavior
     - Focus may change, or student may stare into space for a long period of time.
   - Common Triggers include:
     - Conflicts at school or at home
     - Pressure on themselves or from outside source
     - Change in Routine
     - Health Problems or Inadequate sleep.

www.wikipedia.com
3. **Agitation** – Roller Coaster begins climbing the hill
   - Student is unable to control the triggers that are happening.
   - Students are unfocused and distracted
   - Student May exhibit any of the following behaviors:
     - Staring into space
     - Paces
     - Rocks
     - Withdraws

4. **Acceleration** – Train is approaching the top of the hill
   - Student behavior begins to engage others.
   - Students exhibit behaviors that are likely get a response from others
   - Behaviors could include:
     - Profanity
     - Threats
     - Destruction of Property
     - Whining or Crying
     - Arguing

www.amandajomartin.files.wordpress.com
5. **Peak** – Train goes over the top of the hill
   - Student engage in behavior that is dangerous and disruptive
   - Students may engage in behaviors such as:
     - Physical Aggression towards other students or staff
     - Threatening students or staff
     - Destroying Property
     - Throws Tantrums
     - Runs Away
6. **De-Escalation** – Roller Coaster makes its way down the hill
   - Student begins to show a reduction in intensity
   - Student may show behaviors such as:
     - Confusion
     - Withdrawn
     - Denying Responsibility
     - Blaming Others

7. **Recovery** – Train pulls back into the station. Time to get off
   - Student returns to a non-agitated state.
   - Student want to refocus and get back at it
   - Student may do any of the following behaviors:
     - Rejoin classroom activity (Possibly a limited extent)
     - Normalizes breathing and physical functions
     - Regains Composure
Reinforcement vs. Punishment

Understanding when a student’s behavior is being reinforced vs. punished is critical in understanding why the behavior is continuing to happen.

Whether a behavior is being reinforced or punished is contingent on the function that is guiding the behavior

\( \text{Stimulus} = \text{Why the Behavior is happening} \)

<table>
<thead>
<tr>
<th>Stimulus Added</th>
<th>Stimulus Subtracted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive Reinforcement</strong></td>
<td><strong>Negative Reinforcement</strong></td>
</tr>
<tr>
<td><strong>Behavior Increases</strong></td>
<td><strong>Behavior Increases</strong></td>
</tr>
<tr>
<td>Ex. Student does not engage in any bad behavior during a class period. Teacher rewards with a candy bar. They are Reinforcing the good behavior.</td>
<td>Ex. A student hates math and is continually tries and succeeds at getting kicked out of math class. Teacher that removes the student is Reinforcing student Behavior</td>
</tr>
<tr>
<td><strong>Positive Punishment</strong></td>
<td><strong>Negative Punishment</strong></td>
</tr>
<tr>
<td><strong>Behavior Decreases</strong></td>
<td><strong>Behavior Decreases</strong></td>
</tr>
<tr>
<td>Ex. Students cell phone rings in class. Teacher takes the students phone away. Teacher is punishing the bad behavior Student knows not to have phone in class.</td>
<td>Ex. Student enjoys gym class but, they engage in horseplay during class and are removed from the class for 3 days as a result. They know not to screw around in the future.</td>
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</tbody>
</table>

Adapted from behaviorbabe.com
The following chapter provides strategies to help overcome difficult behavior that students with ED may display in the classroom.
Function Specific Strategies

The Following Strategies could be used once the function of the student’s behavior is identified. Refer to pages 68 - 72 for specific Function of Behavior

Adapted from Florida Dept. of Education – Function Specific Strategies

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**Escape**

- Identifying why a student is trying to escape the classroom is crucial in determining what interventions to use.
- If Student is attempting to avoid work through poor behavior:
  - Cut the work into parts, so the student only sees one portion at a time and doesn’t get overwhelmed.
  - Drill and kill should be reduced
  - Mixed desired tasks in with undesired tasks
  - Provide Choice. For Example, Give all the students in the class 30 problems (or more than you want them to do) and give them a choice of doing 15 (or the number you want them to do)
  - If the work is frustrating, the student can raise his hand for help. He can then count to 10, if no one has helped him, he can get out of his seat and go to someone for help
  - Provide verbal praise when student is engaging in work
  - Develop a now/then plan – If student works on assigned work NOW, Then they will get a reward of their choice.
    - Reinforcement survey provided in this chapter to see what motivates student
  - Effort should may made to encourage and reward the students effort rather than outcome.
  - If the lack of work is due to the child being unmotivated, try to help him discover reasons for the assignment.
  - Allow the student time to focus. May need to step into the hall to cool down.
  - It may be possible that the work is truly to hard and a change in the curriculum is need (Discuss with student’s TOR first as this could be detrimental to the student’s graduation process)

- **Teacher Should Not:**
  - Remove the Student from the classroom for refusing to do work.
  - Allow the student’s behavior to get them out of work
  - Confront a student in a negative way when they are not doing their work. (Appropriate ways to address negative behavior are discussed in this chapter)
**Attention**

Teachers may use the following strategies to help with students engaging in behavior for attention:

- Encourage students to raise their hands when they need help with an assignment. They will get attention whether they needed the help or not, without others knowing.
- Provide lots of praise and encouragement.
- Have students run errands for teachers. Could even be made-up errands. Ex. Put a blank index card in an envelope and tell student to take it to the secretary (This would be set up with the secretary in advance.
- Provide student with a way to indicate that they need help such as laying a red index card on their desk so, they don’t always attack the teacher when they need assistance.
- Provide random positive attention for positive behavior.
- Call on the student in class/during class discussions
- Check in with the student to see how work/assignments are coming
- Make eye contact with the student and give them a reaffirming gesture such as thumbs up or a simple smile
- Give student a note about positive behavior or send a positive note home.
- Make a positive phone call home
- Give Specific Praise (More Information about praise will be provided in this chapter)
- Give the student quick attention everyday Ex. Say “hi” as they enter the room.

---

**Planned Ignoring**

For students who engage in negative behavior simply to get attention the best way to overcome it is to ignore it.

- Ignore problem behavior as often as feasible. The student may not care whether the attention received is positive or negative so, if reprimanded, the student is reinforced to do the behavior again when he wants attention.
- Major Behaviors such as violence or aggression cannot be ignored. But, things such as yelling out should be ignored as much as possible
- Ignoring indicates to students that behavior is not acceptable but, does not entail major consequences
- Behavior may increase before it gets better. But, it will decrease.
- It is only effective if the function is attention.
**Tangible**

Teachers may use the following strategies to help with students engaging in behavior for attention:

- Utilize a behavior contract in which if the student does not engage in the problem behavior over a specified time then the student gets a reward of their choosing.
- Schedule activities that the student wants to participate in in between those that they do not.
- Develop if then scenarios with the student. If they do what is expected of them then they get to their wanted reward.
- Develop a Token Economy in which the student works toward their desired reward.
- Require student to work a specified amount of time then they will have access to their preferred reward.

---

**Sensory**

The Following Strategies could be used for student with sensory needs:

- Allow student to chew gum
- Allow access to fidgets (or small things a student can play with during class)
- Provide with a stress ball
- Allow student to play music during work time.
- Provide the student with choices – Do you want a pen or pencil? Do you want to sit in the front or back of the room
Power

If a student is trying to challenge the teacher’s power in the classroom try the following strategies in the classroom:

- Offer the student choices. Allow them to choose which activity they would like to do. But, also allow them to choose consequences. Use statements such as Either sit in your seat or go the office. (It appears the student has the power and is making the decision)
- Teachers should remain fair and firm with these students
- Paraphrase the essential points of the student’s concerns. Use active listening.
- Label the emotion. “Angela, you seem angry. Could you tell me what is wrong?
- Replace negative words in teacher requests with positive words. Ex. “I can give you some help just as soon as you are in your seat”
- Allow the student to have a cool down break whenever she feels angry or upset. Use non-verbal strategies. The teacher may decide to sit down next to the student rather than standing over that student
- Help student to understand how his behavior impacts others
- Remove the audience when possible.
- Teachers should choose their battle carefully with students looking for a power struggle
- If things get out of hand other students need to be removed from the room to not give the student an audience and keep others safe.

Teachers cannot:

- Show Emotion over the course of a power struggle
- Back down with consequences, Consequences need to be applied immediately
- Take things that are said personally
- Threaten consequences that they cannot do.
- Engaged in a power struggle. It is okay for the teacher to walk away from the power battle with the student.
Managing the Behavior Roller Coaster

*The Following Strategies could be used at the appropriate stage of the Behavior Cycle to help manage student’s behavior.*

*Adapted from Colvin Managing the Cycle of Acting Out Behavior*
Strategies For the Behavior Cycle

*Strategies Intended to Return Student to Calm*

**Calm**
- Provide Routine and Structure for Students with ED.
- Clearly Communicate all teacher expectations
- Monitor your classroom be aware of potential triggers of students
- Positively Reinforce students Positive Behavior.
- Provide Active Supervision.

**Trigger**
- Speak Calmly, Firmly, and Respectfully
- Avoid power struggles, arguing, or becoming defensive. Don’t embarrass or humiliate the student.
- Respect the student’s personal space and keep a reasonable distance (Usually at least an Arm’s length)
- Avoid body language that communicates anger or frustration.
- Move slowly and deliberately toward the problem situation.
- Listen actively
- Be brief and minimize adult talk, KISS (Keep It Short and Simple)
- State directions positively. (Tell the student what to do, avoid telling the student “Don’t ____.”)
- Give only one direction at time, be specific and direct
- Allow student to use a “safe” place (Possibly hallway or Resource Room)
- Alert TOR if things escalate beyond your control

**Agitation**
- Try to show Empathy for the student
- Be brief and minimize adult talk, KISS (Keep It Short and Simple)
- Respect the student’s personal space and keep a reasonable distance (Usually at least an Arm’s length)
- Guide student to start/continue task
- Provide opportunities for successful responses/Minimize errors
- Offer assistance with the task
- Minimize the work load by doing things such as breaking workload into smaller chunks
- Provide movement activities
- Be brief and minimize adult talk, KISS (Keep It Short and Simple)
- Ask for help
- Again, Alert TOR if things escalate quickly
Acceleration
- Provide a break/“cool down” time and location (Refer to Student's BIP for specific Information).
- Acknowledge/Reinforce any approximations of desired behavior
- Student can be provided with independent activities, movement activities, or low stress/calming activities.
- Speak calmly, and respectfully
- Avoid power struggles
- Use nonthreatening body language
- Be brief, minimize adult talk, KISS (Keep It Short and Simple)
- Get Help at this point: Call TOR, Administration, SRO, Etc.

Peak
- Alert TOR and School Administration Immediately
- Focus on Safety-REMOVE OTHER STUDENTS to a pre-designated area. Plan ahead of time how this will be done (Consult TOR on this)
- Speak calmly, and respectfully
- Respect the student’s personal space and keep a reasonable distance (Usually at least an Arm’s length)
- Use nonthreatening body language
- Be brief, minimize adult talk, KISS (Keep It Short and Simple)
- Document what Happened
- Refer to Student’s BIP for specific Information

De-Escalation
- TOR will normally handle student from this point but, some strategies that could be employed would be:
  - Allow time and space
  - Allow access to a preferred activity
  - Provide a relaxation activity
  - Use nonthreatening body language
  - Speak calmly, and respectfully
  - Be brief and minimize adult talk, KISS (Keep It Short and Simple)

Recovery
- Gen. Ed. Teacher can do the following things to make the transition back more effective:
  - Welcome the Student Back
  - Allow the student a blank slate, “Today is a new day”
  - Be non-judgmental
  - Give Student independent work as they may not want to interact with the group right away (May simply be busy work to get them back into the classroom)
  - Acknowledge appropriate behavior
  - Encourage and support the student.
  - Allow for decreased levels of participation but, give support if student is attempting to return to normal levels of participation.
“Though no one can go back and make a brand new start, anyone can start from now and make a brand new ending”

-Anonymous

HELP STUDENTS REALIZE THIS!!
### Strategies for Challenging Behavior

Students with ED may exhibit the following challenging behaviors, strategies are provided to help overcome them.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Strategy</th>
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</table>
| **Questioning** | o Information Seeking Questions – A Rational Question looking for a Rational Response  
  o Student may be trying to understand your directive  
  o **Intervention** = Answer Them  
  o Challenging Questions - Challenging authority and an attempt to manipulate the situation  
  o Could also be intended to be evasive  
  o **Intervention** = Refocus the student to stay on task, Broken Record “We will talk about this later.” |
| **Refusal** | o Could be Non-Compliance, Defiance, Attempting to engage teacher in power struggle, pushing teacher’s buttons  
  o **Intervention** = Ask student why they are refusing. Set limits that are clear, reasonable and enforceable. Allow the student time to make a good decision |
| **Release** | o Acting out, Emotional Outburst, loss of Rationalization, swearing, screaming, etc.  
  o **Intervention** = Allow venting when possible, Remove audience, Be understanding |
| **Intimidation** | o Student is verbally or physically threatening staff or other students.  
  o **Interventions** = Seek Assistance Immediately, Avoid the student as much as possible |

*Adapted from Crisis Prevention and Intervention*
Defusing a Hostile Incident

The Following Things should be remember while defusing a hostile situation

- Respect the student’s personal space – All students are different but 2-3 ft. (Arms-length) is generally a good amount of space. Getting to close could cause more anxiety and cause the student’s fight or flight reflex to be triggered.

- Try to be Empathic and listen to what the student is telling you.
  - Be Nonjudgmental
  - Give Undivided Attention
  - Listen Carefully, Listen for feelings not just facts
  - Allow Silence
  - Use Restatement if necessary to get clarification.
  - Don’t use jargon, Threaten, make false promises, or overreact.

- Pay attention to non-verbal cues – When a person is agitated they pick on body language and voice more than what is being said.
  - Pay Attention to Tone, Volume, and How Fast you are speaking
  - Watch Hand Position keep hand at side and Open.

- Stay composed

- Do not take what is being said personal.

Adapted from Crisis Prevention and Intervention
Relationship Building

"Why should a student show an interest in our classes if we do not show an interest in them? Show them you care. Student relationships must come first."

- Jeff Charbonneau, 2013 National Teacher of the Year

Building Relationships with students with ED is critical for their success
Teacher can use a number of strategies to get to know all of their students in their classes. But getting to know the students with ED is critical. Students who display troublesome behaviors need the support of a caring adult.

1. **Learn a Students interests and talk about them with them** – Commonalities between the teacher and the student may be discovered at this could serve as a launching point for conversation. (2 Surveys are provided in this handbook that could be given at the beginning of the year to get to know the student)

2. **Identify the positive Information about the student** – Good way to plan instruction

3. **Use the Students Name when talking to them** – It shows warmth and it shows that you really know the student.

4. **Maintain a quiet and friendly, but firm tone when addressing behavior issues in your classroom** – Show Respect to the student. Do not yell at them from across the room or use sarcasm with them.

5. **Give Students simple courtesies** – Say Good Morning, Have a good day or simply making eye contact with the student
6. **Show Consistency with Discipline issues** – Discipline all the students in your classroom the same. This is huge with students with ED. They want the same treatment and respect.

7. **Use Positive Language with the student** – Name the behaviors that you are seeing them do well. Focus on the positive behavior with them. Point out progress in their behavior and your approval of this to them.

8. **Provide Students with Lots of Positive Praise and Feedback.** – Always reinforce the positives that you are seeing in class. Mix in non-verbal signals such as a smile, a nod, a thumbs-up, a pat on the back, or a high five. Write students notes or emails showing approval. Call home and express approval of the students’ progress or behavior.

   Adapted from [www.responsiveclassroom.org](http://www.responsiveclassroom.org)

A good tool to use when talking with students with ED is the 2 x 10 rule. Spend 2 minutes with the student for 10 days and see what happens.

- Students may be uncomfortable at first, but work up to 2 minutes. DON’T GIVE UP!
- Build on those commonalities. If none exist ask students about their interests.
  - Let students really see that you care.
- Students will respond better to a teacher that they know respects them. REMEMBER THIS!

   Adapted from Marzano, Pickering, and Heflebower
Who Are You?
A Questionnaire for Students on the First Day of School

Note: I will not share your answers with anyone without your permission.

BASIC INFORMATION

Name: ____________________________________________________________
Name you like to be called: ________________________________
Date of birth: ________________ Place of birth __________________________
Email address: ________________________________
Phone number: ________________________________
Parents' or guardian's names: _______________________________________
Any siblings? What ages? Do they live with you? ________________________
________________________________________________________________
Others who live in your household? ____________________________________
________________________________________________________________
Where were you born? _____________________________________________
What language do you speak at home? _______________________________
Are you new to this school? Where were you before? ____________________
________________________________________________________________

ABOUT YOUR ACTIVITIES AND INTERESTS

What time do you usually get up in the morning? _____
How do you get to school? ____________________________ How long does it take? _____
What do you do after school? _______________________________________
________________________________________________________________
When do you usually go to bed at night? ______
What are your other interests? ________________________________________
________________________________________________________________
What do you imagine yourself doing ten years from now? ________________
________________________________________________________________

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ABOUT THE WAY YOU LEARN

Do you like this subject? Why or why not?

What would you really like to learn about in this class?

How much homework do you expect?

What's fair for me to expect from you?

Describe the way you learn things best.

How do you feel about working in groups?

Is there anything that could make this class especially hard for you?

Can you think of a way I could help you with this?

Is there anything else about you that you would like me to know?
Back-to-School Survey

Name ______________________________

Welcome back! Please tell me a little about yourself.

1. What’s your favorite thing to do for fun?

________________________________________________________________________

2. In school, what are you good at?

________________________________________________________________________

3. In school, what is hard for you?

________________________________________________________________________

4. What kind of job/career interests you?

________________________________________________________________________

5. What TV show, movie or type of music do you like best?

________________________________________________________________________

6. What school subject do you like best?

________________________________________________________________________

7. What kinds of books do you like to read?

________________________________________________________________________
REMEMBER

**Kids Who Are Different**
Here’s to kids who are different
Kids who don’t always get A’s
Kids who have ears
Twice the size of their peers
And noses that go on for days.
Here’s to kids who are different
Kids they call crazy or dumb
Kids who don’t fit
With the guts and the grit
Who dance to a different drum.
Here’s to kids who are different
Kids with a mischievous streak
For when they have grown
As history has shown
It’s their difference that makes them unique.

*Digby Wolfe*

www.topnotchteaching.com
This handbook provides teachers with information and strategies that can make the inclusion of students with an Emotional Disability in the general education classroom more effective. The handbook contains information for general education teachers to gain a better understanding of who students with ED are and what they may act in the way that they do. It helps teachers better understand the IEP specifically the parts dealing with adverse behavior of students. It is the hope that teachers will see this handbook as a valuable resource and utilize to make not only students experience better but, to make the teachers experience with students with ED better as well.
Handbook References


Disability Fact Sheet #5 - Emotional Disturbances. (2010, June from http://nichy.org


Chapter 6

Discussion

For many General Education teachers, students with an Emotional Disability represent the most difficult group of students to work with in the classroom. Many teachers do not fully understand characteristics of a student with an emotional disability. Teachers also do not understand what techniques or strategies are needed to make the inclusion of these students into the General Education classroom effective. The purpose of this study was to understand what General Education teachers truly know about students with ED and what strategies General Education teachers are using when students with ED are in their classrooms. The study also aimed to understand whether or not General Education teachers understand the Individualized Education Plans that are put in place for students with ED.

An extensive literature review of previously published data indicated that teachers do not have a solid understanding of an Emotional Disability. For many teachers they do not know what characteristics students with this disability truly have. The literature review also indicated that many teachers do not have the necessary tools that are needed for the inclusion of students with ED into their classrooms. This has led to increased amounts of stress and anxiety for these teachers. The literature also indicated that while many teachers know what an IEP is they do not fully understand what all the components of the IEP do or their purpose.
The literature Review gave way to an IRB approved study which asked General Education teachers in a Midwestern High School about their experiences with students with ED, the strategies that they use when they have a student with ED in their classroom, and it asked these teachers about their understandings of an IEP and the components of the IEP. The survey was distributed, via email, to 68 General Education teachers in the school. Of the 68 that were distributed 29 surveys were returned. The results of the survey mirrored much of what the literature review suggested. The General Education teachers that returned their surveys did not have an understanding of students with and Emotional Disability. For them these students were simply students that were angry or were students that were not capable of controlling their emotions of coping. The teachers did not possess the necessary tools and strategies to make the inclusion of these students successful. Many of the teachers indicated that they only utilized things such as seating charts to keep the behaviors of these students in check. The teachers also indicated that they did not know how to handle eruptions that students may have while in their classrooms. Teachers expressed a concern with being able to process the eruption and then return the class to the task at hand. The majority of teachers indicated that they feel stress, at least, occasionally when they are faced with a student with ED.

General Education teachers, in the survey, also had little understanding of the components of the IEP. As with the literature review, teachers indicated that they knew what the IEP was but that they did not understand the pieces of it. For many teachers the terms that caused the most confusion were Behavior
Intervention Plan (BIP) and Functional Behavior Assessment (FBA). Not coincidentally, these are components that guide the IEP for students with ED. Do to this fact the vast majority of teachers indicated that more training on the subject of the inclusion of students with ED would be advantageous for them. Based on this information a handbook was created to help teachers with the Inclusion of students with ED.

**Limitations of Study**

This study was conducted in a high school where only small portions of students with Special Education labels were students with an Emotional Disability. It is possible that if the school normally saw a larger population of students with ED that the results of the study could have been different. Also, the school where the survey was conducted is in a small rural community. The results of the study could be different if the study was conducted in a larger school in an urban or suburban setting. It is also possible that the fact that the researcher also served as the Teacher of Record for students with Emotional Disabilities in the school may have affected the research. It is possible that teachers answers to survey questions about their experiences with ED, the strategies used, and IEP knowledge might have changed had another researcher been doing the study.

**Strengths of the Project**

This study was conducted with input from General Education teachers being a major component of the study. Therefore, what has been put into the handbook was designed specifically for teachers. This reference provides teachers a tool that they can go to when they need an answer about a student with
ED in their class. The handbook was designed specifically from the answers that they gave on the survey therefore, it should benefit many General Education teachers.

**Future Research**

Future research needs to be done in the area of students with Emotional Disabilities in the General Education classroom. Due to the fact that so many General Education teachers feel so under prepared to meet the needs of students with ED future research should be done in the area of teacher preparation. Research needs to be conducted to examine what strategies and techniques pre-service teachers are being taught to meet the needs of all special education students not just those with ED. One area that should be researched further is the experiences of students after General Education teachers have been trained in effective strategies and techniques for students with ED.

**Conclusion**

The inclusion of students with Emotional Disabilities in the General Education classroom is something that can be very difficult for some teachers. It can cause stress and anxiety for many educators. Literature indicates that these students are the hardest group to work with and teachers do not feel adequately prepared to meet the needs of students with ED. The Research indicated that teachers do not have a firm understanding of what characteristics a student with ED posses. It also indicated that the teachers have very limited strategies and tools for students with ED in their classroom. The inclusion of students with an Emotional Disability is not something that is going to go away. In fact, it is likely
that more inclusion will be expected in the coming years. Therefore, this study and project will be a valuable tool to General Education teachers for years to come.
References


Appendix A
CITI Training

This Page has been Removed to Protect Confidentiality
Appendix B
IRB Approval

These Pages has been removed to Protect Confidentiality
Appendix C
Principal Permission Letter

This Page has been removed to protect Confidentally
Appendix D

Recruitment Letter

Dear Teachers,

My name is and I am a graduate student in Special Education at Indiana University Purdue University Fort Wayne. I am currently working on my Special Project as a requirement for my MS in Special Education.

Please take a moment to participate in my online survey, “A Survey of General Education Teacher’s knowledge of Students with an Emotional Disability in the General Education Classroom.”

This survey will provide insight into teacher’s knowledge of students with an emotional disability in the general education classroom. The end product will result in a handbook that can be put in your hands to assist you with the inclusion of students with an emotional disability in the general education classroom.

Your participation in this survey is voluntary. You may also skip any questions that make you feel uncomfortable.

Please follow the link to the Google Form to fill out the survey.

https://docs.google.com/a/dekalbcentral.net/forms/d/1PyyQrs8uPjOFD6eTrdwm9aXSuz3KpXA3fZIlTHHRwk0/viewform?usp=send_form

All responses are confidential. Please do not include your name with the survey answers.

Thank you for your assistance in participating in my research study.

If you have any questions regarding this survey, feel free to contact me, the Co-investigator; or the principle investigator: Jane Leatherman.

Graduate Student, IPFW

Jane M. Leatherman, PhD
Associate Professor Director of Special Education Programs
Indiana University Purdue University Fort Wayne
(260)-481-5742
leatherj@ipfw.edu
Reminder Letter

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Appendix E

Survey Questions

1. Number of Years teaching
   a. 1-5 Years
   b. 6-10 Years
   c. 11-15 Years
   d. 16-20 Years
   e. 21-25 Years
   f. Greater than 25 Years

2. What subject do you teach
   a. Math
   b. English
   c. Science
   d. Social Studies
   e. Health/PE
   f. Fine Arts
   g. Other, ______________

3. Give a brief description of a student with an emotional disability.

4. Approximately, how many students with ED have you taught over your career.
   a. 0-5
   b. 6-10
   c. 11-15
   d. 16-20
   e. Greater than 20

5. How often do you feel overwhelmed while having a student with an emotional disability included in your class?
   a. Never
   b. Occasionally
   c. Multiple Times a Week
   d. Every day
6. What poses the biggest challenge when including a student with an emotional disability in the General Education Classroom?

7. Have you received any type of specialized training regarding students with an emotional disability?
   a. Yes, if yes please explain.
   b. No

8. Would more training regarding students with Emotional Disabilities be advantageous to you?
   a. Yes
   b. No

9. Have you modified your classroom management techniques for the whole class when a student with an Emotional Disability is in that class?
   a. Yes, Please Explain
   b. No

10. Have you modified your classroom management techniques for the individual student with an Emotional Disability?
    a. Yes, Please Explain
    b. No

11. How often do you praise a student with ED when they do what is expected of them?
    a. Never
    b. Occasionally
    c. Multiple Times a Week
    d. Every day

12. How often do you read and review the IEPs of students with ED in your classroom?
    a. Once, when it’s given to me
    b. Once per quarter
    c. Once per semester
    d. Weekly

13. Do you understand all the components of an IEP?
    a. Yes
b. NO, if no which components provide the greatest difficulty for you?

14. Please click the on the following special education terms that you understand

   a. Individualized Education Plan (IEP)
   b. Functional Behavior Assessment (FBA)
   c. Behavior Intervention Plan (BIP)
   d. Case Conference (CC)
   e. Teacher of Record (TOR)

15. What additional information about students with Emotional Disabilities would be beneficial to you?
## Appendix F

### Survey Questions and Related Research

<table>
<thead>
<tr>
<th>Question</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often do you feel overwhelmed when having a student with ED in your classroom.</td>
<td>(Cassady, 2011.)</td>
</tr>
<tr>
<td>What poses the biggest challenge when including a student with an emotional disability in the General Education Classroom?</td>
<td>(Nistor &amp; Chilin, 2012.)</td>
</tr>
<tr>
<td>Have you received any type of specialized training regarding students with an emotional disability?</td>
<td>(Rodriguez, Saldana, Moreno, 2012.).</td>
</tr>
<tr>
<td>Would more training regarding students with Emotional Disabilities be advantageous to you?</td>
<td>(Avramidis &amp; Norwich, 2010)</td>
</tr>
<tr>
<td>Have you modified your classroom management techniques for the whole class when a student with an Emotional Disability is in that class?</td>
<td>(Gunter, Coutinho, &amp; Cade.)</td>
</tr>
<tr>
<td>Have you modified your classroom management techniques for the individual student with an Emotional Disability?</td>
<td>(Musti-Rao &amp; Haydon, 2011.)</td>
</tr>
<tr>
<td>How often do you praise a student with ED when they do what is expected of them?</td>
<td>(Allday, Hinkson-Lee, Hudson, Gatti, Kleinke, &amp; Russe, 2012.)</td>
</tr>
<tr>
<td>Question</td>
<td>Source</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>How often do you read and review the IEPs of students with ED in your classroom?</td>
<td>Menlove, Hudson, &amp; Suter, 2001</td>
</tr>
<tr>
<td>Do you understand all the components of an IEP?</td>
<td>Menlove, Hudson, &amp; Suter, 2001</td>
</tr>
<tr>
<td>Please click the on the following special education terms that you understand</td>
<td>(Kosko &amp; Wilkins, 2009.)</td>
</tr>
<tr>
<td>What additional information about students with Emotional Disabilities would be beneficial to you?</td>
<td>(Talmor, Reiter, Feigin, 2007.)</td>
</tr>
</tbody>
</table>
Appendix G

Raw Survey Data

1. How many Years have you been teaching?

2. What Subject do you teach?
3. Approximately, How many students with ED have you taught over your teaching career?

![Pie chart showing the distribution of students taught. 10, 35% taught 0 to 5 students, 9, 31% taught 6 to 10 students, 5, 17% taught 11 to 15 students, 4, 14% taught 16 to 20 students, and 1, 3% taught more than 20 students.]

4. Give a brief Description of a student with an emotional disability

- A student who struggles to use and express fundamental emotions
- Moody. Excited then defeated. Handicapped by outside emotional stimulus to the point that tasks are impossible to focus on.
- Every student is different. I am not really able to describe what an emotional disability is... I have had several students with them before and each student’s disability is different. I am not an expert (Or even close to knowing specifics about disabilities) so I am at a loss for words.
- Loud outburst and hard time paying attention for long periods of time in class.
- They have a hard time controlling and/or displaying appropriate emotions.
- They are students that do not act as others act, whether that be more withdrawn, more serious, more outspoken, or other remarkable signs that are not as most act. At times, it could be what seems to “normal” state that could potentially explode with very little notice. It could be a student that just seems lost in class, without friends, or could suddenly collapse into tears.
It could be the student who constantly asks, “to go the bathroom and just leave their surroundings and company.

- A student who has trouble dealing with any situation that is out of the norm; an example might be where another student speaks out – the student with ED might feel that he or she needs to speak out too.
- Unable to handle new or stressful situations without outbursts or unacceptable behavior.
- Unable to control their emotions. Have a different scale of behaviors. External environment plays on behavior.
- It would be a student that in a situation that most students could handle easily, will have their emotions take over i.e. angry, fear, anxiety, or crying.
- This is a student who, at various times, struggles with his/her emotions during different situations. There are triggers for these students that make it difficult for them to handle thus, they react in inappropriate manners for the situation (i.e. outbursts, anger). There are times when these students cannot identify or recognize that this is occurring.
- Who cannot cope with a variety of situations – may get mad or act out.
- A child who is not constantly in control of their emotions or thoughts.
- A students whose emotions often or occasionally interfere with his or her education.
- One who has limited coping skills when presented with a challenging situation.
- The ones I have worked with seem to get upset very easily over small things. They also react in a very extreme manner when compared to their peers such as throwing desks, screaming, threatening suicide, cussing, punching walls, etc. It appears that their emotions are on a constant roller coaster and they really vary all day long.
- Varies; depression and seclusion, outbursts, little patience, sensory issues.
- A student with an emotional disability can have normal academic abilities they are challenged with control of their emotions both positive and negative. They often act out when circumstances stir an emotional reaction.
- Someone who may exceptionally bright but cannot control emotions in a socially acceptable way
- Student is able to be included in general education setting but requires a plan for managing behaviors manifested through their disabilities in partnership between special education and general education teacher. Routine is very important.
- Students exhibit inappropriate behaviors for a given situation. Some are often sad or depressed and have trouble with peer and adult relationships. To be identified, different factors are considered and rating scales are used to determine that impact on school performance.
- A student who has a hard time fitting in. They can be quiet and not involved with other students. Some students can irritate the Gen Ed. Students and they start a fight, or leave the room.
- These students tend to not follow the normal trends of students. The students with ED that I have had, have not been able to handle a large class environment. They have had issues with other students in class. They do not work well in a group setting. I have had students seemed depressed or off in another world.
- They are on and off with emotions. One minute they are fine and the next they are flying off the handle.
- Hot and Cold.

5. How often do you feel overwhelmed while having a student with an Emotional Disability included in your class
6. What poses the biggest challenge when including a student with an Emotional Disability in the General Education Classroom?

- Meeting needs of that student while also working with class as a whole.
- Sometimes other students are apprehensive to work in group settings with the student. Sometimes I fear the student doesn’t get the full experience of the class.
- ED have rights but the remaining students in class also have rights. Often the emotional students take away the rights of regular students. It is difficult to conduct class in a way that respects all rights. In ED classes there are teacher aids helping the teacher and the class is small. When ED students are placed in regular classes the class is usually larger and there is no aid.
- At a previous employer, managing classroom behavior with the student as well as continuing teaching and keeping all students engaged was the biggest challenge.
- Not allowing that one or more student to take over the class and disturb the rest of the learning.
- Large number of missed days and/or the lack of desire to learn
- In a language class, they do group activity often or speaking activities often. This person may not cooperate, not speak or contribute to the activity, or not stay on task, thus throwing off the entire timing of the activity or goals of the activity or group.
- Maintaining the structure that an ED student needs. Classrooms in Social Studies often have group discussions, assignments that involve moving around the room, or creating situations where the students are acting in a more independent mode. ED students often have difficulty in those types of environments.
- They often appear "normal" and it may be hard to remember their accommodation.
- Knowing the little things that may set the kid off. Controlling other students to prevent issues.
- Now that I have a little more experience, for the most part the only negative part in extreme cases would be the disruption in the classroom. However, I’ve been able to minimize disruption through positive behavior management and accommodating the students needs.
- I don’t really feel any differently as I have a child who suffers from an emotional disability.
- Parent communication and sometimes teacher of record communication.
- Safety to other students
- The constant distractions to the other students.
• Often these students seem like pressure cookers with a lot of turmoil simmering just below the surface. Placing them in cooperative groups that will function well for all involved can be quite a challenge.
• Trying to shield or protect them from situations which could trigger a major disruption in my classroom
• I think the biggest challenge is creating an environment where everyone feels safe. At times we have had students with Emotional Disabilities react to the point where they are putting themselves and others in danger.
• Interaction with other students
• The biggest challenge is how to react to some of their outbursts and also how to treat them and still seem to be fair to other students. They do have different emotional needs but it is difficult to accommodate them in a general classroom.
• The direction they choose to go may disrupt class and the lesson doesn’t get accomplished. You try to include them and make them part of the class, but then things happen that cause the entire class to go down a different road, you get off-topic, and the lesson doesn’t come to completion so that you can move on the next day.
• Making sure that the ED student is able to feel comfortable in the classroom while balancing the needs of the general education students in the room. Making sure that the ED student does not consume the classroom.
• In a class setting with 20-28 students, it was difficult to deal with the frequency of situations that came up because I felt learning stopped for all students when I was stopping to work with one student who needed my time.
• I do not want to push these students to have an eruption in class. So I tend to let them do their own things on time to time. I struggle with getting them to participate and work in class. They seem more comfortable back in the resource room. So often times they are sent back to work there.
• Most of the time they do not want to participate and are very defiant.
• Individual Behavior management

7. Have you received any type of Specialized training regarding students with an emotional disability?

• No
• no
• No.
• yes, I worked with ED ID years before coming here.
• Very little, Special Ed. staff in our school did an overview of emotional disabilities.
• No formal. At times an ED teacher does individual training.
• No.
• No. I have a son with several types of behavior and emotional issues. He is also bipolar.
• Yes Through therapy, counseling and on-site classroom instruction as a parent, I have been exposed to CBT, DBT, Solution-Focused Counseling & Equine Therapy.
• Not since college.
• Yes, I had adaptive PE classes in college.
• Actually, no.
• I selected a conference to attend, had one college class. Other than that my information came from individual reading and "live situations."
• None

8. Would more training regarding students with Emotional Disabilities more advantageous to you

- Yes: 23, 82%
- No: 5, 18%
9. Have you modified your classroom management techniques for a whole class when a student with an Emotional Disability is in that class?

- No
- No.
- Yes. Tardy rules change, Clean up procedures change, due dates and late work policies are more lax for everyone ...
- No.
- Not really. I try to pair that student up with another that is calm, kind, easy to speak to, and patient.
- Yes - deleting assignments that might make them more uncomfortable, creating new assignments that allow them to feel more comfortable.
- Yes. Putting together groups so that the student is placed with cooperative students.
- Sometimes. Seating chart is the most popular
- I did have a student that had explosive anger behavior and I had an evacuation plan for the rest of the students should the need arise.
- My class is very routine on most days My room tends to be on the more quiet side Awareness of how student communicates Awareness of modifications for student Awareness of where student sits and who is sitting by that individual Try to identify/be more aware of when a student may be having a bad day.
- Yes -- desk placement changes
- I follow the IEPs.
- Yes. I have attempted to address that particular student's concerns instead of the concerns of the majority of the class.
- No, I am not in a classroom setting.
- Yes but mainly due to the fact that a para comes with some of these students so when a behavior is out of control you have that extra person to help de-escalate the situation or remove the student.
- I can't think of a specific situation, but it is always in my mind.
- Yes - when I was in the classroom we had a protocol for addressing the needs of one student. - If I had to stop, they continued & didn't ask questions. We had "partners" that would seek adult help if needed.
- Yes, sometimes I do not do group activities because of them.
- Yes. To some degree, students have understood that the rules were still there and enforced but may look a little different in regards to different students. Some classes have to be more structured than others as well.
10. Have you modified your classroom management techniques for the individual student with an Emotional Disability?

- No
- Yes, if they need a moment to collect their thoughts, they are allowed to leave the classroom for a breather or go down to the resource room.
- Same as above.
- Yes. I have individually met with the student to discuss individual actions and what was expected in class. Guidelines with consequences were set up with the student and the Spec Ed teacher and adviser so the student with the disability would understand exactly what was expected. These rules were different that with other students.
- No.
- I try to put those students on the edge of the room, so they are not totally surrounded by people. I watch and react to their behaviors. Sometimes that means new seating charts with them not near talkers or laughers, or sometimes that means PUTTING them with those that effect the appropriate changes.
- Yes, allowing a student who has ED’s to leave the room, to have behavior that other students cannot exhibit.
- Yes. Depends on the IEP
- yes, seat moved to an area away from provoking students
- No having emotionally disability students has taught me to better handle all my students. My management techniques have evolved because of it for every student.
- My class is very routine on most days I use both written (Google Slides) and verbal instruction daily My room tends to be on the more quiet side Assignments/Materials can be "chunked"
  - Awareness of how student communicates
  - Awareness of modifications for student
  - Awareness of where student sits and who is sitting by that individual
  - Try to identify/be more aware of when a student may be having a bad day
- yes, better communication with student. Getting to know them and their needs. Communicating with para helps a lot.
- Yes--much more structured with ED student in class
- I used high warmth low control techniques for all my classrooms.
- Yes. I have allowed more flexibility and allowed a student to leave the room or leave a group as needed.
- Yes. I have placed ED students in specific locations within the classroom so that he/she can be easily supported.
- No, I am not in a classroom setting.
- Yes
- Yes but mainly due to the fact that a para comes with some of these students so when a behavior is out of control you have that extra person to help de-escalate the situation or remove the student.
- Yes- who the person works with in a group, the ability to leave class as needed, more time on assignments, whether I utilize whole class discussion or group work.
- Yes, I have provided specific seating for the ED student to feel most comfortable in terms of classroom environment
- Yes, when I was in the classroom I had task charts. These students could earn positive marks for work completed. I graded papers with number correct instead of number wrong, and there were designated students to offer help me OR the student when necessary.
- Yes, if I know what the triggers are - such as other students, etc.
- Yes, depends on the student. Most need preferential seating.

11. How often do you praise a student with ED when they do what is expected of them?

![Pie chart showing the distribution of responses]

- Never: 0, 0%
- Occasionally: 4, 14%
- Multiple Times a Day: 7, 24%
- Everyday: 18, 62%
12. How often do you read and review the IEPs of a Students with ED in your classroom?

- 9,31% Once, when it is given to me
- 7,24% Once per quarter
- 12,41% Once per semester
- 1,4% Weekly

13. Do you understand the Components of an IEP?

- Yes
- yes
- Yes.
- Not 100% sometimes I don't understand all the part about extended times and consistency with extended times in other classes
- Yes. I don't always agree with them.
- Some - often times there are items in them that do not seem to connect to the classroom.
- I feel they are easy to understand
14. Please click on the Special Education terms that you understand?

- Teacher or Record: 26
- Case Conference: 26
- Behavior Intervention Plan: 24
- Functional Behavioral Assessment: 12
- Individualized Education Plan: 27

15. What Additional information, if any, about students with Emotional Disabilities would be beneficial to you?

- Sometimes it is unclear if they are on a diploma track or not.
- I think the other students should be trained in signs and symptoms, and ways of engaging or acting or accepting. It is part of the entire bullying issue.
- I would like to possible conference with the teacher of record before the school year starts. I feel like there have been start up situations that could have been avoided with better understanding and information.
- Suggestions for what works.
- I would love information on how to be proactive rather than reactive when it comes to working with students with Emotional Disabilities. I also think the students benefit from having Social Skills classes as most of the incidences we have are triggered by misunderstandings between peers.
- Talking directly with their teacher of Record is the best communication.
- I want to know what is done so they can function successfully in the real world after they leave traditional schooling. Honestly, are these the Sandy Hill shooters, the movie theater shooters, etc.? Are we really addressing their needs so they can lead positive, successful lives?
• Constant communication and support from ED teacher as to how best meet the needs of the ED student. Each case is different and requires different methods for successful integration into the general education setting.
• I think all teachers would benefit from a Quick Response Sheet with suggestions. I also learned a great deal from PD over the year about not cornering these kids. (yet, I see that as the biggest teacher weakness). When I learned to calmly give 2 acceptable choices instead of TELLING them what they had to do, the response was SO MUCH better. I think this would be helpful to others!
• More avenues to go down when things are not being done in the classroom.
• Techniques for dealing with each individual that is ED
• Any information that could be useful in the classroom management behavior plan.
Appendix H

Resume

These Pages have been Removed to protect Confidentiality