3-30-2016

Behavior Strategies that Promote Academic Achievement for Students with Emotional and Behavioral Disorders within the Inclusive Classrooms

Jenna Rios
Indiana University - Purdue University Fort Wayne

Follow this and additional works at: http://opus.ipfw.edu/stu_symp2016

Part of the Education Commons, and the Public Policy Commons

Recommended Citation
http://opus.ipfw.edu/stu_symp2016/6

This Book is brought to you for free and open access by the IPFW Student Research and Creative Endeavor Symposium at Opus: Research & Creativity at IPFW. It has been accepted for inclusion in 2016 IPFW Student Research and Creative Endeavor Symposium by an authorized administrator of Opus: Research & Creativity at IPFW. For more information, please contact admin@lib.ipfw.edu.
This research study addresses how general education teachers can effectively teach students with emotional and behavioral disorders. When teachers use effective instructional practices that promote positive teacher-student interactions and a positive classroom climate, they are minimizing problem behaviors in the classroom (Conroy, 2012). There is very little pre-service teacher training for behavior management. Teachers do not feel prepared and are overwhelmed by the number of behavior challenges they are faced with within the general education setting (Gaudreau et al., 2013).

The research was qualitative. The 3 research questions that this project focuses on are:

1. Do general education teachers know the definition of emotional and behavioral disorders?
2. Do general education teachers use behavior strategies that will promote academic achievement for their students with emotional and behavioral disorders within their classrooms?
3. What additional strategies would the teachers like information or training on?

The four research based strategies that this project focuses on are:

• Positive Praise (Southerland et al. 2002)
• Self monitoring (Menzies et al. 2009)
• Token economies (Zirpoli, 2012)
• Positive behavioral interventions and supports (Zirpoli, 2012)

Methods

• Participants: elementary k-5 general education teachers
• Location: Rural elementary school in Northeast Indiana
• 21 teachers received the survey.
• Survey: Sent through Google docs.
• Questions: 21 questions that addressed the teacher’s comfort level with teaching students with emotional and behavioral disorders

Data Analysis/Results

• Responses: 52% of the teachers responded.
• Additional Training: 100% said they could benefit from additional training on how to effectively teach students with emotional and behavioral disorders.
• Positive Praise: All of the teachers stated that they use positive praise in their classrooms and that it is effective.
• Self Monitoring: Teachers stated that 33% of their students with ED self monitor.
• Token Economy’s: 66% of the teachers surveyed stated that they use a token economy in their classrooms.

Research Questions


References

• Sutherland, K. S., Wehby, J. H., & Yoder, P. J. (2002). Examination of the Relationship between Teacher Praise and Opportunities for Students with EBD To Respond to Academic Requests. Journal Of Emotional And Behavioral Disorders, 10(1), 5-13.

Department of Education