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**INSTRUCTIONAL STRATEGIES FOR SUPPORTING STUDENTS WITH
EMOTIONAL AND BEHAVIORAL DISORDERS**

**MASTER'S THESIS
SUBMITTED TO THE FACULTY
OF BETHEL UNIVERSITY**

**BY
CHARLOTTE ALEXANDER SIMMONS**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
MASTER OF ARTS IN SPECIAL EDUCATION**

AUGUST 2024

**INSTRUCTIONAL STRATEGIES FOR SUPPORTING STUDENTS WITH
EMOTIONAL AND BEHAVIORAL DISORDERS**

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AUGUST 2024

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ABSTRACT

Everything revolves around routines and to be great at anything, you have to offer communication and clear expectations. Typical routines involve moving to a designated area of instruction or location. Planning out certain times will give students a sense of structure to help them transition well in life. They will know how to comply with rules, adhere to guidelines and boundaries. When students develop routines it helps them to be successful. Modeling explicit, guided instructions and strategies helps students comprehend routines that foster self-awareness, self regulation, and social skills. Implementing routines and predictability into the classroom can result in increased skill developments for students with developmental challenges and routines help develop appropriate strategies to cope with different forms of behaviors. Through routines the mind/body can adjust to new environments, build a sense of familiarity, and instill healthy habits. The ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes. Although sound behavior management does not guarantee effective instruction, it establishes the environmental context that makes good instruction possible. Reciprocally, highly effective instruction reduces, but does not eliminate, classroom behavior problems (Emmer & Stough, 2001). It cannot be overstated that routines need to be simple and rehearsed with students to maximize their benefits. Many students need routines explained, and younger students need routines modeled.

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Chapter I: Introduction

Overview of Emotional and Behavioral Disorders (EBD)

Emotional and behavioral disorders are defined as complicated conditions that have very adverse effects on a student's academic success and interpersonal and emotional well-being in class. EBD students can display a range of nuisance behavior manifestations, including episodes of non-compliance, physically assaultive behavior, social withdrawal, anxiety, and dysregulation of emotions. These disorders vary in genesis, as they may be related to neurological or biological conditions, environmental factors, traumatic experiences, or some of the above factors. Learning disabilities and congenital mental illness: Some EBD students may be affected by depression, anxiety disorders, or Attention Deficit Hyperactivity Disorder (ADHD), which are likely to be the causes of their emotions and behavior.

According to Perez (2018), regardless of the root causes, learners diagnosed with EBD experience various challenges in acquiring academic skills as well as insufficient skills in the development of personal and social skills. Their disruptive behaviors can make them less able to participate in learning activities, comprehend instructions given to them, and adapt to focusing and paying attention. Furthermore, they may have a problem with managing emotions and social skills, which means they have interpersonal problems with classmates and teachers, as well as the resultant problem of learning under conditions of social distress. The first point that should be stressed is that students with EBD cannot be seen as a single population, and the needs and difficulties they present are somewhat divergent. Some may manifest mostly internalizing symptoms like considerate and anxious behaviors, while others may show more externalizing behaviors like hostility and rebelliousness. The intensity and ways in which these children's

emotional and behavioral difficulties may also be present and may also be of varying degrees from relatively mild to very severe – thus calling for a spectrum of assistance as well as treatment.

Importance of Instructional Strategies for Students with EBD

Various teaching methodologies and classroom management strategies used in teaching-learning processes may not sufficiently manage the needs of the EBD students. Many students need specific interventions, education techniques, and instruments to participate in class, learn proper social and emotional skills, and learn successfully. Actualizing the instructional processes conducive to the learning of students with EBD, which has to be based on research findings, is essential for effective education. Hence, by implementing instructional interventions, particularly on the development of organizational procedures, modeling of interpersonal interaction, and modeling/self-regulation strategies, educators can enable these children to cope, grow, and excel in the classroom and life.

Routine and structured classrooms and class management provide structure, ensuring that children with EBD feel included, reducing cases of behavior triggers. Social awareness instruction can help these students be knowledgeable of social situations and the signals within them to enable them to interact appropriately with their fellow students and educators. Moreover, self-regulation strategies involve the students with EBD being able to handle their emotions, behavior, and learning processes by themselves, thus increasing self-management and control. By using these instructional practices, teachers will be in a better position to foster an effective learning environment for children with EBD, where the child will be capable of overcoming many hurdles to his progress. This can help increase academic performance, lead to better social-emotional development, and positively assist the well-being of these students.

Researcher's Topic Interest

This researcher's interest in the topic stems from experiences working with students with emotional/behavioral disorders (EBD) in various settings and multiple school districts. This researcher observed that these students often exhibited symptoms of poor management skills and seldom received support. Both general education students and special education students can benefit from routines as it is a great resource for inspiration and accountability. The writer's observations indicate when students appear to be frustrated it may be helpful to provide them with words to help their understanding of what they are experiencing. Allowing students to reflect on how they are feeling and why they are feeling that way and praising students immediately and frequently when they engage in appropriate behaviors are also beneficial for student growth and comprehension. When interacting with peers and staff without aggression, be specific about the behaviors that students are reinforcing and increase positive response. Implement a behavior chart with rewards for appropriate behaviors, allowing students to earn access to preferred items or activities in response to meeting behavioral and classroom expectations.

Consequently, this researcher has chosen to focus on a framework that does not require additional staff. Based on their experience working with Emotional Behavioral Disabilities (EBD) in students incorporating routine practices, this researcher has decided to concentrate on self-regulation and social awareness. This approach has proven beneficial for students with and without Emotional Behavioral Disabilities. The researcher believes that offering students choices to reinforce positive decision making and self-regulation and help teachers and staff be more supportive to the challenges that may affect students' behavior positively. In addition, this thesis will describe effective teaching strategies.

Thesis Objectives and Research Questions

The overarching goal of this thesis is to present ideal instructional strategies for teaching learners with EBD to help them succeed academically and personally. To establish practical recommendations and working strategies that can be implemented by educators who are teaching students with EBD, this thesis intends to systematically review all the literature available and synthesize all the available research evidence.

Specifically, the research aims to address the following key questions:

- 1. How does adding instructional practices (including routines, social awareness, and self-regulation) impact students with emotional or behavioral disorders (EBD)?**
- 2. How can educators facilitate the development of routines in every classroom to support students with EBD?**
- 3. How do effective instructional strategies help special education students, particularly those with EBD, in their academic and social-emotional growth?**

By addressing the research mentioned above questions within this thesis and reviewing the literature, this thesis will compile the findings from different studies, therefore, offering an understanding of the effects and effective implementation of instructional strategies in supporting students with EBD. The ultimate aim is to help advance the understanding of this population and offer educators recommendations specific to inclusive and supporting practices that will enhance these students' experience and ensure they thrive. The introduction chapter enables a smooth progression toward the analysis of this significant issue by drawing attention to students with EBD and how instructional strategies would address their support. This chapter presents the goals and research questions that will guide the subsequent chapters, which will cover the following topics.

Chapter II: Literature Review

Research Process

This researcher will address the central thesis question by using the supporting question as the main section of this thesis. This research utilized multiple resources to ensure comprehensive topic coverage. The Bethel University library was used to access scholarly articles, books, journals, and other relevant materials. In addition, online databases such as SAGE Journals Online and Academic Search Premier were also used to conduct extensive searches of peer-reviewed articles and other relevant literature. The search terms used include strategies, developmental delays, interventions, self-regulations and social-awareness. This writer is aware of the connection that exists in this topic but the focus of this thesis will be to research what has been said about routines in the classroom and everyday life. What strategies have been used and the gap in the existing research that has been missed or overlooked. These resources provided a wealth of information and insights that were instrumental in developing a thorough understanding of the topic and formulating informed conclusions.

Routines and Structured Classroom Environments

Effective classroom management may be interpreted as creating the daily structure and organization of the class, considering that students with EBD can benefit significantly from a routine and structured environment. Based on the existing research evidence, it is now clear that students who are provided with directions and clear expectations are happier, obedient, and perform better in their academic pursuits.

Establishing Clear Expectations

These operational principles relate directly to the task since clear and consistent rules in a classroom are the cornerstone of the organization of a learning environment needed for children with EBD. If these students know the required and expected performance, they can easily succeed

as promised. The use of rules, procedures, and expectations in a classroom may significantly reduce confusion and prevent the possibility that some students will engage in disruptive behaviors (Latimer, 2019). Expectations may be written on charts, schedules, or drawings placed in the classroom for the student to see, and such expectations are a constant reminder to the learners. This is also true for managing classroom rules and routines so that learners' participation can promote ownership and personal responsibility (Didion et al., 2018). It can be seen that if learners help set the rules for classroom behavior, then it will be easier for them to understand the reasons behind such rules and, hence, will be more likely to follow them. Classroom rules and expectations must be articulated, particularized, and often re-emphasized to the students during the learning process. Positive reinforcement and a positive classroom climate fostered by complimenting students when they conform to the teacher's set standards and modes of operation will also help enhance the desired behaviors among the students.

Consistent Schedules and Predictable Routines

Students with EBD typically respond well if placed in a setting with more structure, especially in terms of time. Schedules are calming as they offer some predictability and help to reduce stress, confusion, and the chance of problem behaviors when events are less specific (Gill, 2023). Holding a structure of an environment minimizes stress and cognition, which are involved when a child with EBD needs to constantly adapt to a changing environment. Instead, the child can channel learning and positive social relations. Classroom routines can incorporate all the segments of the school day, including entry and release procedures, a transition from one activity to another, and a routine connected with specific tasks or lessons. For instance, the transformation procedure from one activity to the other may require a particular signal or cue followed by a procedure that the student is expected to go through. Maintenance of routines helps the students

with EBD to know what is expected of them next, thereby decreasing the occasions that they have to be redirected or have interventions given to them. However, despite establishing a routine, adjusting it to different requirements and events is essential. Teachers should be ready to make the necessary accommodations and inform children about any departures from the schedule in as much time as possible.

Impact on Student Behavior and Academic Performance

Research has shown the benefits of routines and structured classes on students with EBD's conduct and academic achievement. A study by (Lory et al., 2020) established that using routine and visual timetables greatly decreased instances of misbehavior and enhanced students' engagement with EBD. Thus, by informing students of the predictable aspects of the environment and reducing the number of unpredicted events, students could allocate their attention more effectively to the learning tasks and control their behavior accordingly. Further, (Gersib & Mason, 2023) established that a structured learning environment through the use of schedules and classroom structures is beneficial not only in addressing students' EBD but also in the academic performance of the students. Less distraction and a feeling of security accessed through routines would enhance concentration on learning activities, thereby enhancing performance. Besides, (Terrell, 2021) explained the value of treatment integrity and treatment integrity for fostering routines and structure when implementing them.

Consequently, there was a positive student response if the educators adhered to the set rules and regulations as students followed the procedures narrated. It should be noted that routines and well-structured environments may not be effective for everyone, may not be appropriate for the learning context or climate of a given classroom, and, if not done systematically, may not be effective. However, the evidence-based literature consistently confirms the effectiveness of these

measures for students with EBD, which underlines the necessity of including these strategies in classroom behavior management and instructional approaches.

Social Awareness Instruction

The other common problem that affects students with EBD is the difficulty they experience in cultivating and maintaining appropriate social relationships. Social awareness instruction ensures these students develop appropriate perspectives and behaviors about others, particularly when interacting with peers and teachers. Self-awareness is a key part of strengthening social awareness and essential when communicating with others.

Social Skills Training

Another of the learning-teaching modalities that is recommended for the teaching of learners with EBD is termed practical social skills training. It consists of direct instruction and focused coaching on target social skills: listening skills, initiating social interactions, maintaining social interactions, perceiving social cues, managing conflicts, and displaying the correct effect. It validates that despite the label attached to them, it is feasible to teach and rehearse fundamental social skills to students with EBD and reinforce those skills that they have learned. The research study by Murphy et al., (2019) determined that social skills training plays a role in increasing the social skills of learners, among others, and improves learning and performance for learners with EBD. Thus, these students can benefit from developing their social skills since they can adequately manage their interaction with other students, communicate with educators and teachers, and excel at most class tasks and activities.

Incorporating elements of integrated instruction together with treatments within the natural environment of the natural habitat can lead to the generalization of social skills for use in natural behaviors. Perle (2018) highlighted that teachers can provide prompt reactions and approval that

address and maintain desirable and positive student behavior. Furthermore, when teaching social skills, video or interactive simulation can help students use technology or multimedia for purposeful learning and improve interpersonal communication. In this respect, it is imperative to emphasize that social skills training should be comprehensively adapted to students' needs and individual developmental characteristics. Instruction for young students within the classroom or those who may be further behind might work on steps such as making eye contact, learning how to listen to an instruction, or learning basic facial expressions of emotion. Student level can also come into specific instruction for goals such as conflict solving, reading body language, or cyber/social media participation for the more advanced elderly or skillful peers.

Peer Mentoring and Collaborative Learning

Understanding student interactions and dynamics is crucial for developing effectiveness, and peer mentoring and collaborative learning are essential to help increase social awareness and positive behavioral interactions between students with EBD and their peers. These approaches involve creating study partners for students with EBD in such a way that these partners are usually role models with better manners and help in the social skills of the students with EBD. It may be done in a structured manner or in an existent academic year where the students with EBD can learn and monitor interactional skills displayed by their peers. One must have someone to look up to, offer advice or constructive criticism and encouragement, and give them a sense that they are having company.

Group efforts, that may involve projects or cooperative learning engagements, are helpful teaching strategies since they allow students to interact amongst themselves and develop interpersonal or team spirit. Such research by Saroyan (2021) established that enhanced peer mentoring and aggregate learning approaches enhance social experiences and facilitate the need

and acceptance of students with EBD. These positive interactions can enhance the self-worth, motivation, and school environment of those students who are involved. To succeed in introducing peer mentoring and collaborative learning concepts, it is significant to devote much time to careful planning and preparation. Possible recommendations for practice include carefully selecting cross-partners, preventing reckless reliance on student mentors, and organizing cooperative projects that encourage meaningful communication and equitable division of work.

Fostering Positive Relationships and Interactions

To address the deficit of social awareness skills in students with EBD, two best practices are cultivating relationships and rewarding positive behavior. The following are helpful ways that teachers may respond to such situations proactively that includes; encourage acceptable language use when interacting with peers or staff, learning to listen, and cultivating tolerance to individuals' differences. Assigning the students into learning pairs or small groups to answer questions or encourage each student to start a discussion can make them feel like they belong to that group or class. These social skills strategies help students locate the environment to practice and apply the skills. In addition, inculcating parents and other support services in social awareness instruction may extend the opportunities for strengthening and applying these skills in various settings. Since development in all these domains is essential, educators, families, and support professionals should be aware of how the child performs in all these aspects to support a particular student effectively. Hutchins et al., (2019) also found that basic constructs promoting positive day-to-day interpersonal transactions enhanced the scores in social reason in pupils with EBD, reduced negative behaviors, and increased school engagement. Hence, contextual acceptance/rejection and a classroom climate that allows positive EBD relations that foster personal and academic growth are important for a child's learning.

Self-Regulation Strategies

Research concerning self-regulation abilities as an ingredient should be addressed for EBD learners to help manage them through emotions, behaviors, and learning approaches. All the teaching techniques focused on self-organizational skills can make EBD children more independent and robust and can be fostered.

Emotion Regulation

Students with EBDs may be physically aggressive, become easily annoyed, answer back or argue, run around, be fearful, or not know how to calm down. However, these emotions can cause them to act out or have trouble learning. Self-regulation techniques are designed to help these students, as well as the teachers, identify, interpret, and adequately manage emotions. Techniques like conscious breathing, mindfulness, and cognitive-behavioral techniques that call for control of impulses and proper handling or expression of emotions would also help handle outbursts from students with EBD. Using such approaches, the student will be able to correctly name the feelings they experience, explain what happens to their body when they feel this way, and learn ways to retain control of their moods and conduct. Smith et al., (2018) compared pre- and post-test scores of students enrolled in emotion regulation programs and saw a significant improvement in the students' prosocial skills, attitudes, and academic performance. Therefore, through learning and enhancing their emotional self-control, EBD students can reduce their behavioral irritation, increase focus and attention, and participate in classroom chores.

In practicing Self-Regulation Approaches (SRA), educators can integrate the idea of timed on-task emotional regulation into classroom procedures by, for example, using a mindfulness break or encouraging peer debriefing of lessons' affective content. Also, it is essential to teach students what strategies they can utilize to modulate such feelings of a certain level and direct them

towards problem-solving and positive, constructive thinking that can be described as specific coping methods. Students can practice these strategies in the classroom and apply them in certain situations, like deep breathing, relaxing muscle exercises, and visualization. Before any instruction to enhance the emotional regulation of students, the following needs to be taken into consideration: Age-appropriate instruction should be applied while teaching the students to regulate their emotions to fit the needs of each learner. For children younger or children with more severe EBD, the content of instruction may consist of practicing recognizing simple feelings and learning first coping skills (Boxmeyer et al., 2023). When explaining to a child or a learner, more developed protocols and tasks may involve cognitive restructuring, distress tolerance, or even emotional acceptance.

Goal Setting and Progress Monitoring

Enhancing students' EBD goal-setting and progress monitoring can help promote students' assertiveness and independence in classrooms. Self-management is the process of putting attainable goals in place and following a step-by-step process of their accomplishment, thus promoting a positive attitude toward learning and achievement among these students. Some instructional methods may include helping the students come up with smaller, chunked goals into arbitrary, smaller goals, drawing charts or any other graphical display of their progress, and constant encouragement and feedback. In addition to goal setting, the use of charts or graphs that depict students' goals and progress throughout the process can go a long way in helping learners remain focused. Research by Popham et al., (2018) showed that goal-setting and self-monitoring interventions enhanced work fulfillment, task completion rates, and learning performance among students with EBD. Involving the students in setting goals and achievement, or self-regulation, enhances their motivation and self-efficacy based on their responsibility as learners.

Students and teachers can work together, especially to set Individualized Education Plans (IEPs), and they can use specific checklists to monitor the students' growth, depending on their learning abilities. A call for frequent meetings or updates and parades can be used to remind learners of self-control's significance and enhance the learning climate. It has to be understood that goal setting and tracking achievements should always be viewed as a balanced process where the educator sets goals for a student to achieve. SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals should be set and constantly checked and modified by the key stakeholders regarding progress accomplished. It is significant to note that people must not despise small accomplishments on the way, and this encourages them to work hard and embrace their importance.

Coping Mechanisms and Problem-Solving Skills

Teaching (EDB) students how to cope with these drawbacks and even solve such problems can help them succeed and stand up for themselves. Teaching techniques may include demonstrating empathy and respect, helping students learn how to replace negative thinking with positive statements, and teaching students how to cope when dealing with stress and stress-inducing stimuli. Skills training can include the problem-solving process to indicate to students how to recognize problems, develop solutions, select options, and implement and assess solutions. It can help the students in learning guidelines that will assist them in solving challenging problems systematically and not just look at one side of the issue but make them think deeply and analytically. In their study, Van Loan et al., (2018) concluded that effective coping strategies and skills in the form of an intervention led to significant decreases in aggressive and disruptive behaviors reported by students with EBD. Making the students aware of how they can handle stress

and conflicts can lead to better mean interactions among the students, thus discouraging violent outbreaks.

These strategies can easily be incorporated into the teaching and learning process, in a classroom, games, simulations, and even general conversations. For instance, students can be encouraged to engage in group or individual assignments to learn how to recognize negative thoughts and use coping mechanisms to deal with them. The role-play interventions can benefit the students by enabling them to demonstrate adequate coping skills or problem-solving approaches in different situations that may be corrected and fine-tuned. Here, it must be underscored that such coping strategies and problem-solving activities should be age-appropriate and suited to students' learning needs. Their device may involve teaching lower/basic forms of coping skills for the learners who are young or those with learning difficulties to handle difficult emotions in the class, such as using objects or engaging in motor activities. When students advance through the grades, more complex coping strategies and problem-solving tendencies can be incorporated and applied.

According to Perez (2018), Lifetime support is necessary for self-regulation strategies to be performed effectively, and many samples that may be needed are done when reinforcement is given. Some advice that should be encouraged amongst educators include frequent praising of kids, acknowledging their achievements, and consulting with parents and other service providers to ensure uniformity of practice in several settings. Teachers can then enhance instruction effectiveness and emphasize routines, social-awareness instruction, and self-regulation strategies to impact students with emotional and behavioral disorders effectively. These evidence-based practices help students achieve academic achievement but also help them develop life skills for

becoming responsible citizens, understanding their own lives, and dealing with life stressors effectively.

Chapter III: Application of Research

Designing a Comprehensive Instructional Model

Through the analysis of the research findings presented in the literature review section of the current study, a complete instructional model can be proposed to ensure the effectiveness of the educational process of students with EBD, who face many academic and personal achievement challenges. This model overlays approaches to reinstate routines and ordered conditions, implementing direct social awareness instruction strategies and instructions in developing self-regulating measures. Thus, by employing this approach, it will be possible to provide as many learning opportunities and freedom as necessary for students diagnosed with EBD while still referring to the principal educational goals and standards.

Establishing Routines and Structured Environments

Creating a predictable and structured environment is crucial for students with EBD, as it helps minimize anxiety, reduce distractions, and promote a sense of security and stability. To establish routines and structured environments, educators should take the following steps:

1. Have clear and detailed management of class rules, lesson plans, and standard code of conduct. These should be simple; the language should be intelligible to the students. Stakeholders like students should be involved in developing such guidelines to ensure that they follow them to the letter due to ownership.
2. Daily visual references, including schedules, charts, or even reminders of special instructions and expectations, should be used regularly. It can be specifically helpful to

learners who have a problem with sounds or need better working memory for words spoken by the teacher.

3. Include a structured timetable for various elements of the school day, such as arriving and leaving, transition and pace and activities, and particular work or lessons. This way, unwanted surprises are averted, and realistic expectations are set, thereby kindling security among students with EBD.
4. To give prior notice and alert whenever there is a shift or alteration from one norm to another. This also ensures that after a certain point, the student is ready for the change that is about to happen, hence reducing such things as disruptions or temper tantrums.
5. Explain, model, and practice routines and procedures daily; praise students when they adhere to the set standards and diligently follow the rules and regulations. Praise and rewards can also be used to support the positive behaviors that the teacher wants to be observed by the students to be repeated.

There should be consistency in applying routines and procedures, not only between the different settings but also among all staff in direct contact with the students. Modeling and routine are ways to maintain organization, which students with EBD need to benefit from (Moore et al., 2021). When establishing new routines or modifying existing ones in the classroom, curriculum, and instruction, educators are supposed to demonstrate meaningful explicit instruction to the students. Finally, there is a set of extra aids, including graphic displays like picture schedules or step-by-step directions, which can help learners with nonverbal instructions or understanding of concepts. Furthermore, it is essential to understand that routines and structures must be somewhat fluid to allow for unique learners and considerations for exceptional circumstances. To manage such behavioral issues, educators should be ready and willing to make some accommodations

where possible and inform the parents of any changes or modifications in classroom procedures as early as possible.

Incorporating Social Awareness Instruction

EBD students often struggle in their developmental processes of proper interpersonal relationships, may be socially rejected, and engage in undesired interpersonal conflicts that may worsen their existing emotional and behavioral problems. Social awareness instruction is meant to ensure that students have the skills to adapt to social environments and function appropriately in their interactions with peers and in feeling that they belong. This can be achieved through the following strategies:

1. Underline the essential communication skill development processes that should form practical sessions where learners are exposed to aspects like listening skills, conversational initiation, maintenance, identification of social signs, solving conflicts, and emotional demonstration. Financial literacy programs should be based on the developmental stage and requirements of the students, with sufficient time for practice and evaluation.
2. Promote peer tutoring and cooperative learning, and assign students with EBD to interact with other students who display correct manners, which can help improve the skills of the former (Watts & McKenna, 2021). Peers, also an uplifting influence, can encourage and teach more effectively than some official figures, who are often intimidating.
3. Build opportunities for cooperative learning tasks, group assignments, and discussion sessions to work with others, encourage interpersonal communication, and develop positive social behaviors. Such actions enable the students to engage in different practices and use their skills to interact with others in a controlled manner.

4. Introduce and promote respect and empathy in the class by promoting and encouraging good communication and attentiveness. Teachers should incorporate a valuable example of engaging in a proper conversation and listening to the student's opinions and worries.

Teaching Self-Regulation Strategies

Self-regulation skills are essential for students with EBD to effectively manage their emotions, behaviors, and learning processes. By teaching and reinforcing self-regulation strategies, educators can empower students to take control of their responses and develop resilience in the face of challenges. The instructional model should include the following strategies:

1. Introduce emotion regulation programs and activities like breathing exercises, mindfulness, and cognitive behavioral therapy so that children can practice identifying what they are feeling and how they can respond appropriately. These programs must be developmentally appropriate for the student's age and should include some stimulating learning-teaching jobs.
2. Aim for goal awareness and ongoing review lessons where the student and teachers collaboratively set realistic goals, divide them into measurable sub-tasks, and create graphic displays to provide goals progress updates. This process also assists the students to have ownership and personal responsibility regarding their learning and personal development.
3. Discuss stress and include a description of the possibility of maladaptive coping strategies. Give examples of realistic solutions with appropriate skills, self-talk, and stress and problem-solving strategies. All these skills form part of the coping and stress management skills that help develop resilience in the community.

4. Use self-regulation strategies in subject-matter content areas, model self-regulation strategies during classroom learning-teaching, and engage in self-regulation activities during seatwork or group work and before-, during and after learning discussions. These strategies can be used by learners in different stages of learning to help them practice and apply self-regulation abilities.
5. Work hand in hand with students to implement personalized self-regulation strategies that meet the student's potential, preferences, and educational needs (Davenport, 2021). This personalized approach makes it possible to ensure that the strategies are relevant to each student's situation, making them very effective.

For self-regulation strategies to be implemented in a school, there is a need for constant support, reinforcement, and practice. Praise and feedback should be given often and coordinated with families and other support services to offer identical messages in different places.

Implementation Guidelines

Effective implementation of the instructional model requires careful planning, professional development, and collaboration among educators, families, and support services. The following guidelines can facilitate successful implementation:

Professional Development for Educators

As documented by State et al., (2018), there is an agreement that ongoing professional training is essential because it allows educators to acquire proper skills and knowledge right from the class to educate students with EBD. To promote professional development, several key areas that must be addressed can be highlighted, including the following: First of all, it is necessary to help educators become aware of the issues associated with the children who exhibit EBD, their requirements, and their challenges. This involves awareness with the Child Behavior Checklist

(VBCI), Vanderbilt Scales for Evaluating Learning (VSELS), and any other assessment tools that would show students' learning, development, and psychological, social-emotional profile, or possible root of any observed behavior. The knowledge that should be a part of teachers' continuing professional development should be the definition of EBD, how EBD is classified, and what signs and symptoms teachers can first notice in their learners. The awareness of proper practices concerning the development of schedules, safety measures, and student accountability should be a part of these staff trainings.. This includes management methods within a classroom setting, proper use of visual aids, and appropriate behaviors for students with EBD. Teachers should know how to establish and manage a conducive, transparent, and predictable classroom environment suitable for these children.

Another critical component of training focuses on teaching social skills to students. Teachers should be equipped with knowledge and practices of how peers can help each other and how to help students feel ready and willing to engage in constructive behaviors. This may comprise drama and cases whereby teachers adopt an instructional strategy in practicing the said techniques. In addition, teaching self-regulation strategies is an essential form of support that should be provided to students with EBD (Popham et al., 2018). Each staff member enhances professional development by embracing knowledge in emotion regulation, goal setting, progress monitoring, and understanding problem-solving skills. Educators must know how to demonstrate these skills when teaching their students. For students with EBD it is crucial for them to receive data-based decision-making and progress tracking. Therefore, professional development of teachers should involve issues such as how to gather, analyze, and interpret data to determine the efficiency of specific teaching approaches and styles and how to modify these approaches to accommodate the needs of students and observed progress. Professional development needs to be ongoing and take

different formats, including workshops, coaching, and communities of practice. This way, educators ensure that their knowledge and practice in the interventions of students with EBD are updated based on the newer literature.

Classroom Setup and Resources

The physical setup and resources available in the classroom can significantly impact the successful implementation of the instructional model. Educators should consider the following recommendations:

1. A class setup would help direct the children and reduce movement around the classroom by having different areas for different activities or learning stations (Haydon et al., 2019). This also can ensure that students with EBD pay attention during their lessons and strictly adhere to set schedules.
2. Establish simple graphics in rectangles on different parts of the classroom, including the schedules, rules, and reminders. In this case, the use of visuals acts as a reminder, and the students can refer to them at any one time, especially concerning the class rules and regulations.
3. Provide students with the instructional materials and resources suited to their abilities and requirements, including the use of adaptive technology, communication, sensory instruments, and curriculum resources that have been developed to meet the learning needs of students with EBD. These resources may meet the expectations and serve the purpose of addressing individual learning differences and special needs.
4. A designated place or 'calm zone' to teach children how to self-regulate, perhaps through visual encouragement such as stickers to encourage deep breathing or other calming tasks.

These areas should be contemplative to ensure that students can take their time to 'wind down' after getting agitated or stressed-out during study time.

5. Make sure that periodical and classroom checklists include the necessary instructional aids for teaching social skills, including role-playing objects, teaching-learning aids, and multimedia (Benner et al., 2022). All the skills teachable in a classroom can be learned effectively with the help of proper material and technological support.
6. Consultation and revision of the classroom environment and resources with students concerning classroom learning requirements. If students go through the level and to a new level/grade, teachers may be required to redesign the classroom or acquire new materials to accommodate the students.

Daily organization and having an environment filled with students' resources can significantly facilitate the efficiency of the instructional model as it recaps procedural knowledge, caters to individual student needs, and fosters the practice of different strategies.

Collaboration with Families and Support Services

Collaboration with families and support services is crucial for fostering a holistic and consistent approach to supporting students with EBD. The following strategies can promote effective collaboration:

1. Effectively engage families in ongoing communication about the instructional practices used in classrooms, the student's learning progress, and strategies for family support to foster the use of these practices at home. It helps in nurturing a working relationship between the teachers and the parents/carer-givers of the student so that there is close cooperation in supporting the student. It is important to encourage families to participate in creating their student's of Individualized Education Programs (IEPs) and Behavior

Intervention Plans (BIPs) in a way that the families of the children feel that their input is recognized and incorporated. Parents/caregivers know their child, and therefore, they should be involved in developing an effective plan as it will always entail strengths and challenges of the child.

2. Inform the parents and teachers on how to impart the techniques at home so that the child may deal with them in school and at home. This is why direct communication between school and home environments should emphasize both the learned and generalized positive behaviors that are being taught in the school environment.
3. Consult with and involve school counselors, psychologists, physiotherapists, and occupational therapists in managing students with EBD. Essential skills that a child requires entail making the learning process involve professionals from different fields to address the child's various needs.
4. Implement an open and transparent agenda of the support treatment for the student and use phone or other means of communication with the providers of the support services to organize meetings regularly in order to maintain effective coordination of the treatment plan as well as the coordinate support services that address the needs of the student's well-being.

Failure to collaborate with defectors on a particular student entails a series of problems, such as lack of collaboration, lack of respect, and lack of commitment toward the success of the student in question. Thus, when education professionals, families, and related services meet and cooperate effectively, collective synergy allows educators to think and operate cohesively within a single entity, working to provide each child with appropriately coordinated services (Francis et al., 2022).

Monitoring and Evaluation

Monitoring and evaluation must be addressed to ensure the effectiveness of the instructional model and make necessary adjustments to support student needs. The following strategies can be employed:

Progress Tracking and Data Collection

Implement a systematic approach to progress tracking and data collection, utilizing various tools such as:

1. **Standardized assessments:** Give tests and checklists at certain time intervals to track the child's progress in school, social and emotional well-being, and any changes in behavior (Abed et al., 2022).
2. **Behavior tracking systems:** Employ observation checklists, incident reports, or behavioral rating scales to note down and assess several student behaviors and how often, for how long, and how intensely they occur.
3. **Observations:** Document students' qualitative behaviors during classroom-related activities, recess, or time changes for observation data purposes.
4. **Checklists and rating scales:** Administrative checklists and rating scales may be used to evaluate particular proficiencies or conduct in social skills, self-control, or emotional management abilities.

Data and information from various sources are collected to establish patterns and trends in applying instructional strategies and interventions. An example of evaluation is the continuous analysis of data, which may assist educators in determining whether the learning approaches being applied are effective and, in turn, develop ways of changing or improving the approaches.

Adjusting Strategies Based on Student Needs

According to Mitchell and Sutherland (2020), reviewing and modifying instructional practices during teaching-learning is paramount in coping with students with EBD's complex and ever-changing needs. The following are some of the steps taken in this process to ensure that the interventions continue to be effective and capable of addressing the needs of the targeted students. Another category under adjusting strategies is changing patterns, which more specifically can mean changing drills, timetables, or classroom arrangements. Sometimes, students may develop new needs, or new concerns may require a new classroom environment to be set by the educators. This may entail changing instructional arrangements and modifying them per interval such as students' desks, changing daily timetables, or adding new transitions in students with EBD. Teachers must be willing to explain new methods or how they will change some of the previously used approaches to address the areas where learners need more challenge or practice. This may involve directing attention to one or many social skills that students are finding difficult to master or coming up with new ways of peer mentoring to ensure students develop socially. The classroom management strategies can be called flexible since students develop different self-regulation strategies and may require modifications when encountering new difficulties. Teachers may have to introduce more ways of handling extreme emotions, conflicts, stress, or other problems that might surface in the classroom. This could entail introducing new procedures for relaxation, advanced procedures for goal setting, or using signal/image-word connection to recognize personal feelings.

According to Daley et al., (2017), when we make any changes to interventions, parents and services should also be involved in enhancing the management of instructions provided to the child. In this manner, formal and informal communication with parents and other related

professionals in nurturing the student can allow concurrent coordination in adapting and altering these measures. This consistency across settings can enhance intervention effects. One should not limit when there needs to be changes on the field, but these alterations should be based on logical data and results. In evaluating the effectiveness of the strategies, certain behaviors, or even the performance of students, it is possible to collect samples or even averages of their activities, interactions, and performances on a weekly or even daily basis. This prevents non-constructive interference based on assumptions, which instead is done based on identified problem gaps, gaining more effective results. This shows that it is all right to be more flexible when changing the plans for students with EBD.

While some strategies, behaviors, and teaching techniques will be appropriate for one learner, they may be inappropriate for another, and what will be efficient at a particular stage may be different at a later stage. Teachers should also be ready to try various methods that can be used in teaching; they should be ready to change tact quickly.

Celebrating Successes and Continuous Improvement

According to Lloyd et al., (2018), highlighting any small achievement is essential, especially when addressing the needs of students with EBD. Praise, in particular, has been identified to improve the motivation and self-esteem of the learner and their motivation and desire to learn. Teachers must find several techniques to reward and recognize students' efforts or accomplishments. It is a good strategy to reward good behavior by implementing things like; verbal encouragement, gifts, or privileges. This should be personalized according to every student's desires or what motivates them and given out every time a student has achieved a target or exhibited desirable behaviors. This is beneficial as it helps discourage harmful or undesirable behaviors while at the same time working at the incentive of positive and challenging work

behavior among students. Frequency monitoring of progress, also known as progress checkups, can motivate when followed by routine celebrations. Examples of progress monitoring includes; checking and discussing progress charts with students, conducting other special recognition events, taking time to explain or discuss a student's improvement to the entire class as a way to demonstrate public praise. These celebrations help students focus on their progress and work hard to improve further.

Peer modeling is also achieved when students are encouraged to share their success stories, which will help create a positive attitude in a classroom setting. This could entail students reporting on their achievements to the rest of the group, documenting their accomplishments in a format that others can easily understand, or helping their peers work towards similar goals. It may also increase self-pride and support a collective feeling among students in the class. While it is vital to support and motivate students and their achievements, it is equally important to cultivate constant growth for teachers as well. This implies ensuring that the faculty has time to ponder over their practice, discuss their experiences, and work together to improve the realization of the instructional approaches. Professional learning communities could be helpful in supporting such a continuous improvement process. Synchronous conferences, meetings, or collaborative sessions allow educators to share their experiences, communicate best practices that work, and address issues affecting students. This peer support can be invaluable in improving the teaching strategies for students with EBD.

According to State et al., (2018), observations from peers coupled with coaching can be of immense value as it will offer new techniques to handle students with EBD. When one has to observe other teachers and make comments, it becomes possible for teachers to learn and modify their teaching strategies. This approach leads to developing more effective interventions to assist

students with EBD. Professional growth is a constant process requiring further education and training. Schools should ensure that practicing educators are given chances to update on the newer strategies, manage new challenges, and encourage the best practices as derived from research from time to time. This could comprise training sessions, seminars, or even web-based units of study aimed at helping learners with EBD. By encouraging goal accomplishment and cultivating the spirit of continual progress, schools can provide an adequate motivating context for learners and educators. Such an approach helps students with EBD and improves the educational process and the teachers' experiences as educators.

Chapter IV: Discussion and Conclusion

Summary of Findings

This thesis has examined these instructional practices that make learning easier for EBD students in class and in life.

1. How does adding instructional practices (including routines, social awareness, and self-regulation) impact students with emotional or behavioral disorders (EBD)?

The studies revealed an increment in performance levels when instructional strategies associated with creating a timetable, emotional comprehension, and management strategies for pupils with EBD are implemented. Culture, rules/policies of class, and adherence to already established routines ensure safety, minimize the emergence of 'naughty' behaviors, and encourage learning. These findings align with those of Lory et al., (2020), who demonstrated that the structured schedule and using visuals decreased the problematic behavior and increased the time students with EBD engaged in tasks. (Bersin, 2008) indicated that educational interventions such as social awareness, skills, peer counseling, and group education assist students with EBD to have

adequate knowledge and interpersonal skills in dealing with similar issues and attitudes towards fellow students.

In the study by Leifler et al., (2022), it was recommended that social skills training and peer mentoring should be carried out because they improve social competence and belongingness and also improve the school experience of the students with EBD. Moreover, the regulation policies, which include emotional regulation, goal setting, and stress and difficulties regulation, allow the student to control feelings, actions, and learning processes. Research by French (2019) exposed that target programs of emotion regulation and goal setting promote students' skills and attitudes, social-emotional competency, motivation, and achievement in students with EBD.

2. How can we facilitate the development of routines in every classroom to support students with EBD?

Scaffolding the development of routines in classrooms is possible by setting objectives regarding expectations, a schedule, and a structure in classrooms and modeling different routines in the school day. This concurs with the study conducted by Collier-Meek et al., (2019), which recommended that classroom rules, procedures, and behavioral expectations be expounded upon and the interventions implemented and utilized accurately. Graphic displays, incl. timetables, timetable charts, and reminders, must be used with clients to remind them of routines and expectations, which is informed by, (Zimmerman et al., 2019). The other factors that should also be included in the literature review results are advanced warnings for change and routine positive reinforcement for routine practice. To continue, it is also recommended that students be engaged in developing routines and ensure that they are provided with constant review and reinforcement, which also helps implement it successfully (Smith et al., 2018). When students are involved in

setting classroom rules and rationales for implemented rules and patterns, it becomes easier for educators to implement them since students will exhibit an obligation to ensure they follow them.

3. How do effective instructional strategies help special education students, particularly those with EBD, in their academic and social-emotional growth?

The outcomes for learners with EBD can also be positive in terms of academic performance as well as social/ emotional development if instructional practices involve the use of routines, social awareness instruction, and self-regulation strategies. Thus, these instructional practices, such as providing structure for learners and encouraging positive behaviors, may help increase academic interest, monitor and modify conduct for the better, and foster well-being, as evidenced in the studies. Daily schedules and structured classroom arrangements reduce disturbances and offer a sense of stability, which helps students with EBD to stay on target in assembling their attention on learning tasks and manage their behaviors better. This is supported by a study by (Gersib & Mason, 2023); it was indicated that there were significant gains in the classroom setting where there were predictable routines and structured environments that benefited not only the students with EBD in aspects of behavior but also in their performance.

Social awareness instruction promotes social interaction and social relationships, which students exhibiting EBD require to acquire density in their social competence. The study by Hutchins et al., (2019) revealed that interventions promoting positive relations and interactions enhanced positive social skills and decreased problem behaviors while increasing school progress for learners with EBD.

Compassionate and self-animating self-regulation tools, including those related to feeling regulation, goal setting, and coping, allow students with EBD to make appropriate decisions and approaches to emotions, behaviors, and learning. This means better concentration, academics, and

performance, even attention during lectures, better esteem, motivation, and overall well-being. In their review, (Albrecht & Brunner, 2019) pointed to some of the benefits of emotion regulation and coping styles on Social and Emotional Learning (SEL), attitudes in students with EBD, and aggression and disruptive behaviors among students with EBD. When applied, the rationale is that students with EBD should also be taught these skills, and Schools should ensure that the learning environment is conducive to facilitate instruction for children with EBD. With the right strategies, instructions for students with EBD can effectively deal with the behaviors and, in doing so, foster the development of the child.

Consequently, the research outcomes suggest using the demonstrated instructional model to underpin the intervention strategies. Such a model should be developed and integrated for teachers to establish positive relationships and promote learning with EBD students to the best of their abilities.

Limitations of the Research

While this thesis provides a comprehensive overview of instructional strategies for supporting students with EBD, it is essential to acknowledge some limitations:

1. This study mainly targets and involves students with EBD, and the results may not necessarily extend to other disability categories or learners with special needs. It is also important to note that students with different types of disabilities or education needs may need different approaches to instruction or changes to the strategies expounded on in this thesis.
2. The success of the implemented instructional approaches will also depend on the extent of the leading academic target student's disability, the context of the implementation environment, and the resources and services available at the school. The above strategies

might hold different results with students who have severe emotional or behavioral issues or students in facilities with few resources that could allow for the implementation of such strategies. Some students may need extra support or modifications to the above instructional strategies.

3. The systematic review of the literature draws from the existing scholarship; the primary research may have various limitations in the kind of samples used, methods employed, or transportability of the identified patterns. There may be selected samples with small subject numbers or specific populations or cultures only, which may not apply widely to other settings.
4. Factors such as the training of educators in the model, school culture, and resource availability that may moderate the application and implementation of the instructional model have been covered only partially in this thesis. Educator characteristics like the extent of training, school climate, and support that is received, besides funding, staffing, and other requisites, also influence the successful implementation of the instructional model.

These limitations must be considered, and the findings and recommendations must be considered and understood in light of these limitations. Moreover, further research is needed to solve these limitations and enhance the effectiveness of instructional strategies for students with EBD.

Future Research Directions

To further advance the understanding and implementation of effective instructional strategies for students with EBD, several areas warrant future research:

1. Longitudinal research on instructional interventions' effects on educational achievement outcomes, socio-emotional well-being, students' transition to higher learning institutions, and the job market of students with EBD. However, long-term research on the long-term behavior of these instructional strategies among learners, including prospects such as their learning progress, socio-emotional development, college readiness or carefulness, and valuable life skills, should be the subject of inquiry in this thesis and the reviewed literature.
2. New studies are needed on which approaches are most conducive to preparing professionals to facilitate and encourage instructional strategies, such as professional development models, coaching and support. The degree to which the instructional model would be effectively implemented primarily depends on the educators' Knowledge, and Skills. Further research should identify how to implement ideas best and acquire knowledge through a variety of activities and training sessions, which may include the implementation of workshops, different coaching models, online training modules, or collaborative communities of practice to ascertain the most effective and efficient means of providing educators and future educators with the required knowledge and competencies needed.
3. The possibility of incorporating technology and computing devices in the current instructional model means the use of information technologies such as virtual reality in social skills training and adaptive learning technologies. When it comes to broadening the application of educational technology, one can identify a range of valuable possibilities to improve and strengthen the delivery and receptiveness of instructional/teaching methods for students with EBD. This would encourage further research on the role of Virtual Reality in simulating social interactions for individual practice, the concept of adaptive learning –

the instructional environment that will adjust the process and content to the learner's needs and progress, and learning with game elements.

4. Studies of the cultural assimilation of the instructional method in light of the culture of learners with EBD to improve uptake. Culture encompasses language and learning values, which may affect how students perceive and react to teaching methods. Further studies should be conducted on how the instructional model to be used would be culturally sensitive and how the model can be disseminated to cater to students with EBD from diverse backgrounds.
5. Research investigations that determine the extent to which the organizational and implementation patterns serve or benefit general education classrooms, resource rooms, and other special educational programs. Some or most of the components in the instructional model suggested in this thesis may require some adjustments depending on the type of education system being implemented. Comparative research could isolate and contrast the nature and efficacy of the instructional methods across different settings, including general, resource, and EBD classrooms or in specific programs or schools for students with EBD. Such studies could reveal significant information concerning the change or alteration needed to facilitate the practical application of the instructional model in different educational settings.
6. Studies concerning the contribution of family and community to enhance the practice and independence of the instructional strategies and extend the trained applicability of skills into other contexts. The instructional model was designed for implementation at school, but it is understood that it will need support from educators, families, and communities. Another way that future research could build upon this work is by investigating methods

to actively involve families and community members in the implementation process and examine the effects of their involvement on the maintenance of skills in various settings, including homes and communities.

7. Examine the feasibility of incorporating the instructional strategies with other empirically supported practices like cognitive behavioral therapy or applied behavior analysis. The instructional model described in this thesis is centered on particular procedures to help students set up regularities, raise awareness about social relationships, and regulate their behavior. However, like with other students, it is possible that students with EBD could benefit from other instructional addressing strategies in conjunction with other EBD-based interventions or therapies. There is a relative scarcity of research published on the instructional model; one might explore the compatibility and efficacy of the current model when combined with other therapies like cognitive-behavioral therapy, applied behavior analysis, and other therapies in the future.
8. Studying the practicality and efficiency of scaling up the instructional model in other colleges or universities, considering the barriers and resources needed for training personnel and institutional support. The instructional model has some merit because researchers need to determine the costs and organizational realities of extending its use to greater levels of education, such as district or state systems. As with any model, future studies could consider the cost analysis of this model; there are also questions about how the implementation can be scaled up or expanded while maintaining fidelity and sustainability at the same time.
9. Surveys also embrace the view of students with EBD, parents, and teachers as a way of doubling up on the knowledge of the effects and actual usage of the instructional

techniques. Although the communication of the results as numbers might help determine the impact of the instructional strategies, using the qualitative research approach could go a long way in offering an understanding of the experiences of practitioners working on the implementation process. This research can augment the voices of students with EBD, their families, and the teachers to understand the successes, problems, and opportunities that can enhance this instructional model.

10. Multi-disciplinary groups of educators, psychologists, and behavior specialists, among others, should be identified in order to assess the child with EBD from a whole child perspective and inform their development. EBD students experience multiple impairments and learning needs that are complex and interrelated; therefore, they should be managed holistically. In future studies, multi-professional teams consisting of educators, school psychologists, teachers specialized in behavior, social workers, and other related professionals could implement contextually, concurrently, and comprehensively educational and behavioral/mental health interventions in the context of students with EBD.

By addressing these perspectives for future research, the area can advance and further develop the knowledge of effective instructional practices regarding learners with EBD. These ongoing studies are expected to contribute to further developing better evidence-based comprehensive or specific interventions and thus help enhance the educational achievement of this at-risk student population.

Conclusion and Recommendations

The study's findings reveal that defining clear routines, having a structured classroom, and implementing consistent expectations are highly beneficial for such groups by enhancing the sense

of order, thus decreasing stress levels and directing concentration on academic activities. Students with EBD are expected to be unpredictable and have issues with transitions, hence the need to have some structure in place. Thus, using daily schedules, wall charts, and rules posted around the classroom, teachers can give students a working environment that would make them feel secure and less worried about unknowns, making it easier for them to perform learning activities.

To gain an optimal benefit of structured learning environments, educators should attach much significance to formulating and maintaining the above aspects in a classroom. This includes writing and making learning, classroom rules, procedures, and behavior policies clear to students. Engaging learners in formulating these rules can enhance their understanding and commitment to the resolutions made. Classroom cues, including pictures of the schedule, charts, and other reminder signs applicable in the classroom, may help enhance the standards of conduct. Carrying out precise patterns and regularity for different parts of the school day, such as students' coming or going to the class, transitioning from one activity to another, or accomplishing particular exercises or lessons, is imperative. Also, arrangements for early notifications and precautions for the anticipated changes or variations from the standard patterns should be made.

These strategies are intended to reduce stress levels and the possibility, of course, disruptions. A critical factor mentioned in implementing social awareness instruction is promoting social and educational programs for students with EBD, another essential feature of the invention. It has been discovered that the ability to work with peers through skills conduct, peer modeling and cooperation, collaborative learning, reciprocal enacted communication, and skills training must be used to enhance social competence, increase positive peer interactions, and improve the school experiences of these children. Most students who exhibit EBD have difficulties interacting with other students, peers, teachers, and their classmates; this makes their peers reject them, exhibit

out-of-order behaviors, and lower academic performance. Social skills are the most effective for this purpose, and by teaching the mentioned students social skills and other skills in an organized manner, educators can build a bridge for these students so that they can easily cross a social activity hurdle.

As for this area, it is suggested that tutors incorporate social skill instruction, where the children are taught directly, and then through examples, they are modeled, followed by rehearsal and practice exercises. These programs should be according to the developmental status and requirements of the respective child. They should include listening, initiating, maintaining conversation, understanding social signals, solving conflict, and expressing mood. They also stated that peer mentoring and collaborative learning activities can help create genuine social relationships and supportively enhance interactions. This requires a proper organization of these activities so that all students can get some involvement and engagement, and prompt responses from the quieter members of the group prompt them with such things as helping structures or motivational displays. Based on the information presented in the literature review, self-regulation techniques have been proven to be a valuable approach to enabling students with EBD to gain the ability to regulate thoughts, emotions, behaviors, and learning tasks in the classroom. Introducing self-regulation strategies and training in handling emotions, goal setting, and flexed thinking skills can help students learn how to handle difficult situations and keep their attention firmly on the work to be finished. These skills are critical in school achievements and the future of individuals and social lives.

For self-regulation strategies to work, it is suggested that teachers include direct instruction of these strategies in classroom lessons. These should include the general practice of identifying behaviors that elicit negative emotions in the students and then the procedures of containing the

fallout of such behaviors or avoiding engaging in them in the first place. Probity businesses should teach goals-setting and progress-evaluation skills to assist each student in establishing realistic activity goals, dividing those goals into milestones, and monitoring students' behavior chronologically on overarching aims and functional, visible checklists.

Cognitive-behavioral coping strategies and problem-solving abilities also ought to be targeted. The students must learn to challenge such thoughts correctly, replace them with positive affirmations, and appropriately handle stress and other challenging situations. This paper agrees with the position that it is impossible to standardize the interventions to be used when addressing students who have EBD. Again, the studies reveal that motivational outcomes can depend on students' characteristics and learning personalities, the severity of EBD, and the instruction setting. Some teaching methods may be effective for one student but not the other, raising the importance of individualized education and intervention plans.

Teachers should create and use Individualized Education Plans (IEPs) built with interventions based on scientific research and related to the child's needs. Such plans shall be created with the support of the student, the student's family, and other related professionals. Such assurance entails constantly checking these plans and their modification in line with the monitoring and feedback collected as the process unfolds. This may include changing schedules, turning conversations into lessons, or integrating new coping techniques as he or she develops. Another essential characteristic of the solutions provided to these students involves the knowledge, skills, and attitudes of the educators who support the struggling students. Many may be ready to teach students with EBD but need more training on how to go about it, affirming the need to offer professional development.

Schools should offer timely and extensive professional development programs for teachers, emphasizing identifying EBD, using research-based practices, and establishing organizational and classroom climate. This should encompass workshops, coaching sessions, and professional training sessions to foster learning among teachers. Contemporary professional development should include areas like the definition and classification of EBD, effective instructional methods, responsible management techniques, and managing class diversity. Moreover, information regarding how to work with families and other supporting services should also be provided as part of the need for a biopsychosocial model of support for children with EBD. One of the significant components of the successful support of students with EBD is the cooperation between educators, families, and support services. Supplementing what is done in class with what is done at home is very important as it strengthens the positive behavior and strategies learned at school. Whenever students with EBD have support from all, they can succeed and progress toward their goals as planned.

Recommendations include creating close relationships with teachers, families, and school administrative or support services. This can be done through formal reports, for instance, weekly meeting update reports, or through set meetings and departmental social media pages where constant updates are posted. Parents/families must be engaged and participate in decisions regarding their child's future learning and support plans. Strategies to promote the implementation of similar protocols at home should be available in school, and staff should be trained to follow and teach the protocols to children at home. As for the second domain, the district must establish cooperation with mental health workers, behavior specialists, and other support services to focus on the needs of students with EBD. As indicated earlier in the thesis, the implementation of technology to aid the teaching of students with EBD has yet to be explored much. However, it has

been found to have the potential to be explored further. Recent findings indicate a potential for technology to assist teaching and learning as well as these learners. Through digital tools, students with EBD can learn individually, which enables them to get immediate feedback and allows for mass practice, which could be very helpful.

Teachers and schools should consider and research technologically facilitated interventions for children with EBD. These relate to learning applications that could deliver customized content based on the learning needs and pace of the students, applications for teaching social skills in a virtual environment in a safe learning space, self-regulation, and goal-setting applications. However, these tools should be blended to supplement the existing teaching approaches, as it is essential to note that they do not substitute real-life interaction with other people. As illustrated throughout this thesis, there is a continuous need for future research to support students with EBD. Although these approaches seem promising, more research is still needed to outline the possibilities of improving these learners' learning strategies. It is clear that special education is continuously growing and developing new knowledge and strategies.

Educational researchers should engage in longitudinal research to evaluate the effects of the instructional strategies explored in this thesis on learners. Ideally, these studies should compare the efficacy of these approaches regarding different groups of children at different cultural backgrounds, poverty levels, and varying degrees of EBD. Further, research should look into how these strategies should be combined with other forms of best practices in special education for improved student support models for students with EBD. Hence, educators must consider ongoing and adequate individually tailored methods to foster students with EBD, utilizing effective classroom structures, social instruction and management, and self-moderation techniques. For learners with EBD, it is thus essential to put into practice the following measures:

- Continuing with staff and teacher professional development
- Ensuring everybody on the student's support team is on the same page
- Encouraging everyone to further research strategies that are more effective in handling students with EBD

The detailed recommendations guide educators, administrators, and policymakers regarding how support for children with EBD could be improved. Nevertheless, it is essential to remain informed that this is an area in the development process, and future research and practice modifications will be required to fine-tune the processes to achieve the most effective results for these students. Therefore, when staying focused on the collection of practices that have empirical support, promoting an organizational culture of learning and improvement, and the emphasis on equitable support for all students, including students with EBD, it is possible to strive to address challenges that prevent students from learning effectively and ensuring that the learner with EBD gets the support he or she needs to achieve academic success.

As we advance, building a culture encompassing understanding, time, and a willingness to learn from our mistakes as we try to support struggling students diagnosed with EBD is essential. In this way, it becomes possible to assist these students in overcoming various difficulties, mastering various skills crucial for effective learning in school and life, and unleashing their potential to achieve great heights in life. The plans and suggestions herein constitute a solid premise for this essential endeavor; however, in educators' classrooms, families' nurturing, and support professionals' engagement, these concepts must be realized across the United States. So much can be done if only people are willing to continue to commit their efforts, cooperate, and inspire new ideas on how best to enhance the learning experiences and achievement of students with emotional and behavioral disorders.

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