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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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Introduction

- 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. The project goal is to provide information to overcome the wrong perceptions teachers have and to make the inclusion of students with ED in the General Education classroom more effective.

Methodology

- A Mixed Methods approach was used for this study.
- Participants were all General Education Teachers in a Midwestern High School.
- General Education is any subject that is not Special Education.
- 68 surveys were distributed, via email, to General Education Teachers in the school of those 29 were returned to make the inclusion of students with ED successful.

Survey questions focused around three different focuses:
1. Do teachers understand students with ED?
2. What strategies do Gen. Ed. teachers use for students with ED?
3. Do teachers understand Individualized Education Plans (IEPs)?

Results

- Teachers do not feel adequately prepared to meet the needs of students with ED.
- When teachers were asked to describe ED teachers were quick to identify angry students Teachers identified The Engagement of students with ED, Student Outbursts, and the safety of other students as the biggest challenges when it comes to students with ED.
- They did not have the necessary skills and strategies.
- Teachers indicated that they were more reactive.

Discussion

Teacher must understand the Functional Behavioral Assessment and Behavior Improvement Plan. Teachers recognize that more training would be of great benefit. Teachers need to know how to meet the needs of this group of Diverse learners. Special Education laws are going to continue to push for more inclusion so this study has relevance and importance. Further Research needs to be conducted to see how teachers perceptions change when they are trained adequately.

References