BEST PRACTICE: SUPPORTING STUDENTS WITH EMOTIONAL DISTURBANCE IN PUBLIC SCHOOLS

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PROJECT

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BEST PRACTICE: SUPPORTING STUDENTS
WITH EMOTIONAL DISTURBANCE IN PUBLIC SCHOOLS

A Project

by

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Abstract

of

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Carolyn Chang and Yelena Novakovskiy Terzi worked collaboratively on this project from planning to submission.

Given the poor outcomes for students with Emotional Disturbance (ED), schools must continue to improve upon their programs and instructional methods in order to better prepare these students for life after high school. This project provides educators with a training module regarding best practice strategies for students with ED. Although there are many research based interventions that increase the successes of students with ED, no program brings the interventions together into a cohesive plan. The professional training module included in this project aims to: (a) provide information about the home and school experiences of students with ED, (b) inform school teams of validated techniques and interventions for this population, and (c) provide a framework for integrating strategies within existing service delivery models.

Approved by:

______________________, Committee Chair
Leslie Cooley, Ph.D.
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Acknowledgments</strong></td>
<td>vi</td>
</tr>
<tr>
<td><strong>Chapter</strong></td>
<td></td>
</tr>
<tr>
<td>1. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Statement of Collaboration</td>
<td>1</td>
</tr>
<tr>
<td>Background of the Problem</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>3</td>
</tr>
<tr>
<td>Purpose of the Study</td>
<td>3</td>
</tr>
<tr>
<td>Theoretical Framework</td>
<td>4</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>4</td>
</tr>
<tr>
<td>Assumptions</td>
<td>7</td>
</tr>
<tr>
<td>Justification</td>
<td>7</td>
</tr>
<tr>
<td>Limitations</td>
<td>8</td>
</tr>
<tr>
<td>2. REVIEW OF THE LITERATURE</td>
<td>9</td>
</tr>
<tr>
<td>Characteristics of Youth with Emotional Disturbance</td>
<td>9</td>
</tr>
<tr>
<td>Educational Experience and Factors with Services and Programming</td>
<td>14</td>
</tr>
<tr>
<td>Addressing Academic Needs of Students with ED</td>
<td>17</td>
</tr>
<tr>
<td>Addressing Behavioral Needs of Students with ED</td>
<td>22</td>
</tr>
<tr>
<td>Addressing Social-Emotional Needs of Students with ED</td>
<td>27</td>
</tr>
<tr>
<td>Summary</td>
<td>33</td>
</tr>
<tr>
<td>3. METHODS</td>
<td>34</td>
</tr>
<tr>
<td>4. SUMMARY AND RECOMMENDATIONS</td>
<td>36</td>
</tr>
<tr>
<td>Recommendations for Training Teachers</td>
<td>37</td>
</tr>
</tbody>
</table>
Recommendations for Implementation with Students .................................................. 37
Conclusions .................................................................................................................. 38
Appendix A. Best Practice PowerPoint Presentation with Facilitator Notes ............... 40
Appendix B. Participant Handouts ........................................................................... 124
References .................................................................................................................... 139
Chapter 1

INTRODUCTION

Students with Emotional Disturbance (ED) present with wide-ranging, and at times intense, academic, behavioral, and social-emotional needs. The characteristics of ED vary; students not only react differently but changeably as well. Public schools are largely unable to provide services to students with ED effectively; outcome data for these students post-high school is distressing. Supporting the students as well as the teachers and paraprofessionals who work with students with ED can be daunting. School psychologists can provide much needed assistance.

Statement of Collaboration

This project was developed in collaboration from planning to submission. The contributors worked jointly to develop the concept for the project, conduct research and exchange information, and review printed materials and trainer tools. Ms. Chang primarily gathered information regarding the demographics and lives of students with ED and effective academic interventions. Ms. Novakovskiy Terzi concentrated her research efforts upon interventions to address students’ behavioral and social-emotional needs. While each author initially drafted the sections that she researched, documents were reviewed in tandem. The final project reflects the combined efforts of both colleagues.

Background of the Problem

More often than students with other disabilities, students with ED have considerable functional deficits, substantial home life challenges, and significant difficulties at school (Wagner, Kutash, Duchnowski, Epstein, & Sumi, 2005; Wagner et
Students with ED also have difficulty successfully transitioning to adult life afterwards. Outcome data indicates that these students have high rates of school dropout, incarceration, and unemployment (Grisso, 2008; Lane, Carter, Pierson, & Glaeser, 2006; Quinn, 2004).

While in school, students with ED are often provided services and supports within more restrictive settings than students with other disabilities (Mattison & Felix, 1997). Self-contained classrooms generally incorporate students from multiple ages, grades, skill levels, and abilities. When integrated into general education settings, teachers often reported feeling insufficiently prepared to support the needs of students with ED (Wagner et al., 2006).

Given that these students are generally ill-prepared for life after high school and that educational resources in California have been, and will likely continue to be, limited and strained, it is particularly critical that instructional strategies and behavioral supports are validated and empirically-sound for this population (Ryan, Pierce, & Mooney, 2008).

It is prudent to provide training regarding these strategies and supports to both general education and special education teachers. For special education teachers, employing more effective classroom interventions could be the difference between maintaining a student on a public school campus and avoiding a more restrictive program such as a non-public school. Serving a student’s needs within a public school program, rather than a private setting, also represents potentially significant financial savings to a school district.
Statement of the Problem

There are financial, philosophical, and practical reasons to focus on interventions that improve academic skills and the behavioral and social-emotional functioning of students with ED. This project provides educators, within one training module, information regarding the lives and school experiences of students with ED and empirically-sound strategies, specific to this population, in academic, behavioral, and social-emotional areas.

Purpose of the Study

As a result of this project, educators will be prepared to facilitate a presentation for school professionals who work with students with ED. The intended audience for this full-day training includes teachers, school psychologists, counselors, and administrators who support students with ED. The presentation, *Best Practice: Supporting Students with Emotional Disturbance in Public Schools*, provides information about the home life and school experiences for students with ED as well as a variety of interventions that have been implemented and shown to be effective with students with this disability. The presentation has four content sections: (a) information about students with ED in general, (b) behavioral strategies, (c) academic interventions, and (d) social-emotional supports. Training materials will include facilitator materials and participant handouts. While the materials were developed to be utilized within the public school setting, they may also be of use to practitioners who provide support within non-public school programs.
Theoretical Framework

The training component was modeled after positive behavior and response to intervention concepts. Interventions were based in behavior theory and emphasize positive responses within an interaction chain of antecedents, behaviors, and consequences. Other key components included utilizing a data-driven, problem-solving approach regarding student difficulties. Progress monitoring not only provides documentation regarding student growth, it also guides the decision-making process. Finally, students often struggle as a result of skill or performance deficits, or a combination thereof, and research based instruction and strategies can help to address these deficits.

Definition of Terms

*Academic Fluency*

The ability to work quickly and maintain focused attention under pressure.

*Academic Skills*

Achievement in academic subjects, generally reading, math, and spelling.

*Antecedent*

A set of preceding circumstances or a given preceding situation; often prior to behavioral reactions, e.g., physical environment, requests, or other individuals.

*Behavior Momentum*

A strategy regarding the sequencing of directions; typically, directions that are likely to be followed precede directions that are less-likely to be followed.
**Cognitive Behavior Therapy**

A therapeutic technique that addresses an individual’s thought patterns to bring about changes in feelings and behaviors.

**Consequence**

Environmental outcomes produced by an individual’s behavior.

**Dependent Group Contingency**

A reinforcement system whereby an entire group is reinforced based upon the performance of one member or a small subgroup.

**Emotional Disturbance (ED)**

Special eligibility category under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

**Enhanced Anchored Instruction (EAI)**

An academic intervention technique that integrates basic skills practice with more complex levels of thinking as students learn curriculum concepts under practical circumstances.

**Externalizing Behavior**

Problem behavior that is manifested in a person’s outward behavior and reflects the person’s negative interaction on the external environment.

**Functional Behavioral Assessment (FBA)**

A process to bring about changes in behavior by identifying the function of the problem behavior, developing a prosocial functionally equivalent behavior, and linking the behavior to self-management strategies.
Independent Group Contingency

A reinforcement system whereby an individual receives reinforcers for a given behavioral standard, regardless of the performance of any other individual.

Interdependent Group Contingency

A reinforcement system whereby all members of a group have access to reinforcers based upon the group’s behavior.

Internalizing Behavior

Internal reactions or states, e.g., depression or anxiety.

Peer-mediated Intervention

An intervention whereby other students instruct, guide, and provide support.

Positive Behavioral Support

A framework for addressing problematic behaviors, based on principles of behavioral theory, characterized by prosocial efforts and prevention.

Precision Request

A strategy for stating directions in a predictable format that incorporates consequences and provides opportunities for compliance.

Punishers

Consequences that decrease the frequency of a behavior.

Reinforcers

Consequences that increase the frequency of a behavior.

Response Cost

Loss of earned tokens for behavioral violations.
**Self-mediated Intervention**

An intervention whereby the individual is responsible for the strategies utilized.

**Teacher-mediated Intervention**

An intervention whereby instructional strategies are determined and delivered by the teacher.

**Time Out (from Reinforcement)**

Loss of opportunities for reinforcement for the length of time that inappropriate behaviors are demonstrated.

**Token Economy System**

A method of modifying behavior whereby tokens are provided as reinforcement.

**Assumptions**

The training module developers assume that participants who attend the training want to learn about and further develop their skills for working with students with ED, regardless of whether they are teachers, paraprofessionals, administrators, or school psychologists. The authors also assume that participants understand that they should only work within the limits of their training and experience and that they should seek additional professional supports and services when they have uncertainties or lack requisite skills. Finally, the writers assume that participants will endeavor to implement interventions with fidelity and regard established teaching methodologies.

**Justification**

The authors intend that the training module will provide educators with foundational knowledge and research based interventions to address the needs of students
with ED more comprehensively and successfully. It is anticipated that by providing educators with strategies that better meet these students’ needs, this special population will be more apt to complete school and transition effectively afterwards.

Limitations

This project targets educational professionals. It does not purport to meet the academic, behavioral, or social-emotional needs of students with ED. The goal of the project is to improve outcomes for students with ED by providing information regarding promising research-based interventions. This project does not provide sufficient information for the trainer(s) or participants to be considered proficient in teaching students with ED. Additionally, information on specific interventions is brief; further clinical experience and training is likely warranted. For example, while the uses of functional behavioral assessments are discussed, the enormity of training individuals in behavior theory is clearly beyond the scope of this project.
Chapter 2

REVIEW OF THE LITERATURE

Characteristics of Youth with Emotional Disturbance

In 2006-2007, nearly 7% of students who received special education supports and services did so under the eligibility category of Emotional Disturbance (ED). This translated to roughly 464,000 students nationally (U.S. Department of Education, 2009). Given the poor outcomes for this group of students in particular, including increased rates of school dropout, incarceration, and unemployment (Grisso, 2008; Lane, Carter, Pierson, & Glaeser, 2006; Rutherford, Quinn, & Mathur, 2004), there continues to be a need to provide these students with more efficacious interventions and supports in order for them to transition successfully to life after high school.

Educationally, students who receive special education services under the ED designation category of the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA) exhibit one or more of the following characteristics over a long period of time, to a marked degree, and which adversely affect educational performance: (a) an inability to learn which cannot be explained by intellectual, sensory, or health factors; (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (c) inappropriate types of behavior or feelings under normal circumstances exhibited in several situations; (d) a general pervasive mood of unhappiness or depression; (e) a tendency to develop physical symptoms or fears associated with personal or school problems (Child with a Disability, 2004). These five characteristics have been essentially the same since PL 94-142, the Education for All Handicapped
Children Act (EAHCA) from 1975. In fact, these characteristics were predominantly derived from a study conducted by E.M. Bower originally commissioned by the California State Legislature in 1957. With IDEA 1997, the term “Serious” was deleted from the previous classification label, Serious Emotional Disturbance (SED); however, the remaining language has persisted unchanged (Frye, 1998).

Notwithstanding these defining characteristics that establish eligibility for special education services as a student with ED, two nation-wide studies gathered data regarding the lives and school experiences of children and adolescents who received special education services and disaggregated the data for students designated as having ED. The Special Education Elementary Longitudinal Study (SEELS; SRI International, 2000-2006; as cited in Wagner, Kutash, Duchnowski, & Epstein, 2005) gathered representative information on children with disabilities aged 6 to 12 who were in elementary or middle school in 1999-2000, and the National Longitudinal Transition Study-2 (NLTS-2; SRI International, 2001-2009; as cited in Wagner, Kutash, Duchnowski, & Epstein, 2005) focused on students aged 13 to 16 who were in at least the seventh grade in 2000-2001.

**Gender and Ethnicity**

Data from the SEELS and the NLTS-2 studies indicated that higher percentages of students who received services under the ED category are male and African-American when compared to other disability areas collectively as well as to the public in general. Nearly 80% of students with ED are male. For other disability areas, 65% of students are male; and within the general public, statistically 50% of individuals are male.

Approximately one in four students with ED is African American compared with one in
five students from other disability areas and with 1 in 10 students in general (Wagner, Kutash, Duchnowski, Epstein, & Sumi, 2005). These studies further substantiate the overrepresentation of males and African American students within special education and reveal even more disproportionate rates within the ED eligibility category.

Female Students with ED

Although on average only one in five students with ED is female (Wagner, Kutash, Duchnowski, Epstein, & Sumi, 2005), research conducted by Cullinan, Osborne, and Epstein (2004) found that some of the characteristics associated with ED manifest differently among females across grade levels and racial groups. These findings suggest that grade level and ethnicity may be prudent factors to consider when focusing upon skills development. For example, Social Maladjustment scores increased with students’ grade level. Ratings were highest for high school students, followed by middle school and elementary grades, regardless of whether the students were identified with ED or not. Among non-ED students, Overall Competency, delineated as students’ strengths and resources, also increased as students progressed to higher grade levels. This, however, was not evident among female students identified with ED. For these students, personal and external resources remained relatively constant. Other grade level differences that were noted among female students with ED included Relationship Problems and Physical Symptoms/Fears which were more pronounced in elementary school than in higher grades.

Regardless of grade level, European American girls with ED had more Relationship Problems, marked Unhappiness/Depression, and increased Physical
Symptoms/Fears than African American girls with ED. Among non-ED students, there was no difference in these areas along racial groupings. In contrast, African American females, for both ED and non-ED categories, demonstrated higher levels of Inappropriate Behavior than European American girls (Cullinan et al., 2004).

Home Environment

More often than students with other disabilities, youth with ED live under more challenging home conditions. Over one-third of students with ED come from a single-parent home and almost as many live in poverty, compared to 25% of students with other disabilities. In addition, one of four students with ED lives in a home where the head of the household is unemployed, and one of five students with ED lives in a home where the head of the household is not a high school graduate. Finally, nearly 45% of students with ED live in a home with another person who has a disability (Wagner, Kutash, Duchnowski, Epstein, & Sumi, 2005).

Co-morbid Conditions

A variety of co-morbid conditions and mental health diagnoses were noted among students with ED, including: anxiety, bipolar disorder, Tourette’s, depression, obsessive-compulsive disorder, oppositional behavior, and psychosis (Déry, Toupin, Pauzé, & Verlann, 2004). By far, the most frequently indicated co-morbid conditions were Attention Deficit Hyperactivity Disorder (ADHD) and Learning Disability (LD). Nearly two-thirds of students with ED had also been diagnosed with ADHD and 25-30% had a learning disability (Wagner, Kutash, Duchnowski, Epstein, & Sumi, 2005).
Levels of Cognitive Functioning and Academic Achievement

Levels of cognitive functioning among students with ED varied. One percent had mental retardation as a secondary condition while about 2% of students participated in programs for the gifted and talented (Wagner, Kutash, Duchnowski, Epstein, & Sumi, 2005). Generally, students with ED are academically low, often achieving far below grade level in reading and math (Lane et al., 2006). Student performance on standardized reading and mathematics measures indicated that students with ED had significant academic deficits. Nearly 60% of elementary students with ED had reading scores below the 25th percentile and 43% had mathematics calculation scores below the 25th percentile. While these scores were similar to those of students with other disabilities, Wagner, Kutash, Duchnowski, Epstein, and Sumi (2005) noted that within the other disabilities data group were disabilities that are often marked by substantial cognitive deficits including mental retardation, traumatic brain injury, and autism. Another study found that elementary-aged students with ED are generally 1.2-2 grade levels behind same-aged, non-disabled peers; and, by high school, students with ED lag by nearly 3.5 grade levels (Trout, Nordness, Pierce, & Epstein, 2003). Anderson, Kutash, and Duchnowski (2001) further reported that students with ED often lack motivation and have higher rates of school absenteeism that can also interfere with their learning and school success.

Social Functioning and Communication Skills

Parents of children with ED consistently reported that their children had significantly lower social skills than same-aged peers and that their communication skills were weak. Articulation and speech production difficulties were noted in 20-30% of
students with ED. Approximately 44% of elementary-aged children with ED and 30% of secondary-aged youth with ED struggle with receptive language and understanding information. Finally, about 30% of students with ED have difficulty carrying on a conversation appropriately (Wagner, Kutash, Duchnowski, Epstein, & Sumi, 2005). Nelson, Benner, and Cheney (2005) found that students with ED had moderate to severe language deficits, particularly with their expressive skills. These difficulties were generally consistent across age and gender; however, students who demonstrated externalizing behaviors were more likely to have concomitant receptive and expressive language difficulties than students who experienced internalizing problems.

Educational Experience and Factors with Services and Programming

Delay in Onset of Services

The SEELS and NLTS-2 noted that while children with ED and children with other disabilities began demonstrating problems at approximately the same age on average, special education services were generally delayed by at least one year for students with ED (Wagner et al., 2006).

School Setting and Teacher Training

Students with ED are often provided services and supports within more restrictive settings compared to students with other disabilities (Mattison & Felix, 1997). Nearly two-thirds of students with ED are educated within Non-Public School (NPS) programs. While figures suggest that one-third of students with ED attend public school, these students often participate in general education programs less than 40% of the time (Bradley, Henderson, & Monfore, 2004). Students receive services and supports within
Resource Specialist Programs (RSP) or Special Day Class (SDC) environments and are integrated into general education settings. On average, an elementary school with an enrollment of 625 students will have 7 students with ED and a high school with an enrollment of 1310 students will have 17 students with ED (Wagner et al., 2006).

General education teachers are often insufficiently prepared to support the unique needs of students with ED. Only one-third of teachers reported having had at least eight hours of in-service training on behavior management within the previous three years, and less than 25% of teachers received in-service training regarding the needs of students with ED (Wagner et al., 2006). Support is generally provided to general education teachers via consultation with special education staff (Wehby, Lane, & Falk, 2003). Twenty-three percent of teachers of elementary students with ED, 30% of teachers of middle school students with ED, and 13% of teachers of high school students with ED reported feeling that they had been given adequate training to teach students with disabilities (Wagner et al., 2006).

**School Mobility**

Children with ED were more likely than students with other disabilities to have attended multiple schools (Wagner et al., 2006). Nearly 33% of elementary students with ED had attended four or more schools since starting elementary school compared with 14% of students with other disabilities. By the time students with ED had reached the secondary level, nearly 65% had attended four or more schools.

For many students with other disabilities, enrollment at another school was often due to a grade-level change or a family move. For students with ED, changes in schools
for these reasons occurred to a much lesser degree. Students with ED, far more often than students with other disabilities, experience a change in schools as a result of having been reassigned by the school district (Wagner et al., 2006). Twenty-seven percent of elementary students with ED had been reassigned to another school compared with just 8% of students with other disabilities. For secondary students with ED, 20% were reassigned compared with 3% of students with other disabilities.

Disciplinary Procedures

Disciplinary procedures, such as suspension and expulsion, are significantly higher for students with ED (Mattison & Felix, 1997). Approximately 48% of elementary students and 73% of secondary students with ED had been suspended or expelled previously. The suspension and expulsion rates for students with other disabilities were similar to the general population (12% and 13% for elementary students and 28% and 22% for secondary students, respectively; Wagner et al., 2006).

Home-School Relationship

Parents of students with ED, regardless of their child’s grade level, reported being more dissatisfied with their student’s school, special education services, and teachers than parents of students with other disabilities. Parents of secondary students with ED thought that they had to put forth substantial effort in order to obtain services for their children (Wagner et al., 2006). Mediations and hearings occur twice as often for secondary students with ED than for secondary students with other disabilities (Mattison & Felix, 1997).
Addressing Academic Needs of Students with ED

Students with ED have both skill and performance deficits in academic, social, and behavioral areas (Lane et al., 2006). School-based interventions for this population have typically addressed behaviors; however, a growing body of research has begun to focus on academic strategies (Mooney, Epstein, Reid & Nelson, 2003). Academic difficulties may contribute to behavior problems (Lane, Barton-Arwood, Nelson & Wehby, 2008; Wagner et al., 2006), and strategies directed at increasing student learning have been related to reducing classroom disruptions and problematic behaviors (Tyler-Wood, Perez Cereijo, & Pemberton, 2004). As such, utilizing academic strategies and practices that have been shown to be efficacious with students with ED becomes paramount. It is essential that school resources and staff efforts be directed by and based upon empirically-sound techniques (Ryan, Pierce, & Mooney, 2008).

Types of Academic Interventions

Ryan et al. (2008) completed an extensive review of studies that examined the effects of interventions on improving the academic performance of students with ED. Interventions were sorted into three categories, peer-mediated, self-mediated, and teacher-mediated, and analyzed for their effect size, or strength, at increasing academic skills.

Peer-mediated interventions, whereby other students instruct, guide, and provide corrective support, were effective in a variety of subject areas and grade levels, regardless of the students’ respective roles. Examples of peer-mediated interventions include: class-wide dyads, cooperative learning teams, and cross-age tutoring. Effect size was most
remarkable for peer-mediated interventions (Ryan et al., 2008). Peer-based strategies also have the added benefit of affording opportunities for social interaction and communication skills practice (Sutherland & Snyder, 2007).

Self-mediated interventions incorporate self-monitoring, self-evaluation, self-instruction, and goal setting strategies. As such, these interventions are more often implemented with secondary-aged students (Ryan et al., 2008). However, progress monitoring strategies, which can be easily implemented with elementary-aged students, have been shown to impact academic skills positively. Tyler-Wood et al, (2004) found that language arts and mathematics scores among fourth and fifth grade students with ED increased with progress monitoring. Self-mediated strategies were found to have a strong effect upon academics; however, they were not as effective as peer-mediated interventions (Ryan et al., 2008).

Finally, teacher-mediated interventions are instructional strategies that are determined and delivered by the teacher. Some examples include: altering task difficulty or structure, previewing, prompting, modeling/rehearsal, mnemonics, and story mapping. Teacher-led interventions were considered reasonably effective at increasing reading skills; however, only a small-to-medium effect was noted in the area of mathematics (Ryan et al., 2008).

*Academic Fluency*

Interventions that focus on developing academic fluency may be especially important for students with ED. In examining the effects of language skills, externalizing behaviors, and processing speed on academics, researchers found that only processing
speed had a direct effect on academic skills (Benner, Nelson, Allor, Mooney, & Dai, 2008). Externalizing behavior had an indirect effect; however, additional analysis indicated that this effect was via processing speed. Improving processing speed also helped to moderate the effect that language problems had upon academics (Nelson, Benner, Neill, & Stage, 2006). In short, the academic functioning of students with ED can be increased by providing instructional techniques that focus on developing academic fluency.

Reciprocal peer-tutoring, an example of a peer-mediated strategy, was successful at increasing reading fluency among middle school students with ED. Reading fluency rates also increased with the addition of progress monitoring techniques (Sutherland & Snyder, 2007), which conceptually fall within the self-mediated intervention category (Ryan et al., 2008). Both academic interventions also resulted in a noticeable reduction in behavior problems. Although the types of behavior referrals remained similar (e.g., attendance/tardy issues, defiance of authority, or related to peer interactions), the number of discipline referrals was significantly lower following implementation of the interventions (Sutherland & Snyder, 2007).

Learning Time

The cover, copy, and compare (CCC; Skinner, McLaughlin, & Logan, 1997; as cited in Watson & Skinner, 2004) technique has been shown to be an effective tool for increasing academics in math, spelling, and social studies (Skinner, Belfiore, & Pierce, 1992). CCC is a self-mediated strategy whereby the student studies a given item, covers the prompt, and replicates the response from memory. The recalled answer is then
compared to the original form, and incorrect responses continue to be reviewed until they have been mastered. CCC is a time-efficient strategy that allows for frequent and brief instruction periods, multiple assessments, and immediate corrective feedback. Self-correction systems also have been shown to be effective at maintaining previously-learned information (Cieslar, McLaughlin, & Derby, 2008).

The use of scripted lessons can increase students’ active response time and address skill-based deficits. Students may not always have sufficient knowledge or the requisite skills in order to respond to teacher prompts or comply with tasks successfully. Using techniques such as modeling, choral response, and corrective feedback, Gunter and Reed (1997) reported that students’ correct responses increased from 72.5% to 86.9%. In addition, teacher praise increased from a mean rate of 1.5 to 2.9, and behavior problems decreased from a rate of one per minute to one per five minutes. Other studies have shown that praise as a reinforcement can be been highly effective at shaping behaviors (Kennedy & Jolivette, 2008; Landrum, Tankersley, & Kauffman, 2003; Lewis, Hudson, Richter, & Johnson, 2004). With increases in correct student responses and teacher approval statements as well as a reduction in behavior problems, teachers reported a more positive overall classroom environment. Gunter and Reed noted that while scripted lessons can be easily applied to many topics, teacher training programs do not typically address scripted lesson planning.

Academic Performance

For those students who have sufficient academic skills to complete assignments, but who are unsuccessful due to performance deficits, group reinforcement systems can
increase task completion as well as improve academic skills. Popkin and Skinner (2003) investigated the use of an interdependent group contingency with randomized contingency components among middle school students with ED; marked improvements in daily academic performance were noted. An interdependent group contingency system, whereby all members of a group have access to a reinforcement based upon the group’s behavior, can increase individual motivation and encourage cooperation among group members. In Popkin and Skinner’s study, students were eligible for a randomly selected reinforcement contingent upon the class obtaining a specified, randomly generated average percent correct on daily independent assignments. As new target behaviors were added, the students were expected to maintain the prior target behaviors in order to continue to be eligible for reinforcement. This strategy accommodates students who have substantially diverse programming needs, but are often educated within the same setting.

**Meaningfulness**

Stone, Boon, Fore, Bender, and Spencer (2008) reported an increase in reading comprehension scores among high school students with ED when they received teacher-mediated instruction and guidance in the use of text maps. Text maps draw attention to particular content elements and the structure of text by utilizing features such as headings, bold-faced type, and graphics to develop concepts further, demonstrate relationships, and provide links for understanding. The researchers determined that both teacher-generated and student-generated (i.e., self-mediated) text maps increased comprehension, provided visual organization, and supported students’ language skills.
Another means of furthering student learning and understanding is with the use of practical situations that can be framed in such a way that students develop skills needed for post-high school life. Gagnon and Bottge (2006) examined the effects of using enhanced anchored instruction (EAI) to teach mathematics and science to middle and high school students with ED. This technique integrates basic skills practice with more complex levels of thinking as students learn curriculum concepts under practical circumstances. Students are systematically guided through the necessary steps to solve a problem and work in cooperative groups on an applied task, e.g., building a skate board ramp. Problems and practice with foundational skills, e.g., measuring, adding fractions, and calculating costs, are presented via technology. Students are supported and guided with executive functioning tasks (e.g., planning), and social skills are also facilitated. Following EAI, the students gained proficiency with math skills, demonstrated understanding of concepts, and reported high levels of interest, motivation, relevance, and importance for the hands-on projects compared to traditional assignments (Bottge et al., 2004).

Addressing Behavioral Needs of Students with ED

Chronic behavior problems are often associated with students with ED. The Individuals with Disabilities Education Act of 1997 (IDEA) required for the first time the use of functional behavioral assessment (FBA) and positive behavioral interventions (BSP; California Department of Education, 2007). Although there is research on the efficacy of using FBAs with students who demonstrate behavioral challenges, such as
Autism, the behaviors of students with ED often involve an emotional aspect which some argue cannot be addressed using behavioral approaches (Gresham et al., 2004).

Behavioral Assessment

As described by Lewis et al. (2004), FBAs should address long-lasting changes in behavior and not simply offer behavior modifications. FBAs identify the function of the problem behavior, develop a prosocial functionally equivalent behavior, and link the behavior to self-management strategies. In their review of the FBAs published in the Journal of Applied Behavior Analysis (JABA), Gresham et al. (2004) found that over half of the studies targeted appropriate behaviors. Of those studies, a fourth focused on reducing inappropriate behaviors, about two-thirds incorporated both antecedents and consequence-based treatments, and only a tenth addressed antecedent events. Gresham et al. determined that most school-based interventions appeared to take a reactive approach when dealing with behaviors instead of manipulating antecedent events to decrease the probability of reoccurrence.

The formal functional assessment process is lengthy and can be overwhelming at the school level; however, it enables evaluators to control environmental factors and to manipulate setting events in order to determine the functions of the behaviors and to develop interventions appropriately (Stage & Quiroz, 1997). As an alternative, Stage et al. (2008) determined that multiple informant interviews and checklists could be as effective as conducting a complete functional assessment. Despite criticism that FBAs are not an effective way to address problematic behaviors within the public school setting, especially for students with ED, research has shown that FBAs lend themselves
to developing the most effective interventions for meeting the behavioral needs of this population (Stage et al., 2008).

*Individual Behavioral Interventions*

Individual behavior support plans are generated from the functional behavioral analysis process (O’Neill, Horner, Albin, Storey, & Sprague, 1997). Landrum et al. (2003) found that certain factors, such as precision request and behavior momentum, improved the efficacy of behavior support plans. Precision request involves delivering directions in a predictable format that incorporates consequences and provides opportunities for compliance. Behavioral momentum is a strategy which highlights the sequencing of directions. When giving students directions, positive momentum is generated when a set of high-probability directives (i.e., with which the student is more likely to cooperate) are given before delivering a low-probability directive. Both of these antecedent strategies attempt to elicit student compliance and success with low level demands prior to requesting performance on more difficult or less favorable tasks.

Research on responding to behaviors has primarily focused on social reinforcement, specifically praise. Praise has been show to increase the amount of time that students are actively engaged in class, improve academic performance, and decrease the frequency of problem behaviors (Kennedy & Jolivette, 2008; Landrum et al., 2003; & Lewis et al., 2004). In order to be effective, praise must be contingent upon a specific target behavior, provided immediately, and be sufficiently explicit so that the student understands which behavior is being reinforced (Landrum et al., 2003).
Lewis et al. (2004) noted that teachers frequently use negative comments and reprimands with students with ED. Kennedy and Jolivette (2008) found that students received twice as many negative redirections as positive verbal reinforcements. Using a multiple baseline across settings approach, Kennedy and Jolivette examined the effect that positive verbal praise had on the time students spent outside of class. Outcome measures showed that when teachers increased their number of positive comments by one per student per day, there was a reduction in behavioral referrals and negative redirections. In fact, the behavioral response was so effective that the teachers continued the practice of making frequent positive statements after the conclusion of the study.

Reinforcement and punishment techniques can be used to shape behaviors when social reinforcement is insufficient. Implementation of a token economy system provides students with concrete tangibles for demonstrating specific target behaviors. Adding a response cost, where students lose tokens for behavioral violations, and time out from positive reinforcements are the easiest punishment procedures to implement as well as the most effective strategies for reducing inappropriate behaviors (Landrum et al., 2003). Overcorrection, a technique that requires a student to restore his or her environment to its original state after engaging in inappropriate behaviors, has also been shown to decrease disruptive behaviors (Stage & Quiroz, 1997).

**Group Behavioral Interventions**

Unlike individual intervention plans which are time-consuming and may require resources that are tailored to a particular student, group contingency plans are economically feasible, easy to implement, and can effectively decrease behaviors
(Theodore, Bray, & Kehle, 2004). Depending upon the needs of the students, group contingencies may be independent, interdependent, or dependent. To determine which group-oriented contingency to use, staff must consider the scope of the problem. In other words, the teacher must first determine whether the behavioral concerns are unique to a particular student or small group, or whether they are a class-wide problem. In an independent group contingency, a student receives reinforcement for a given behavioral standard, regardless of the performance of any other student. This model allows for students to work on different target behaviors. When many students are working on developing a certain target behavior, an interdependent group contingency is most effective. In this model, students must work together to attain the behavioral goal in order to receive reinforcement. While an interdependent model encourages group members to work together, utilizing an independent contingency is recommended in settings where threats or social punishment from others may occur. Finally, in a dependent group contingency, the entire class is reinforced based upon the performance of one member or a small subgroup. This method is best employed when the behavior of only a few students is of concern (Theodore et al., 2004).

Additional Factors that Support Behavioral Changes

Other interventions that have been demonstrated to bring about behavioral changes include Cognitive Behavior Therapy (CBT), self-monitoring, and psychopharmacology. Stage and Quiroz (2007) found that CBT helped students reduce anxiety, learn to problem-solve social issues, and improved their anger management skills. Students were taught ways to generate alternative solutions to potential conflicts,
control impulsive responses, and manage aggression. Stage and Quiroz also found that 85% of students who were instructed in self-monitoring strategies were able to reduce their disruptive behaviors. Self-management techniques were more effective in managing student behavior than teacher-mediated interventions (Stage & Quiroz, 1997; Fitzpatrick & Knowlton, 2009). Researchers found that psychopharmacologic interventions were somewhat more effective than behavioral or cognitive-behavioral interventions alone; however, a majority of studies indicated that a combination of medication, behavioral interventions, and social-cognitive supports was the most effective at changing behaviors of students with ED (Forness, Freeman, & Paparella, 2006).

Addressing Social-Emotional Needs of Students with ED

The current federal definition of ED (Individuals with Disabilities Education Improvement Act of 2004 [IDEIA]) includes two criteria that are directly related to social competence: (a) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers and (b) the expression of inappropriate behavior or feelings under normal circumstances (Gresham et al., 2004; California Department of Education, 2007). Poor academic achievement, school dropout, victimization, and violence have all been associated with failure to develop adequate social relationships with peers (Gresham, Van, & Cook, 2006). Given these deficits, Social Skills Training (SST) explicitly teaches prosocial behaviors, improves social competency, and leads to increased academic engagement. SST is effective with students who demonstrate both internalizing and externalizing behaviors (Lewis et al., 2004). Gresham et al. (2004) and Cook et al.
(2008) reported that two out of three students with ED favorably responded to SST remediation efforts compared to one out of three students in the control groups.

**Characteristics of an Effective Social Skills Training Program**

Gresham, Van, and Cook (2006) defined social skills as a set of competencies that allow students to: (a) initiate and maintain positive social relationships; (b) contribute to acceptance by peers and the development of friendships; and (c) cope with and adapt to demands within a social environment. Understanding social skill deficits allows practitioners to develop treatment plans to address demonstrations of inappropriate behaviors as well as to teach students new skills.

The first step in determining the types of instruction a student requires is an analysis of the student’s social skills. Common social skill deficits are seen as either acquisition or performance difficulties (Gresham et al., 2004). Acquisition deficits (i.e., *can’t do*) are defined as the absence of the knowledge to perform a given skill or difficulty in discerning which skill is appropriate to a given situation. *Can’t do* deficits can be remediated through modeling and direct instruction. Conversely, performance deficits (i.e., *won’t do*) are failures to perform a given skill acceptably despite having the skill within one’s repertoire. In other words, the student knows how to and when to perform the social skill, but he or she chooses not to demonstrate the behavior. Interventions for performance deficits require prompting, shaping, and direct reinforcement.

Competing problem behaviors, such as sense of inadequacy and interacting confidently with peers, can interfere with the acquisition of social skills. Gresham et al.
determined that the best way to reduce competing problem behaviors is to
determine the function of the behavior and teach the student an appropriate, functionally
equivalent replacement behavior.

Once student needs are identified, social skills training should be presented in a
systematic approach, similar to academic instruction. Cook et al. (2008) noted that an
effective social skills program: (a) promotes skill acquisition; (b) enhances skill
performance; (c) removes competing problem behaviors; and (d) facilitates
generalization. Instructional strategies, such as modeling, choral response, and corrective
feedback, which have been traditionally used in math, reading, and writing instruction,
are also effective methods for teaching socially appropriate behaviors. Rehearsal and
feedback within the structure of a group session allows students the opportunity to
develop new skills before using them in other social situations (Landrum et al., 2004).

Methods of Social Skills Instruction

Social skills training can take many forms including group intervention,
individual sessions, bibliotherapy, and video modeling. Regan and Page (2004)
developed a model of bibliotherapy combining the Circle of Courage and the
Developmental Therapy-Developmental Teaching Model that uses literature to teach
social skills. Literature provides opportunities for students to identify with characters and
relate to common experiences or events as well as to expand their horizons and gain
personal insights.

The Circle of Courage is based on themes in Native American child-rearing
values and the medicine wheel. Areas addressed in the Circle of Courage include:
belonging, mastery, generosity, and independence (McCarty & Slygh, 2008). Youth who achieve in these areas are said to have developed a foundation of resilience. The Developmental Therapy-Developmental Teaching Model is based on Anna Freud’s work with Developmental Anxiety (as cited in Regan & Page, 2004). Themes addressed in this model are abandonment, inadequacy, guilt, conflict, and identity. By selecting and analyzing literature that explores themes expressed in the Circle of Courage and the Developmental Therapy- Developmental Teaching Model, students can discuss actions based on the characters’ coping skills and review their own personal challenges introspectively.

When using literature to provide social-emotional feedback to students with ED, Regan and Page (2004) recommended a series of steps to facilitate the process and improve the likelihood of achieving positive results. Teachers must first determine students’ underlying anxieties with a thorough review of social-emotional histories and an examination of the current presenting behaviors. Stories with similar core anxiety themes and resolutions that lend hope to the students should be selected. McCarty and Slygh (2008) cautioned that stories that match students’ experiences exactly may cause them to feel obligated to resolve the problem in the same manner as the characters or to feel regret that they did not successfully resolve their own conflict. Stories which are somewhat different than the students’ lives can inspire growth, hope, and personal change. Literature should be used as a starting point for incorporating other activities that foster skill development and not as the sole treatment option (Regan & Page, 2004).
Gregory, Schwer Canning, Le, and Wise (2004) conducted a meta-analysis of studies that incorporated cognitive bibliotherapy in patient treatment plans for major depressive disorder. As bibliotherapy is designed to be self-study, this technique was most effective for individuals with mild to moderate depression who are capable of self-monitoring. Bibliotherapy is accessible to a variety of individuals, empowers participants, and is non-invasive (Gregory et al., 2004). Prior to employing this intervention, cultural and personal values regarding therapy, as well as any individual disabilities, must be considered.

Advancements in media and electronics provide an alternative method for social skills training. For example, video modeling is more effective at changing inappropriate behaviors than corrective feedback alone (Baker, Lang, & O’Reilly, 2009). In this model, students watch videos of themselves (or someone similar) engage in the target behavior and receive corrective feedback from staff. A variety of behavior problems, e.g., peer difficulties, off-task behaviors, and inappropriate behaviors were successfully addressed using video modeling. Whereas other behavior intervention strategies such as teacher-led models can be considered intrusive, video modeling allows students to be filmed without inhibition in their natural settings. This self-evaluation approach also minimizes the amount of time teachers spend correcting target behaviors and empowers students to be in charge of changing their own behaviors. This strategy has also been shown to be valid with students from diverse cultures.
Referral to Outside Mental Health Supports

Compared to national figures approximating 65%, 80% of children in California who would benefit from an evaluation and services do not receive any assessment or mental health care (Sturm et al., 2003). Turner, Finkelhor, and Ormrod (2007) stated that children who have previously received diagnoses, been exposed to victimization, demonstrated delinquent behavior, or had conflicts with parents are more likely to have access to outside mental health supports. Factors that hinder students with ED from receiving services, or continuing to access services, include: parents’ stress level, poor parent-therapist relationships, or parents’ feelings that the level of support is irrelevant or too demanding.

Although schools play an important role in helping students with ED access mental health supports, family involvement and support is critical. In the United States, boys, children living in single-parent or stepfamily households, and individuals from low socio-economic statuses were most likely to receive counseling services (Turner et al., 2007). Students who demonstrate externalizing behaviors are also more likely to be referred for treatment because their behaviors affect others within their environments. Internalizing behaviors, such as depression or anxiety, sometimes go unnoticed and untreated because the students are often quiet or compliant sufferers. Turner et al. (2007) found that school personnel were critical in detecting students with emotional concerns and providing parents with the necessary information to advocate for mental health services for their child.
Summary

For students with ED and their families, the relationship with school is often more challenging than for students with other disabilities. Studies have shown that these students have greater difficulties and poorer life outcomes. There is a need for increased support and training of teachers in order to effectively implement interventions that adequately address the academic, social-emotional, and behavioral needs of these students.
Chapter 3

METHODS

Research for this project was gathered through database search engines, periodicals and internet sources. PsycINFO, PsycArticles, Academic Search Premier and Social Sciences Full Text were used to search key terms: outcomes for ED students, interventions implemented with ED students, and program implementation of research-based interventions in public school settings. As potentially relevant studies were identified, further searches using related journal descriptors were conducted. The Internet provided a valuable resource for accessing statistical, legal, and criterion information.

The articles selected for inclusion in the literature review were primarily from peer reviewed journals. Articles that discussed interventions that could be used within a school setting were incorporated in this review of literature. The researchers focused on articles written after 2000, with the exception of seminal works in the field of interest. Quantitative and qualitative studies were incorporated in the literature review.

After reviewing relevant material, the number of articles was narrowed down and categorized by topics including: demographics and outcomes, academic interventions, behavioral interventions, and social emotional interventions.

This PowerPoint presentation was developed to provide graduate students in the field of school psychology as well as educators in the schools with present research relating to students with ED. In preparation for the development of the PowerPoint presentation, best practice guidelines for presentations were reviewed. The authors also
reflected on previously attended workshops and discussed the most effective methods for relaying the information gathered from the research phase of the project.

Initially, the authors created slides for their respective sections. Activities and demonstrations were integrated throughout the module so that participants would have opportunities to observe, model, and practice interventions. After developing the framework for each section, the authors met to review the PowerPoint slides together. Recommendations for the presenter were included within the notes section of the slides, and the final module is provided in Appendix A.
Chapter 4

SUMMARY AND RECOMMENDATIONS

Best Practice: Supporting Students with Emotional Disturbance in Public Schools

The goal of this project was twofold: (a) to share information regarding the challenges and the need to improve supports for students with ED, and (b) to provide school-based teams with a variety of research-based interventions that have been shown to effect positive outcomes with this specific student population.

Students with ED face poor outcomes and specific challenges related to home life, educational experience, and transitioning to adulthood. In order to address these concerns, it is necessary to improve school-based supports and to train educators in interventions and strategies that effect change. After reviewing the literature regarding academic, behavioral, and social-emotional strategies that improved the functioning of students with ED, interventions were selected for inclusion in the training module. Academic strategies predominately focused upon increasing student participation, automaticity, and comprehension. Determining the function of a student’s problem behaviors and developing functionally equivalent behavioral supports were addressed in the behavioral intervention section. Finally, social-emotional strategies focused on developing the social skills of students with ED using various mediums.

In meeting the defining eligibility criteria, students with ED have significant academic, behavioral, and/or social-emotional needs. Research has shown that in addressing a particular area of deficit, improvement was demonstrated in other areas as well. For example, academic interventions not only increased academic skills, but
behavioral problems reportedly decreased as well. Similarly, behavioral supports also impacted students’ social-emotional functioning. As a result, the proposed training program provides information that can be implemented cohesively within an existing program in order to better meet the varied needs of these students.

Recommendations for Training Teachers

The authors selected interventions that were not only efficacious with students with ED, but that were also considered appealing and able to be implemented relatively easily within a public school setting. Teachers are unlikely to use interventions that are perceived as too difficult or time-consuming. School teams must understand that teachers will not be able to implement a comprehensive program of student support without additional resources. While several of the interventions can be implemented independently, it is recommended that a site-based team consisting of administrators, school psychologists, counselors, behaviorists, paraprofessionals, and other specialized school staff, develop a plan for effectively integrating proposed interventions with those that teaching staff already employ.

Recommendations for Implementation with Students

The strategies discussed are intended to be provided within a whole-class, group intervention model. Group instruction is more time-effective, and this technique provides a foundation for practice and consistency. These benefits, notwithstanding, individualizing interventions as much as possible, will better address the particular needs of each student.
Although family and community-based interventions were beyond the scope of this project, they are critical to the success of students with ED. For example, a parent’s view and personal experiences of counseling are often primary factors in whether mental health services are utilized. Demographic information underscores the amount of insecurity in the lives of students with ED. As such, it is important that school-based teams not only concentrate their efforts on strategies used directly with students, but that they also attempt to improve upon indirect supports such as facilitating home-school connections and parent training. Furthermore, developing consistent communication between the home and school can provide stability in the lives of students with ED.

Conclusions

The training module component of this project is intended to provide educators with information and specific strategies for improving the academic, behavioral, and social-emotional functioning of students with ED. Establishing a foundation of research-based techniques will assist participants in implementing changes within their school programs. In order to make a lasting impact on the lives of students with ED, staff members may also need to individualize supports and facilitate a home-school connection. When each of these pieces falls into place, it is more likely that students will be better prepared to transition successfully to life after high school.
APPENDICES
APPENDIX A

Best Practice PowerPoint Presentation with Facilitator Notes
[Note: This training module is designed to be a day-long seminar. The four sections can last from 60 to 90 minutes depending on audience participation. Comments and suggestions to the presenter will be included within the Notes section of the PowerPoint presentation.]
Presentation Goals:

- Provide information about the personal and school experiences of students with ED
- Share research-based, best practice techniques to address students’ behavioral, academic, and social-emotional needs
Legally, students need to make progress towards goals and school districts need to show growth for sub-groups on state assessments. Practically, ED students typically have poor outcome data, including increased rates of school drop out, incarceration, and unemployment. It is important to provide these students with interventions that will help them to transition more successfully to life after high school.
WHO ARE OUR STUDENTS WITH ED?
Because of a serious emotional disturbance, a pupil exhibits one or more of the following characteristics over a long period of time and to a marked degree, which adversely affect educational performance:

1. An inability to learn which cannot be explained by intellectual, sensory, or health factors.
2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
3. Inappropriate types of behavior or feelings under normal circumstances exhibited in several situations.
4. A general pervasive mood of unhappiness or depression.
5. A tendency to develop physical symptoms or fears associated with personal or school problems.

[Note: this slide is not intended to be reviewed at length with participants. It serves to provide a “simple” response to the question from the previous slide, “Who are our students with ED?” i.e., one way of describing these students.]

Educationally, these are characteristics of students with ED: eligibility criteria for students who receive special education services under the ED designation; have been considered vague.

These five characteristics have been essentially the same since PL 94-142, the Education for All Handicapped Children Act (EAHCA) from 1975. At that time, the definition was based upon a study (E.M. Bower) that was originally commissioned by the California State Legislature in 1957. With IDEA 1997, the only change was the deletion of the term “Serious” from the classification label (i.e., from Serious Emotional Disturbance to Emotional Disturbance).
Two national studies gathered data on the lives and experiences of students who were receiving special education services. The SEELS: students ages 6-12 who were in elementary or middle school in 1999-2000; NLTS-2: students ages 13-16 in at least the 7th grade in 2000-2001. Studies compared students with ED to students with other disabilities and general population figures when available.

[Note: consider asking participants to share their thoughts as to the findings of the studies. Who are our students with ED?]
Studies further substantiate the overrepresentation of males and African American students in special education and indicate even more disproportionate rates within the ED subgroup.
What about female students?

- 1 in 5 students
- Characteristics appear to manifest differently across grade levels and racial groups (Cullinan, Osborne, & Epstein, 2004)
- Why might this be important?

[Note: The next few slides discuss female students with ED.]

Characteristics appear to manifest differently across grade levels and racial groups.

[Note: In asking participants, why the above information may be important, they may be factors to consider when targeting skills development.]
Social Maladjustment increased with grade level, regardless of ED or non-ED (i.e., rates were lowest for elementary school students and highest for high school students).

[Note: may ask participants for their observations regarding the Overall Competency chart]

Overall Competency (student strengths and resources) increased with grade level for non-ED students. This trend was not noted for students with ED. For these students, resources were relatively constant.
Physical Symptoms/Fears and Relationship Problems were highest for elementary school girls with ED.

[Note: may ask participants what this suggests for skills development.]
European American girls with ED had more Relationship Problems, marked Unhappiness/Depression, and increased Physical Symptoms/Fears than African American girls with ED. Among non-ED students, there was no difference in these areas along racial groupings.
More often than students with other disabilities, youth with ED live under more challenging home conditions. Over one-third of students with ED come from a single-parent home and almost as many live in poverty (33%), compared to 25% of students with other disabilities. One of four students with ED lives in a home where the head of the household is unemployed (25%), and one of five students with ED lives in a home where the head of the household is not a high school graduate (20%). Nearly 45% of students with ED live in a home with another person who has a disability (Wagner, Kutash, Duchnowski, Epstein, & Sumi, 2005).
Many students were noted to have co-morbid conditions (i.e., more than one condition at the same time). A variety of mental health diagnoses were indicated, including anxiety, bipolar disorder, Tourette’s, depression, obsessive-compulsive disorder, oppositional behavior, and psychosis. The most frequently noted co-morbid conditions were Attention Deficit Hyperactivity Disorder (ADHD) and Learning Disability (LD). Social skills were consistently rated lower than same-aged peers. Levels of cognitive functioning among students with ED varied. One percent had mental retardation as a secondary condition while about 2% of students participated in programs for the gifted and talented (Wagner, Kutash, Duchnowski, Epstein, & Sumi, 2005).
Students with ED are generally not thought of as having language difficulties; however, parent ratings suggest that students have weaknesses with communication skills.

Students with ED have significant academic deficits. Nearly 60% of elementary students with ED had reading scores below the 25th percentile and 43% had mathematics calculation scores below the 25th percentile. These scores were similar to those of students with other disabilities; however, that data also includes disabilities that are often marked by substantial cognitive deficits including mental retardation, traumatic brain injury, and autism. [Note: The use of “substantial cognitive deficits” refers to a set of skills and abilities (e.g., reasoning, memory, and processing speed) that would typically be reflected by low scores on tests of intelligence/cognitive abilities.]

Another factor that influences the learning and school success for students with ED is that they often lack motivation and have high rates of school absenteeism. Emphasizes the importance of addressing academic, behavioral, and affective areas for these students.
More likely than students with other disabilities to have attended multiple schools. Nearly 33% of elementary students with ED had attended four or more schools since starting elementary school compared with 14% of students with other disabilities. By the time students with ED had reached the secondary level, nearly 65% had attended four or more schools.

For students with other disabilities, enrollment at another school was often due to a grade-level change or a family move. For students with ED, changes in schools is more often a result of being reassigned by the school district. Twenty-seven percent of elementary students with ED had been reassigned to another school compared with just 8% of students with other disabilities. For secondary students with ED, 20% were reassigned compared with 3% of students with other disabilities (Wagner et al., 2006).
Disciplinary procedures such as suspension and expulsion were significantly higher for students with ED. Approximately 48% of elementary students and 73% of secondary students with ED had been suspended or expelled previously. The suspension and expulsion rates for students with other disabilities (see above) were similar to the general population (13% for elementary students, 22% for secondary students). While children with ED and children with other disabilities began demonstrating problems at approximately the same age on average, special education services were generally delayed by at least one year for students with ED (Wagner et al., 2006).
Parents of students with ED, regardless of their child’s grade level, reported being more dissatisfied with their student’s school, special education services, and teachers than parents of students with other disabilities. Parents of secondary students with ED thought that they had to put forth substantial effort in order to obtain services for their children. Mediations and hearings occurred twice as often for secondary students with ED than for secondary students with other disabilities (Wagner et al., 2006).
In summary,

- Wide range of factors to consider (home situation, co-morbid conditions, functional levels)
- Educational experiences and home-school relationship
- Student outcomes have generally not been favorable
- Thoughts? Take a moment to…

[Note: “Thoughts?” can allow participants to engage in a brief discussion/make comments regarding this portion of the presentation. The “Take a moment to…” prompt is intended to provide each participant with the opportunity to consider the presentation thus far; it will be included after each presentation section. Encourage participants to reflect on the material presented with sample questions such as “What is something that I didn’t know before? What was I surprised by learning? What one thing would I tell someone about?” and to write it on their handout at this point.]
Where do we begin?

1. An inability to learn which cannot be explained by intellectual, sensory, or health factors.
2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
3. Inappropriate types of behavior or feelings under normal circumstances exhibited in several situations.
4. A general pervasive mood of unhappiness or depression.
5. A tendency to develop physical symptoms or fears associated with personal or school problems.

[Note: this slide reviews the educational criteria for ED eligibility with animation such that attention is brought to the academic, behavioral, and social-emotional needs as well as to skill and performance deficits. In other words, characteristic (1) will appear with the Academic circle, characteristics (2), (4), and (5) will appear with the Social-Emotional circle, and characteristic (3) will appear with the Behavior circle. At the end the Skill and Performance Deficit boxes will appear.]

This slide underscores the need to address each of the areas (academic, behavioral, social-emotional as well as skill and performance deficits).
ADDRESSING THE BEHAVIORAL NEEDS OF STUDENTS WITH ED
[Note: Allow 1 minute for participants to write down or think about how behaviors are addressed at their school sites. Allow 9 minutes for discussion of typical disciplinary actions and their outcomes. Consider asking the following questions during the discussion:

Do the disciplinary actions taken at your school lead to behavior change?
Are there different types of consequences to address different behaviors?
Is every student disciplined in the same way?
Are the disciplinary procedures relevant to the offense?

For example, this would not be relevant to the offense: Student skips class → suspended from school]

Consequences that do not change the frequency of a behavior are not consequences.
The Functional Behavioral Assessment is the process of determining the underlying causes or functions of a child's behavior that impede the learning of the student with a disability or the learning of the student's peers. In 1997, IDEA required the use of functional behavioral assessment and positive behavioral supports and interventions. Prior to this, functional assessment and positive behavioral supports were considered *best practices*, but federal law did not mandate their use.

Research has shown that FBAs lead to more effective, long-lasting behavior changes than simple behavior management strategies that are based on the topography of the behavior. However, they can be time consuming, and Gresham et al., (2004) found that multiple informant interviews and check lists were just as effective. FBA’s are helpful in identifying the function of the problem behavior. They can be used to identify the function of problem behaviors and create a prosocial replacement behavior that serves the same function. When self-management strategies are linked to functionally equivalent behavioral interventions, students with ED increased the amount of time on-task, demonstrated more appropriate social behaviors, and completed more assignments.
The FBA process consists of reviewing the antecedents, behaviors, and consequences of a behavioral event. From the review, the team can hypothesize what causes the student to behave in a given way. The antecedent event takes place before a behavior occurs. When looking for the antecedent event, it may be helpful to ask “What happened right before the behavior that may be a trigger?” Behavior refers to the target behavior that the team is looking to change. It is important to describe what the behavior looks like when stating the behavior. Finally, the consequence is the reaction to the target behavior. It may be helpful to ask “What happened after the behavior or as a result of the behavior?” when determining the consequence. Once the events are written out, team members can hypothesize the function or the “reason” a student is engaging in the target behavior by asking themselves the following questions:

Is the student looking for attention?
Is the student trying to get a tangible or an object?
Is the student escaping or avoiding a task?
Is the student engaging in the behavior for sensory stimulation or is the behavior automatic?
[Note: Consider asking participants to go through the questioning process to determine the function of the behavior]

Is the student looking for attention?
Is the student trying to get a tangible or an object?
Is the student escaping or avoiding a task?
Is the student engaging in the behavior for sensory stimulation or is the behavior automatic?
FBA Example 2

Bobby is asked to speak in front of the class. 
Bobby complains that he is feeling sick. 
Bobby is sent to the nurse’s office and does not come back to class.

Function? 
• Escape

[Note: Consider asking participants to go through the questioning process to determine the function of the behavior]

Is the student looking for attention?  
Is the student trying to get a tangible or an object?  
Is the student escaping or avoiding a task?  
Is the student engaging in the behavior for sensory stimulation or is the behavior automatic?
[Note: Consider asking participants to go through the questioning process to determine the function of the behavior]

Is the student looking for attention?
Is the student trying to get a tangible or an object?
Is the student escaping or avoiding a task?
Is the student engaging in the behavior for sensory stimulation or is the behavior automatic?

To determine whether the behavior is attention or escape driven, we would have to look at a pattern of behavior.
• Does Bobby always crumble his math worksheet to avoid doing the math work?
• Does Bobby like going to the office and having time with the adults there?
Students are asked to work independently on a math worksheet.

Bobby taps his pencil on the desk as he counts out loud.

Bobby writes the answer to the problem on his worksheet.

Function?
• Sensory

[Note: The antecedent presented on this slide is the same as on the previous slide, but the student’s behavior is different. Consider asking participants to go through the questioning process to determine the function of the behavior]

Is the student looking for attention?
Is the student trying to get a tangible or an object?
Is the student escaping or avoiding a task?
Is the student engaging in the behavior for sensory stimulation or is the behavior automatic?
Mr. Smith is passing out candy for correct answers. Bobby raises his hand and answers a question. Bobby receives a piece of candy.

Function?

• Getting

[Note: Consider asking participants to go through the questioning process to determine the function of the behavior]

Is the student looking for attention?
Is the student trying to get a tangible or an object?
Is the student escaping or avoiding a task?
Is the student engaging in the behavior for sensory stimulation or is the behavior automatic?
From the FBA, staff can determine what is causing the unwanted behavior and change the routine to see if the behavior will decrease. The best way to accomplish this is to address one student’s behavior at a time. Alter antecedents and consequences to change the likelihood that the student will engage in the target behavior in the future. If staff wanted to teach the student a new behavior, reinforcement procedures can be implemented to encourage the student’s use of the new behavior. To eliminate the use of a target behavior, punishment procedures can be implemented to make it so that the target behavior becomes aversive to the student.

• Reinforcement: a consequences that increase the frequency of a behavior.
• Punishment: a consequences that decrease the frequency of a behavior.

[Note: Consider providing the following examples for reinforcement and punishment procedures. Reinforcement: pay check. Punishment: speeding ticket.]
Individual Interventions
Altering Antecedents

Precision requests
(Landrum, Tankersley, & Kauffman, 2003)

- Delivering directions in a format that
  a. Is predictable for students
  b. Incorporates preplanned consequences
  c. Provides opportunities for the student to comply
[Note: Consider providing the following example. The students in Mr. Smith’s class are going to take a spelling test. Mr. Smith states his request, “Everyone, please take out a piece of paper and a pencil.” Most of the class takes out their supplies, but Bobby does not. Mr. Smith awards points to the students who are on task. Mr. Smith direct his next request towards Bobby, “Bobby, you need to take out a piece of paper and a pencil.” Bobby complies, and Mr. Smith reinforces Bobby stating, “Good job following directions, Bobby.”

Same situation except Bobby does not comply, because he is talking to a peer. As a preplanned possible consequence, Mr. Smith moves Bobby to the back table. Mr. Smith restates his request, “Bobby, please take out a piece of paper and a pencil.” Bobby is upset and does not respond. Mr. Smith states his request again, “Bobby, you need to take out a piece of paper and a pencil.” Bobby complies, and Mr. Smith reinforces Bobby stating, “Thank you for following directions, Bobby.”]
Individual Interventions

Altering Antecedents

- **Behavioral momentum**
  - Build on success
  - Easy-to-difficult requests

In this model, teachers deliver a set of easy requests before asking the student to engage in a difficult task. When developing this intervention, it is important to consider the nature of the easy requests. Instructions should be brief and simple to complete and delivered within the more difficult request’s typical context or setting. Lastly, the instructions used to build momentum should be tasks that the student has consistently been able to complete successfully. Do not fire off the requests in a rapid succession when using this technique. Instead, state each request in an even tone and reinforce the student after he or she successfully completes the task. This way the student will feel successful as you approach the more difficult task.

[Note: Consider using the following behavior momentum set. Verbally praise participants for participating.]

Think about a time when you had to speak in public. (Praise)
Write down a feeling that comes to mind when you had to speak in public. (Praise)
Raise your hand if you have had to speak in public sometime in the last month. (Praise)
Keep your hand up if you have had to speak in public sometime in the last week. (Praise)
(Directed to a participant) could you please share what you presented on the last time you spoke in public? (Praise)
Praise has been shown to increase the amount of time that students are actively engaged in class, improve academic performance, and decrease the frequency of problem behaviors. Teachers frequently use negative comments and reprimands with students with ED. Research shows that when teachers increased the number of positive comments by one per student per day, there is a reduction in behavioral referrals and negative redirections.

Praise should be delivered only when the appropriate behavior is displayed and the student should clearly understand which behavior is being acknowledged. If the praised behavior does not increase in frequency, consider redefining the behavior being praised or increasing the frequency of reinforcement for the behavior.
A token economy is a system of individual reinforcement in which tokens are given for target behaviors. Later, tokens are exchanged for rewards, such as prizes, computer time, etc. To be successful, the student must be reinforced for increasing positive behaviors and decreasing negative behaviors. Common forms of tokens are plastic coins, marks on a blackboard, points marked on a paper point card, stars, play money, etc. This technique is useful when the teacher’s behavior alone is not enough in reducing disruptive classroom behavior.
Response cost involves the removal of a privilege or an earned reinforcer when an inappropriate behavior occurs. These procedures are the easiest to implement and the most effective strategies available to the classroom teacher for reducing students' inappropriate behaviors. Response cost can be incorporated within a token economy system; students earn tokens for appropriate behaviors and lose tokens for behavior violations.

Timeout involves the student losing the opportunity to be reinforced for a specified amount of time when inappropriate behaviors occur. Timeout may include the removal of the student from a specific place or location or losing access to a preferred item. The amount of time an individual spends in timeout should be predetermined and appropriate to the student’s age and developmental level. [Note: Consider asking participants when time out strategies are inappropriate to use.]

Overcorrection requires the student to restore the environment to its original state and then practice the correct behavior. This procedure has been shown to decrease disruptive behavior. Overcorrection may involve:

- **Restitutional**: the student restoring the environment to better than its original condition.
- **Positive practice**: the student practices the appropriate behavior an abundant number of times.
- **Neutral practice**: the student repeats an action that is neither restitutional nor related to the desired behavior. (A form of contingent exercise.)
SMALL GROUP BREAK OUT

1. Determine the function of the behavior
2. Develop an individual intervention plan

John is a 14-year-old student enrolled in the ninth grade. He has been diagnosed with ADHD. His teachers have expressed concern with his behavior. He is reported to sleep in class often, not compete assignments, refuse redirection and assistance, and refuses to comply with group or individual directions.

Observation notes from science class:
Student was asked to complete his science test. When he broke his pencil, a new one was provided. As he was writing his name on the test he ripped the test. Teacher handed John a new test. He threw the test in the garbage. Teacher sends John to the office.

[Note: Consider allowing 5 minutes for discussion in small groups. Allow 10 minutes for discussion with the whole group.]

The function of John’s behavior is escape. Possible interventions may take the form of alternative consequences, behavioral momentum, reinforcement procedures, etc.
Group interventions are economically feasible, easy to implement, and can effectively decrease behaviors. Depending upon the needs of the students, group contingencies may be independent, interdependent, or dependent. To determine which group-oriented contingency to use, staff must consider the scope of the problem.

In an independent group contingency, a student receives reinforcement for a given behavioral standard, regardless of the performance of any other student. This model allows for students to work on different target behaviors. When many students are working on developing a certain target behavior, an interdependent group contingency is most effective. In this model, students must work together to attain the behavioral goal in order to receive reinforcement. While an interdependent model encourages group members to work together, utilizing an independent contingency is recommended in settings where threats or social punishment from others may occur. Finally, in a dependent group contingency, the entire class is reinforced based upon the performance of one member or a small subgroup. This method is best employed when the behavior of only a few students is of concern.
[Note: Consider using the following group contingency system.

- The teacher establishes behavioral criteria for the class and creates a level system that allows students the ability to earn different privileges based on their level of performance.
- Students evaluate their behavior throughout the day, checking in with the instructor to make sure that their ratings match the teacher’s perception of their behavior.
  - Arrival refers to getting to class on time.
  - Compliance refers to following the teacher’s directions.
  - Social refers to appropriately interacting with staff and peers.
  - On-task refers to working on assigned work.
  - Individual refers to an individual behavioral goal which may be taken from the student’s IEP.
- At the end of the day, students calculate their points and are placed within the corresponding level (i.e., gold, silver, or bronze).
- Students at the top level (in this case gold) have access to the greatest amount of privileges, because they have indicated that they have been able to maintain control over their actions and to make good choices throughout the day.
- Each level allows for access to some level of reinforcement.
- If the student is having difficulty self-regulating, he or she is moved “out of level.” Once he or she is able to re-group and participate in instruction appropriately, he or she is placed on the lowest level (bronze). The student may move up daily as he or she participates in the class system.
- The points students earn from the daily tracking system serve two purposes: first, they determine the level of privileges and secondly, they can be used to purchase choice items from a rewards menu. Students can purchase tangibles like snacks or use their points to earn privileges like computer time.
- Although students earn points independently, they are also allowed to work together to earn points as a group for a class-wide reinforcement.]
Additional Factors that Support Behavior Change

- Cognitive behavior interventions
- Teaching self-monitoring
- Psychopharmacology

Cognitive behavior interventions can help students reduce anxiety, teach them to problem-solve social issues, and improve their anger management skills. These skills were often achieved by teaching students to generate alternative solutions to conflict, impulsive responses, and aggression.

When students are taught to self-manage, 85% are able to reduce their disruptive behaviors in class. Studies show that self-monitoring is more effective in managing behavior than teacher-mediated interventions. [Note: The daily tracking system that was presented during the discussion of the group contingency plan is an example of a self-monitoring tool.]

Researchers have found that medication treatments are somewhat more effective than behavior or cognitive-behavioral interventions alone. However, the combination of medication, behavior interventions, and social-cognitive support leads to the greatest results for students with ED.
In summary,
• FBAs are useful in determining replacement behaviors
• First address the cause and effect of the behavior, then use reward and punishment
• Group contingencies are easy to implement and effective
• Thoughts? Take a moment to…

[Note: “Thoughts? Take a moment to…” allows participants to engage in a brief discussion and reflect on material presented within this section. Prompt them to consider: “What is something that I didn’t know before? What was I surprised by learning? What one thing would I tell someone about?” and to write it on their handout at this point.]
There is a growing body of research examining academic strategies and practices with students with ED. Findings suggest that increasing academics/student learning also reduces behavioral disruptions and problematic behaviors in the classroom (Tyler-Wood, Perez Cereijo, & Pemberton, 2004) as well that academic difficulties may be a source of some behavioral problems (Lane et al., 2006).
Ryan et al. (2008) completed an extensive review of studies examining the effect of interventions on improving the academic performance of students with ED. These interventions were sorted into three categories: peer-mediated, self-mediated, and teacher-mediated.

Peer-mediated interventions:
• other students instruct, guide, and provide corrective support; examples include: class-wide dyads, cooperative learning teams, and cross-age tutoring (Ryan et al, 2008).
• effective in a variety of subject areas and grade levels, regardless of the students’ respective roles (i.e., tutor or tutee).
• also provide opportunities for social interaction and practice of communication skills (Sutherland & Snyder, 2007).

Self-mediated interventions:
• incorporate self-monitoring, self-evaluation, self-instruction, and goal setting strategies.
• more often implemented with secondary-aged students (Ryan et al., 2008).
• progress monitoring strategies can be easily implemented with elementary-aged students and have been shown to impact academic skills positively. Tyler-Wood (2004) found that language arts and mathematics scores among fourth and fifth grade students with ED increased with progress monitoring.

Teacher-mediated interventions:
• instructional strategies that are determined and delivered by the teacher.
• examples include: altering task difficulty or structure, previewing, prompting, modeling/rehearsal, mnemonics, and story mapping.

Peer-mediated interventions were most effective at increasing academics; self-mediated interventions followed. Teacher-led interventions were the weakest, but still effective at increasing reading skills (slightly less effective in mathematics) (Ryan et al., 2008).
• Academic fluency: ability to work quickly and maintain focused attention when measured under pressure.

Studies examined the effect of externalizing behavior, language, and processing speed on academic skills. Only processing speed had a direct effect on academic skills. Externalizing behavior was found to have an indirect effect on academics; additional analysis concluded that this effect was via processing speed. Language problems were also able to be moderated by improving processing speed. Research suggests that instructional techniques that teach and enable students to complete academic tasks (reading, mathematics, and writing) with automaticity should be emphasized (Nelson, Benner, Neill, & Stage, 2006; Benner, Nelson, Allor, Mooney, & Dai, 2008).

• Externalizing behavior: problem behavior that is manifested in a child’s outward behavior and reflects the child’s negatively acting on the external environment.
• Language: ability to understand and use words effectively either orally or in writing.
• Academic skills: fundamental reading, math, and spelling skills.
Reading fluency rates for middle school students increased with reciprocal peer-tutoring. Math facts can be rehearsed between student dyads as well.

Additional benefits include: supported social interactions and opportunities to practice communication skills. As with other academic interventions, behavior problems were reduced. Sutherland and Snyder (2007), found that prior to intervention, there were no significant differences in discipline referrals. Following the intervention, the number of discipline referrals was significantly reduced, although the types of referrals remained similar (e.g., attendance/tardy issues, defiance of authority, peer interactions).

Peer tutoring is not simply pairing up students to work together. Establishing and maintaining a peer tutoring program requires some planning and effort. However, materials are readily available to help facilitate the process. A peer tutoring manual complete with sample permission letters, monitoring forms, and tutor training lessons is available for download from Jim Wright’s Intervention Central website (www.interventioncentral.org).
Progress monitoring can be applied to math, English Language Arts, and reading. Language arts and mathematics scores increased among fourth and fifth grade students with ED (Tyler-Wood, 2004).

Materials are readily available. RTL_Wire is a clearinghouse for Response to Intervention information and has a section regarding graphing data and visual analyses. Students can learn about graphing and create their own graphs at the National Center for Education Statistics (NCES) Create a Graph.
Graphing Made Easy through State University of New York at Oswego (available from the RTI_WIRE site) has interactive, preformatted Excel spreadsheets to monitor academics and behaviors; they can also be downloaded.
ChartDog is an online application that also provides various levels of data analysis.
Discuss reading behaviors such as phrasing, rate, and intonation.

- **Phrasing**: ability to read several words together in one breath.
- **Rate**: the speed at which we read.
- **Intonation**: the emphasis we give to particular words or phrases.

Modeling and practice are important so that students can hear and practice reading with prosody.

**Phrased reading**: Write out a poem or short passage onto sentence strips which will serve as cue cards so that students read lines as phrases rather than saying each word separately.

Repeated readings increase reading fluency. Some methods include:

- **Echo**: form of modeled oral reading. Passage is either visible to the class or students each have a copy. Teacher reads a line or sentence with prosody; students repeat the sentence imitating phrasing, rate, and intonation.
- **Choral**: students read aloud as a group in unison under the direction of leader; often rhymes or poems. Again, students have visual access to the passage. The leader indicates which parts are to be read by the group and assists with pacing and unfamiliar words.
- **Reader’s theater**: students read aloud from a script; typically only a read-aloud performance (i.e., no costumes, props, or movement across a stage). Many reader’s theater resources are available on the internet. One website that provides individual school classes free access to perform plays and print as many scripts as needed is [www.fictionteachers.com](http://www.fictionteachers.com) Accompanying lesson plans are available as well.
[Note: this is a transitional slide intended to help participants orient to the following slide sequence. It may be helpful for the presenter to understand the developers’ rationale for organizing the information as indicated. In turn, the presenter may consider sharing the explanation, as needed, with participants.]

The two previous sections were influenced by specific research regarding the effectiveness of different types of interventions (peer, self, and teacher-mediated) and the importance of increasing academic fluency for this population.

Other research studies have typically examined the effect of a specific intervention on academic skills. As such, the developers have taken the liberty of grouping them loosely under the headings, “Active Learning Time” and “Meaningful Comprehension.”]
Typically, active learning is when students are engaged in an activity that has them thinking about, processing, or working with information that has been presented; contrast to lecture formats. The term generally refers to higher level study (i.e., evaluation or synthesis of material); however, for the presentation, it will refer to when a student is actively engaged in a learning activity. An example of low engagement/learning time: students are seated at desks, following along in a passage while one student reads text aloud.

In the previous example, nearly any peer-mediated strategy will help to increase students’ active learning time, e.g., pairs of students read alternating lines together. [Note: consider asking participants to volunteer additional ideas.]
What is it? CCC is a self-mediated strategy whereby the student studies a given item, covers the prompt, and replicates the response from memory. The recalled answer is then compared to the original form, and incorrect responses continue to be reviewed until they have been mastered.

Academic areas: Effective tool for increasing academics in math, spelling, social studies (e.g., states and capitals), and vocabulary.

Benefits: CCC is a time-efficient strategy that allows for frequent and brief instruction periods, multiple assessments, and immediate corrective feedback. It has been shown to maintain previously learned information. It is an easy, convenient manner for learning and review.

Tips: CCC worksheets can be generated online, e.g., www.interventioncentral.org Math Worksheet Generator, or individuals can create independently. Mastered items may be interspersed with new items to encourage review. Chart progress or keep previous worksheets so students can see progress with continued practice and effort.
What are scripted lessons? Instruction that utilizes Direct Instruction (DI) techniques, e.g., modeling, choral response, and corrective feedback. Open Court Reading is an example of a scripted lesson program.

Benefits: Number of correct student responses increased. Method can be applied to a variety of topics. Can address skill deficits (when students do not have knowledge or requisite skills in order to comply with teacher directives). Research indicated: increase in teacher praise, decrease in behavior problems, more positive overall classroom environment.

Potential difficulty: Unless purchase scripted program, teacher training programs do not typically address scripted lesson planning.
What goes into planning a lesson? [Note: encourage participants to share the steps that they consider when planning a lesson. Try to focus participants upon responses such as: getting students’ attention and interest, reviewing prior learning, linking the new lesson to prior learning and/or experiences, setting a goal/learning objective, sequencing materials/presenting information in a logical format.]

Scripted lesson planning is similar. [Note: encourage teachers who may be familiar with Open Court Reading or other scripted programs to speak to any specific strategies they have employed while teaching these programs, e.g., cueing or signal for choral response from students.]

They require the same basic considerations; however, there is an emphasis on cueing, modeling, prompting, and checking (for understanding). [Note: The presentation developers do not expect that teachers will “write out” an entire script lesson verbatim for use with their students. The developers encourage that teachers consider and incorporate as much as possible the practices that are espoused by scripted lesson planning.]
[Note: the following is intended to be presented as a scripted lesson with participants about the solar system; adapt as needed.]

• There are 4 inner planets. How many inner planets are there? [pause/signal for participants to respond 4]
• That’s right. There are 4 inner planets. Inner planets have crusts or mantles of minerals and cores of metals such as iron and nickel. The inner planets are Mercury, Venus, Earth, and Mars. Let’s say those together, [pause/signal for presenter and students to respond] 
• Mercury is the closest planet to the sun and the smallest planet in the solar system. Which planet is the smallest? [pause/signal]
• The second inner planet is Venus. Venus is about the same size as Earth, and it is the hottest planet. It has surface temperatures of over 400 degrees Centigrade. What is a main feature of Venus? [pause/signal]
• Earth is the third and largest of the inner planets. Which planet is the largest of the inner planets? [pause/signal]
• The fourth inner planet is Mars which is smaller than Venus and Earth. Its red color comes from iron oxide or rust in the soil. Which planet is red? [pause/signal] What makes the soil red? [pause/signal]
• The outer planets are known as gas giants. What are the outer planets known as? [pause/signal]
Scripted Lessons

- Take a moment to think about a recent lesson plan. How could principles of scripted lesson planning have be incorporated?

- Tip

Tip: video tape a “typical” lesson and review performance for possible insertions of scripted lesson planning techniques.
[Note: To facilitate transition to this topic, review that scripted lessons can address skill deficits, i.e., the teacher provides students with the necessary information to respond correctly.]

What if…? The difficulty is related to a performance deficit? In other words, the students choose not to perform the skill (i.e., participate)?

Popkin and Skinner (2003) used a behavioral strategy to increase academic performance. Specifically, an “interdependent group contingency with randomized contingency components” was used with middle school students with ED; marked improvements in daily academic performance were noted.

[Note: Consider acknowledging that this is a mouthful and encourage participants to “decode” the phrase using what was previously presented regarding behavioral interventions; the phrase will be deconstructed with the following slide.]
Interdependent group contingency: all members of a group have access to contingent based upon the group’s behavior (e.g., each student can earn the reward if the group…)

Random contingency components: expected level and reinforcement were randomly selected (e.g., …gets a class average of <random: 70%> on the daily spelling assignment; reward is <random: 5 extra minutes of P.E.>)

This technique is useful when students in the group have substantially varied programming needs (e.g., students are working on different spelling words) and can encourage cooperation among group members.
Popkin and Skinner: 70% class average on daily spelling assignment to earn reward; reward provided to each student if criterion reached; reward randomly selected; 70% criterion randomly selected.

As new target behaviors were added, students must maintain prior target behaviors in order to continue to be eligible for the reinforcement.

[Note: Encourage participants to develop an example.]

Another example (writing fluency task, progress monitoring, group contingency): Students write in journals for a given number of minutes daily. At the end of the writing period, each student counts the number of words written (writing fluency) and logs the figure on his or her chart. Each student’s score is transferred to a teacher chart and averaged. If the class writing fluency reaches an average of 100 words in 3 minutes, all students are eligible to receive reinforcement.
What is a text map?
Text maps draw attention to the structure and elements of content (headings, graphics, bold-faced type). It is a graphic organizer technique; however, it is not in itself a graphic organizer. Mapping is completed directly onto the text and is a pre-reading strategy (students do not generally read the material prior to mapping). Proponents of text mapping clarify that graphic organizers are actually a diagramming strategy.

Text mapping would be somewhat akin to highlighting, changing font colors, making words bold or in italics, etc. within a word processing document prior to reading it. Another concept of text mapping is the use of “scrolls.” Whereas a word processing document continues to scroll up from the bottom of one’s screen, the article or chapter is copied and glued together to form a scroll reading from left to right.

Benefits: When used with high school students with ED, reading comprehension scores increased. Text maps also provide support for organization and language skills. There was no difference between using teacher- or student-generated text maps. Text maps can be applied to any topic.

Materials: copies of passages, colored markers, glue
Process:
1. Copy the chapter or article and glue the pages together in order from left to right to form a scroll.
2. Identify important features of the text. A partial list of features that may warrant marking include: a) introduction, main text, review sections; b) illustrations; c) headings and/or subheadings; d) vocabulary words; e) questions.
3. Highlight/mark text elements/features with different colored pens.
The Textmapping Project website provides many resources:

- **Fair Use of Copyright**: the website has links, information, and examples of copyright and fair use of materials for scrolls/text mapping purposes. Main considerations include:
  - purpose and character: commercial vs. educational, copying materials for text mapping serves an educational purpose
  - effect (upon the market): text mapping does not affect the market value of the text
  - usability and accessibility: by transforming the material into a scroll, the teacher is enhancing its usability (i.e., it is easier to see and therefore use the material) and accessibility (i.e., students with different learning styles are better able to access the material).

- **Teacher Training and Lesson Guides**: among other materials, the website has a link to handouts from a presentation as to how to use scrolls and text mapping to teach reading comprehension skills.

[Note: A text mapping activity would be appropriate at this time; however, it is at the option of the presenter and will depend upon the number of participants and available resources (i.e., copies, colored markers, glue, physical environment/work area, etc.). If the presenter wishes to lead participants in the text mapping activity, he or she is encouraged to visit the website www.textmapping.org in order to prepare more fully. Brief steps are outlined below.

- Select a brief article (2-3 pages); make copies for the participants.
- Have participants glue or tape pages together in order from left to right.
- Bring attention to the headings, captions, vocabulary words, etc. depending upon the lesson/teaching goals.
- Have participants use colored markers to highlight text features.]
Skateboard ramp example: A group of students wish to build a skateboard ramp. Among other learning activities, they must read schematic plans, calculate construction costs (including sales tax), determine if they have sufficient funds (read a bank statement, calculate interest), manipulate fractions (add lengths of wood pieces), etc.

EAI “anchors” problems in authentic contexts; bases curriculum concepts in real-world experiences; emphasis is on realistic problems; integrate technology when possible

Benefits: Used with middle school students to teach mathematical problem solving; knowledge maintenance and transfer lasted longer with EAI; high student interest and motivation. Researchers (Gagnon and Bottge, 2006) noted that students required some small-group instruction regarding basic math skills.
Enhanced Anchored Instruction (EAI)

- TEAM Learning Tools
  - Using the Wood Wisely
    [Link: http://team.wceruw.org/learning_tools/using_wood.html]
  - Building the Ramp
    [Link: http://team.wceruw.org/learning_tools/building_ramp.html]

- EAI emphasis = reality, practical

[Note: these hyperlinks open two interactive learning tools from the Teaching Enhanced Anchored Mathematics, TEAM, website. “Using the Wood Wisely” allows students to click and drag pieces of wood in order to determine the best combination of lengths of wood to purchase. “Building the Ramp” allows students to click and drag pieces of wood in order to assemble the ramp.]

EAI emphasizes practical, reality-based tasks that integrate technology when possible.
In summary,

1) Peer-
2) Self-
3) Teacher-
mediated interventions

- Academic fluency is especially important
- Active learning time
- Provide context for comprehension
- Thoughts? Take a moment to…

[Note: “Thoughts? Take a moment to…” allows participants to engage in a brief discussion and reflect on material presented within this section. Prompt them to consider: “What is something that I didn’t know before? What was I surprised by learning? What one thing would I tell someone about?” and to write it on their handout at this point.]
ADDRESSING THE SOCIAL/EMOTIONAL NEEDS OF STUDENTS WITH ED
[Note: Consider allowing 1 minute for participants to write down or think about the school’s responsibility for providing mental health support. Allow 9 minutes for discussion. After presenting the California regulation, consider discussing implications.]

1 GC 7576 - Responsibility for Provision of Mental Health Services
(5) The local educational agency, pursuant to Section 56331 of the Education Code, has provided appropriate counseling and guidance services, psychological services, parent counseling and training, or social work services to the pupil pursuant to Section 56363 of the Education Code, or behavioral intervention as specified in Section 56520 of the Education Code, as specified in the individualized education program and the individualized education program team has determined that the services do not meet the educational needs of the pupil, or, in cases where these services are clearly inadequate or inappropriate to meet the educational needs of the pupil, the individualized education program team has documented which of these services were considered and why they were determined to be inadequate or inappropriate.
Social Skills Training (SST)

- Benefits of social skills instruction:
  - Increased prosocial behavior
  - Improved social competency
  - Increased academic engagement

- Effective with students who engage in internalizing behaviors as well as those who engage in externalizing behaviors

Source: Cook et al., 2008; Gresham et al., 2004

The current federal definition of ED includes two criteria that are directly related to social competence: (a) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers, and (b) the expression of inappropriate behavior or feelings under normal circumstances (Gresham et al., 2004; California Department of Education, 2007).

Poor academic achievement, school dropout, victimization, and violence have all been associated with failure to develop adequate social relationships with peers. SST explicitly teaches prosocial behaviors, improves social competency, and leads to increased academic engagement. This intervention is effective with students who demonstrate both internalizing and externalizing behaviors. Gresham et al. (2004) and Cook et al. (2008) reported that two out of three students with ED favorably responded to SST remediation efforts compared to one out of three students in the control groups.
Social Skills Training (SST)

- What are social skills?
  - Needed for initiating relationships
  - Contribute to peer acceptance and friendships
  - Result in satisfactory school adjustment
  - Allow individuals to cope and adapt to demands in their social environment

Gresham, Van, and Cook (2006) defined social skills as a set of competencies that allow students to: a) initiate and maintain positive social relationships, b) contribute to acceptance by peers and the development of friendships, and c) cope with and adapt to demands within a social environment. Understanding social skill deficits allows practitioners to develop treatment plans to address demonstrations of inappropriate behaviors as well as to teach students new skills.
Acquisition deficits are defined as the absence of the knowledge of how to perform a given skill, or difficulty in discerning which skill is appropriate in a given situation. *Can’t do* deficits can be remediated through modeling and direct instruction.

Performance deficits or *won’t do*, is failure to perform a given skill at an acceptable level even with the knowledge of how to perform the social skill. Interventions for performance deficits require prompting, shaping, and direct reinforcement.

Competing problem behaviors involve either externalizing or internalizing behaviors that interfere with the student’s ability to engage in the appropriate pro-social behavior.
Examples of…

**Internalizing**
- Withdrawn
- Lonely
- Depressed
- Anxious

**Externalizing**
- Acting-out style
- Aggressive
- Impulsive
- Noncompliant

[Note: Consider asking participants:
How do internalizing behaviors interfere with a student’s ability to use social skills?
How do externalizing behaviors interfere with a student’s ability to use social skills?]
Social skills should be taught using direction instructional strategies (i.e., modeling, errorless learning, etc.) Students need opportunities to practice and receive feedback as they develop their skills.

- Skill acquisition refers to learning a new skill.
- Skill performance refers to shaping or helping the student learn to use a given skill in social situations.
- Removing competing problem behaviors refers to determining whether the student has internalizing or externalizing behaviors that would interfere in his or her use of social skills. Once these interfering behaviors are pin-pointed, staff can assist the student in eliminating the negative behavior and providing a functionally equivalent replacement behavior.
- Facilitating generalization refers to making the student so comfortable with the new social skill that he or she uses the skill regularly in social interactions.
Group and individual techniques for teaching social skills can take the form of classroom instruction strategies. Students need direct instruction in appropriate behaviors, followed by opportunities to practice and receive feedback.
Methods of Social Skills Instruction

Bibliotherapy

Benefits of using literature
- Students identify with characters
- Relate to common experiences or events
- Expand their horizons and gain personal insights.

Source: McCarty & Singh, 2008; Regan and Page, 2004; Gregory et al., 2004

Gregory, Schwer Canning, Le, and Wise (2004) conducted a meta-analysis of studies that incorporated cognitive bibliotherapy in patient treatment plans for major depressive disorder. This technique was effective for individuals with mild to moderate depression.

Bibliotherapy is accessible to a variety of individuals, empowers participants, and is non-invasive. Prior to employing this intervention, cultural and personal values regarding therapy, as well as any individual disabilities, must be considered.
Bibliotherapy

When selecting literature:
• Consider student’s needs
• Select stories that are relevant
• Process the resolution
• Use the book as a starting point

Regan and Page (2004) developed a model of bibliotherapy combining the Circle of Courage and the Developmental Therapy- Developmental Teaching Model that uses literature to teach social skills. The Circle of Courage is based on themes in Native American child-rearing values and the medicine wheel. Areas addressed in the Circle of Courage include: belonging, mastery, generosity, and independence (McCarty & Slygh, 2008). Youth who achieve in these areas are said to have developed a foundation of resilience. The Developmental Therapy- Developmental Teaching Model is based on Anna Freud’s work with Developmental Anxiety. Themes addressed in this model are abandonment, inadequacy, guilt, conflict, and identity. By selecting and analyzing literature that explores themes expressed in the Circle of Courage and the Developmental Therapy- Developmental Teaching Model, students can discuss actions based on the characters’ coping skills and review their own personal challenges introspectively.

In selecting literature, it is import to consider:
• Determine the student’s underlying anxieties.
• Consider if student has any unresolved anxieties from the past.
• Monitor the student’s behavior during daily activities. Determine what types of situations lead to problems. Establish whether the situation matches any anxiety themes.
• Select a story or book that appears to have the student’s anxiety theme at its core.
• Read the book to determine the intensity of the crisis and if the problem is resolved in a way that is clearly an antidote and lends hope.
• Determine if there is enough distance from the student’s real life problems and issues to make the book accessible as a tool for growth, hope, and change.
• Use the book as a starting point or a foundation for other activities.
Do you know any books that can be used as tools for change?

A good book is a true friend.
Books to Consider

- **AD/HD**
  - Joey Pigza Swallowed a Key, and Joey Pigza Loses Control by Jack Gantos
  - Eagle Eyes by Jeanne Gehret
- **Depression**
  - The Reappearance of Sam Webber by Jonathon Scott Fuqua
- **Anxiety**
  - Sometimes I’m Scared by Jane Annunziata
  - The Lion Who Lost His Roar by Marcia Nass

**Books for AD/HD**

Joey Pigza Swallowed a Key, and Joey Pigza Loses Control by Jack Gantos (Ages 9-12)
The adventures of a kid named Joey who has Attention Deficit Disorder.

Eagle Eyes by Jeanne Gehret (Ages 4-8)
This book tells the story of a boy who becomes discouraged by his difficulties with attention and disorganization. He benefits from evaluation and treatment.

**Books for Depression**

The Reappearance of Sam Webber by Jonathon Scott Fuqua (Ages 12 and older)
Eleven-year-old Sam is devastated when his father suddenly abandons the family. A series of events lead Sam to a deep depression.

**Books for Anxiety**

Sometimes I’m Scared by Jane Annunziata (Ages 4-8)
This book outlines easy steps kids can use to overcome their everyday fears.

The Lion Who Lost His Roar by Marcia Nass (Ages 4-8)
Louie the Lion learns techniques that enable him to overcome his stage fright, one small step at a time.
Methods of Social Skills Instruction

Video Modeling

- **Benefits**
  - Effective
  - Less intensive
  - Engages students in self-evaluation
  - Valid with students form a variety of cultures

- **Limitations**
  - Ineffective on its own

Source: Baker, Lang, and O’Reilly, 2009

Video modeling is more effective at changing inappropriate behaviors than corrective feedback alone (Baker, Lang, & O’Reilly, 2009). In this model, students watch videos of themselves (or someone similar) engage in the target behavior and receive corrective feedback from staff. A variety of behavior problems, e.g., peer difficulties, off-task behaviors, and inappropriate behaviors were successfully addressed using video modeling. Whereas other behavior intervention strategies such as teacher-led models can be considered intrusive, video modeling allows students to be filmed without inhibition in their natural settings. This self-evaluation approach also minimizes the amount of time teachers spend correcting target behaviors and empowers students to be in charge of changing their own behaviors. This strategy has also been shown to be valid with students of diverse backgrounds.
Charlie is a 10-year-old male diagnosed with Depression. He withdraws from social situations in large groups, but he has a select number of people with whom he interacts on a regular basis. Charlie does not react well to criticism and failure. When he does not feel like he is doing well, he is likely to stop coming to school. Recently, Charlie was asked to join the math club because of his exceptional mathematic ability. Although Charlie would like to attend math competitions with his club, losing is very difficult on him. He also does not feel comfortable with his teammates. How would you help Charlie?

Concerns: Reaction to losing, getting to know his teammates

[Note: Consider allowing 5 minutes for participants to discuss the case study in small groups. Allow 5 minutes for discussion with the whole group. Ask the participants the following questions:
How would you teach Charlie a more appropriate way to react to losses?
How would you help Charlie develop relationships with his math club members?]
Referral to Outside Mental Health Support

- Factors that lead to students with ED accessing mental health supports:
  - Previous diagnosis
  - Victimization exposure
  - Delinquency behavior
  - Parent–child conflict

Source: Sturm et al., 2003, Turner, Finkelhor, and Ormrod, 2007

Compared to national figures approximating 65%, 80% of children in California who would benefit from an evaluation and services do not receive any assessment or mental health care (Sturm et al., 2003). Turner, Finkelhor, and Ormrod (2007) stated that children who have previously received diagnoses, been exposed to victimization, demonstrated delinquent behavior, or had conflicts with parents are more likely to have access to outside mental health supports. Factors that hinder students with ED from receiving services include: parents’ stress level, poor parent-therapist relationships, or parents’ feelings that the level of support is irrelevant or too demanding.

[Note: If presenting this PowerPoint presentation in California, consider asking participants their thoughts as to why the percentage of students not served is so much greater in this state?]
Although schools play an important role in helping students with ED access mental health supports, family involvement and support is critical (Turner et al., 2007). In the United States, boys, children living in single-parent or stepfamily households, and individuals from low socio-economic statuses were most likely to receive counseling services. Students who demonstrate externalizing behaviors are also more likely to be referred for treatment because their behaviors affect others within their environments. Internalizing behaviors, such as depression or anxiety, sometimes go unnoticed and untreated because the students are often “quiet” or “compliant” sufferers. Turner et al. (2007) found that school personnel were critical in detecting students with emotional concerns and providing parents with the necessary information to advocate for mental health services for their child.
How do we support the parents of our students with ED?

[Note: Consider allowing 1 minute for participants to write down or think about possible ways to support parents. Allow 5 minutes for discussion in the large group.]
In summary,

- Social skills are important for school adjustment and should be part of the curriculum
- SST maybe delivered in many different forms or mediums
- Facilitating a home-school connection is important
- Thoughts? Take a moment to…

[Note: “Thoughts? Take a moment to…” allows participants to engage in a brief discussion and reflect on material presented within this section. Prompt them to consider: “What is something that I didn’t know before? What was I surprised by learning? What one thing would I tell someone about?” and to write it on their handout at this point.]
For students with ED and their families, the relationship with school is often more challenging than for students with other disabilities. Studies have shown that these students have greater difficulties and poorer life outcomes. There is a need for increased support and training of our staff in order to effectively implement interventions that adequately address the academic, social-emotional, and behavioral needs of these students.

[Note: Consider asking participants to share 2 ideas that they will take away from this training module. Allow time for questions.]
APPENDIX B

Participant Handouts
Best Practice: Supporting Students with Emotional Disturbance in Public Schools

Why look at how we support our students with ED?

Legal
- IDEA
- Adequate Yearly Progress (AYP)

Practical
- Drop out
- Incarceration
- Unemployment

Presentation Goals:
- Provide information about the personal and school experiences of students with ED
- Share research-based, best practice techniques to address students' behavioral, academic, and social-emotional needs

WHO ARE OUR STUDENTS WITH ED?

5 CCR 3030 (i)

Because of a serious emotional disturbance, a pupil exhibits one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:

1. An inability to learn which cannot be explained by intellectual, sensory, or health factors.
2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
3. Inappropriate types of behavior or feelings under normal circumstances exhibited in several situations.
4. A general pervasive mood of unhappiness or depression.
5. A tendency to develop physical symptoms or fears associated with personal or school problems.

National Studies

- Special Education Elementary Longitudinal Study (SEELS)
  - Ages 6-12
  - Elementary/Middle School
- National Longitudinal Transition Study-2 (NLTS-2)
  - Ages 13-16
  - >7th grade
Demographics

What about female students?

- 1 in 5 students
- Characteristics appear to manifest differently across grade levels and racial groups (Cullinan, Osborne, & Epstein, 2004)
- Why might this be important?

Females: Grade Differences

Elementary school girls with ED

Physical Symptoms/Fears
Relationship Problems

Females: Racial Differences

European American girls (ED)

- Relationship Problems
- Unhappiness/Depression
- Physical Symptoms/Fears

African American girls (ED)

- Regardless of grade level
- Non-ED: no differences

Home Life

More often, students live...

- In poverty or a single-parent home
- Where the head of household is unemployed or not a high school graduate
- With another person who has a disability
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Functional Characteristics
- Co-morbid conditions
  - Variety of mental health diagnoses
  - ADHD (65%)
  - Learning Disability (25-30%)
- Low social skills
- Varied cognitive functioning

Functional Characteristics
- Weak communication skills
  - 20-27% Trouble speaking
  - 30-35% Having a conversation
  - 30-44% Understanding others
- Significant academic deficits
  - 60% reading lowest quartile
  - 43% math lowest quartile

Educational Experience
- Multiple school changes
  - 4+ schools since elementary school
    (elem 33%, sec 65%)
- Reason for school changes?
  A: School reassignment
    - Elem: ED 27%, Other Dis 8%
    - Sec: ED 20%, Other Dis 3%

Educational Experience
- Retained
  (elem: 22%, sec: 38%)
- Suspended or Expelled
  - Elem ED 48%, Other Dis 12%
  - Sec ED 73%, Other Dis 28%
- Onset of services typically delayed by >1 year

Educational Experience
- Parents of students with ED...
  - Somewhat” or “very” dissatisfied with student’s school, teachers, and services
    - Had to put “a great deal of effort” to get services for their child over last year
    - Attended more special education mediations and hearings (2x)

In summary,
- Wide range of factors to consider (home situation, co-morbid conditions, functional levels)
- Educational experiences and home-school relationship
- Student outcomes have generally not been favorable
- Thoughts? Take a moment to...
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Where do we begin?

1. An inability to learn which cannot be explained by intellectual, sensory, or health factors.
2. An inability to build or maintain satisfactory interpersonal relationships with peers and adults.
3. Inappropriate types of behavior or underlying problems exhibited in several situations.
4. A general pervasive mood of unhappiness or depression.
5. A tendency to develop physical symptoms or fears associated with personal or school problems.

ADDRESSING THE BEHAVIORAL NEEDS OF STUDENTS WITH ED

THINK
How do we deal with "bad" behavior at school?

SHARE

"The principal suspended me — School is the only place in the world where you can get tired of "bad" behavior!"

Functional Behavioral Assessments

What can a FBA provide for the team?

- Function of the problem behavior
- Replacement behaviors that serve the same function
- Lead to behavior change
- Self-management

(Lewis et al., 2004)

Overview of the FBA Process

FBA Example 1

Function?

Attention
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FBA Example 2

Bobby is asked to sit at the back of the class.

**Function?**
- Escape

FBA Example 3

Students are asked to work independently on a math worksheet.

**Function?**
- Attention
- Escape

FBA Example 4

Students are asked to work independently on a math worksheet.

**Function?**
- Sensory

FBA Example 5

Ms. Smith is paying out candy for correct answers.

**Function?**
- Getting

Individual Interventions

- Altering Antecedents
- Altering Consequences
- Reinforcement Techniques
- Punishment Procedures

Individual Interventions

**Precision requests**

(Lundman, Tschirky, & Kaufman, 2003)

- Delivering directions in a format that
  a. Is predictable for students
  b. Incorporates preplanned consequences
  c. Provides opportunities for the student to comply
Individual Interventions
Altering Antecedents

**Precision requests** (Bandeit & Searle, 1990)

- Behavioral momentum
  - Build on success
  - Easy-to-difficult requests

Individual Interventions
Altering Antecedents

Social reinforcement (PRAISE)

- Praise must…
  - a. Be contingent
  - b. Be immediate, specific, and descriptive
  - c. Increase the occurrence of the target behavior

Reinforcement Techniques

- Token economy
  - a. Define behaviors
  - b. Train staff and students
  - c. Develop a reinforcement menu
  - d. Set up a reinforcement schedule
  - e. Monitor and Adjust

Punishment Procedures

- Response cost (Johnson, 2008)
- Timeout from positive reinforcement (Johnson, 2008)
- Overcorrection (Johnson, 2008)

**SMALL GROUP BREAK OUT**

1. Determine the function of the behavior
2. Develop an individual intervention plan

John is a 14-year-old student enrolled in the ninth grade. He has been diagnosed with ADHD. His teachers have expressed concern with his behavior. He is reported to sleep in class often, not complete assignments, refuse redirection and assistance, and refuses to comply with group or individual directions.

Observation notes from science class:
Student was asked to complete his science test. When he broke his pencil, a new one was provided. As he was writing his name on the test, he ripped the paper. Teacher handed him a new test. He threw the test in the garbage. Teacher sends John to the office.
Group Interventions
(Landrum, Tarkowsky, & Kaufman, 2003)
- Independent group contingency
  - An individual works to earn the reinforcer by meeting class-wide behavior criteria.
- Interdependent group contingency
  - The group works together to earn the reinforcer.
- Dependent group contingency
  - The class is reinforced based on the performance of one or a small group of individuals.

Additional Factors that Support Behavior Change
- Cognitive behavior interventions
- Teaching self-monitoring
- Psychopharmacology

Types of Interventions
- Peer-Mediated
  - Class Dyads
  - Cooperative Learning
  - Cross-age Tutors
- Self-Mediated
  - Self-monitoring
  - Self-evaluation
  - Goal Setting
  - Progress Monitoring
- Teacher-Mediated
  - Preview
  - Prompt
  - Model
  - Change Difficulty

Group Contingency Plan
In place at EGUSD
Points Criteria
- Good effort, positive participation, regular attendance
- Late, absences, aggressive behavior, withdrawal
- Nonparticipation or out of line

Daily Tracking System

In summary,
- FBAs are useful in determining replacement behaviors
- First address the cause and effect of the behavior, then use reward and punishment
- Group contingencies are easy to implement and effective
- Thoughts? Take a moment to...
Academic Fluency
- What is academic fluency?
- Research indicates processing speed has a direct effect on academic skills

Fluency: Peer Tutoring
Peer-mediated strategy
- Reading fluency and math facts
- Additional advantages
- Considerations/Materials
  - Jim Wright – Intervention Central
  - www.interventioncentral.org

Fluency: Progress Monitoring
Self-mediated strategy
- Application with math, reading, English Language Arts
- Considerations/Materials
  - RTI_WIRE
    - www.jimwrightonline.com
  - Create a Graph (NCES)
    - http://nces.ed.gov/nceskids

Progress Monitoring Materials
Graphing Made Easy
- www.creategraphs.com

Progress Monitoring Materials
Chartdog 2.0
- www.jimwrightonline.com

Fluency: Teach and Practice
Teacher-mediated strategy
- Discuss reading behaviors: phrasing, rate, intonation
- Model and Practice
- Phrased reading
- Repeated readings, e.g., echo, choral, reader's theater
  - www.fictionteachers.com
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Framework
- Types of Interventions
- Academic Fluency
- Active Learning Time
- Meaningful Comprehension

Active Learning Time:
Peer-mediated strategy
- What is increasing "active learning" time?
- What peer-mediated strategy might increase students' active learning time?

Time: Cover, Copy, Compare (CCC)
Self-mediated strategy
- What is it?
- Academic areas

Benefits

Tips

Time: Scripted Lessons
Teacher-mediated strategy
- What are scripted lessons?
- Benefits
  - Correct responses
  - Topics
  - Addresses skill deficits
  - Praise/positive environment
  - Potential difficulty….

Scripted Lessons
- What goes into planning any lesson?
- Scripted lesson planning is similar
  - Cuing – a teacher signal
  - Modeling – teacher performs
  - Prompting – teacher and students perform together
  - Checking (for understanding) – independent practice

Scripted Lessons
- Solar System
Scripted Lessons

- Take a moment to think about a recent lesson plan. How could principles of scripted lesson planning have be incorporated?
- Tip

Academic Performance

- What if...?
- Behavioral strategy to increase academic performance
- Interdependent group contingency with randomized contingency components

Academic Performance

- Interdependent group contingency
  Each student is eligible for reinforcement contingent upon their performance as a group.
- Random contingency components
  Contingencies (both group criterion and reward) randomly selected.

Meaningful Comprehension:
Text Maps: Self-/Teacher-Mediated

- What is a text map?
- Benefits
- Materials

Text Mapping Process

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39305-6/2016-12/2016
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Text Mapping
- The Textmapping Project
  www.textmapping.org
- Fair Use of Copyright
- Teacher Training and Lesson Guides
- [Note: Text Mapping Activity]

Meaningful Comprehension: Enhanced Anchored Instruction (EAI)
- Skateboard ramp example (Teaching Enhanced Anchored Instruction, TEAM)
- What is EAI?
- Benefits

Enhanced Anchored Instruction (EAI)
- TEAM Learning Tools
  - Using the Wood Wisely
    http://team.wceruw.org/learning-tools/using-wood.htm
  - Building the Ramp
    http://team.wceruw.org/learning-tools/building-ramp.html
- EAI emphasis = reality, practical

In summary,
- 1) Peer-
- 2) Self-
- 3) Teacher-mediated interventions
- Academic fluency is especially important
- IF Active learning time
- Provide context for comprehension
- Thoughts? Take a moment to...

ADDRESSING THE SOCIAL/EMOTIONAL NEEDS OF STUDENTS WITH ED

Think:
School's role in emotional support for students with ED?
Share
Social Skills Training (SST)

- Benefits of social skills instruction:
  - Increased prosocial behavior
  - Improved social competency
  - Increased academic engagement

- Effective with students who engage in internalizing behaviors as well as those who engage in externalizing behaviors

Sources: 

---

Social Skills Training (SST)

- What are social skills?
  - Needed for initiating relationships
  - Contribute to peer acceptance and friendships
  - Result in satisfactory school adjustment
  - Allow individuals to cope and adapt to demands in their social environment

Sources: 

---

Social Skills Training (SST)

- Areas of Deficit
  - Acquisition → can't do
  - Performance → won't do
  - Competing problem behaviors → determine the function

Sources: 

---

Examples of...

**Internalizing**
- Withdrawn
- Lonely
- Depressed
- Anxious

**Externalizing**
- Acting-out style
- Aggressive
- Impulsive
- Noncompliant

---

Social Skills Training (SST)

- Characteristics of effective SSTs
  - Promote skill acquisition
  - Enhance skill performance
  - Remove competing problem behaviors
  - Facilitate generalization

Sources: 

---

Methods of Social Skills Instruction

- Group interventions
- Individual interventions
- Bibliotherapy
- Video modeling
Methods of Social Skills Instruction

Bibliotherapy

Bibliotherapy

Benefits of using literature
• Students identify with characters
• Relate to common experiences or events
• Expand their horizons and gain personal insights.

When selecting literature:
• Consider student's needs
• Select stories that are relevant
• Process the resolution
• Use the book as a starting point

Books to Consider

• ADHD
  - Joey Pigza Swallowed a Key and Joey Pigza Loses Control by Jack Gantos
  - Eagle Eyes by Jeanne Gehret
• Depression
  - The Reappearance of Sam Webber by Jonathan Scott Forza
• Anxiety
  - Sometimes I'm Scared by Jane Annunziata
  - The Lion Who Lost His Roar by Marisa Niss

Small Group Break Out

Develop a plan to address Charlie's social skills deficits. Consider any acquisition, performance, or competing behavior concerns.

Charlie is a 10-year-old male diagnosed with Depression. His withdrawal from social situations in large groups, but he has a select number of people with whom he interacts on a regular basis. Charlie does not react well to criticism and failure. When he does not feel like he is doing well, he is likely to stop coming to school. Recently, Charlie was asked to join the math club because of his exceptional mathematic ability. Although Charlie would like to attend math competitions with the club, losing is very difficult on him. He also does not feel comfortable with his teammates. How would you help Charlie?
Referral to Outside Mental Health Support

- Factors that lead to students with ED accessing mental health supports:
  - Previous diagnosis
  - Victimization exposure
  - Delinquency behavior
  - Parent-child conflict

Referral to Outside Mental Health Support

- Factors that hinder students with ED from accessing mental health supports:
  - Parents' stress level
  - Poor parent-therapist relationship
  - Parents' belief that the support is irrelevant or too demanding

In summary,

- Social skills are important for school adjustment and should be part of the curriculum
- SST maybe delivered in many different forms or mediums
- Facilitating a home-school connection is important
- Thoughts! Take a moment to...

Concluding Remarks

- Review
- Questions
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