EMOTIONALLY DISTURBED STUDENTS: AN IN-SERVICE TRAINING FOR GENERAL EDUCATION TEACHERS

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A Project

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Abstract

of

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Statement of Collaboration

This project was a collaboration of work by both Wendy and Kristina. Although specific duties were defined prior to the beginning of the project, the researchers’ individual roles became indistinguishable due to the process of continual feedback and discussion between authors. Both authors researched the work for the project collaboratively and worked together to create the survey and in-service training materials.

Statement of the Problem

The integration of students identified with Emotional Behavior Disorders (EBD) is increasing in the general education setting. Teachers are in need of the necessary skills and supports to help them deliver adequate instruction to these students. Studies show that teachers’ attitudes and self-perceptions of competencies are based on the knowledge they have or do not have when dealing with students identified with EBD. Clearly, to provide effective instruction to students with EBD in the general education setting, substantial knowledge in research-based strategies is vital to delivering instruction and fostering the success of the student (Shapiro, Miller, Sawka, Gardill, & Handler, 1999).
Sources of Data

The information for this project was obtained through a review of books, periodicals, Internet websites, discussions with other teachers in the general or special education field, and personal experiences of the authors who work with students in both the general and special education classroom and are familiar with classroom instruction for students with EBD in the general education setting. In addition, information was also obtained from district personnel and administration through the use of interviews.

Conclusions Reached

School-based staff development is a highly effective form of training for general education teachers. The information gained from research-based strategies and peer discussion proved to be a valuable tool for general education teachers who currently instruct students diagnosed with EBD.

Rachael A. Gonzales, Ed.D., Committee Chair

Date 11/16/10
DEDICATION

I wish to dedicate this project to my family who have all made many sacrifices in one way or another to support my journey through education and make this possible.

To my husband Layne, who supported and encouraged me in my decision to further my education and for his patience during the stressful times.

To my daughters Kylee and Makenna who are the reason I live, breathe and dream. Thank you for showing me everyday what truly matters in life. I love you so much.

To my parents, Pam and Art Bauer, who have always supported and encouraged my lifelong journey through education, I finally made it!

To my In-laws, Steve and Sheila Epler, for your continuous support, love and encouragement throughout my education. I am forever grateful for the opportunity you have given me and for making my educational goal possible.

Without the support of all of you, I would not have been able to accomplish my educational goals and to you I am forever grateful. I love each and every one of you, Thank you so much. I am truly blessed in so many ways.

W.R.F
DEDICATION

I wish to dedicate this project to my family whose love, support and encouragement made this possible for me. They have allowed me to pursue my dreams and have sacrificed to make this project possible.

My husband, Ray, has been my rock and my loudest supporter. His love and understanding have allowed me to go farther than I ever thought possible. He is an amazing father, partner, and friend whose love is unending.

My children, Owen and Ryleigh, who have had to spend nights without mom’s presence and have stepped up to help in ways that still amaze me. I adore you both and hope that you can see that you can achieve anything you set your mind to do.

Finally, my parents, Rick and Jo Ann Sprenkel, who instilled in me a love for learning, and encouraged me my entire life to never give up, work hard, and go after my dreams. Without you behind me throughout my life, this would never have been possible.

I feel truly blessed to have such a team of supporters on my side. Thank you all.

K.R.K.
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I, Kristina Kress, would like to express my gratitude to Dr. Rachael Gonzales who has instilled in me a true love for teaching students with disabilities and in fighting for the needs of students with challenging behavior. Your help, encouragement, and willingness to work on this project has amazed me and given me hope in the future for students at CSU, Sacramento entering the Special Education field. Your knowledge and ability to inspire teachers is a true gift that I feel blessed to have had the fortune to experience first hand. I also wish to acknowledge Wendy Frederiksen, my partner for this project. Thank you does not begin to express the immense gratitude I have for all you have done to help make this project a success. I feel so lucky to have found a friend with such dedication, enthusiasm, and sincerity. You are a true professional and will be the most amazing educator. Thank you so much for all you have done.
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Teaching students with Emotional Behavior Disorders (EBD) can be challenging for many teachers. According to the National Center for Education Statistics (NCES) (2010), the percentage of students identified as having emotional behavior disorders is just under 1%. However, the statistics also show that students identified with emotional behavior disorders have consistently increased from 1976-77 to 2007-08 by 64%. Students with emotional behavior disorders (EBD) present significant social and behavioral challenges that often disrupt the classroom environment and inhibit the learning process (Kehle, Bray, Theodore, Zhou, & McCoach, 2004). All students begin in the general education classroom. When significant concerns regarding a student’s behavior arise, his/her classroom teacher, parents, psychologist, and/or other school site staff may refer the student to Special Education. If the student’s parents agree to assessment for special education, the IEP team has 60 days to assess the student and hold an IEP meeting to determine eligibility and the category of EBD. At the IEP meeting, the appropriate educational setting for the student is discussed. An IEP team may determine that the student should remain mainstreamed into the general education classroom where the teachers often lack the necessary strategies and knowledge to handle the behavioral issues that may occur in the classroom associated with students who have been diagnosed with emotional behavior disorders.
The Individuals with Disabilities Education Act (IDEA) 2004 sec. 300.8 “Child with a Disability” defines emotional behavior disorders (EBD) as exhibiting one or more of the following over a long period of time and to a marked degree: (a) inability to learn not explained by intellectual, sensory, or health factors; (b) inability to maintain satisfactory interpersonal relationships; (c) inappropriate type of behaviors or feelings under normal circumstances; (d) pervasive unhappiness or depression; (e) or physical symptoms or fears associated with personal or school problems. The definition also includes children who are schizophrenic (IDEA, 2004).

Data from the U. S. Department of Education stated that in the 2007 school year, 57% of students with disabilities were served in the general education classroom for at least 80% of the day (NCES, 2010). General education teachers enter the classroom with the initial classroom management strategies they acquired from their teacher preparation programs. However, when these strategies fail, teachers may feel inadequate, incompetent, and helpless (Regan, 2009). Clearly, in order for students with disabilities, including students identified with EBD, to be successful in the mainstream setting, general education teachers must be given the appropriate skills and research-based strategies that will enable them to be successful in dealing with the behaviors encountered in the classroom. In addition, ongoing support, collaboration, and training are vital to the well being and success of both students and teachers (Shapiro et al., 1999).
Statement of Collaboration

This project was done in collaboration between Wendy Frederiksen and Kristina Kress. Each author was involved in the development of all chapters, surveys, research, and delivery of training materials. Each author was required to gather necessary materials and data to bring to meetings held 1-2 times a week so the information could be reviewed and combined to create the necessary chapters, charts, graphs, and instructional materials provided in this project.

Background of the Problem

Over the past two to three decades, school reform has focused on gradually including students with disabilities in the general education classrooms of our public schools (McLaskey & Waldon, 2002). The demands on and responsibilities of teachers have changed greatly in recent years as stipulated by No Child Left Behind (NCLB, 2002) and IDEA. NCLB was intended to improve the academic achievement of students across the United States. The law focuses on ensuring that all students will be proficient in reading and math by the 2013-14 school year. The law also established a rigorous accountability system for all schools involving rewards and sanctions based on student performance. Based on IDEA and the NCLB federal mandate, teachers coming out of college are required to take courses dealing with students with disabilities. However, veteran teachers often do not have the experience or training to deal with students with EBD. In addition, NCLB requires teachers to be highly qualified and implement evidence-based practices (NCLB, 2002).
Students identified with EBD as determined by the guidelines in IDEA, are placed under the care of many support personnel including, but not limited to, a psychologist, special education teacher, counselor, general education teacher, advocates if necessary, and parents via their involvement. Although these team members are called upon to consult and recommend behavior intervention programs for children diagnosed with EBD, services and support for personnel is limited (DuPaul, McGoey, & Yugar, 1997; Roberts, Jacobs, Puddy, Nyre, & Vernberg, 2003). While most of the personnel dealing with students identified with EBD have had some specific training in dealing with the disability, the general education teachers have received limited training, if any at all, in behavior management procedures for dealing with students who have been identified with EBD. Many teachers feel they lack the necessary strategies and are unprepared to work with students with EBD (Heflin & Bullock, 1999; Scruggs & Mastropieri, 1996).

In addition to the lack of teacher training, many districts do not provide in-service training that specifically prepares the staff to handle EBD. Therefore, the general education teachers lack the specific strategies that have been researched or proven effective and feel they cannot meet the needs of these students in the classroom environment.

Statement of the Research Problem

The inclusion of students identified with EBD is increasing in the general education setting. Teachers are in need of the necessary skills and supports to help them deliver adequate instruction to these students. Studies show that teachers' attitudes and
self-perceptions of competencies are based on the knowledge they have or do not have when dealing with students identified with EBD. Clearly, to provide effective instruction to students with EBD in the general education setting, substantial knowledge in research-based strategies are vital for delivering instruction and fostering the success of the student (Shapiro et al., 1999).

Purpose of the Project

The primary purpose of this project was to develop an effective in-service training program to provide general education teachers with the knowledge of research-based strategies necessary to successfully teach students diagnosed with emotional behavior disorders. By providing in-service trainings that focus on specific research-based strategies for these teachers, we hope to increase the success rate in the classroom of students with emotional behavioral disorders and decrease the frustration level of general education teachers.

Theoretical Framework

Staff development has been a highly effective means for assisting all teachers in their professional development. For professional development to be effective, the topics and content should to be tailored to the schools’ needs and concerns (McLaskey & Waldon, 2002). In addition, Rowland and Patterson (2004) found that teachers valued having colleagues from their own school or from other schools share their expertise and lead or facilitate staff development rather than having outside experts deliver information. The theoretical framework used in this project was based on the effectiveness of staff
development delivered by colleagues and the need for in-service training for teachers in
the general education classroom who interact with students identified as having EBD.

Definition of Terms

*Emotional Disturbance*

According to IDEA 2004 sec. 300.8 “Child with a Disability,” emotional
disturbance (ED) is defined as exhibiting one or more of the following over a long
period of time and to a marked degree: (a) inability to learn not explained by
intellectual, sensory, or health factors; (b) inability to maintain satisfactory
interpersonal relationships; (c) inappropriate type of behaviors or feelings under
normal circumstances; (d) pervasive unhappiness or depression; (e) or physical
symptoms or fears associated with personal or school problems (IDEA§ 300.8,
2004).

*Free Appropriate Public Education (FAPE)*

(a) States must ensure that all eligible children with disabilities, ages 3 through
21, including children suspended or expelled from school, have the right to FAPE;
and (b) FAPE must be available children beginning no later than the third
birthday; an IEP or IFSP must be in effect by that date; and, if the child’s third
birthday is in the summer, the IEP team decides when services will begin
(IDEA§300.121, 2004).
Inclusion

The term refers to placement of students with disabilities in the education classroom with peers without disabilities (Yell, Shriner, & Katsiyannis, 2006).

Individual Education Plan (IEP)

An Individual Education Plan (IEP) is a written document regularly developed, evaluated, and revised for a student with an identified disability that impacts their education. A team of individuals including parents, administrators, and general and special education staff meets to modify the IEP at least annually. The IEP must include present levels of performance, goals, accommodations and modifications, a statement of eligibility, and describe the student's educational benefit from receiving special education (Department of Education, 2006).

Least Restrictive Environment (LRE)

LRE refers to the IDEA's mandate that students with disabilities should be educated to the maximum extent appropriate with peers without disabilities (Yell et al., 2006).

Non Public School (NPS)

The California Department of Education (2010) clearly specifies that a Non Public School (NPS) meet criteria for students with disabilities. This includes certificated teachers and a curriculum designed to meet the unique needs of students with disabilities when the district of residence determines through the IEP team that a more restrictive setting is appropriate.
Scientifically Based Research

Research that applies rigorous, systematic, objective procedures to obtain reliable and valid knowledge, including evaluation using experimental or quasi-experimental designs (IDEA§300.35, 2004).

Special Education

Specifically designed instruction, at no cost to parents, to meet the child’s unique needs, including instruction conducted in the classroom, home, hospitals and institutions, and in other settings, and instruction in physical education (including adapted physical education) (IDEA§300.26, 2004).

Staff Development

Opportunities for teachers and administrators to acquire knowledge and skills regarding group processes within their schools in a format that is satisfying and rewarding (National Staff Development Council [NSDC], n.d.).

Assumptions

This project is written with the assumptions that the number of students identified with EBD is on the rise. Teacher in-service training is an effective way to provide teachers with the necessary skills and strategies for students in their class with EBD. It is also the assumption in this project that general education teachers are willing to implement strategies they have learned and that have been proven successful in helping students with EBD. By participating in the training, general education teachers will gain knowledge and understanding not only of students with EBD, but also students with
behavioral challenges who are unidentified. With greater understanding, teachers will gain confidence to teach all students in their class.

Justification

The intention of this project is to provide general education teachers with the necessary tools to aid them in understanding and diminishing classroom behavior issues and to relieve the tension and frustration between students identified with emotional behavior disorders and the teachers. By providing general education teachers the necessary tools, students with EBD will have the opportunity to be successful.

Limitations

One limitation of this project was that a convenience sampling was used to collect the data for this project and was limited to general education teachers who taught at Cirby Elementary School in Roseville, California; therefore, the results cannot be generalized. Secondly, the school currently does not have a plan in place for ongoing staff development that accommodates the teachers' schedules. Therefore, getting all the teachers to attend staff development training was difficult.
Chapter 2

REVIEW OF THE LITERATURE

Introduction

Students with EBD are served in our public schools under the Individual Disability Education Act (IDEA) and can be considered to be some of the most challenging students teachers have in their classrooms. Numerous studies by Regan (2009), Boyer and Manzier (2003), and Yell et al. (2006) have been conducted to examine what the best way to help general education teachers successfully instruct these students is. Findings have noted educators often are not trained to teach students with EBD in their general education classrooms (Regan, 2009). In 2001, a study conducted by the U. S. Department of Education (as cited in Boyer & Mainzer, 2003), showed that 96% of general educators indicated they have taught students with disabilities, but only one-third of these teachers felt well prepared to teach them. The lack of training, safety concerns, and behavioral challenges often lead to resistance and negativity from educators called on to include students with EBD in their classrooms. Clearly, teacher attitudes can affect the quality of education provided to students with EBD who are considered the most difficult disability group to include in the classroom (Yell, 1995).

Appropriate teacher training in dealing with students who have EBD may increase the teacher’s willingness to include and instruct these students better in their classrooms. The most requested supports from teachers are time for planning and collaboration and
supports from personnel such as the special education teacher (Lohrmann, Boggs, & Bambara, 2006).

Designing a School-based Staff Development

A school-based staff development is one that occurs in the school and will differ from school to school based on beliefs, values, and understanding of what teachers and administrator are looking for. The content and format for the staff development should be determined by the teachers and other personnel in the local school in order to address the current needs of the students and staff. Furthermore, the staff development content should address all students (McLaskey & Waldon, 2002). NSDC (n.d.) believes educators should devote one-fourth of their work time to collaboration with peers and professional learning.

Several elements have shown to be necessary for successful school-based staff development. Among these are shared decision making, sufficient time to develop relationships, regular communication, and flexibility among group members. Facilitators and or presenters of staff development should regularly identify opportunities for participants to share in the decisions that need to be made for the group. In addition, sufficient time needs to be given to the members of the group to develop professional relationships that ensure accountability and follow-through with what has been presented. Finally, researchers found that regular communication through scheduled meetings provided opportunities for facilitators and group members to make changes to fit the
needs of the group. This flexibility was a key component in staff participation and success (Bosma, Sieving, Ericson, Russ, Cavender, & Bonine, 2010).

**Effective Collaboration**

Research by Musanti and Pence (2010) showed that quality professional development has a positive impact on student learning. Collaboration between teachers has shown to establish meaningful and mutual relationships within the school community allowing teachers to share their beliefs on teaching and learning. In a survey conducted by the NSDC (n.d.), teachers noted that activities allowing them to connect with other teachers and discuss their current practices, ideas, and concerns were important to their roles as professionals. In addition, staff development trainings allow experienced teachers to share their expertise with less experienced teachers giving them the opportunity to take what best meets their needs for them and their students.

What makes professional development effective? According to NSDC (n.d.), effective collaboration is defined as high quality staff development containing the following:

- Ability to deepen teacher’s content knowledge and pedagogical skills;
- Includes opportunities for practice, research, and reflection;
- Is embedded in educator’s work and takes place during the work day;
- Is sustained over time; and
- Is founded on sense of collegiality and collaboration among teachers and all other personnel.
Students Identified with Emotional Behavior Disorders

Students identified with EBD have a range of challenges they exhibit in the general education classroom. This can include, but is not limited to, disruptive behavior, violence, poor attendance, and/or mental health issues, as well as poor academic performance. The behavioral challenges can prevent the student from accessing general education curriculum and may result in retention at lower grades. Research has also found greater high school dropout rates with students who have EDB than with any other disability category (Lane, 2007).

Due to the challenges students with EBD demonstrate, many general education teachers have a difficult time interacting with these students. By supporting the student with necessary interventions and the general education teacher with research-based strategies and a clearly defined role, the view of the student can improve. One key component is relationship building between the general education teacher and the student with EBD. General education teachers need to establish and build trust with students with EBD despite the challenges. Another characteristic of the student with EBD is low self-esteem. Adults who interact with these students, including the general education teacher, need to regularly use positive reinforcement as a means to support the student. It is critical to expand the pool of adults with whom these students can create relationships on a continuous basis (Regan, 2009).
Key Issues in IDEA

General education teachers need to have a clear understanding of the guidelines and requirements set forth by IDEA and how they impact student learning. For general education teachers and special education teachers to work collaboratively they must understand each others’ roles in the education process (Dufour, 2004). IDEA mandates that all children with disabilities be provided a free and appropriate public education, that special education and related services meet specific student needs, that students are prepared to transition into their adult life and that the rights of families with children with disabilities are protected (Yell et al., 2006).


Zero Reject states that all students are entitled to a free appropriate public education (FAPE) regardless of the severity of disability. In addition, all students with disabilities form birth to 21 years of age who are in need of special education and the related services must be identified, located, and evaluated. This requirement is called child find.

Free Appropriate Public Education (FAPE) assures that all students receive the right to a free appropriate public education. The requirement contains both procedural and substantive components. The procedural components are protections afforded to students and their parents assuring that parents have the right to meaningful participation
in all decisions affecting their child’s education. The substantial components entitled parents to have services provided at public expense, under public supervision and direction, and without charge.

Least Restrictive Environment (LRE) under IDEA 2004 mandates that students with disabilities be educated with their peers who are without disabilities to the maximum extent possible. Only when the nature or severity of a student’s disability is such that they cannot receive an appropriate education in the general education classroom with supplementary aids and services can students be placed in segregated settings.

Procedural due process provides safeguards for the parents. It protects the rights of students with disabilities and their families to ensure that students are provided FAPE and gives parents and schools more flexibility in reaching and resolving their disagreements.

Parental Participation under IDEA requires that parents must be involved in evaluation, IEP meetings, and placement decisions. In addition, schools are required to give progress reports to the parents of students with disabilities. The ultimate goal is to have the parents play a meaningful role in their child’s education (Yell et al., 2006).

Continuum of Service Delivery

EBD, like all classifications of special education placement, has a continuum of service delivery determined by the IEP team. Students always begin in the LRE, which is the general education classroom. The next level of service would be the general education classroom with Resource Specialist Program (RSP) support that must not exceed 49% of
the student's day outside of the general education setting. If a student's needs are not able to be met with RSP, a Special Day Class (SDC) placement would be considered to allow for a smaller student to teacher ratio in a self-contained classroom. The next option to consider after the SDC placement would be a more intensive county or district run program that focuses specifically on the unique needs of students with EBD. Under certain circumstances, the most appropriate placement is a Non Public School (NPS). A NPS allows for very individualized instruction to meet the needs of the whole child and provide additional supports to the family (IDEA, 2004).

Research-based Strategies: Teachers' Perspectives

Studies surveying general education teachers have shown that general education teachers' attitudes and confidence levels depend on their level of knowledge on how to handle students with disabilities (NSDC, n.d.). As noted by Niesyn (2009), effective instruction of research-based strategies for students with EBD requires consistency, monitoring, adapting instruction, and implementing the strategies that have been proven effective. Research-based strategies are the preferred methods for delivering instruction to students identified with EBD (Shapiro et al., 1999). NCLB describes research-based strategies as rigorous, systematic, and objective methods for conducting research that involve careful data analysis to justify conclusions and provide reliable and valid information. Experimental or quasi-experimental research designs are used with appropriate controls, random assignment, and allowance for the replication of the study.
In addition, the study is accepted by a peer-reviewed journal approved by a panel of independent experts (NCLB, 2002).

In general, many teachers have a low opinion of research. Some believe research in education is not as rigorous or conclusive as research in the “hard sciences” such as chemistry and physics. For most teachers, the idea of having someone who is not in the classroom on a daily basis recommend what they should be doing with their students is offensive to them as professionals (Marzano, Pickering, & Pollock, 2001).

Skepticism is also likely to arise due to the fact that research-based strategies are often replaced every few years with a new research-based strategy (Boardman, Arguelles, Vaughn, Hughes, & Klinger, 2005). Fitzpatrick and Knowlton (2009) noted five barriers that prevented teachers from implementing research-based strategies in their classroom. Lack of instruction time was the primary barrier followed by inadequate resource materials, lack of support from principals and other administrators, personality differences, and students’ behavioral problems. Arguelles et al. (2005) found that unless teachers’ basic needs are met, there is no incentive for them to search out and implement new strategies. In addition, teachers were more likely to implement research-based strategies they were able to choose rather than what they were told to use.

Social Skills Training

Social skills training (SST) is a viable intervention for students with EBD. The goal of SST is to provide the student with multiple opportunities for practice so he/she can generalize the skills across settings. A key component is communication among the
social skills. Teachers, parents, and other school staff members need to fully understand the skills being taught and focus on identifying instances when the student has successfully used appropriate social skills (Lane, Webby, & Barton-Arwood, 2005).

It is important for teachers to understand that in many instances students identified with EBD tend to lack the equivalent social skills of their peers. Researchers noted that when classroom teachers were asked to complete various social skill rating scales for students, the information gathered from the data indicated areas of deficit that could be a target for the student. Understanding the areas of deficit could also prevent outbursts and negative situations for students. Research has found that social skills are directly linked to a child’s ability to communicate with various partners in his/her life and the unsuccessful interaction due to lack of social skills can result in learning and behavior difficulties (Hester, Baltodano, Hendrickson, Tonelson, Conroy, & Gable, 2004).

Prevention

One of the most effective ways to help students with EBD in the general education classroom is to prevent outbursts and difficult situations before they start. Reddy, De Thomas, Newman, and Chun (2009) found that implementing school-based prevention and intervention programs was successful in decreasing problematic behavior in students. Reddy et al. also examined specific programs being utilized and noticed that in all instances, maladaptive behaviors decreased and appropriate behavior increased. In some instance, the students showed improvement at home as well as at school, as reported by the families. The area of greatest impact, Reddy et al. discovered, was in the
area of social skills. Across the board, students who participated in prevention and intervention programs at the school level improved in overall social skills, thus decreasing problem behavior.

In another study, Van Lier, Muthen, Van der Sar, and Crijnen (2004) considered varying levels of problematic behavior in a classroom and studied the impact of classroom-based interventions for all levels of students, not just those with EBD. Van Lier et al. found that even students with low instances of disruptive behavior benefited from a classroom-based intervention designed to decrease and prevent maladaptive behavior. They also saw large decreases in behavior problems with students who were classified as having a high level of disruptive behavior. Students worked on teams to play a game that promoted appropriate behavior and social skills. Students were placed in heterogeneous groups that contained both students with behavior concerns and those without. The findings were that all students benefited from the game as an intervention that promoted appropriate behavior while decreasing problematic behavior.

Another very powerful prevention method for problematic behavior in the classroom is developing a positive learning environment for all students. While Carol Ann Tomlinson’s (1999) research focuses primarily on the academic needs of all students, she also stresses the importance of meeting the individual needs of students. When teachers accomplish this, both with behavior and academics, students respond positively. Tomlinson also stresses teacher competency as an important element with regard to understanding behavior with of students. Like with adjusting academics so
students can access curriculum, teachers may also need to adjust and differentiate their instruction of behavior and procedural matters for some students who struggle in this area (Tomlison, 1999).

Reinforcements

Setting up reinforcement schedules for students with behavior problems has shown to be a key component in many successful behavior plans for students with EBD. Hulac and Benson (2010) stress this with the use of group contingencies as a means to reinforce appropriate behavior. The study looked at improving individual student behavior by focusing on individualized social skill training coupled with a class receiving rewards or consequences based on the behavior of some individuals in the class. The researchers found that the “peer pressure” coupled with the increased awareness that students had as a result of social skills training did have a positive impact on overall classroom behavior for all students. The findings in this study showed that this type of reinforcement was successful in not only changing inappropriate behavior, it also increased students’ ability to self-monitor appropriate behavior and increased appropriate classroom behavior (Hulac & Benson, 2010).

Similarly, Sharma, Singh, and Geromette (2008) noticed that when positive behavior supports were implemented, including a clear reinforcement system, students made gains in their appropriate behavior. Sharma et al. (2008) focused on a multi-level approach for establishing positive behavior supports. Within those levels, the authors noted that concrete and specific praise was an integral requirement for the systems to be
effective. Scott, White, Algozzine, and Algozzine (2009) also laid out a similar finding. They described Positive Unified Behavior Supports (PUBS) as an intervention that taught students appropriate and acceptable behavior through a specific system that included teacher reinforcement, corrections, praise, and positive voice tone. Scott et al. (2009) also noted a marked improvement over the control group when students were exposed to these reinforcers as a component to PUBS.

Functions of Behavior

A key element that needs to be understood when trying to assist students with EBD in the classroom is functions of the behavior the student is exhibiting. Without understanding the function of the student’s behavior, the teacher will not be successful in putting an end to that problematic behavior. Hulac and Benson (2010) described functions of behavior as including attention seeking from teachers and/or peers, acquisition of a desired item or activity, and/or escape from a situation or individual.

Gresham, Watson, and Skinner (2003) focus on functions of behavior when they discuss the keys of a Functional Behavioral Assessment. The authors refer to the function of behavior as the purpose the behavior has for an individual student. They describe several categories that focus on various forms of reinforcement for student behavior, including positive social interactions, access to preferred activities, and escape.

Understanding these motivators for students is key in developing the appropriate plan to end the disruptive behavior being exhibited. Regardless of the function, students have basic needs that must be met. If they are not met in more appropriate, socially
acceptable ways, the student will continue to act out to meet those needs. It is the job of the general education teacher and school team to understand the function of the behavior, meet that need in a more appropriate way, and reinforce that change if the student is to make improvements.

In another study, LeGray, Dufrene, Sterling-Turner, Olmi, and Bellone (2010) considered differentiating the reinforcement in an effort to meet the need of the function of a behavior. LeGray et al. found that by reinforcing the appropriate behavior while still allowing the replacement behavior to meet the original function, students could successfully transition to the more appropriate behavior in the classroom.

Data Collection

Gresham et al. (2003) described data collection as a component in a Functional Behavioral Assessment (FBA). Data collection was described as a critical component in each part of the process for an FBA. It is important that data be collected by general and/or special education teachers to fully understand the behavior itself and its severity and duration. For reinforcement purposes, data needs to be considered and it is even important to demonstrate that the initial behaviors that were problematic have diminished or been extinguished. This is critical for making decisions about student concerns and successes (Gresham et al., 2003).

In another study that focused specifically on data collection for a student with EBD, Gunter, Miller and Venn (2003) found that data collection not only helped yield information, it was a direct link to the improvement this student had in reading. In
addition, the study found that when the student collected her own data with regard to her reading rate, she met the targets consistently.

Riley-Tillman, Chafouleas, Sassu, Chanese, and Glazer (2008) focused more specifically on teacher-collected data that relates to student behavior. Riley-Tillman et al. compared teacher-collected Systematic Direct Observation Data (SOD) with professionally trained, outside data collected in the format of Direct Behavior Ratings (DBR). The study found that the data collected by the teachers about student behavior, was just as reliable as the DBRs collected by outside collectors and should be considered as a valid measure in developing plans for students with behavior concerns. Riley-Tillman et al. show teachers that their observations are highly accurate and extremely useful and valuable for understanding student progress and needed supports for behavior.

Conclusion

The findings of the various researchers, as they relate to students with EBD in general education classrooms, are clear. Students require support from their teachers when behavior is a concern, just as students with academic difficulties require support. Understanding functions of behavior, prevention, implementation of positive behavior supports, having knowledge of data collection procedures, understanding specific supports and strategies that will support teaching appropriate behavior are all critical components that need to be implemented. Research has shown that in the most successful classrooms, these pieces are present. On the other hand, when vital information is not collected or noted regarding students, or teachers do not have a full understanding of
them, students suffer and are not successful in managing their behavior appropriately. Teachers need to be supported and given the necessary tools and information so students can behave appropriately in the classroom.
Chapter 3

METHODOLOGY

Introduction

This project took place in Roseville, California at Cirby Elementary School in the Roseville City School District. Cirby serves students from kindergarten through the fifth grade. Cirby Elementary is one of three Title I schools. Cirby is in year two of program improvement as defined by NCLB. Cirby has the following demographics: 46% Hispanic, 46% Caucasian, 3% African American, 2% Filipino, and 3% combined American Indian, Asian, Pacific Islander or no response. Cirby’s Academic Performance Index (API) score is 749. Student enrollment is 401. Class size in K-5 is 25 students maximum per class. There are currently 22 students identified for special education services at Cirby; five of those students are identified with EBD.

To begin the project, the authors felt it was necessary to get statistical information about the number of students in Placer County with EBD in an effort to illustrate the financial implication of students with EBD being educated outside of the general education setting. The authors conducted an interview with Phillip Williams, Placer County Director of Special Education, who provided data related to the number of students in the county who have been identified with EBD and the costs associated with those students to districts. Currently, Placer County has 329 students identified with EBD. The cost for educating students with EBD varies depending on the placement in a general education school program, more intensive county program, or an alternative non-
public, more restrictive setting. According to Mr. Williams, EBD is classified as a severe disability, and the cost is greater for this reason. Since each district’s personnel costs vary, he was unable to give the authors a cost for students in the county who remain at their home/district school of residence; however, he did provide information about the savings those districts would potentially have if they were not paying for county or non-public placement. The current cost of educating a student in a Placer county run program is $13,000 plus $5400 average daily attendance (ADA) per year. Mr. Williams indicated that for students who are placed in a non-public setting, the cost increases to $28,000 to $32,000 per year, with districts providing the $13,000 for the severe classification of the student (M. Williams, personal communication, September 6, 2010).

This extreme cost increase for districts and counties to educate students with EBD demonstrates the need to provide general education teachers with as much training as possible to ensure that these students are given the opportunity for inclusion in the general education setting for the maximum amount of time in their day. In addition, general education teachers need to have strategies and supports in place, both for them and their students with EBD, to be successful in the general education classroom. Districts see alternative placement from the general education classroom as a financial issue, but in order for students with EBD to be successfully educated in the general education classroom, teachers need the tools and training to make it successful.
Demonstration of Need

The authors of this project became concerned about students with EBD when general education teachers with students in their classrooms consistently needed advice and suggestions on how to meet the students' needs. After multiple requests by a variety of general education teachers, it became clear to the authors that there was a lack of understanding and knowledge about how to meet behavioral challenges of students with EBD. A letter of our interest in this project was distributed to the general education staff (see Appendix A). The authors developed and distributed a survey to the general education teachers at Cirby Elementary to determine if there was need for and interest in learning more about meeting the needs of students identified with EBD in the general education classroom (see Appendix B). The results of the survey indicated that there was both an overwhelming need for and interest in informing general education staff about strategies and interventions for students with EBD (see Appendix C).

The current general education teachers at Cirby Elementary are required to attend 30 hours of staff development during the course of the school year. Given the results of the survey as well as the lack of opportunities for training regarding behavior issues being offered in the district there was a demonstrated need for information for general education teachers. The authors felt this project would be an effective and useful tool for the teachers to gain information as well as strategies to aid in the success of both them and their students.
Staff Development Format

The format decided upon was a teacher in-service training focusing on effective research-based strategies for students with emotional disturbance. The training was delivered after school in three-hour sessions over a six-week period of time at Cirby Elementary in Roseville, California on September 1, 15, 22, 29, October 6 and 13 at 3:30 pm in the school library (see Appendix D). The in-service series allowed the authors to adjust the material presented as the needs of the audience changed or as new problems presented themselves in the classroom. Feedback was requested by the participants during the first, third and final sessions so the presenters could ensure that the needs of the teachers were being met. Oftentimes in-service trainings are not implemented following the presentation; therefore, it was the goal of the authors to ensure that the information was useful and implemented in the classroom. Each session included a PowerPoint presentation with handouts for each participant that demonstrated the research-based strategies in a concise manner so they could be implemented easily in the classroom. In addition, each session had a question/answer period to allow the teachers to express concerns, new problems, difficulties with implementation, and time for group collaboration.

Session 1: Introduction and Overview of In-service Series

On September 1, 2010, Teachers met promptly at 3:30 pm in the Cirby Elementary Library. Teachers were seated at tables in groups of four and the presenters provided refreshments. Teachers were informed that this meeting was part of a series of
in-service trainings that would focus on working with students in their classroom who have been identified with EBD. The presenters used a PowerPoint presentation and provided handouts to the participants as an agenda and to allow for note taking (see Appendix E).

Teachers were asked to identify information about their specific classroom including indicating names of students with challenging behavior, the behaviors most challenging in their classroom, where the teacher goes to find help for these students, and if the teachers felt they had appropriate strategies to support students in their class with behavioral challenges. Discussion took place among the table groups to answer the above questions. Following the small group discussion, the teachers were then given time to share the information discussed within their groups with the rest of their colleagues. The presenters then had the teachers complete a KWL chart (what you know, what you hope to learn, and what was learned) individually and then share the information to complete a large chart for the group. At this point the teachers were given a 10-minute break.

After the break, presenters explained terms and additional information in an effort to create a common language among the in-service participants. The terms EBD, IDEA and LRE were defined and specific examples were shared. Teachers were given opportunities to ask questions to clarify the terminology. A brief explanation of legal issues surrounding students with EBD, specifically the Hughes Bill 1990, were discussed. Information about state educational code was shared as it related to students with EBD. In addition, teachers were shown how students become eligible under EBD. The term
behavior modification was discussed because it would be an integral part of future in-service meetings. Teachers were given another opportunity to ask clarifying questions and given another 10-minute break.

The final hour of Session 1 focused on explaining the general education teacher's role in teaching students with EBD. Specific requirements and responsibilities were discussed, the law about LRE was discussed, as were their role in supporting students as well as the identification of both their needs and the students' needs in their classroom. The session was concluded with an overview of future topics to be discussed including effective strategies for identifying functions of behavior, steps on how to prevent problematic behavior, how to teach appropriate replacement behaviors, how to set up a plan, how to respond when your plan fails, how to understand and prevent triggers for behavior, goal setting for students, practical ways to create a specific plan for individual students, and opportunities to research information specific to your needs. Teachers were dismissed at the end of the three-hour session. Presenters remained available for individual questions.

Session 2: Understanding Behavior

On September 15, 2010, Teachers met promptly at 3:30 pm in the Cirby Elementary Library. Teachers were seated at tables in groups of four and the presenters provided refreshments. The presenters utilized a PowerPoint presentation and handouts were provided (see Appendix F). Teachers were given an opportunity to debrief after our
initial section and were instructed to discuss what problems they were seeing in their classrooms at that moment.

After debriefing about earlier sessions, teams were encouraged to share with the presenters what they were experiencing in their classroom. The presenters took notes on this information to assist in planning for future sessions. The presenters then moved into the new information for that session. Teachers were introduced to the concept of functions of behavior. It was explained that all behavior serves a function and examples were given, including attention seeking, escape, and the desire to have a preferred activity. A table talk was introduced in which teachers were asked to discuss other functions of behavior they have seen in their classrooms. Groups were given time to discuss and share personal experiences. After 10 minutes, the presenters invited each individual team to share with the large group what they discussed. Teachers were then given a 10-minute break.

Prevention was discussed next. Presenters gave examples to demonstrate planning and anticipating problems. Teachers were asked to consider what triggers could be for individual students. The presenters described the need for awareness when behaviors begin to escalate and how to support students when that occurs. Some suggestions given included allowing students to take a break, meeting individual sensory needs, and a strategy of asking a student to do a job in an effort to de-escalate the situation. The development of an exit strategy for the teacher and the student was discussed as well as
the importance of maintaining safety in the classroom. The presenters also explained that environmental changes can have a dramatic impact on student behavior.

The topic of replacement behaviors was then introduced. The presenters explained what replacement behaviors were and had the group brainstorm what behaviors they wanted to see in their classroom. The participants were informed that these desired replacement behaviors needed to be explicitly taught to the entire class and regularly practiced even when it appeared it was no longer necessary. A 10-minute break was given at this time.

Session 2 concluded with instruction about reinforcement systems. Examples of reinforcement systems currently being used in the school were shared with the group. The presenters described what research shows about the need for such systems and how they can be effective. Groups were given table talk time to discuss reinforcement systems they have tried in their own classrooms and whether they were successful. Groups were given 15 minutes to answer the questions. Small groups then shared with the larger group and teachers were instructed to make note of systems that may work for them and their students. In closing, the presenters asked the teachers to consider implementing a reinforcement system for a student in their class who could benefit.

Session 3: In the Trenches

On September 22, 2010, Teachers met promptly at 3:30 pm in the Cirby Elementary Library. Teachers were seated at tables in groups of four and the presenters provided refreshments. The presenters utilized a PowerPoint presentation and handouts
were provided (see Appendix G). The session began with a 20-minute debriefing in which the teachers discussed in their groups four specific questions: What did you try? Did it Work? What questions do you have? What suggestions can you share with your fellow teachers?

During the small group session, the presenters circulated to listen for common issues and concerns being brought up by the teachers. An additional 10 minutes was needed by the groups to conclude their discussion. When the groups shared in the larger setting, the presenters noted that all participants attempted to use a reinforcement system in their classroom. In some instances it was not successful for individual students and those teachers abandoned the strategies. Several groups had questions about what to do when these systems were not effective. The presenters were pleased to also note that in many instances the reinforcements were successful and suggestions about implementation of reinforcement systems were shared.

The topic for Session 3 centered around what to do when prevention measures failed. Teachers were asked to brainstorm to the whole group what they had tried when this happened in their classroom. The presenters then laid out specific steps for the teacher if and when this occurred in their classroom. Presenters encouraged teachers to continue to utilize reinforcement systems for an extended period of time before rejecting their effectiveness. Research was also shared about how to adjust reinforcement systems so students can be successful. Teachers were introduced to the idea of having several strategies available when prevention did not work. Those interventions included taking a
break, meeting sensory needs, escape, and delegating a job to the student. Teachers were also instructed to have a plan in place to get help if and when safety became an issue. Teachers were given a 10-minute break. Teachers were then asked to consider specific steps for students when they were experiencing challenges, which led to explaining to the participants how to set up a plan for these situations.

The presenters indicated the necessary components of an effective plan. These included things to consider regarding student safety and preference, use of their revised reinforcement system, practice and consistency, the need to have it documented as a means to ensure commitment by all parties and the participants were encouraged to seek outside assistance if needed. Teachers were given time to begin setting up their individual plans. The session concluded by allowing 30 minutes for teachers to complete a Mid-way survey (see Appendix B) to give presenters information to meet the specific needs of the group (see Appendix C for results).

Session 4: Developing Your Own Classroom Behavior Plan

On September 29, 2010, Teachers met promptly at 3:30 pm in the Cirby Elementary Library. Teachers were seated at tables in groups of four and the presenters provided refreshments. The presenters utilized a PowerPoint to deliver information and handouts were provided (see Appendix H) to each participant. The session began with debriefing about the previous meeting and survey information was discussed. Teachers were then given 10 minutes to share how they had been using the presented materials in their classrooms. Groups then shared challenges they experienced as well as things that
worked well. The presenters began with describing how teachers could set up their behavior systems for their students. Teachers were shown how to define target behaviors for their students as well as how to examine the data to determine an effective rate for reinforcement. Groups were then given time to share examples of what they had tried in their classrooms. Presenters circulated during discussions and selected a teacher who was successful at both the primary and intermediate levels. The teacher then shared with the large group what she had done and how it had worked well for her. As teachers were dismissed for a 10-minute break, they were asked to think about behavior targets that would be appropriate for a student in their class.

Following the 10-minute break, teachers were guided through setting up a behavior plan of their own. They were asked to select a student in their class and identify two desired behaviors. They then determined a possible list of reinforcers as well as interviews for student feedback. Presenters gave the teachers 15 minutes to finalize their personal plans. Table groups then shared ideas. Teachers were given a 15-minute break after all group members had an opportunity to share. The session ended with the goal setting time. Teachers set a goal that would be shared with their students. They were instructed to establish a daily check in time for their students to review and reinforce the behavior. Presenters reminded teachers that the goal needed to be realistic and attainable for the student. Teachers were also instructed to plan for celebration with the student when goals had been achieved. Teachers were then dismissed.
Session 5: Data Collection

On October 6, 2010, Teachers met promptly at 3:30 pm in the Cirby Elementary Library. Teachers were seated at tables in groups of four and the presenters provided refreshments. The presenters utilized a PowerPoint presentation and handouts were provided (see Appendix I). Teachers were given time to discuss plans that had been implemented following the last session. Individual teachers shared with the large group things that were successful and asked the presenter questions about things that were unclear.

Teachers were introduced to data collection as the topic of the afternoon. While it had been discussed in earlier sessions, this session focused on different forms of data collection and their importance. Teachers were introduced to the specific questions that would be considered as they related to the afternoon’s topic. The presenters focused first on exactly what type of data teachers needed to collect. It was stressed to the teachers that they focus on collecting data that related specifically to the behavior targets on which they were focusing with their student. Teachers need to consider identifying when the behavior is exhibited. They needed to clearly define and record the frequency of what the student was doing as well as being aware of what was taking place before the behavior occurred. It is also critical to note what the student does during the behavior as well as what takes place after the incident.

The presenters then had the teachers focus on how to collect data. Teachers were asked to share possible ideas in their small groups. Teams were given 15 minutes to share
and record ideas. During the large group share out, presenters charted examples given by the teams. Teachers were given a 15-minute break. Following the break, the presenters stressed why data collection is so important for the success of their students. Data collection helps identify and give explanations for the problem. Data collection is critical in the development of a plan. The presenters explained that in many cases it is a requirement of a student’s IEP. Data collection can also be critical when communicating with parents and can protect the teacher and school from liability. The presenters then described how data collection can be done quickly and easily. Utilizing the earlier examples given by the teachers, the presenters demonstrated how these forms of data collection could be done simply and systematically. Teachers were then given a 15-minute break.

Following the break, the presenters discussed what to do with data after it was collected. They described its importance as documentation for parents, IEP teams, and/or the principal. The information is also used to update and revise classroom behavior plans. The data can be shared with the student’s next teacher to aid in the transition to the next grade. In addition to charting concerns, data also documents success for the student and indicates if targets or reinforcements need to be changed. Presenters opened up discussion for any questions or concerns and the teachers were then dismissed.

Session 6: Website Exploration and Research

On October 13, 2010, Teachers met promptly at 3:30 pm in the Cirby Elementary Library. Teachers were seated at tables in groups of four and the presenters provided
refreshments. The presenters utilized a PowerPoint presentation and handouts were provided (see Appendix J). At the start of the final session, teachers were asked to share anything about the previous sessions as well as things they had tried since the last meeting. The presenters informed the participants that there are a multitude of resources available online that can be helpful in addition to the team of people at their school site.

The presenters then instructed the groups to discuss the plans they had been using in their classrooms and create a list of successes and challenges about which they would like to find additional resources. Groups were given 15 minutes to complete the activity and teams were encouraged to share with the larger group. The team then moved next door to the computer lab to begin website exploration. Teachers were asked to share interesting and informative web location by writing the site address on the whiteboard. The presenters encouraged the teachers to create a bank of websites from the list for future reference. Teachers were given the remainder of the session to explore and share information. Prior to being dismissed, the presenters passed out a final survey (see Appendix B) for the participants to complete. The presenters thanked the participants for their time and enthusiastic involvement. The surveys were then collected as participants left (see Appendix C for results).
Chapter 4

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The authors found that the general education teachers at Cirby Elementary had great willingness and need to understand and learn about students with EBD in their general education classrooms. The initial survey given to the teachers prior to the in-service trainings indicated an overwhelming need to increase their knowledge about the topic. The survey also showed that these general education teachers were experiencing behavior problems in their classroom on a regular basis for which they were ill equipped to handle. The presenters noticed the teachers were open in their attitudes and actively engaged throughout the sessions. The general education teachers were consistently asked to share personal experiences and examples as well as implement the techniques and presented strategies. As the final survey results indicate, the general education teachers who participated in the in-service sessions felt they had benefited and noticed an improvement in the behaviors of students in their classrooms. The teachers also indicated in the final survey that they had implemented the strategies presented.

The strategies presented through six PowerPoint presentations included specific, research-based behavioral techniques and methods that helped to support students with EBD in the general education classroom. Each of the strategies presented had been proven to be effective. The training was presented in six 3-hour sessions after school using multi-media presentations by the authors of this project. Teachers were given time
to debrief on earlier sessions to ask questions and clarify strategies. In addition, handouts were provided for teacher reference.

Conclusions

The teacher in-service training performed proved to be well received by those teachers who participated. They felt that the information was helpful and very useful in their classrooms. The multiple session presentation model also proved to be an effective delivery model because the teachers who participated were able to try the strategies presented, collaborate, and receive feedback at the next session as to any questions or concerns they had when they attempted to implement them in their own classrooms. In addition, the presenters were allowed to adjust the agenda based on the need of the group of teachers who attended the trainings.

Based on the interviews and teacher surveys done at the beginning of the project, there were multiple benefits to providing this in-service training to teachers. Districts have constant concern about costs of programs. As demonstrated earlier, the cost of educating a student with EBD in Placer county is much greater if that student requires a more restrictive setting than the general education placement provides. The hope of the authors of this project is that when teachers have the necessary tools to utilize, these students with EBD will be successful in their general education classrooms, and both districts and students will benefit. In addition to cost savings, the greater issue for the authors was that of teacher and student support and success on a regular basis in the general education setting. When students with EBD are disruptive, and general education
teachers do not understand their disability or know how to meet their needs so they are less disruptive, referrals to special education and ultimately to outside, more restrictive settings for their education are the result. IDEA indicates that the general education setting is the least restrictive environment. Students with EBD need to have teachers in that setting who have the necessary tools and strategies to allow that placement to work for the student. It is the hope of the authors that this training can assist the teachers at Cirby Elementary to have those necessary beginning skills and strategies.

If this project were to be expanded, a coaching model could be incorporated in addition to the trainings to provide one-on-one support to teachers who are continuing to have challenges or who just need a different delivery model. In hind site, there were instances in which individual teachers repeatedly asked certain questions, and implementing the coaching model during this project for those who needed more support may have been beneficial. Additionally, the training could be expanded to include other schools within the Roseville City School District and other schools in the county to provide training to more locations.

Recommendations for future research include the benefits of mental health interventions and services for students with EBD. Unfortunately, due to budget constraints and cuts in funding, many students with EBD are not being provided all the necessary supports that would benefit the student. As a result, many students with EBD are not able to remain in the general education setting and classroom management for general education teachers is negatively impacted. While the number of students with
EBD increases, the need for education and support for general education teachers also increases.
APPENDIX A
Letter of Interest

TO: STAFF OF CIRBY ELEMENTARY SCHOOL

FROM: WENDY FREDERIKSEN
       KRISTINA KRESS
       CIRBY ELEMENTARY SCHOOL

Dear Colleagues,

We, Kristina Kress and Wendy Frederiksen, are conducting a survey to complete a research project that is the focus of our Master’s project. The purpose of the project is to determine the needs of general education teachers to be successful in educating students in the classroom who are diagnosed with Emotional Behavior Disorders.

Our reason for choosing this project was to provide general educators with the necessary tools and strategies that help them to better support students who are diagnosed with behavior disorders and relieve any frustration or unanswered questions regarding the disability.

We value your opinion as a professional educator, and would appreciate your participation. In order to participate please fill out the questionnaire that has been provided. The questionnaire should take 5-10 minutes. Please return the survey to the mailbox of Kristina Kress in the manila envelope marked “Questionnaires”.

It would greatly be appreciated if you could return the questionnaire within one week of receiving it. Once again your opinion and your time are greatly appreciated. Thank you in advance for taking a few minutes and filling out our questionnaire.

Thank you,

Wendy Frederiksen
Kristina Kress
APPENDIX B

Teacher Surveys

SURVEY FOR GENERAL EDUCATION TEACHERS REGARDING BEHAVIOR PROBLEMS IN THE CLASSROOM

Please answer the following questions based on your experience. Please circle or mark the response that best represents your situation.

<table>
<thead>
<tr>
<th>Question</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>1. I encounter behavior problems more than once a week.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
<td>N/A</td>
</tr>
<tr>
<td>2. I estimate that problematic behavior interrupts my teaching at least once a day.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
<td>N/A</td>
</tr>
<tr>
<td>3. I have more than 3 students in my class who exhibit problematic behavior.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
<td>N/A</td>
</tr>
<tr>
<td>4. I have read articles and/or books about strategies to support students who exhibit challenging behavior.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
<td>N/A</td>
</tr>
<tr>
<td>5. I have attended workshops about strategies to support students who exhibit challenging behavior.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
<td>N/A</td>
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6. I would describe my current class as more challenging compared to others I have taught in regards to behavior.

SA A N D SD N/A

7. I would describe the behaviors in my class that I encounter as severe.

SA A N D SD N/A

8. I would attend a specific training workshop or in-service opportunity that focused on strategies to support with challenging behaviors.

SA A N D SD N/A

9. The number of years I have taught are

1 or less 2 5 - 6 10 - 11 15 >15

10. More specialized training about behavior management strategies would increase my ability to meet the needs of my students with disabilities in the general education classroom.

SA A N D SD N/A

11. More collaboration with special education teachers would increase my ability to meet the needs of my students with behavior disorders in the general education classroom.

SA A N D SD N/A

12. Having opportunities to observe special education teachers working with my students would increase my ability to meet the needs of my students with behavior disorders in the general education classroom.

SA A N D SD N/A
13. More in-service trainings about teaching students with behavior disorders would increase my ability to meet the needs of my students who are identified with behavior disorders in the general education classroom.

SA       A       N       D       SD       N/A
MID-WAY SURVEY FOR GENERAL EDUCATION TEACHERS REGARDING BEHAVIOR PROBLEMS IN THE CLASSROOM

Please answer the following questions based on your experience. Please circle or mark the response that best represents your situation.

SA=Strongly Agree  A=Agree  N=Neutral  D=Disagree  SD=Strongly Disagree

1. I have been benefited from participating in the in-service trainings provided so far.
   SA   A   N   D   SD   N/A

2. I have implemented the strategies presented in my classroom
   SA   A   N   D   SD   N/A

3. I have seen an improvement in the behaviors of my students who have EBD.
   SA   A   N   D   SD   N/A

4. I have found the topics covered pertinent to my students.
   SA   A   N   D   SD   N/A

5. The information that was most helpful to me was
   ____________________________________________________________

6. The topic I would like covered is
   ____________________________________________________________

Additional comments:
Please answer the following questions. Please circle or mark the response that best represents your opinion. Thank you.

SA=Strongly Agree  A=Agree  N=Neutral  D=Disagree  SD=Strongly Disagree

1. I have been benefited from participating in the in-service trainings provided.

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2. I have implemented the strategies presented

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3. I have seen an improvement in the behaviors of my students who have EBD

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4. I have found the topics covered pertinent to my students

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. The information that was most helpful to me was ____________________________________________________

6. In the future I would like to learn more about ____________________________________________________

7. The information that was most beneficial to my students was ____________________________________________________

Additional comments or suggestions:
APPENDIX C

Survey Results

RESULTS OF SURVEY FOR GENERAL EDUCATION TEACHERS REGARDING BEHAVIOR PROBLEMS IN THE CLASSROOM

1. I would describe my current class as more challenging compared to others I have taught in regards to behavior.

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>19</td>
</tr>
</tbody>
</table>

2. I would describe the behaviors in my class that I encounter as severe.

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>7</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>19</td>
</tr>
</tbody>
</table>

3. I would attend a specific training workshop or in-service opportunity that focused on strategies to support with challenging behaviors.

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>19</td>
</tr>
</tbody>
</table>

4. The number of years I have taught are

<table>
<thead>
<tr>
<th></th>
<th>1 or less</th>
<th>2-5</th>
<th>6-10</th>
<th>11-15</th>
<th>&gt;15</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>6</td>
<td>8</td>
<td>2</td>
<td>19</td>
<td></td>
</tr>
</tbody>
</table>

5. More specialized training about behavior management strategies would increase my ability to meet the needs of my students with disabilities in the general education classroom.

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>19</td>
</tr>
</tbody>
</table>
6. More collaboration with special education teachers would increase my ability to meet the needs of my students with behavior disorders in the general education classroom.

SA  A  N  D  SD  Total
10  6  3  0  0  19

7. Having opportunities to observe special education teachers working with my students would increase my ability to meet the needs of my students with behavior disorders in the general education classroom.

SA  A  N  D  SD  Total
9  4  3  3  0  19

8. More in-service trainings about teaching students with behavior disorders would increase my ability to meet the needs of my students who are identified with behavior disorders in the general education classroom.

SA  A  N  D  SD  Total
11  5  4  0  0  19
RESULTS FOR MID-WAY SURVEY FOR GENERAL EDUCATION TEACHERS REGARDING BEHAVIOR PROBLEMS IN THE CLASSROOM

SA=Strongly Agree   A=Agree   N=Neutral   D=Disagree   SD=Strongly Disagree

1. I have been benefited from participating in the in-service trainings provided so far.
<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>13</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

2. I have implemented the strategies presented in my classroom
<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>7</td>
<td>9</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

3. I have seen an improvement in the behaviors of my students who have EBD.
<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>9</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

4. I have found the topics covered pertinent to my students.
<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>11</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

5. The information that was most helpful to me
   

6. The topic I would like covered
   is

Additional comments:
### FINAL SURVEY FOR GENERAL EDUCATION TEACHERS REGARDING BEHAVIOR PROBLEMS IN THE CLASSROOM

SA = Strongly Agree  A = Agree  N = Neutral  D = Disagree  SD = Strongly Disagree

1. I have been benefited from participating in the in-service trainings provided.

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
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<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>19</td>
</tr>
</tbody>
</table>

2. I have implemented the strategies presented

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>11</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>19</td>
</tr>
</tbody>
</table>

3. I have seen an improvement in the behaviors of my students who have EBD.

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<th>A</th>
<th>N</th>
<th>D</th>
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<th>Total</th>
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<td>0</td>
<td>0</td>
<td>19</td>
</tr>
</tbody>
</table>
TO: STAFF OF CIRBY ELEMENTARY
FROM: WENDY FREDERIKSEN & KRISTINA KRESS
CIRBY ELEMENTARY

Dear Colleagues,

Thank you for completing the Survey for General Education Teachers Regarding Behavior Problems in the Classroom. Your input was very helpful in designing and developing a series of in-service trainings related to the topic of Problem Behaviors. In compiling the surveys, teachers had expressed that in-service trainings would be beneficial in the area of behavior management and the strategies and interventions that have been known to work.

Kristina and I have developed training sessions that will address these needs. We have put together a series of in-service trainings and hope the following dates and times will coincide with your busy schedule. We hope to see your there!

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 1, 2010</td>
<td>3:30 – 6:30</td>
<td>Cirby Library</td>
</tr>
<tr>
<td>Sept. 15, 2010</td>
<td>3:30 – 6:30</td>
<td>Cirby Library</td>
</tr>
<tr>
<td>Sept. 22, 2010</td>
<td>3:30 – 6:30</td>
<td>Cirby Library</td>
</tr>
<tr>
<td>Sept. 29, 2010</td>
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<td>Cirby Library</td>
</tr>
<tr>
<td>Oct. 6, 2010</td>
<td>3:30 – 6:30</td>
<td>Cirby Library</td>
</tr>
</tbody>
</table>

Thank you,

Wendy Frederiksen
Kristina Kress
APPENDIX E

Session 1: Introduction and Overview of In-service Series
Strategies For Challenging Students In Your Classroom

Supporting KWL with techniques to improve behavior.

Get to Know Your Classroom
- Who are your students with challenging behavior?
- What behaviors are most challenging in your classroom?
- Where do you go for help with these students?
- Do you feel you have the tools to support your students?

KWL
- What do you know about researched-based behavioral strategies?
- What do you hope to learn about researched-based strategies?
**Common Language**
- Define EBD, IDEA, LRE
- Legal issues (Hughes, 1990)
- Educational Code
- Behavior Modification

**Teachers Role**
- Requirements & Responsibilities
- Law
- Student support
- Teacher and student relationship

**Here is what you will learn:**
- Effective strategies for identifying functions of behavior
- Steps on how to prevent problematic behavior
- How to select appropriate replacement behaviors
- How to set up a plan
- How to respond when your plans fail
- How to understand and prevent triggers for behaviors
• Goals setting for your students
• Practical ways to create a specific plan for individual students
• Additional resources and information will be provided
• Opportunity to research information specific to your needs
APPENDIX F

Session 2: Understanding Behavior
Strategies For Challenging Students In Your Classroom

Understanding and preventing behavior problems

Debrief

• What are the problems you are seeing in your classroom right now?

Functions of Behavior

• Examples: attention
• Table talk: discuss other functions of behavior that you have seen in your classroom.
• Share or it
Prevention...
- Planning and anticipating problems
- Consider what triggers and avoid them
- Aware of escalating behaviors
- Exit strategy for you and the student
- Environmental changes and their effects

Replacement Behaviors
- Must be explicitly taught
- Need to be practiced when not needed
- Reinforcement system
- Examples of replacement behaviors

Reinforcement System
- What does the research say?
- Table talk: What have you tried in your classroom? Did it work?
- Share out
- More examples
APPENDIX G

Session 3: In the Trenches
Strategies For Challenging Students in Your Classroom

In the trenches...

Debrief...
- What did you try? Did it work?
- What questions do you have?
- Any suggestions to your fellow teachers?

When prevention fails..... And it will...
- Now what?
- Steps for you the teacher
- Steps for the student
Set up a plan
- Things to consider
- Interest of the student
- Reinforcement system (key component)
- Practice/Consistency
- Write it down: Commitment
- Seek outside help if needed

Survey
Please complete the survey so that we can continue to meet your needs.
APPENDIX H

Session 4: Developing Your Own Classroom Behavior Plan
Strategies For Challenging Students In Your Classroom
Teaching New Skills

Debrief

Setting up your system:
- Define target behavior for student
- Determine your rate of reinforcement
- Table talk: share examples of things you have used in your classroom with your group.
- Share out
Specific Examples

- Primary example
- Intermediate example
- Examples of behavior targets

Create your own!

- Choose a student in your class and identify two desired behaviors.
- Determine possible reinforcers.
- Determine your intervals for student feedback.

Share!

- At your table share your ideas with your team members.
- Group share out.
Goal Setting

- Set a goal with your student
- Establish a check-in time
- Goal needs to be realistic and attainable
- Plan for celebration when goal is achieved
APPENDIX I

Session 5: Data Collection
Strategies For Challenging Students In Your Classroom
Data Collection and Goal Setting

Debrief

Data Collections
- What data should I collect?
- How do I collect data?
- Why is this so important?
- Can it be done quickly and easily?
- What do I do with the information?
What do I collect?

- Identify when behavior is exhibited
- Clearly define the behavior you are observing
- Frequency of behavior
- What is happening before, during and after?

How do I collect data?

- Table talk: discuss some ways you have collected data
- Share out
- More examples

Why is it so important to collect data?

- Helps to identify and explain the problem
- Critical in developing your plan
- IEP requirement
- Helps for communication with parents
- Personal liability
Can it be done quickly and easily?
• Yes!
• Examples

What do I do with the information?
• Documentation for parents, IEP team, principal.
• Used to update and revise plan
• Share with next year teacher
• Documents success
• Indicates if targets or reinforcements need to be changed.
APPENDIX J

Session 6: Website Exploration and Research
Strategies For Challenging Students In Your Classroom

Debrief......

Additional Information to Share
- Websites that might be helpful
- Other people to contact for support
Personal Plan

- Table Talk: Discuss the plan you have been using in your classroom. Share successes and challenges with your team.
- Share out:

Next Steps,...

- Website exploration - ENJOY!
- Share interesting and informative web locations with others.
- We will create a bank of sights to share out with each of you.

Thanks!

- You've been great!
- Please take the time to fill out the final survey.
- Contact information for presenters:
wendycarr@yahoo.com
lindakessa@comcast.com
REFERENCES


*Individuals with Disabilities Education Improvement Act of 2004* (IDEA). Public Law No. 108-446. 20 U. S. C § 1400 et seq.


http://scholar.google.com/scholar?q=marzano%2C+Pickering+%26+Polluck+2001&hl=en&btnG=Search&as_sdt=2001&as_sdtp=on


No Child Left Behind, Public Law 107-110 §1001, (2002).


