

3-30-2016

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

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## Recommended Citation

Rios, Jenna, "Behavior Strategies that Promote Academic Achievement for Students with Emotional and Behavioral Disorders within the Inclusive Classrooms" (2016). *2016 IPFW Student Research and Creative Endeavor Symposium*. Book 6.  
[http://opus.ipfw.edu/stu\\_symp2016/6](http://opus.ipfw.edu/stu_symp2016/6)

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# Behavior Strategies for Students with Emotional and Behavioral Disorders

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## Introduction

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 four research based strategies that this project focuses on are:

- Positive Praise (Sutherland 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

## Research Questions

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?

## 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.

• Conroy, M. A., & Sutherland, K. S. (2012). Effective Teachers for Students with Emotional/behavioral Disorders: Active Ingredients Leading to Positive Teacher and Student Outcomes. *Beyond Behavior*, 22(1), 7-13.

• Gaudreau, N., Royer, E., Beaumont, C., & Flanagan, T. (2013). Classroom Behaviour Management: The Effects of In-Service Training on Elementary Teachers' Self-Efficacy Beliefs. *Mcgill Journal Of Education*, 48(2), 359-382

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