

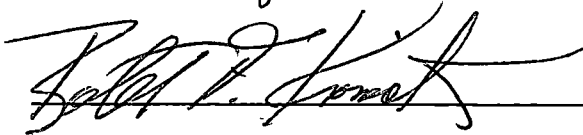
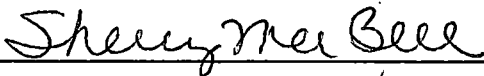
To the Graduate Council:

I am submitting herewith a thesis written by Linda Strickland entitled "Emotionally Disturbed Students: A Special Population." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major on Education.



Michael Hannum, Major Professor

We have read this thesis
and recommend its acceptance:



Accepted for the Council:



Associate Vice Chancellor and
Dean of The Graduate School

EMOTIONALLY DISTURBED STUDENTS:
A SPECIAL POPULATION

A Thesis
Presented for the
Master of Science
Degree
The University of Tennessee, Knoxville

Linda A. Strickland
August 1999

DEDICATION

This thesis is dedicated to my parents

Marian May Janet Dennis

and

Frederick Benjamin Dennis

who always placed a high value on education.

ACKNOWLEDGMENTS

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Abstract

Emotionally disturbed students present a unique challenge to regular education teachers. They are usually at-risk for dropping out of school. Keeping these students in school is important, yet difficult. Federal law requires educating special education students in the least restrictive environment possible, yet many of them are placed in alternate settings. The success or failure of emotionally disturbed students in the regular classroom is generally dependent on whether or not the regular education teacher is willing to apply the interventions necessary to help these students succeed. The means and standard deviations of the interventions were calculated to identify which interventions teachers were more likely to apply. Three factors of the teachers, level of education, grade level taught and years of teaching experience were then investigated to determine if there was a relationship between those factors and a teacher's willingness to apply interventions. Three ANOVAs and three MANOVAs were used to interpret the data. No significant relationship was found. A teacher's willingness to apply interventions seems to be related to the amount of time that intervention requires.

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CHAPTER 1

INTRODUCTION

Context

When regular education teachers are asked to describe a special education student, many different answers are given. Some of them will describe learning disabled or physically handicapped students. Others will describe students with mental retardation. Very few teachers will describe a child with emotional problems. Yet these children are a small, but growing part of special education.

Students with emotional problems can be difficult to deal with in a regular classroom setting. Their disruptive behaviors can interfere with both their own learning and that of their classmates. Farrell, Smith and Brownell (1998) found that it is not only the behaviors, "but also the subsequent adult responses that tend to exacerbate rather than reduce serious behavior

problems" (p. 89). Emotionally disturbed students often do not respond to the usual classroom discipline methods. Because of this, many educators believe that emotionally disturbed students belong in alternative settings.

The Individuals with Disabilities Education Act (1990) requires that students be placed in the least restrictive environment possible. This means that the schools must place special education students in regular education settings to the largest extent possible. Alternative placements can only occur if the regular setting is shown to be inappropriate for that specific child. There are many programs aimed at keeping special education students in the regular classroom. The Tennessee Department of Education suggests 10 different options that form a continuum from least restrictive to most restrictive. These options include resource rooms, inclusion and self-contained classrooms.

Resource rooms are often called pull-out programs. That is because the student is removed from the regular classroom and sent to the resource room to spend time with a special education teacher. This teacher works with the child in his/her area of need.,

An inclusion room can be thought of as the opposite of a resource room. In inclusion, the special education teacher goes into the regular classroom and assists the child in that setting. There are many benefits to this type of program. However, it does require collaboration between the regular education teacher and the special education teacher.

A self-contained classroom is one where the students spend all or most of their day with a specialized teacher. It is used most often for students with mental retardation or profoundly disabled students. These students usually cannot be mainstreamed into the regular classroom. The self-contained classroom is sometimes used as an alternative placement for emotionally disturbed students.

Unfortunately, these options or programs are frequently not successful with emotionally disturbed students. Their emphasis on academic or physical modifications alone do not enable these children to succeed. Emotionally disturbed students generally need to be taught appropriate behaviors (Positive Behavioral Support, 1999). The teacher, regardless of the classroom setting, needs to be willing to apply interventions and behavior modification techniques consistently to these students. This teacher participation is crucial to the success of emotionally disturbed students.

Many emotionally disturbed students end up in alternative placements. Often, it is in the best interest of the child. Many times, however, it is not. But without regular education teacher participation, these children will probably not be successful in the regular classroom.

Purpose of the Study

The purpose of this study was to investigate the willingness of regular education teachers to consistently apply interventions for emotionally disturbed students in their classroom. This willingness is crucial to the success of these students in the regular classroom.

Null Hypothesis

Regular education teachers, regardless of education level, years of experience or grade level taught, are equally willing to apply interventions to their emotionally disturbed students.

Definition of Terms

1. Special education" means specially designed instruction, at no cost to parents or guardians, to meet the unique needs of a child with a disability Individuals With Disabilities Act (IDEA) - passed in 1990 to replace Public Law 94-142
2. Individualized Education Plan (IEP) - means a written statement for each child with a disability that includes:
 - A a statement of the present levels of educational performance;
 - B. a statement of annual goals, including short-term instructional objectives,

- C. a statement of the specific educational services to be provided and the extent to which the child will be able to participate in regular educational programs,
- D. a statement of the needed transition services for students beginning no later than age 16;
- E. the projected date for initiation and anticipated duration of such services, and
- F. appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved (Individuals with Disabilities Education Act, Section 1401).

- 3. IEP Team - Includes the principal or his/her designee, the regular education teacher, the special education teacher, the parents or guardians of the child and any other professionals (psychologists, medical personnel, etc.) deemed necessary (IDEA, Sect. 1401).
- 4. Least Restrictive Environment (LRE) - Requires that a student with a disability be educated with non-disabled students to the greatest extent possible (IDEA, Sect. 300.550).
- 5. Out of School Suspension (OSS) - Removal from the classroom or other school setting for a period of 1 to 10 days (IDEA.)

6. In School Suspension (ISS) - Removal from the classroom to a specified area for a designated amount of time.

Limitations

1. The results of this study are based on the responses of teachers regarding their own classroom management. It is possible that the teachers responded as they thought they should do, not as they actually do. It is also possible that the teachers responded emotionally to some of the questions and would actually perform differently in their classrooms.
2. The response rate was 35%. Consequently, results should not be regarded as typical of East Tennessee teachers.

Delimitations

The data collected for this study were limited to regular education teachers in East Tennessee. The conclusions should not be generalized to other settings.

Significance of the Study

As the population of emotionally disturbed students continues to grow, teachers must be able to deal with them. Alternative placement for all of these students is not feasible. These programs are expensive to

maintain. They cannot be long term answers for the majority of emotionally disturbed students.

Alternative placements are also considered to be very restrictive environments. Students need to be educated with their peers to the greatest extent possible. By looking at the willingness of regular education teachers to apply interventions consistently in their classrooms, decisions can be made regarding the education of these students. The emotionally disturbed student will probably not be able to function in a regular classroom without the cooperation of the classroom teacher. Students need to be placed in classrooms with willing teachers.

CHAPTER 2

A REVIEW OF THE LITERATURE

Introduction

The review of literature is divided into several sections. The first section discusses the definition of emotionally disturbed and explores the possible causes of emotional disturbance. The next section presents the problems that arise in trying to educate these students. Finally, classroom interventions and behavior management techniques that seem to be effective in dealing with emotionally disturbed children are detailed.

Definition

There is a lot of discussion and debate concerning the definition of Emotionally Disturbed. For clarification, this paper will adopt the definition given in the Individuals with Disabilities Education Act (IDEA). It specifies 5

characteristics, one or more of which must be evident for a long period of time and must have an effect on the subject's education. They are:

1. an inability to learn that 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;
4. a general pervasive mood of unhappiness or depression;
5. a tendency to develop physical symptoms or fears associated with personal or school problems (Ruehl, 1998).

Chazan, Laing and Davies (1994) describe two categories of emotionally disturbances, externalized and internalized. Externalized is usually applied to children with "conduct disorders". A "conduct disorder" is defined as " a repetitive and persistent pattern of behavior in which the basic rights of others or major age-appropriate societal norms or rules are violated (American Psychiatric Association Diagnostic and Statistical Manual of Mental Health 4th Ed., 1994). Children with this disorder usually display persistent patterns of anti-social and disruptive behaviors and are very difficult, if not impossible, to manage. At the other end of the spectrum are the internalized children. They usually exhibit withdrawn and timid behaviors. They tend to be very shy and cry easily. Because they do not present the discipline problems that externalized children do, they are not

referred to special education programs as often. Many times children will display characteristics of both. Regardless of the type of disorder, "children with emotional disturbances either get better or worse, they rarely stay the same" (p. 25).

Causes

Why some children develop emotional disturbances and others do not is a question many researchers have tried to answer. Middle childhood is the phase of life that disturbed behaviors usually start to be exhibited. This time in a child's life shows changes in many different areas; physical, emotional, social and intellectual. Chazan et al. (1994) reported that there are many factors possibly associated with behavior problems in children. They are temperament, medical/physical , home environment, school environment, peer influences and media exposure.

The first factor is temperament/personality. These are believed by Chazan et al. (1994) to be genetic for the most part. Morgan and Reinhart (1991) argue that this factor has a large genetic component. The temperament a child is born with allow some of them to cope with stresses while others cannot. They also argue that the inborn tendencies coupled with the parental reaction to these tendencies can cause problems. Parents who want to cuddle with a child who doesn't like physical contact can become increasingly frustrated with the child. This type of mismatch of personalities can lead to behavior problems.

The second factor is the medical or physical factor. Recurrent illness or a physical /sensory disability can have an adverse effect on a child's behavior. These can reduce a child's resistance to every day stress. Illness can cause a child to miss school and fall behind his/her peers. Falling behind can have an adverse effect on a child's self-esteem, possibly leading to behavior problems (Chazan, et al., 1994).

The medical/physical factor also includes children who have suffered brain damage and biochemical differences. Included in this category are children with autism, schizophrenia and other psychotic conditions. The causes of these are "related to the impairment of brain tissue brought on by traumatic accidents, illnesses, and disturbances in the metabolism and/or body chemistry..." (Morgan and Reinhart, 1991, p. 14). The severity of these conditions can range from mild to profound. Many of these children require medical interventions.

A great number of children are affected by the third factor, the home environment. A difficult family life can cause many children to display disturbed behavior. Many of these children are experiencing neglect, physical, emotional or sexual abuse. They may be witnesses of domestic violence. Their parents may be experiencing difficulties of their own, causing them to ignore their child or to use him/her as a scapegoat (Morgan and Reinhart, 1991). These children often need more help than what the teacher can provide.

The school environment factor includes teachers and school policies that are unfriendly to disturbed children and those with learning disabilities. At-risk youth see schools as "rigid and uncompromising" (Putnam, Mahlia and Streagle, 1997, p. 88). They feel teachers do not respect them and they are unable to fit into the mold teachers often create for students. These youth also feel that the school does not offer enough "useful" classes and that too much focus is on academics and not on life skills.

Academic standards are also being raised. The standards are moving away from basic competencies towards higher content and performance standards (Sinclair, Christenson, Evelo and Hurley, 1998). Many of these standards seem to be prejudiced against students with learning disabilities and disturbed behavior. The requirement of higher math courses, such as algebra, sets many at-risk students up for failure. They cannot complete the course, so they know they will not graduate. Many of them give up and drop out of school.

The peer influence factor falls into two groups: alienation from "normal" children and association with other disturbed children. Children with behavior problems are often rejected by their peers (Chazan et al., 1994). These children react by either becoming withdrawn or aggressive. While withdrawn children keep to themselves, aggressive children often become ring leaders for other students, encouraging them to misbehave

and be disruptive. At-risk students who associate with other at-risk youths have a higher probability of dropping out (Putnam, et al., 1997).

The final factor cited by Chazan et al. (1994) is television viewing of violence and aggression in the media. This should be expanded to include all forms of media: movies, comic books, video games, etc. There have been many studies done on the effect of media violence on children. Unfortunately, no clear cut relationship has been determined. The experts do seem to agree that while exposure to media violence may not be the cause of aggressive behavior, it can be a contributor. They can "add to the emotional disturbance in the case of more vulnerable children" (p. 47) causing them to act out their aggression.

Beckner (1997) reports that children learn four things from television viewing. First, verbal aggressiveness is a desirable trait. This trait is usually exhibited in the form of a verbal put-down. Next is that physical attractiveness and sexuality are crucial for social acceptance. Third, power in the form of position and wealth are to be coveted above all and finally, authority figures are not to be trusted. These beliefs can be seen in the behaviors of many disturbed children.

Necessity of Education

Emotionally disturbed students present a special challenge to teachers and school systems. Their behaviors and attitudes keep them

from being educated, yet this population is one that needs the education. They are at serious risk for dropping out. In 1994, the U. S. Department of Education reported that 55% of the students with behavior disorders drop out of school. This is a rate greater than regular education students. The employment prospects for drop-outs in general is bleak. The U. S. Department of Labor reported that in 1997, 16 - 19 year old high school graduates had an employment rate of 69.2%, while drop-outs had a rate of 45.8%. The rates for 20 - 24 year olds was better, but still showed a disparity between graduates and drop-outs. The graduates had a rate of 82.2% and the drop-outs had a rate of 62.8%. Emotionally disturbed students need to be helped if they are going to graduate from high school.

In her study, Rylance (1998) found that competency in the higher functioning areas such as reading and basic math skills was a good indicator of post high school employment. Graduation from high school - a logical extension of these competencies - also increased employment opportunities. Tobin and Sugai's (1999) study showed that "not only are students with emotional disturbances who do not graduate from high school likely to experience financial difficulties related to unemployment or minimum wage jobs, they also are likely to be involved in interpersonal difficulties such as criminal activities and dysfunctional families" (p. 119). Malgrem, Edgar and Neel (1998) reported that when compared to regular education students with high school diplomas, emotionally disturbed

graduates had the same employment rate. Rather than becoming a burden on society, emotionally disturbed students must be helped. Strategies need to be developed that will help identify, educate and employ these students.

Interventions

Understanding what may cause a child to be emotionally disturbed does not make it any easier to teach them. Most teachers will identify children with “challenging behaviors” as the most difficult part of their jobs (Gray et al., 1994). Teachers view these children as threats to their authority in the classroom. These children are usually labeled as “disruptive”. This means the children talk out of turn, disturb others, show a lack of attention and are disobedient. Chazan, et al. (1994) define disruptive as “interfering with either his/her own learning or that of the other pupils” (p. 138). Morgan and Reinhart (1991) see it as “interference with growth, development and learning” (p. 10) of the child or other students. It is easy to understand why teachers would rather have the emotionally disturbed child removed from the classroom rather than try interventions aimed at keeping the child mainstreamed.

While removing the child from the classroom may relieve the teacher, it is not usually in the best interest of the child. Out of school suspension (OSS) and in school suspension (ISS) are the answer. Students placed on

OSS just fall further behind their peers, leading to academic frustration when they do return to school. It also places them back into the home where many of their anti-social behaviors were learned in the first place (Tobin and Sugai, 1999). Students placed in either OSS or ISS can begin to believe that they are not wanted by their teachers or principals. Those in ISS, while still in the school setting, are not getting the full benefit of the classroom.

Instead of OSS and ISS, alternative placements are usually effective. However, they should be used as a last resort. These placements can cause children to be "labeled". Once a child has been labeled, it is very difficult to remove the label. Gray et al. (1994) reaffirm the thought that once a child has been removed from regular education, it is very difficult to reintegrate back. In a study done by Howe (1995), former students acknowledged the fact that the stigma of being in an alternative placement for education continued to follow them into their adult life. Alternative placements also do not allow a child the full experience of the regular educational setting. These placements usually have smaller classes of predominately male students (Chazan, et al., 1994). They cannot offer the same curriculum and social experiences. Students find themselves segregated from their peers.

Before a student is removed from the classroom or drops out of school, there are many interventions that should be tried. School programming needs to be changed to fit the needs of emotionally disturbed

students who are at-risk for dropping out. A "challenging and compelling curriculum" (Rylance, 1998, p. 190) including vocational classes need to be offered. Vocational classes offer hands-on learning, the kind of learning most emotionally disturbed students prefer. At-risk students need to see themselves as participants in lessons and to see the relationship between what they are learning and how it relates to real life (Kronick and Hargis, 1998). These classes also help to prepare the student for the workplace by giving him/her skills necessary for employment.

Kronick and Hargis (1998) fault the "lock-step" curriculum for the majority of drop-outs. In the lock-step curriculum, students are moved from one level to the next according to a pre-set standard. It is a fact that "students are grouped and assigned to the curriculum rather than having the curriculum assigned to the individual" (p. 47). Students should be allowed to move through the curriculum at their own pace, not at a predetermined one. The subject matter should also be presented at the student's level.

Students who drop out of high school generally had not been active in school social activities or clubs. (Putnam, et al., 1997). They did not seem to have any connection to their school. "Students who have a weak attachment to school are likely to drift away and eventually drop-out. (Natriello, Pallas, McDill and McPartland, 1990, p. 70). There are two ways a school can address this problem (Kronick, 1997). The first is to provide

school activities or clubs that appeal to these students. Computer clubs, car clubs or even a Society for Creative Anachronisms club could be started. Another method to involve these students in school is to provide them with a mentor. Many of these children do not have positive role models, so a school mentor would fulfill two needs. Middle and high schools are by their very nature impersonal institutions. They are designed to handle a large number of students. It is no wonder that many children feel no one at school cares about them (Natreillo et al., 1990).

Peer tutoring offers another excellent opportunity for the at-risk child to achieve. By pairing them with a student that is not at-risk, the student gains a positive role model. They also benefit from the social contact. Many times the at-risk child is rejected by their peers. Peer tutoring allows one-on-one contact that may not have occurred otherwise. Peterson and Miller (1990) showed that both students can benefit from the cooperative learning that peer tutoring can allow.

Alternative classroom management methods are also very effective in keeping emotionally disturbed students in the regular classroom. One such method is the Level System. Farrell, Smith and Brownell (1998) advocate this system as an "attempt to provide complete environmental framework for managing student behavior and teacher - student relationships" (p. 89). In the level system, students learn appropriate behavior through a series of steps. Each step has clearly defined criteria for

advancement to the next step. Educators who use this system are pleased with the results. They say the system's flexibility, adaptability and consistency make it easier to control, evaluate and modify student behavior.

A change in a teacher's philosophy and behavior can also make a difference to at-risk students. Morgan and Reinhart (1991) believe that empathy is critical to teachers of emotionally disturbed students. They feel that "teachers who work with these children must have insight and understanding" (p. 31). Many of these children do not know how to express their fears and frustrations. Being empathic means having insight into the motives of a child's behavior and helping them to express themselves appropriately.

Sinclair et al. (1998) suggest that the transition from middle to high school is very difficult for emotionally disturbed students. They have to adapt to a new school environment, new teachers, different behavioral expectations and a new focus on academic subjects. These students need a strong support system if they are going to succeed. Tobin and Sugai (1999) concluded from their research that "students with emotional disturbances, should be provided with strong, positive behavioral support early in each school year, but especially when entering high school" (p. 119). This support should include, but is not limited to monitoring the student for truancy, suspensions, failing grades and other signs of school withdrawal. Some programs employ a monitor whose responsibility it is to

track these students. (Sinclair et al., 1998) The monitor is able to intervene before a student starts down the road to failure.

Positive Behavioral Support (PBS) is another program that has proven effective with emotionally disturbed students. It is based on understanding why the challenging behavior occurs and attempts to teach the child alternatives to their behavior. PBS works well for students with or without disabilities. Horner and Sugai (Research Connections, 1999) recommend a four point approach for implementing this support system in a school. These are:

1. school wide support - be sure all students and staff are involved;
2. specific setting support - dealing with the behaviors where they occur;
3. classroom support - consistency is maintained
4. individual student support - immediate and individualized response to challenging students.

Regardless of the interventions used, a teacher support system is recommended. Without it, even the best teachers are apt to fail. According to Gray et al. (1994), a support system should encompass the following areas;

1. identification of the student and his disabilities and requirements;
2. classroom support in the form of teaching assistants and/or inclusion teacher;
3. parental support;

4. quick and timely intervention of principal and/or monitor when needed
and
5. training on behavior management techniques and empathy training.

Unfortunately, many emotionally disturbed students are placed in classrooms with teachers who have little or no training in dealing with these types of students. Even teachers with specialized training find themselves frustrated due to lack of support from the parents and administrators.

A high school diploma is valuable in today's economy. Numerous studies have shown the large wage gap that exists between graduates and non-grads. It should be the goal of a society to have all of its members be productive citizens. In order for many emotionally disturbed students to achieve this goal, they need help. Sinclair et al. (1998) concluded that interventions are not enough. What is needed is "comprehensive educational reform in conjunction with sustained dropout prevention efforts" (p. 19). Only then can these individuals get the skills and competencies they need to live productively in our society. The regular education classroom teacher is the first critical link towards this success.

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CHAPTER 3

METHOD

Introduction

In the following chapter, the design of this research is presented. First, the participants for the study and the survey instrument are described. This is followed by a discussion of the data collection procedure. Finally, the steps taken to analyze the data are explained.

Participants

The participants used as a sample population in this study were public high school and middle school teachers from East Tennessee. These grades were selected because it is during these school years that

emotionally disturbed behaviors generally start to be exhibited (Chazan, 1994). Teachers of special education classes were not included in the sample. Surveys were only sent to teachers of regular education students.

One hundred and seventy two teachers were identified and sent a survey form. Of those receiving a survey, 60 responded. All of the high school teachers are from two large schools. The two middle schools were of medium size. All schools were located in a semi-rural school system in East Tennessee.

Survey

A survey along with a cover letter was sent to the respondents (Appendix B). The cover letter identified the researcher and explained the purpose of the survey. It contained directions on filling out the survey and how to return the survey. It also indicated that participation was voluntary and anonymity was guaranteed.

Demographic information was requested in Part One of the survey. The respondent was asked whether he/she taught in a middle or high school. Then questions regarding education level, years of teaching experience and the subjects taught were asked. This information was later used to group the respondents in order to determine if any trends exist.

A cross sectional survey was used to collect the interventions data. This survey consisted of thirteen closed ended questions. The questions asked the respondent to rate the twelve interventions on a scale of 1 through 5. A rating of one indicated that the teacher was not at all willing to apply that intervention consistently in his/her classroom. A rating of five indicated that the teacher was definitely willing to consistently apply the intervention.

Five of the interventions were taken from the IEP (Individualized Education Plan) model distributed by the Tennessee State Department of Education (Appendix C). These are interventions that can be decided upon by an M-Team for implementation in the classroom. The rest of the interventions are behavior modification techniques or administrative actions whose effectiveness is well documented in the literature (Bender, 1996; Kronick and Hargis, 1998).

Procedure

Permission was obtained from four school principals to contact the teachers of their schools (Appendix D). Mailing lists were obtained and the surveys and cover letters were mailed. A stamped, self-addressed envelope was provided for the return of the survey. One week after mailing, a follow-up phone call was made to the respondents to thank them for their

participation and to encourage them to return the form if they had not already done so.

Statistical Analysis

In order to answer the research question, the data were treated in several different ways. The first analysis looked at the overall willingness of regular education teachers to apply each of the thirteen interventions in their classroom. To do this, the mean and standard deviation of each intervention was calculated. This showed which interventions teachers are more or less likely to apply. Five frequency tables which reported the mean teacher response for 5 of the interventions, were generated. The data is presented in Chapter Four.

The data were then analyzed to determine if the education level, grades taught and years of teaching experience impacted a teacher's willingness to apply interventions. Three ANOVAs were run relating each of these three factors to the overall mean of the interventions. A significant difference would show that these factors affect a teacher's willingness to apply interventions.

For a more in depth look at the data, three MANOVAs were run. These related the three factors to each individual intervention. A significant

difference would show that the factors affect the application of individual interventions.

CHAPTER 4

RESULTS

Introduction

The results of this study are presented in this chapter. In the first section information about the respondents is provided. The following section addresses the research question through an analysis of the data provided by the surveys. Regular education teachers willingness to apply interventions was analyzed to determine if there was any significant difference between the three factors: education level, years of teaching experience and grade level taught.

Information About Survey Respondents

Of the 172 surveys that were distributed, 60 were completed and returned. This corresponds to a response rate of 35%. Six of these surveys

were discarded due to incomplete data. Data collected from Part One of the survey provided demographic information about the respondents.

Specifically, three factors were examined. These factors were grade level taught, education level and years of teaching experience.

Figure 1 shows that the surveys were completed by both high school and middle school teachers. Of the 54 surveys considered for this data, 22% were from middle school teachers teaching grades 7 and 8. The remaining 78% were from high school teachers, grades 9 through 12.

Figure 2 shows the education levels of the respondents. The majority of the surveys listed a Master's degree as their education level. Specifically, 54% have Master's degrees. Twenty-six percent have an EdS. degree and the remaining 20% have Bachelor's degrees.

Figure 3 shows the number of years the respondent has been teaching. These percentages were fairly evenly distributed. The lowest percentage was 11 - 20 years of experience with 17%. The highest percentage was 1 - 5 years of experience with 29%. Six to ten years was reported as 28% while the remaining 26% had over 20 years of experience.

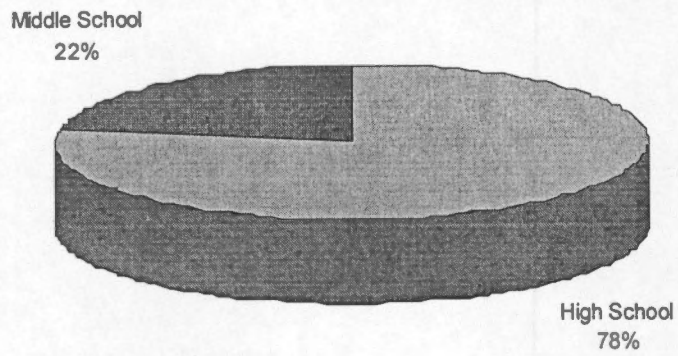


Figure 1. Grade Level Taught

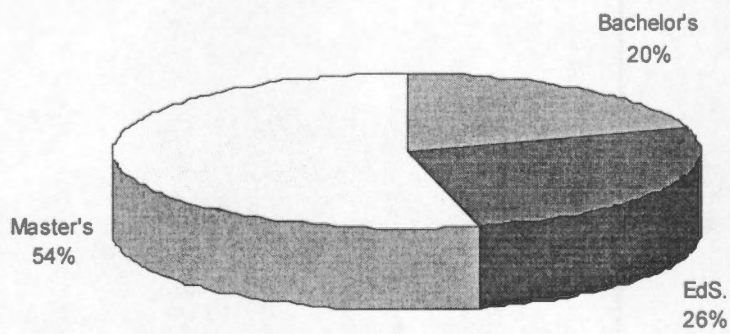


Figure 2. Education Level of Respondents

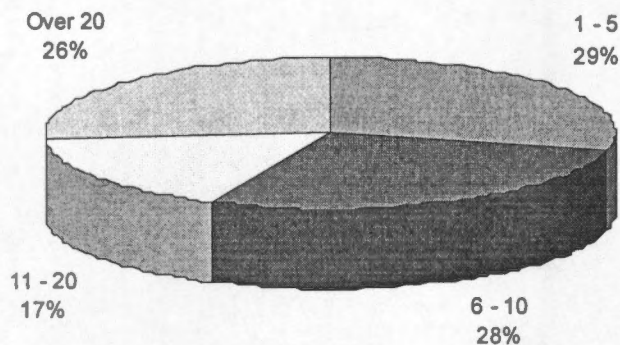


Figure 3. Years of Teaching Experience

Analysis of Intervention Ratings

In Part Two of the survey, teachers were asked to rate their willingness to apply 13 different interventions in their classrooms. The rating scale of 1 through 5 was used. A rating of 1 indicated that the teacher was definitely not willing to apply that particular intervention and a rating of 5 indicated that the teacher was definitely willing.

Table 1 shows the mean ratings of each intervention. The minimum is the lowest rating that was given for that intervention, the maximum the highest. The mean and corresponding standard deviation were calculated. All of the interventions, except for 2, received ratings of 1 through 5. None of the teachers reported that they were unwilling to encourage students to

Table 1. Mean Ratings of Interventions

Intervention	Min	Max	Mean	S. D.
School Activities	2	5	4.5185	.7707
Assistant	1	5	4.1852	1.2297
Assignment Sheets	1	5	4.1111	1.0218
Peer Tutoring	1	5	4.1111	1.0581
Feedback	1	5	3.9630	1.1153
Shortened Assignments	1	5	3.7593	1.0449
Extended Time	1	5	3.7222	1.1060
Extra Training	1	5	3.5185	1.2091
Time Out	1	5	3.4259	1.2529
Personal Tutoring	1	5	3.3148	1.2563
Alternative Assignments	1	5	3.2222	1.0401
Angry Verbalizations	1	5	2.4815	1.1775
Foul Verbalizations	1	4	1.5741	.8378

participate in school activities. The lowest rating this intervention received was a 2. The intervention of ignoring foul language did not receive higher than a 4. This indicates that none of the teachers are definitely willing to apply this intervention.

Five of the interventions have a mean of 3.9 or above. This indicates an overall willingness to apply these interventions. They are: encourage participation in school activities, an assistant for that student and providing assignment sheets, peer tutoring and feedback.

Two of the interventions, ignoring angry or foul language, have means of 2.4815 and 1.5741, respectively. This indicates that generally, teachers are not willing to overlook improper language.

Four of the interventions have a standard deviation greater than 1.2. This indicates that there is a great deal of variation in the ratings given those interventions. Tables 2 through 6 are frequency tables showing the percentage of teachers that listed each rating. Table 2 shows the results for the intervention of ignoring foul language. From Table 1, this intervention has a standard deviation of 0.8378. This means there is very little deviation from the respondents in the ratings. This can also be seen in the frequency table. Over 85% of the respondents rated this intervention as 1 or 2. This means they are not at all or somewhat less than willing to apply this intervention.

Table 3 is the frequency table for the intervention of allowing a student time out if they become frustrated. This intervention has a S.D. of 1.2529. The percentages of the ratings are spread out over the entire range, not just clustered at one end as in Table 2.

Tables 4, 5 and 6 are frequency tables for the other three interventions that have S.D. over 1.2. These interventions are personal tutoring, having an assistant for that student and taking advantage of extra

Table 2. Frequency Table for Ignoring Foul Language Intervention

Rating	Frequency	Percent	Cumulative Percent
1	33	61.1	61.1
2	13	24.1	85.2
3	6	11.1	96.3
4	2	3.7	100.0
5	0	0	100.0

Table 3. Frequency Table for Allowing Time Out

Rating	Frequency	Percent	Cumulative Percent
1	5	9.3	9.3
2	5	11.1	20.4
3	18	33.3	53.7
4	11	20.4	74.1
5	14	25.9	100.0

Table 4. Frequency Table for Personal Tutoring

Rating	Frequency	Percent	Cumulative Percent
1	7	13.0	13.0
2	4	7.4	20.4
3	19	35.2	55.6
4	13	24.1	79.6
5	11	20.4	100.0

Table 5. Frequency Table for Having an Assistant for Student

Rating	Frequency	Percent	Cumulative Percent
1	3	5.6	5.6
2	4	7.4	13.0
3	6	11.1	24.1
4	8	14.8	38.9
5	33	61.1	100.0

Table 6. Frequency Table for Extra Training

Rating	Frequency	Percent	Cumulative Percent
1	5	9.3	9.3
2	4	7.4	16.7
3	16	29.6	46.3
4	16	29.6	75.9
5	13	24.1	100.0

training. Again, the percentages of the ratings are spread out over the entire range, not just clustered at one end.

To address the null hypothesis, whether a teacher's education level, grade taught or years of experience impact their willingness to apply interventions, the data were analyzed at 2 different levels. First, three ANOVAs were done weighing these 3 factors against the overall mean of the interventions. Then, three MANOVAs were run comparing each

intervention against the three factors. For these tests, $p \leq .05$ indicates a significant difference.

The first ANOVA test the overall mean across the years of experience yielded $F(3, 50) = 1.421$, $p = .248$, which indicates no significant difference. All teachers were equal in their willingness to apply the interventions. The other tests for grade level taught and education level also resulted in $p \leq .05$, however they were marginal and should be described.

The test for grade level taught resulted in $F(1, 52) = 3.975$, $p = .051$. This indicates that there may be a difference between teachers who teach middle school and those who teach high school. The middle school teachers, with a mean of 3.85, seem to be more willing to apply interventions than their high school counterparts, who have a mean of 3.440. This result may also be due to the fact that the sample sizes were not equal. Three times as many high school teachers responded than middle school teachers.

The test for education level of the teacher resulted in $F(2, 51) = 2.858$, $p = .067$. While this is not a significant difference, it does warrant discussion. Teachers with a Bachelor's degree, with a mean of 3.133, are less likely to apply interventions than those with a master's degree (mean = 3.660). Teachers with an EdS. degree had a mean of 3.577, placing them just below the Master's degree.

The next level of data analysis used three MANOVAs. This test took the three factors, teacher's education level, grade taught and years of experience, and weighed them against each individual intervention. The first factor, education level yielded $F(26, 78) = .934, p = .563$. The second factor, grade taught, gave the results of $F(13, 40) = 1.056, p = .422$ and the final factor showed $F(39, 113.274) = 1.025, p = .446$. These tests did not show any significant differences in the individual interventions with respect to education level, grade taught or years of experience.

CHAPTER 5

DISCUSSION

Introduction

This chapter is a discussion of the interpretations made from the data presented in Chapter 4. The implications of the data analysis and its relationship to the research question are considered along with suggestions for further research on this topic.

Discussion of Data Analysis

Emotionally disturbed students are at serious risk of dropping out of school. DeRidder (1997) states that society pays six times more to maintain an uneducated drop out than it pays to keep a student in school. From an economic viewpoint, it makes sense to keep these students in school and educate them. In order to do this, regular education teachers

need to be willing to apply the interventions and strategies necessary to help these students be successful.

In Table 1, the interventions were listed in order of willingness. For the sake of this discussion, they are further broken down into three categories based in their means: high, moderate and low willingness to implement. The first intervention in the high category was to encourage student participation in school activities. Kronick and Hargis (1998) describe at risk students as social isolates. They "tend to have no stake in school participation and shun involvement in typical school activities" (p. 166). Getting them involved in school activities may be one of the simplest ways to prevent them from dropping out of school.

While at least one teacher responded as 'less than willing' to encourage participation, most of them answered positively. This is demonstrated by the mean score of 4.5185. By encouraging a student to participate in school activities, a teacher accomplishes two things. First, it allows the student to feel as though someone cares about them and is paying attention to them. This is very important to a student's self-esteem. Second, emotionally disturbed students are usually lacking in social skills (Wasik, 1990). When students participate in an activity they are interested in, their social skills can improve and they can become better accepted by their peers. DeRidder (1997) reports that by assisting in social skills development, behavior problems can be reduced.

The second intervention on the list is having an assistant in the classroom for that student. At least one teacher responded as 'not at all willing'. The majority of the teachers rated it as probably willing with a mean of 4.1852. An assistant can fulfill many needs of both the student and the teacher. The assistant usually takes on the duties of keeping the student on task, helping with assignments and monitoring the student's behavior (Stewart-Evans, 1994). This relieves the teacher of these duties giving them more time to spend on the rest of the students.

An assistant also gives the student the opportunity to create a bond with an adult. Children with "special needs" often have a fear of rejection along with a strong need for affection (de Pear, 1995). Many of them have difficult home backgrounds that make it difficult for them to form and maintain relationships (Dumas, 1997). Having an assistant with them all day allows them the chance to form a bond with an adult. Unfortunately, hiring an assistant for a single student is not always financially possible in some school systems.

Providing assignment sheets and a peer tutor had nearly identical ratings. Both resulted in means of 4.111 and were scored between 'not at all willing' and 'definitely willing'. These two interventions are easy to apply and requires very little effort on the part of the teacher. Assignment sheets help the student to be organized. Many emotionally disturbed students have

poor organizational skills (Morgan and Reinhart, 1991) and an assignment sheet is one way to help them learn these skills.

Peer tutoring is comprised of elements that work well for at-risk students (Kronick and Hargis, 1998). Cooperation, rather than competition is stressed. Social interaction between the partners is required. One more connection to the school is made. Overall, peer tutoring yields substantial returns for both the teacher and the students for the minimal amount of time and effort that is initially invested.

The last intervention in the high category was to provide daily or weekly feedback to the student. This rated a mean of 3.9630 and was scored between 'not at all willing' and 'definitely willing'. This intervention requires more of the teacher's time to implement.

Morgan and Reinhart (1991) state that emotionally disturbed students do not recognize when their behavior is inappropriate. They must be taught to recognize and evaluate their own behaviors. Consistent feedback is essential for them to learn to do this. This feedback should be academic and/or behavioral information. It can be in the form of a point system, token system or written narrative comments. Generally, these feedback systems are associated with rewards for achieving a pre-determined level.

In the middle category of Table 1 are the interventions rated as moderate. These interventions were generally scored as 'somewhat

willing' to 'more willing'. The first two are taken from the IEP program modifications section. They are to provide the student with shortened assignments with a mean of 3.7593 and extended to time to do assignments with a mean of 3.7222. These interventions require extra planning and time from the teacher. Shortened assignments must be prepared carefully to ensure the concept or skill is mastered.

Allowing extra time to complete assignments can cause problems in grading and planning for the teacher. The teacher and class may be ready to go on to the next lesson, but the emotionally disturbed student may not be because they have not completed the assignment. Most teachers prefer to keep their grading of assignments up-to-date. When an assignment is turned in late, it can take more of the teacher's time to grade.

The next intervention on the list is taking advantage of extra training. This had a mean score of 3.5185 placing most teachers slightly above the 'somewhat likely to apply' rating. There was also a wide range of variability in the ratings, demonstrated by a large standard deviation. This showed that the ratings were spread out along the scale.

While this is not an intervention in itself, it is an important factor in dealing with emotionally disturbed students. One teacher included on his survey the comment "students with behavior problems should not be in the regular classroom setting." This exemplifies the misconception that students with behavior problems, as most emotionally disturbed children

are, either are not special education students or do not belong with their peers. Both of these attitudes indicate a need for further education on the part of the regular education teacher.

The next intervention is to allow the student a "time out" when he/she is becoming upset or angry. This received a mean score of 3.4259. This intervention also had one of the largest standard deviations, 1.2529. The ratings were spread out over the range.

A teacher comment on this intervention suggested that high school students should not need time outs. This teacher may be confusing a punitive time out with a "self control" time out. It was previously mentioned that emotionally disturbed students often have a difficult time recognizing their inappropriate behaviors. A first step is to get the student to recognize the behavior. The second step is for the student to do something about his/her behavior. This is part of a behavioral management technique called self-management. It is a very effective technique when used with students with behavioral problems (Mace and Shea, 1990). It teaches the student to monitor and evaluate their own behavior. They learn to manage their own behavior. Removing themselves from a frustrating situation before they become inappropriate, then returning when they are ready to deal with it is an important self-management skill.

Providing personal tutoring to their students was another intervention that received a variety of ratings. Its mean was 3.3148 with a S.D. of 1.2569,

which was the largest S.D. yielded. Over one-third of the teachers that responded said that they were only 'somewhat willing' to provide this tutoring. One teacher commented that they would be available for tutoring if extra pay was involved. As with the shortened assignments and feedback interventions, this also requires extra time from the teacher.

The final intervention in the moderate category is to provide alternative activities for when the student becomes frustrated. This received a mean of 3.222 and was scored between 'not at all willing' and 'definitely willing'. This intervention requires extra time and planning on the teacher's part. Alternative activities can consist of many different choices for the teacher. Allowing the student to work with another student on an assignment is a possibility. This is called cooperative learning and is very effective with emotionally disturbed students (Peterson and Miller, 1990). Bender (1996) suggests having various learning centers set up in the classroom to allow students to work on different activities. He also suggests having manipulatives available for the student to use to help reinforce the concepts being taught.

The low category included two interventions: ignoring angry and foul verbalizations. Their mean scores were 2.4815 and 1.5741, respectively. While the angry verbalization intervention had scores across the entire range, the foul verbalization did not have any scores in the 'definitely willing' rating. These interventions also received a number of comments. One

teacher stated, "They should respect authority type personnel. I could not talk to my boss that way." Another said that he/she would not take any lip from a child. The third comment offered was, "I have limits and this is it. I can't tolerate that."

Emotionally disturbed students tend to swear excessively.

Sometimes it is for shock value. Other times it is their way of expressing their anger, hurt or frustration (Morgan and Reinhart, 1991). As seen by the survey responses, teachers have a very low threshold for vulgar language. Their first impulse is to correct and/or punish for undesirable language. This is not always effective.

Focusing on the language may act as a positive reinforcement. Instead of deterring the behavior, it may promote it. A better alternative may be to ignore it. Ignoring is used because it withholds encouragement (Morgan and Reinhart, 1991). It is very important for the teacher to maintain their composure and continue teaching. If anything is said to the student, it should be in the form of a polite reminder not to use such language in the classroom.

The respondents of this survey were divided into three groupings according to their educational level, grades taught and years of teaching experience. The null hypothesis stated that there would be no difference between these three factors and willingness to apply interventions. The null hypothesis was not disproved. There may be a slight difference between

middle school and high school teachers, with middle school teachers being slightly more willing to apply interventions. This difference, however, was not a significant difference. The education level factor results seem to indicate that teachers with Bachelor degrees may be less willing to apply interventions than teachers with higher degrees. Again, this difference was not a significant difference.

Conclusions

A teacher's willingness to apply interventions seems to be related to the amount of time and planning that the intervention requires, not any of the three factors. The interventions that are in the high category are ones that require very little of the teacher's time, with the exception of providing feedback. As the time required to apply the intervention increases, the willingness of the teacher decreases. This could be due to two factors. Convenience seems to be one factor in whether or not an intervention is applied. If an intervention is easy to apply, then it is more likely to be applied.

Another factor may be that applying interventions to one student takes too much time away from other students. One of the responding teachers made a comment to this effect. It is a valid concern. Training in the application of interventions can help teachers learn to manage their time better and more efficiently.

Emotionally disturbed students present challenges to educators. Knoster (1996) reminds teachers to keep in mind the original definition of the word "discipline" - "to teach". He says, "It is essential that we teach in this sense and not simply look to punish children in order to suppress unwanted behaviors."

Recommendations

Emotional disturbance is a disability, not a phase that the student is going through. Regular education teachers need to be enlightened regarding emotionally disturbed students. The best interests of the student need to be the primary consideration. Federal law mandates these students be educated in the least restrictive environment possible. Oftentimes, this means the regular classroom.

In order to serve these students, regular education teachers need to know how to deal with them effectively. They need the training and support necessary to successfully educate these students.

Regardless of training and support, there are teachers whose personalities and/or philosophies do not allow them to work effectively with these students. Administrators need to be aware of this. Care needs to be taken when assigning emotionally disturbed to their regular classrooms. To place a student with such a teacher is to set both the student and teacher up for failure.

Suggestions For Further Research

1. Further research needs to be done regarding willingness to apply interventions and actually applying them.
2. A larger sample population should be used with a more even distribution between middle school and high school teachers.
3. The factors of subject taught and sex of teacher may be analyzed along with willingness.

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APPENDICES

APPENDIX A

**State Department of Tennessee Primary and
Secondary Service Options**

Options	Description	Contact Hours
1	a. Consulting teacher	2 times a month
	b. Direct Services	less than on hour per week
	c. Related Services	3 times a year
2	Direct Instructional Services	1 - 3 hours a week
3	Resource Program	4 - 8 hours per week
4	Resource Program	9 - 13 hours per week
5	Resource Program	14 - 22 hours per week
6	Ancillary Person	At least 4 hours per day
7	Comprehensive Developent Class/Mainstreamed	23 hours per week or more
8	Comprehensive Developent Class/Self Contained	32 1/2 or more hours per week plus 2 related services
9	Residential Program	24 hours per day
10	Homebound/Hospital Instruction	3 hours per week

APPENDIX B

Dear Fellow Teacher,

My name is Linda Strickland. I teach at the Special Learning Center and am working on my Master's Degree in Special Education through UT. My thesis is on Emotionally Disturbed and Behavior Disordered children. Confrontational and oppositional behaviors are two of the most difficult behaviors we have to deal with as educators. I'm trying to see how best to deal with these students, preferably by keeping them in regular classes instead of an alternate placement.

I have attached a survey I hope you will take the time to complete. Please return it to me in the enclosed envelope. I appreciate your assistance.

Respectfully,

Linda Strickland
Special Learning Center

Grades Taught:

Years of Teaching Experience:

Highest Degree Earned:

BA/BS

MA/MS

Eds

MA + 45

PhD

Subject's Taught:

English

Math

Science

History

Wellness/PE

Geography

Speech

Literature

Business

Home Ec.

Drama

Business

Civics

Sociology

Special Ed

Foreign Language

How willing would you be to try the following interventions consistently in your classrooms?

Rating scale: 1 - not willing at all 3 - somewhat willing 5 - definitely willing

Shortened assignments	1	2	3	4	5
extended time to make up or correct assignments	1	2	3	4	5
Provide peer tutoring	1	2	3	4	5
Provide personal tutoring	1	2	3	4	5
Allow student "time out" when becoming upset	1	2	3	4	5
**Ignore angry verbalizations towards you (See below)	1	2	3	4	5
**Ignore foul verbalizations towards you (See below)	1	2	3	4	5
Provide alternate activities for when student becomes frustrated.	1	2	3	4	5
Encourage student participation in school activities	1	2	3	4	5
Provide weekly/daily feedback	1	2	3	4	5
Assignment sheets	1	2	3	4	5
Assistant in your room for that student	1	2	3	4	5
Would you take advantage of training in the above interventions if it were offered?	1	2	3	4	5

****This does not mean you tolerate verbal abuse. It asks that you overlook one or two sentences said by the student. Instead of focusing on the language, continue to focus on your original request.**

APPENDIX C

INDIVIDUAL EDUCATION PROGRAM (IEP) TOTAL SERVICE PLAN

Academic Year From _____ to _____
 _____ Initial _____ Annual _____ Interim _____ Addendum _____

Student: Last _____ First _____ Birthdate: _____ Mo/Day/Yr _____ Grade: _____
 Student Social Security/ID#: _____ Sex: _____ M _____ F _____
 Relationship to Student: (Circle One) Parent Guardian Surrogate H.C.: Primary _____ Secondary _____
 Name: Last _____ First _____ Middle _____ Home Phone: _____
 Address: _____ Work Phone: _____
 Student's Residence (if different) _____ Home Phone _____
 Attending School: _____ Home School (if different): _____

A. Present Levels of Performance: IEP Monitor _____

Student Strengths: _____	
Parent Concerns/Considerations: _____	
Student Involvement and Progress in the General Curriculum: _____	
Consideration of Special Factors: Indicate student needs by circling yes or no.	
Braille: Yes No	Limited English Proficiency: Yes No
Assistive Technology: Yes No	Communication Needs (as appropriate): Yes No
Behavior: Yes No	

GOAL SHEET (For IEP and Transition Plans)

Student's Name _____

D. Measurable Annual Program Goal(s) and Short-Term Instructional Objectives: (Use a separate page for each exceptional area)

Area of Need: _____

Personnel Responsible: _____

(Name and/or Position)

Annual Goal _____

Benchmarks/Short-Term Instructional Objectives	For Transition (short only): Agency and/or School Staff Responsible (Write "N/A" not needed)	Beginning Date	Criteria for Mastery	Method of Evaluation	Date(s) of Evaluation	Report of Progress					
						1st	2nd	3rd	4th	5th	6th
1											
2											
3											
4											

Annual Goal was met on _____ (Date).

Supplementary Aide/Services and Support for Student: _____

Program Modifications/Supports for School Personnel: _____

Criteria for Mastery		Methods of Evaluation		Results of Evaluation	
1	100%	1	Standard Tests	M	Objective Met - Proceed to Next Objective
2	90%	2	Teacher-Made Tests	C	Continue with same objective - Some progress made, score time needed
3	80%	3	Teacher Observations	D	Discontinue objective - Less than expected or no progress made
4	70%	4	Parent Work Sample		
5	Other	5	Other		

Report of Progress

1. No program made*
2. Very little progress being made towards goal*
3. Some progress being made
4. Goal has been met, or towards goal, or

And

5. Anticipate meeting goals by IEP end, or
6. Do not anticipate meeting goals by IEP end.

N/A Not applicable during this grading period

- * Due to (a) Lack of prerequisite skills, (b) score time needed, (c) inadequate assessment, or (d) excessive absences/tardies

Parent Initials for:

1st Grading Period _____
2nd Grading Period _____
3rd Grading Period _____
4th Grading Period _____
5th Grading Period _____

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E. State Mandated Tests:

Name _____

____ Student will participate in the following state mandated assessment(s):

TCAP Competency Test Scores: _____ TCAP Achievement _____ TCAP Competency _____

____ Math _____ Date Passed: _____ Language _____ TCAP Writing _____ Exit Exam (Specify which test) _____ ACT _____

Allowable modifications for this student:

____ No Modifications _____ Revised Format _____ Flexible Scheduling _____

____ Alternative Test Format _____ Flexible Setting _____ Recording Answers _____

____ Signaling Directions _____ Auditory Aids (special permission) _____ Other: _____

Student will participate in a state-mandated alternative assessment(s): (a) Justify: reason(s): _____

(b) How will student be assessed? _____

F. Special Education and Related Services:

Service Code	Type of Service	Sessions Per Wk/Mo/Yr	Time Per Session	Hours Per Week	Beginning Date	Ending Date	Person or Agency Responsible
01	Consultation	/		/	/	/	
02	Direct Special Education (Special Education Instruction and Inclusion. For Inclusion, refer to State Instruction Booklet, under "Type of Service" section.)	/		/	/	/	
03	Supervision (Option 8 only)	/		/	/	/	
Other Service(s), including Instruction from Specialized Personnel							
Other Service Codes:							
04	Psychological	/		/	/	/	
05	Social Worker	/		/	/	/	
06	Occupational Therapy	/		/	/	/	
07	Speech/Language Pathology Services	/		/	/	/	
08	Recreation Services	/		/	/	/	
09	Physical Therapy	/		/	/	/	
10	School Health Services	/		/	/	/	
11	Counseling	/		/	/	/	
12	Orientation & Mobility Services	/		/	/	/	
13	Audiology Services	/		/	/	/	
14	Other Services	/		/	/	/	
15	Ancillary-Attendans	/		/	/	/	
16	Ancillary-Interpreter	/		/	/	/	
17	Ancillary - Other	/		/	/	/	
18	Residential	/		/	/	/	
19	Homebound/Hospital	/		/	/	/	
Total Regular Education hours per week:				Total Special Education hours per week:			

Name _____

G. Justification Statement:

justify the extent to which: (1) the child will not be educated in the regular curriculum; (2) the child will not participate in extra curricular and non-academic services; and/or (3) agency is other than LEA/Home School.

- H. Special Transportation:** Does student require special transportation? Yes ___ No ___
I. Extended School Year: Date Considered by IEP Team _____ and determined that an ESY program _____ is not to be provided.
J. IEP Participants: (The following individuals attended the IEP Team and participated in the development of this Individualized Education Program.)

Name	Position	In Agreement	Date
_____	LEA Representative	Yes ___ No ___	_____
_____	Special Education Teacher	Yes ___ No ___	_____
_____	Regular Education Teacher	Yes ___ No ___	_____
_____	Parent(s)	Yes ___ No ___	_____
_____	Student (if appropriate)	Yes ___ No ___	_____
_____	Interpreter of Evaluation Results	Yes ___ No ___	_____
_____	_____	Yes ___ No ___	_____

K. Informed Parental Consent:

Yes ___ No ___ I certify that I am the legal parent(s) / guardian(s) of this child.
 Yes ___ No ___ I have been informed of and understand my rights as a parent, and have received a copy of my rights.
 Yes ___ No ___ I have been involved in the IEP Team meeting and/or the development of this IEP, and give permission for the proposed program described in this IEP for my child.
 Yes ___ No ___ My child and I have been informed of his/her right to represent himself/herself upon his/her eighteenth birthday. (Note: This information must be provided one year prior to the student's 18th birthday.)

Parent/Guardian Signature _____ Date _____ If Applicable: Student Signature _____ Date _____

L. Documentation of IEP Review by Classroom Teachers not Attending the IEP Team:

Yes ___ No ___ Signature _____ Date _____ Yes ___ No ___ Signature _____ Date _____
 Yes ___ No ___ Signature _____ Date _____ Yes ___ No ___ Signature _____ Date _____

M. Attempts to Contact Parents for IEP Team Meeting:

Written Contact Date (1) ___/___/___ Telephone Contact Date (1) ___/___/___
 (2) ___/___/___ (2) ___/___/___
 Date and Explanation of Other Attempts (1) ___/___/___ (2) ___/___/___

Page ___ of ___

Revised 2/98

APPENDIX D

May 12, 1999

Dear Principal,

I am currently working on my Master's Degree in Special Education through UT. My thesis involves surveying teachers about interventions for Emotionally Disturbed and Behaviorally Disordered students. The Human Subjects Committee requires me to obtain the principal's permission before conducting a survey. I have attached a copy of my survey for your convenience.

If I have your permission, please sign on the line indicated below and fax this letter back to me at . You may contact me at the Special Learning Center, 429-3908, if you have any questions. Thank you for your time and assistance.

Respectfully,

Linda Strickland

Linda Strickland has my permission to conduct her survey at my school.

Principal _____

School _____

APPENDIX F

FORM - A

Certification for Exemption from IRB Review for Research Involving Human Subjects

- A. PRINCIPAL INVESTIGATOR(s):** (For student projects, list both the student and the advisor.) Linda A. Strickland and Dr. Michael Hannum
- B. DEPARTMENT/UNIT:** Theory and Practice In Teacher Education / Holistic Teaching and Learning Program Area
- C. COMPLETE MAILING ADDRESS AND PHONE NUMBER OF PI(s):** 410 Robin Hood Dr. Sevierville, Tn 37876 (423) 428-7473
- D. TITLE OF PROJECT:** Emotionally Disturbed Students: A Special Population
- E. EXTERNAL FUNDING AGENCY AND ID NUMBER** (if applicable): N/A
- F. GRANT SUBMISSION DEADLINE** (if applicable): N/A
- G. STARTING DATE:** (NO RESEARCH MAY BE INITIATED UNTIL CERTIFICATION IS GRANTED.) June 15, 1999
- H. ESTIMATED COMPLETION DATE** (include all aspects of research and final write-up.): July 8, 1999
- L. RESEARCH PROJECT:**
 - 1. Objective(s) of Project** (Use additional page, if needed.): Emotionally disturbed students and their associated behaviors are some of the most difficult behaviors teachers have to deal with in a classroom. Many times, these students end up in alternative placements. Federal law requires special education students to be placed in the least restrictive environment possible. In order to keep these students in the regular classroom, interventions must be consistently applied. Whether or not the regular classroom teacher is willing to use these interventions is crucial to the success or failure of these students.
 - 2. Subjects** (Use additional page, if needed.): Regular education teachers of 7th 12th grades in the Sevier County school system.
 - 3. Methods or Procedures** (Use additional page, if needed.): Survey form of behavioral interventions to be used in the regular classroom. Example of survey form is attached. The cover letter states that all participation is

voluntary and all information will be used for the express purpose of this research. Anonymity is guaranteed.

CATEGORY(S) FOR EXEMPT RESEARCH PER 45 CFR 46 (see reverse side for categories): Exemption requested under Paragraph One: (1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as: (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

J. CERTIFICATION: The research described herein is in compliance with 45 CFR 46.101 (b) and presents subjects with no more than minimal risk as defined by applicable regulations.

Principal Investigator

Linda Strickland Linda Strickland 6-9-99
Name Signature Date

Student Advisor

Michael C Hennum Michael C Hennum 6-9-99
Name Signature Date

Dept. Review Committee Chair

Thomas N. Turner
Thomas N. Turner 6/9/99
Name Signature Date

APPROVED

Dept. Head

Karl Jost Karl Jost 10 June 99
Name Signature Date
Rev. 01/97

VITA

Linda A. Strickland was born in Detroit, Michigan but spent most of her youth in Phoenix, Arizona. After graduation from high school, Linda attended Arizona State University for two years. She served eight years in the U. S. Navy and returned to college at the age of 33. She graduated from Maryville College, Maryville, Tennessee with a Bachelor of Arts degree in Physics for Secondary Education.

Linda began her Master's degree studies at the University of Tennessee in 1997. She obtained her Special Education certification in that same year. After graduation, Linda plans to continue her work with emotionally disturbed students.