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Supporting Emotional Behavior Disorder Students in the Mainstream Classroom

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SUPPORTING EMOTIONAL BEHAVIORAL DISORDER STUDENTS IN THE

MAINSTREAM CLASSROOM

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Abstract

Students with Emotional Behavioral Disorder (EBD) face extreme barriers within the school system as well as in their adult life. Teachers across the country are seeing an increase in student behavior within the classroom and are feeling a lack of support and training to better support EBD students. Behaviors are impacting the teacher's ability to teach and the ability of students to learn. Research suggests that general education teachers hold mixed attitudes regarding the inclusion and the education of students with disabilities; some feel they are unprepared to teach students with disabilities (Barton-Arwood et al., 2016). Our education system must address the needs of EBD students to provide all students and staff with a positive and safe learning environment. This literature review aimed to discover how general education teachers can support EBD students. McGuire and Meadan (2022) emphasized that students need to have meaningful and collaborative relationships with their peers in an environment conducive to their educational achievement. Inclusive education will allow students with disabilities to be equally involved in academic and social activities, achieve academic and social success, and feel valued by their peers and educators (McGuire & Meadan, 2022). This study concluded that teachers can best support EBD students within their classroom by building a strong relationship with the student, implementing robust, effective classroom and behavioral management practices, and implementing interventions with fidelity in collaboration with the special education team.

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CHAPTER I: INTRODUCTION

Supporting EBD Students

Student behavior continues to be a major issue within the educational system. Teachers across the country are seeing an increase in the frequency, severity, and intensity of student behaviors. Behavior problems interfere with the learning of other students within the classroom, and the teachers' quality of instruction is impacted due to the behaviors within their classrooms. As we continue to see student behaviors increase across the country, we as educators, need to look at how we can improve the learning for all students, along with the ability for teachers to teach effectively. We need to determine how the education system can change the current systems in place to better support the student with behaviors, the teachers, and the other students within the classroom. Learning to work with students with EBD is important for the entire educational system.

Within this literature review, perceptions of the teachers and the EBD students are studied, as well as the importance of their relationships. In addition, Positive Behavior Intervention Supports (PBIS), interventions, classroom management, behavioral management, the Functional Behavioral Assessment (FBA), and Behavior Support Plans (BSP) are studied. Due to the continued burden of student behaviors within the classroom, teachers often have a negative perception of EBD students or students at risk of EBD. A teacher's attitude has the potential to either facilitate or constrain the success of students with disabilities in the general education classroom (Barton-Arwood et al., 2016). EBD students tend to have negative relationships and interactions with staff and peers within their building. Staff perception of the student impacts the students' behaviors. Student-

teacher conflict and negative interactions increase the students' behaviors, and the student is less likely to engage in learning. As the students' behaviors increase, their learning will decrease, and their school environment may become more restrictive. This is why it is so important that teachers give each student a chance to learn and grow within their classroom. When teachers have a positive perception of a student, they will be more welcoming and accepting of that student within their classroom. Inclusive education will allow students with disabilities to be equally involved in academic and social activities, achieve academic and social success, and feel valued by their peers and educator (McGuire & Meadan, 2022). Throughout the studies, teachers also did not feel professionally trained to work with EBD students and lack the support they need. This, in turn, is going to impact their perception of working with EBD students. Some teachers reported a lack of knowledge about managing the characteristics of EBD (i.e., inappropriate interpersonal relationships and challenging behaviors). Others reported a lack of knowledge for students with a history of trauma or mental health issues (e.g., students with oppositional defiant disorder) (McGuire & Meadan, 2022).

EBD students often have negative perceptions of teachers and their school experience overall. They often feel left out, unwanted, and not valued. They feel as if they have no friends and feel overly blamed. EBD students state that they often feel that teachers already have a preconceived perception of who they are and do not give them the opportunity to be successful within the classroom. Students' negative experiences within the school system increase the likelihood that they will have negative outcomes within the school setting and as they become adults. According to the U.S. Department of Education

(1998) students with EBD are most often in the most restrictive environments, earning lower grades, failing more subjects, being retained more often, more detached from the school environment, have higher absenteeism, have higher dropout rate and poorer social relationships. This leads them to higher rates of unemployment, higher arrest rates, and lower rates of postsecondary training and employment (Hayling et al., 2008). The Department of Education reported that in 2012 21% of youth between the ages of 15 to 18 with EBD had been arrested in the previous 2 years (McGuire & Meadan, 2022), compared to 7% of youth with other disabilities. Due to the number of barriers that EBD students face, it is crucial that the education system supports teachers in supporting these students. More training, collaboration, and professional support are needed in classrooms and schools. All staff need to be trained on how their behaviors impact a student's outcome.

Students with EBD need a strong connection/relationship with a teacher to decrease behaviors and increase engagement and academic outcomes. Teachers must build interventions around connectedness for students with EBD. These interventions need to promote positive teacher-student relationships and provide safe and positive learning environments (Marsh, 2018). Each teacher–student interaction can be evaluated by remembering the acronym TAN (Towards–Away–Needs) and asking the following questions: Is this interaction moving *Towards* a close, trusting teacher–student relationship? Is it moving *Away* from a close, trusting teacher–student relationship? Are my student's and my own *Needs* being met? (Van Loan & Garwood, 2020). Teachers face, not only teaching all the academic demands, but also the social and emotional learning of EBD

students, and managing behaviors while trying to teach twenty-five or more students at a time. It is not an easy task to just say have a relationship with the student. It takes time and energy to build a relationship with a student with behaviors. However, the work that teachers put in upfront will pay off overall. Eventually they will spend less time managing behaviors if the relationship is strong. A strong teacher-student relationship is viewed as a critical factor in an EBD student's success. Teachers need to be intentional about every interaction they have with an EBD student. How that interaction goes can strengthen or hinder the teacher's relationship with that student. Looking at every interaction as a bank account is an example given in one study. Our positive interactions with students are deposits into the account and negative interactions are withdrawals. EBD students had lower delinquency levels when they had positive relationships with teachers, whereas students who reported dissatisfaction with their teachers reported higher conduct problems (Zolkoski, 2019).

Teachers who have set high and clear expectations for their classroom will have better behavioral and academic willingness (Zolkoski, 2019). Classroom management, and Positive Behavior Intervention Support (PBIS) can help a teacher manage behaviors within the classroom. EBD students thrive off structure, routine, consistency, high expectations, accountability, and a classroom centered around relationship-building with peers and staff. When PBIS is implemented within a school/classroom, less disruptive and aggressive behaviors occur. Overall, it improves academics and social competence. Within the school, less discipline referrals and fewer suspensions occur. Schools have a healthier and safer environment for all, while improving the overall ratings of the school

climate, school safety and teacher efficacy. When class wide interventions are implemented, studies have found an increase of engagement and a decrease in behaviors. Examples of interventions used within the classroom are verbal praise, token economy, proximity, opportunities to respond (OTR), feedback, peer mentors, parent collaboration, and pre-correction. It was found that by implementing strong classroom management practices and class-wide interventions, students had better engagement and academic outcomes. The lower the rate of classroom management that a teacher has, the more behavioral issues they will have within their classroom.

Social Emotional Learning needs to be a stronger focus among the educational system for all students. EBD students need more fundamental skills which leads to having negative interactions with peers and adults. Becoming socially competent requires students to recognize and enact socially appropriate behaviors and exhibit those behaviors reliably in ways that are responsive to contextual demands and interpersonal cues (Bierman and Sanders, 2021). Increasing skills in EBD students lacking skills will increase their ability to be with their peers within the mainstream classroom. It will also decrease the negative interactions within the classroom which will prevent some of the disruptive behaviors. Negative behaviors and interactions will still occur, but they will lessen. When they do occur, the student will be able to sit down with a staff member and problem solve/talk out the situation with more effectiveness.

This literature review was guided by the question, "How Can General Education Teachers Support Students with EBD?" When research was conducted, it was broken down into the following categories: perception, barriers, relationships, and classroom

management and support. These categories determined what can improve a student's

successes within the classroom. Within this study, keywords were presented. The

following were the definitions of the keywords throughout the study. Emotional Behavioral

Disorders (EBD) are labeled for students who display persistent and intense behaviors,

over a period of time, in multiple settings, which impact their academic and social

outcomes. These may be externalizing behaviors (aggression, impulsive, destructive), or

internalizing behaviors (anxiety, depression, withdrawal). Functional Behavioral

Assessment (FBA) is typically when a student is experiencing behavioral issues and going

through the evaluation process. It determines the function of the student's behavior and

identifies the target behaviors. From the FBA, the school team can review strategies and

interventions that are recommended for a student to be more successful. In addition, it will

address the areas that need to be taught to improve the skills that are lacking.

Positive Behavior Intervention Supports (PBIS) is a school-wide intervention

framework whose purpose is to create a positive and safe learning environment for all

students. It is an evidence-based tiered intervention system aiming to improve students'

academic and behavioral outcomes. A Behavior Support Plan (BSP) is a plan that is

discussed in this study. These plans have different names throughout the various districts

and states. The BSP is a plan created in addition to a student's IEP, addressing the

student's target behaviors and giving details on how all staff should interact with that

student. The interventions and plans that will be implemented, the appropriate language to

use with the student, and descriptions of what the students' behaviors may look like when

they are in an escalated state. The plan helps teachers know what to do in a moment of

crisis with the student.

      An Individual Education Plan (IEP) is a special education legal document in place for

a student with disabilities to support their needs within the school system. Social

Emotional Learning (SEL) focuses on the skills to be taught to increase the student's ability

to participate socially and academically within the school setting. It may focus on self-

regulation, emotional skills, impulse control, problem solving, and/or relationship skills.

The current research on the topic of how to support EBD students in the mainstream

classroom showed significant limitations within the quantity of studies that were available

on specific topics. Studies on interventions, social skills, classroom management and the

FBA process were lacking. There are more journals and articles that were available.

CHAPTER II: LITERATURE REVIEW

Chapter II analyzes published literature on topics related to students who have Emotional Behavior Disorder, their challenges, and the unique needs that must be addressed in order for them to be successful in the mainstream classroom. It examines the perceptions of teachers and how these perceptions impact students, the perceptions EBD students have, the outcomes EBD students face, the impact and importance of teacher-student relationships, and the interventions and supports teachers need when working with students with behavioral challenges. The literature used in this thesis was procured through searches of Educational Journals, ERIC, Academic Search Premier, and Google Scholar. The studies and journals included in this review were conducted from 2008-2022. The list was narrowed by only reviewing published empirical studies from peer-reviewed journals focused on Emotional Behavioral Disorder within the mainstream classroom. The key words were used in these searches included "Emotional Behavioral Disorder in Mainstream Classroom", "Perspectives of EBD Students", "Barriers that EBD Students Face", "Teacher relationship with EBD Students", "Impact of a Student Teacher Relationship with EBD Students", "Classroom Management", "Social Emotional Learning" and "Interventions with EBD Students". The structure of this chapter is to review the literature on supporting students in the general education classroom in this order: Perception and the Impact of the Perception of EBD students, Impact and Importance of Relationship, and Interventions and Supports for Teachers.

Perceptions

A teacher's perspective of a student can support or hinder successful outcomes for that student. Students with Emotional Behavioral Disorder are faced with the most detrimental outcomes in school and in their futures. Barton-Arwood et al. (2016) set out to determine the impact teachers' attitudes toward teaching students with EBD had on those students' outcomes. This study shares the outcomes of two field experiences of future general education teachers with opportunities to make personal connections with students with EBD and ID.

A university implemented a course that partnered with a public school in an urban area along with a community partnership. The student teachers worked closely with students with disabilities to build a relationship, get to know each other, and learn about their disabilities. They were able to build skills by working with students. They were able to see how much their relationships and attitudes impacted a student's success in the classroom. Having a relationship and understanding of a student helps the student to feel safe, take risks, and meet desired instructions. Teachers, new and experienced, all stated that they feel unprepared to instruct students with EBD.

The guiding question for this research was, "How can a partnership between universities and public schools increase a new teacher's attitude, readiness, and willingness to work with students with EBD?" Belmont University, Metropolitan Nashville Public Schools, and a non-profit organization that ran a camp with ID kids (Down Syndrome) supported these student teachers with their field experiences. At the public school, they spent a lot of their time working with EBD students. The student teachers said

that in both settings the experience made them feel more prepared to work with students

with disabilities. They found that they now have a more positive attitude towards students

with EBD, which in turn impacts the student's success. The student teachers found that

their misconceptions that they previously had of EBD students changed with this

experience. Teachers often have low expectations for students with EBD and the demands

they place on them. When misconceptions are corrected and educators have training, the

perceptions the educator has of an EBD student can change. More universities and public

schools need to focus on supporting their teachers so they feel ready to work with all

students. Teachers would be more willing to work with students with EBD if they felt more

prepared and had more first-hand experience with these students.

In a more recent study done in 2022, completed by McGuire and Meadan, more

teachers considered the EBD students a part of their class community. This study focused

on the perceptions of how students with EBD are socially included in the general education

setting, the teachers' perceptions, and barriers of social inclusion. The researcher guided

the study using the questions: what is the perception of how EBD students are socially

included in general education settings, and what are the perceptions of the teachers along

with the barriers to social inclusion? Eighteen Illinois elementary school teachers partook

in this study using an interview method.

McGuire and Meadan (2022) study found that all the teachers agreed that it is

important to build a relationship with students and help facilitate times for them to build

relationships with their peers. They stated that establishing trust with the students before

building a relationship with them was especially important, and it could cause a

breakdown in a negative relationship. Teachers also shared that they felt that many of the students had nonexistent or negative relations with other adults in their building. This caused more behavioral issues due to the student not feeling welcome and accepted. This article discussed the importance of social inclusion and the invisible hand, which is having teachers establish social interaction times to help the student build relationships within the classroom.

McGuire and Meadan (2022) looked at two key factors: the relationship between the learner and the environment and the relationship between the environment and themselves. The authors discovered from the study three elements of effective inclusive education for a student: participation, achievement, and value. Students need to have meaningful and collaborative relationships with their peers in an environment favorable to their educational achievement. Inclusive education allows students with disabilities to grow academically and socially, along with feeling valued by their peers and teachers. They found within the study, the importance of building relationships with their students and helping the students build relationships with their peers. Building trust was another key finding from this study. EBD students struggle to trust adults and staff need to put in time to build the trust. The teachers discussed the need for collaboration with social work or special education in the classroom to support emotional learning needs. The limitations were a lack of support for teachers, knowledge of social emotional learning and on EBD student supports and professional development.

Boys are identified under EBD at a much higher rate than girls. The way in which a teacher will interact with an EBD student who is male versus female can vary. Sheaffer et

al. (2021) conducted a study that examined the perceptions of student behavior and academic ability by gender, patterns of teacher behavior, trajectories, and topography of problem behaviors. Thirty schools across three large metropolitan areas from Minnesota, Virginia, and Tennessee took part in this study for two years. EBD students were the focus of the study, and 352 students participated. Data was collected from the schools using social skill rating systems, direct observations of the behaviors and academic scores.

Based on teacher interactions with students, gender differences were seen with social skills, problem behaviors, and academic competencies. There was no direct observation of negative talk, aggression, or engagement, as indicated by gender differences. Sheaffer et al. (2021) found that girls that were at risk or EBD were rated by their teachers as having poorer social skills, lower academic abilities, and worse behaviors. The results support the notion that teachers' perceptions of a student with problem behaviors may be affected by a student's gender. Also, this could have consequences related to teacher behavior.

Females have more internalizing behaviors, such as depression or anxiety, compared to boys. This can lead to antisocial behaviors. It was shown that female students are more likely to display relational aggression than males, who are more likely to display overt physical aggression. Males are referred for special education sooner than female students, and in turn, female students are much older before they start getting the support they need. A teacher's perception on interventions and training was also discussed in this study. A teacher who is well-trained and is willing to implement an intervention will do so with more fidelity than one who has a negative perception of

interventions. This study suggests that a teacher's behavior and perception were linked to the students' behaviors.

Teachers play a crucial role in managing classroom behavior and creating a safe learning environment. Their perception of verbal aggression can influence how they respond to incidents regarding both students. Poling et al. (2020) conducted the following study to determine teacher's perceptions about the harmfulness of verbal aggression and victimization, student intent to harm, the frequency, intensity, and types of verbal aggression. They focused on the six key questions as their guiding force: What impact and perception do teachers have on the level of verbal aggression, the intensity, purpose, and ability in managing the situation? The study required teachers who worked directly with EBD students from 1st to 12th grade, including 279 teachers across five school districts, in southeastern states to be a part of this study. They designed the Verbal Aggression Survey-Teacher, which they used to collect data from these teachers.

Poling et al. (2020) showed that 50% of the teachers indicated that the students committed acts of verbal aggression with the intent to harm, and 57% were concerned about the frequency and the type of comments that they were making. Physical aggression is the primary reason a student moves to a more restrictive setting and the reason for several suspensions. Physical aggression is often dealt with at school, but verbal aggression is often overlooked or not considered harmful. However, these teachers did find that verbal aggression is just as harmful. Specifically, these researchers found that among students with EBD, 71% of the teachers reported daily observances of student-to-student verbal aggression and 57.3% indicated daily student-to-adult verbal aggression.

According to 64% of the teachers, they reported that EBD students were more verbally

aggressive and had more physical aggression. Only about 18.4% and 16.5% of teachers

were mildly concerned with the level and frequency of verbal aggression. Due to the high

level of verbal aggression taking place within the school setting, teachers require skills in

neutralizing verbal aggression before it escalates.

Conley et al. (2014) conducted a study that resulted in teachers agreeing upon core

behaviors that they see in the school setting. It focused on six components of EBD:

including peer relationships, antisocial behaviors, internalizing behaviors, aggressive

behaviors, academic problems, and attention problems. Three school districts in the

Western United States were emailed a survey. One district was in an urban area, and two

were in rural areas. Of the responses, 52% (132 teachers) were from the school districts

located in the urban areas. The email survey collected information about problematic

behaviors they saw within their classrooms.

Conley et al. (2014) findings indicated that peer relationships are often lacking for

students with EBD, or they are associated with peer groups that may encourage

inappropriate behaviors. EBD students are at a higher risk of peer rejection and a lower rate

of choice in who they would want to play or work with. This study found that of the students

receiving EBD special education services, 30.2% experienced high levels of reckless or

rule-breaking behaviors. Internalizing behaviors can often be overlooked, but are

categorized by unhappiness, depression, or anxiety. Aggression is often a component of

EBD; however, it is not part of the criteria to qualify for EBD. Academic problems looked at

limited ability, poor work skills, and organization skills. EBD students often face academic

struggles as well as behavioral struggles. Teachers also saw attention problems along with hyperactivity and disrespect. They did add these categories when going through the surveys. However, the percentages were low when it came to the results. Findings from this study also highlight the need to use concrete, observation-based language in describing behavioral situations. Data needs to be given in concrete, non-biased forms when describing the behavior. When looking at the six categories of behaviors that general education teachers face within their classroom, it is clear why they may have negative perspectives of students with EBD.

A sense of isolation and misunderstanding often marks the experience of young people with EBD in the educational system. Sheffield and Morgan (2017) examined the perception and experience of young people with SEMH (Social, Emotional, Mental Health, needs, previously Behavioral, Emotional, and Social Difficulties (BESD). They also studied what the students' school experience was like, knowledge of their label, support within the school, and reason for their misbehavior. Intentional sampling was used to acquire participants, nine students 13-16 years of age with a BESD disability. These students were within the London area and attended a mainstream, secondary school. A constructionist grounded theory methodology was utilized for this research. Data collection was done through semi-structured interviews with the students.

When analyzing the data, Sheffield and Morgan (2017) found that when the students were asked about their labels, most of them said they considered themselves special needs, dyslexic, and simply "different." Most of the students had not heard of BESD. The students stated that they have very few friends their age. Their misbehavior was often due

to them feeling that another person started it or did something that bothered them. Most felt they were not responsible for their actions, concluding that once the chain of motion started, there was no way to stop it. The former students were asked what they felt motivated them the most, many of them said that exams would help them get focused and try harder. Others said that future specific jobs that they had in mind helped them with motivation because they wanted good pay. When support within the classroom was asked about, it had negative aspects and positive aspects for the students. Both negative and positive relationships were looked at with teachers.

The feelings they described when it came to negative teacher-student relationships were that they felt different, they were disliked, felt that the teacher made assumptions about their current behavior based on past experiences, and felt unwanted in the classroom during instructional time. The students shared that positive relationships with teachers were in specific classes that they enjoyed; they felt that they had similar interests as the teachers in those classes. Participants described teachers they liked as understanding, motivating, supportive, and believing in them. When students felt more relaxed, supported, and believed in, it led to a willingness to learn, and behaviors decreased. Another finding was that the students wished they would have known about their label. When they were asked how they would like their difficulties described, they were able to give specific examples and suggestions. The study discussed the need to look at the people-centered approach more often and discuss their labels and struggles with the students.

Sheffield and Morgan (2017) concluded that the students often felt that the behavior was due to someone else; this can cause them to put forth more effort in protecting their self-esteem. This is especially true when students feel the constant need to protect themselves or if they feel they are being "blamed" by the teachers or peers. Students need to know that a teacher is their biggest advocate and that their plan is centered around them to be successful in the classroom because they are cared about, valued, and welcomed.

Capern and Hammond (2014) studied the similarities and differences in needs between gifted students and students with emotional behavioral disorders. Each is a unique learner who needs extra support from their teachers. This study looked at what these students feel are the most important values of a teacher. This study was conducted in Western Australia in secondary schools that have programs for gifted students along with programs for EBD students. The data was collected using a mixed-method approach, which involved qualitative and quantitative research. Surveys were given to participants, while the qualitative data was collected through focus groups. The data was collected over an 18-month period of time, which was part of a larger study that explored student-teacher perspectives on student-teacher relationships in Australia and Canada.

The focus groups had six students from each program. They were asked to describe a good relationship, how teachers can build a positive one, and reflect on their own experiences. Students with EBD felt it was most important that a teacher was patient, listened to them, and treated everyone fairly. It was also found that a teacher having a warm and friendly disposition, talking, and truly listening to them, and supporting their

learning was important to an EBD student. Students with EBD placed greater importance on emotionally supportive behaviors than their gifted peers. Capern and Hammond (2014) wanted to get to know their teachers at a personal level and feel that their teachers cared about their well-being and their current situations. Findings also showed when pulling data from the survey that the students were looking for a personal side of the teachers, looking for a teacher who can take a joke, listen to what they have to say, give equal attention, be fair, and allow them to justify themselves. Students will be more engaged in their learning, participate in activities, and demonstrate more appropriate behavior when they have a positive relationship with a teacher.

Barriers

Students with Emotional Behavioral Disorder face more barriers than any other category of disabilities. Students with EBD are most often in the most restrictive environments, earn lower grades, fail more subjects, are retained more often, are more detached from the school environment, have higher absenteeism, have higher dropout rates, and have poorer social relationships. This leads to higher rates of unemployment, arrests, and low rates of postsecondary training. Hayling et al. (2008) focused their study on student engagement, disruption, and destruction during ten types of instructional activities in different settings to determine which setting saw more success.

The study was conducted as part of Project REACH, a federally funded center grant that focuses on students with intense social, emotional, and behavioral needs. It is a collaborative effort between Lehigh University and University of California-Riverside. Approximately 135 students participated in these five-year-long studies. They were pulled

from six small school districts in Eastern Pennsylvania and one large district in Southern California. The districts were asked to pull their most intensive behavioral students to partake in the study. The study collected data from ninety classrooms, fifty-eight in Pennsylvania and thirty-two in California. Direct observation was done to collect the data. The goal was to observe what activities were related to the classroom setting and what impacted student behaviors most.

Hayling et al. (2008) results found a correlation between instructional activities and student behaviors. Independent seat work was associated with higher rates of classroom problem behaviors. It was found that students in a self-contained classroom have higher skills in reading, writing, and math compared to a student in a self-contained school. Distracted behaviors were seen when students were taught one-on-one, but the study found that students were more engaged in a one-on-one setting. Higher rates of disruptive behaviors and lower rates of academic engagement were found in private schools in both states. Teachers only did a few small groups throughout the day, 78% of the time was whole group or independent work times. This study does show that students with EBD do need that extra 1:1 support with academics and more structure or supervision when it comes to independent work times. Due to their academics being lower, independent work times may be a challenge for them because they are unsure how to do the work.

EBD students are often in self-contained classrooms away from their general educational peers. Due to this, they have little interaction with their peers, which can lead to a disconnect from their school environment, and this impacts their social and academic progress significantly. Students who feel a stronger connection to their school are less

likely to drop out of school. Champine's (2017) main purpose was to shed light on students' sense of belonging within the school community. The study looked at the experiences and reported feelings of isolation and disconnect of middle school students with EBD who are educated in a self-contained classroom. Data collection included semi-structured interviews with open-ended questions, along with a review of student records.

EBD students face more barriers in their future due to the lack of connection to the school. Students with EBD are three times as likely as other students to be arrested before graduating and are two times as likely as other students with disabilities to live in a correctional facility, drug treatment center, or on the street after leaving school Champine (2017). It was found that a sense of belonging in school impacted academic outcomes, motivation, effort, absences, and overall attitude toward school and learning. There is little research that supports the idea that separate programs benefit students with EBD. No academic, behavioral, or social emotional growth can noticeably be seen in this study. The study found that students can be impacted negatively by self-contained classrooms, giving them a sense of isolation and disconnect. Students who do not feel a connection to their school or classroom will have less success than students who have a connection.

With all the barriers and adverse future outcomes that EBD students face, it is essential to remember that there are laws to protect them. Students with disabilities have the legal right and privilege to have access to free and appropriate education (FAPE) without discrimination in the public school system. Barringer et al. (1996) discussed the need for more teacher training for general education teachers to support EBD students' education. Having EBD students within the mainstream classroom can be a controversial

topic, with concerns about other students' wellbeing and education. DESTINY (Designing

Educational Support Teams through Interdisciplinary Networks for Youth with Emotional or

Behavioral Disorders) was a three-year project to support teacher training.

Data was collected at two New Hampshire middle schools. Participants from

School A had twenty-seven general education teachers and three special educators.

School B had thirty general educators and four special education teachers. The teachers'

experience was an average of 15-17 years. Rating scales of students' behaviors were used

along with the Social Skill Rating System. Students completed the Reynolds Adolescent

Depression Scale. Depending on their scores on the rating scales, twenty-two students

were chosen from school A and twenty from school B with EBD. They also included forty-

six that were identified as typical for their age and grade. Project DESTINY engaged in two

types of staff development throughout the school year. First was a series of eight

workshops, working with families on crisis intervention techniques.

The second part was bi-monthly meetings in which they looked at student case

studies with teachers, parents, administration, or whoever could do it. Only school A took

part in the case studies. Results indicated a significant increase in confidence in

knowledge and skill from the teacher's pre-test to post-test before workshops. School A

did the case studies, and when looking at the results, School A EBD students had higher

grades and fewer attendance issues. School A reported that the case studies left them

feeling a deeper understanding of the material that was discussed at the workshop and a

different picture of the students and their families. Barringer et al. (1996) findings

suggested that we must utilize our staff development and activities with more active

learning. The case study gathering helped teachers embrace the skills and collaborate with other teachers and parents. Team A met and took the time to focus on the students and develop a plan for them. This impacted the students and the team of participants who built relationships as they collaborated.

Relationships

As discussed, when reviewing barriers students need to find a connection. When are connected to their school environment (school, teachers, peers), they have a higher chance of having negative outcomes. They may be more likely to have poor academic success, negative relationships, and interactions with staff/peers, and more likely to drop out, which in turn can make their life after high school more at risk. The following studies will examine the importance and impact of relationships and connectedness on student success. Often, students may lack trusting, caring, and supportive adults in their home life. Teachers can be trusting, caring, and supportive of students and make a drastic impact on their outcomes.

Roorda and Koomen (2021) conducted a study to examine the relationship between a student-teacher, and the students' externalizing and internalizing behaviors. They wanted to see how negative behavior impacts a relationship and the quality of teaching over time. The participants comprised 1,219 students (49.1% boys and 50.9% girls) from 47 Dutch secondary schools. Students were signed up through their own personal networks and from mailing lists containing a random selection of schools. Students completed questionnaires about their relationships with their teachers, and their behaviors at school. The questions were based on a 5-point Likert-type scale. The study

found that closeness and externalizing behaviors were negatively connected as more time went by. Conflict and externalizing behaviors had the opposite reactions; they had a positive connection over time. When looking at internalizing behaviors, closeness tended to have a negative correlation, and conflict tended to have a positive correlation.

The findings indicated that students' externalizing behaviors lead to more conflict and less closeness in relationships. For some teachers, depending on the severity of the conflict in their relationship with the student, it can predict externalizing behavior. Conflict and externalizing behaviors could eventually strengthen the connection between the student and teacher. Roorda and Koomen (2021) findings indicate that some teachers run the risk of getting into a vicious cycle with students with externalizing behavior and conflict increasing throughout the school year. To break this vicious cycle, early interventions need to be done to target both student–teacher relationships and students' externalizing behavior. To conclude, this study shows that a student's behavior impacts their relationship with a teacher. When a student has a negative relationship or interaction with a teacher, this increases their behavior as well. It is a cycle that teachers need to be proactive about. They need to look at what is interfering with the relationship and positive interactions and put in place interventions.

The focus of this study was to examine the developmental links between disobedience and teacher-student closeness, conducted by Breeman et al. (2018). They questioned how the developmental links differ between boys with EBD versus boys with ASD when looking at the closeness of the student and teacher. Eleven special education schools participated in this study. These schools were for students with EBD and ASD

students. There was a total of 272 boys and forty-two teachers. The participation of EBD students was 150 and ASD was 122. Data was collected three times throughout the school year: at the start of trimester one, halfway through trimester two, and at the end of trimester three. The methods that were used to collect the data were teacher questionnaires, child-rated teacher-child closeness, and peer-rated behavioral problems rating scales.

The study showed that overall, there were correlations between teacher-student closeness and disobedience, which were higher for boys with EBD. It was found that more behaviors occurred when EBD students experienced less teacher-student closeness. This impacted the relationship between the teacher and the student. ASD students were found to have a higher level of behavior but had a high teacher-rated closeness throughout the school year. Breeman et al. (2018) findings also may indicate that an EBD student may overwhelm a teacher's ability to provide effective education, and they may have a more negative attitude towards these students. The findings suggest it is possible that teachers feel less negative about an ASD students' behaviors than a student with EBD. Teachers may perceive an ASD students' behaviors more as uncontrollable, a lack of communication ability, or sensory/processing issues, whereas as an EBD student they may tend to think of them as manipulative, attention seeking, lack of trying, and aggressive. This mindset that EBD students have control over their behavior impacts the ability of those teachers to build a closeness with them.

Learning how to promote protective factors for EBD students to foster resilience is important. The purpose of the study was to examine the impact teachers have on students

with EBD and how teachers can be a protective factor in promoting resilience. Zolkoski (2019) to gain a deeper understanding of teachers' influence on EBD students, and the importance of students' perceptions of their teachers. Eleven former students from two alternative educational settings located in two different states participated in this study. They were between the ages of 18-23 and had graduated from high school, or had a GED. They were currently employed or pursuing postsecondary schooling. This study used two types of data types: a survey (Resilience Scale), and a semi-structured interview. The resilience scale measured the perception of resilience. After the scores were calculated, they did a phone interview with the researcher, which lasted between 60 and 90 minutes.

Findings showed that more students had negative experiences with teachers at their regular schools. They reported that they felt that they did not care if they were learning, and that they were not cared about. They were frustrated and felt as if their teachers did not want to teach them. Participants reported that they felt their teachers did not like them, that they were picked on, and that the teacher was always pointing out things they were doing wrong. Two of the participants had positive relationships with their teachers. They shared that they were nice and that they would help them with the work while taking time to help them. They all shared that teachers at the alternative schools were different than the regular schools. They felt cared about and this caused them to put in more effort. It was found that when students felt cared about, valued and had a relationship with the teachers, they had lower levels of behavior. Students who did not like their teachers had more behavioral problems.

EBD students often come with a lot of risk factors in their life such as environment (poverty, family struggles, abuse history), or other biological factors. Protective factors can support our students in overcoming these situations, and this is where relationships and connections come into place. Teachers can be a role model and a protective factor for their students. When they are faced with a difficult challenge, protective factors can change their reactions to that challenge. With this study, we can see that what students need from a teacher is a connection, a role model, someone who values them, someone who has high expectations for them and will treat them with fairness, respect, and kindness.

The study aimed to examine how a relationship may influence a student with oppositional behaviors and the level of engagement within the classroom, (Archambault et al., 2017). They questioned how a relationship could influence the engagement of a student with a high level of behavior. Three hundred and eighty-five third and fourth-grade students and their teachers volunteered to participate in the study. Data was collected twice throughout the year, in October and May. Students completed a computerized questionnaire with questions focusing on academics and social experiences within the school. Teachers were given a separate questionnaire. The questions were based on a 5-point Likert-type scale ranging from Not at all (1) to A lot (5).

Findings showed that students who had high levels of oppositional behaviors had lower engagement than their peers. The study found that when students have a close relationship with their teachers, they have a higher behavioral engagement. When a teacher has a connection with the student it helps the student from detaching from the

school setting. The study concluded that the relationship and closeness that a teacher and child have influences the engagement level of a student who struggles with high levels of oppositional behaviors. The stronger the connection the student has to the teacher and the classroom, the more they will engage with classroom activities. In turn, this will increase their academic success and decrease their behaviors.

Martinez and Wighting (2023) investigated how a caring student-teacher relationship was related to positive student behavior. The study also looked at the effect of student behavior on building relationships. Their question related to whether there were any differences in teacher-student relationships when the teacher implemented positive behavioral interventions. A mixed method was used to collect data which included standardized instruments and open-ended questions. The study had twenty-eight participating teachers, twenty-three of whom were new teachers. They taught grades ranging from Pre-K to sixth grade. When teachers were given the survey, they picked six students in their classroom: two who were struggling, two of their higher students, and two in the middle. There were 168 students taking part in the study. The teachers implemented a positive intervention plan for two weeks and then did a post-survey. A student-teacher relationship scale was used to rate the relationship with students. The overall results showed significant improvements when the teachers used the PBIS intervention strategies. They built closer relationships, and their behaviors improved.

Martinez and Wighting (2023) research indicated that student-teacher relationships increase the likelihood of a student liking school. If students enjoy school, fewer dropouts and more academic achievement improvement can be seen. This study showed that in a

short period of time, two weeks, improvements can be made to a student-teacher relationship if PBIS strategies are used. It also showed the need to supply teachers with a toolkit of behavioral strategies that can be used in the moment of need. Teachers should start to build relationships at the start of the year and continue to build them throughout the year. This study concludes that an EBD student and a teacher can have a positive relationship if the teacher shows they care for the student.

A study was done to investigate the characteristics of the student-teacher relationship, classroom structure, and behavioral problems within a self-contained EBD school. A study by de Swart et al. (2023) also wanted to see if students with higher behaviors benefited more than others. Participants were made up of 586 students in grades fourth through sixth from thirteen special education schools in the Netherlands. This study took place over a two-year period. The teachers also participated in the study. The researchers predicted that a high-quality relationship would decrease behavior problems. They felt that students with higher levels of behavior would have an increase in relationship quality. Rating scales to collect data on the child-teacher relationship were used, along with an inventory.

Findings showed that teacher-child conflict increased externalizing behavioral problems. Externalizing behavior increases when there is a conflict between the teacher and the student. Not only did teacher-child conflict increase, but also, they had a decrease in classroom structure. The high structure reduces the amount of attention and hyperactivity problems. They did not find a connection between conflict and attention-hyperactivity problems. They found that of the positive and negative aspects of teacher-

child relationships (satisfaction and conflict), only conflict was related to increased

externalizing behavior. de Swart et al. (2023) study suggested that for the reduction of

externalizing behaviors, like aggression, behavior management would be more important

than the component of structure. When it comes to attention and hyperactivity, structure

was more important.

To conclude, findings show that teacher-child conflict is strongly associated with

behavioral problems compared to positive relationships. This is a dance that teachers

must face when dealing with a conflict. When a conflict occurs, the behavior increases,

which increases the conflict between a teacher and a student, which can hurt the

relationship. It is best to have staff who are specialized in dealing with behaviors so they

can apply structure and behavior management. This way, the classroom and teacher do

not become a harsh, punitive, and negative environment. To help teachers break the cycle

of conflict, coaching on how to respond to undesired behaviors through extinction and

reinforcement should be taught.

Interventions and Supports

One of the first areas that needs to be looked at when starting with a student with

Emotional Behavioral Disorder is a Functional Behavioral Assessment (FBA). An FBA, in

best practice, should be done for students who are going through the evaluation process

after exhibiting challenging behaviors. FBA interventions are individualized interventions

that focus on the reasons why problem behaviors occur. The study by Lane et al. (2009)

offered a demonstration of what the FBA approach is designed to look like, how to

implement it, and how to implement FBA interventions, which are linked to the FBA done

on the students. The study looked at the process being done with fidelity and looked at the

meaningful changes in the students' behaviors. Two six-year-old students participated in

this study, Derek and Mark. They attended a public elementary school in Tennessee with

grades kindergarten through fourth grade.

When this study was conducted, it was the first year the school used the school

wide Positive Behavior Support Plan (PBS). Two teachers taught these students on a

rotating schedule. The class was highly structured, and the teachers collaborated to use

the same routines and expectations. Before the FBA was done, the teachers tried to use

planned ignoring, proximity, verbal redirection, time out, and parent communication along

with behavior charts with a token economy. Three methods are looked at when addressing

behaviors: teach replacement behaviors, improve the environment, and adjust the

contingencies. Each of these methods involved three main components: teaching or

modifying the antecedent, reinforcing the occurrence of the replacement behavior, and

withholding reinforcement of the target behaviors, which can also be called extinction.

Mark's intervention focused on improving the environment.

When the study started, Mark was engaged 40% of the time. Their goal was to keep

him on task 80% of the time. First, they tried a few environmental adjustments and used a

variety of behavioral strategies. When this did not work, they moved to improving the

environment. They adjusted his antecedents like providing him with a chair during circle

time. He also had reinforcements in place. According to Derek's baseline data, he was on

task 54% of the time. The results indicated that both interventions were implemented with

fidelity, both students improved in their behaviors, and both teachers saw the

improvements. Derek was within the average levels of engagement during the introduction of the interventions 70-75%. Mark was at 62% during the second intervention phase. It was found that Mark was more resistant to the intervention efforts. To conclude, both students improved on the target behaviors that were being addressed. This study supports the idea that the FBA process and interventions created from the FBA improve student behaviors.

Cunningham and O'Neill (2007) examined the efficiency and validity of the Functional Behavioral Assessment. They questioned whether the methods (questionnaires, observations, analog analyses) were practical uses of assessments. The FBA process is a long process, and this study questioned if there may be less time-consuming assessment strategies (brief rating scales) that could provide teachers with information in a quicker turnaround. It is agreed that the FBA are valuable and effective to support behaviors; however, concerns over utility, efficiency, and effectiveness are what this study took a closer look at.

Twenty students aged eight to twelve from an urban area were chosen to participate in this study. These students were identified with aggression, tantrums, destructive behaviors, and disruptive behaviors at a minimum of three to five times a day. The students received various services in either a self-contained classroom, resource rooms, residential programs, or general education settings. A questionnaire (MAS) was used to collect data on motivation and function of the behavior. Each question describes a situation, and a rating of how likely the behavior is to occur. The behaviors that were focused on were sensory, escape, attention, and tangible. A teacher and one paraprofessional completed the questionnaire. The school team (anyone involved with the student) all met to complete

the Teacher Team Functional Assessment Interview. This assessment looked at the student's behavior, the setting events, antecedents, and perceived consequences. The students were also interviewed using a similar assessment.

Classroom observations were done during typical classroom routines and activities that the teacher determined were problem times. For each observation, twenty to twenty-five problem behaviors occurred and were recorded. These observations were two hours long and were completed in seven days. Agreeing on the results was a challenge due to the number of methods that were conducted. Cunningham and O'Neill's (2007) study aimed to determine if the FBA was beneficial overall for a school team to use when assessing students with behaviors. The findings of this study were mixed. The results showed that the rating scales used were not beneficial in identifying the function of the behavior. The teacher interviews and classroom observations were beneficial in identifying the function of the behavior.

To conclude, the researchers determined that the key message that came from this study was that there does not appear to be a "holy grail" for a quick and easy FBA tool. There does not appear to be one that will be dependable and provide valid information on the function of the behavior. This study found that students and teachers should be involved in the process. In most cases, the FBA is needed to create a solid plan for an EBD student.

Effects of classroom-wide behavior interventions for students with emotional behavioral disorders were studied by Weeden et al. (2016). This study looked at a self-contained EBD classroom and implemented a class-wide PBIS plan to determine if the

behaviors of the students improved. The school's intervention team created the program to address on-task behavior of six EBD students, five boys and one girl aged six to nine. This was done during their reading and spelling scheduled times of the day. Group on-task behavior was defined as all students appropriately working on the assigned/approved activity, including (a) orienting to the material and the task; (b) making appropriate motor responses (writing, looking at the teacher, looking at another student who is addressing the teacher or class appropriately); (c) asking for assistance appropriately (e.g., raising hand); and (d) waiting appropriately for the teacher to begin or continue instruction (staying quiet and in seat) (Weeden et al., 2016).

Methods included teaching attending skills, setting a goal, rewards, and providing differential reinforcement. The study found that implementing the class-wide intervention program increased task behavior for students with EBD. Within the classroom, the amount of teacher praise increased along with on-task behaviors, while reprimands decreased. Appropriate classroom behavior was strengthened in this study. Classroom management and structure are important components of effective teaching. This study found that to maximize learning, teachers need to use evidence-based curriculum, and a class-wide intervention plan should be implemented for best academic and behavioral outcomes.

It is important that not only does the EBD student get social-emotional learning in the special education setting but that they also benefit when the school implements SEL within the general education classroom or school-wide. Social emotional learning provides essential skills they lack to succeed in the general education classroom. Poulou's (2005) study explored Greek teachers' perceptions of the most important student needs to

prevent emotional and behavioral struggles. In this study, 427 first-grade teachers in the Athens area who had been teaching for 16-20 years participated.

Poulou's (2005) found that teachers emphasized the importance of emotional skills. The study acknowledges teachers' significant role in children's social and emotional learning and advocates their involvement in the layout of the social skill programs for EBD students. The teachers felt that social skills should be as important as every other subject in elementary school. Supporting students' emotional literacy was as important as math and reading. The study suggests that teachers must watch for warning signs and help students use coping strategies before the behaviors get too big. The study suggests that teachers need to watch for warning signs and help students use their coping strategies before the behaviors get too big. Teaching emotional regulation prevents aggression, depression, impulsivity, and anger control, and increases empathy, problem-solving, self-awareness, and decision-making. The study found that teachers across the board felt that students needed to work on the awareness and acknowledgment of their emotions.

These emotional skills included recognizing, identifying, and expressing emotions. These areas were categorized as emotional skills. Repeated lessons shape the child's brain circuits, becoming lifelong skills. Social and emotional competencies such as self-awareness, impulse control, cooperation, and caring for others are areas that students need to work on in social skill lessons. These skills help children learn how to have positive relationships, problem solve, and solve daily challenges. Special education teachers and schools need to look at these core values, character traits, lacking fundamental skills, and implement strong social skill lessons and programs.

A student's inability to interact with their peers and social environment while establishing friendships is an indicator of mental health problems later in life. Poor social skills and low social competence increase the chances of children later in life having difficulties. Gumpel (2007) conducted a study that reviewed lacking social skills among EBD students and the ability to use the skills they learn. The study was conducted with twelve boys aged eight to fifteen years of age. They were referred due to severe social difficulties with their peers, low social skills, and low social status. The boys came from different schools in the Jerusalem area, three boys from each school. School A and B were designed as special education schools to support EBD students. Three teachers from each school participated in the study and completed a fifteen-item questionnaire. The teachers identified ten to fifteen students, three of whom were chosen as dependent variables. Data was collected in the playground by observation using eight-second time sampling. The study aimed to see if EBD students have prosocial skills. The study found a high amount of variability in the frequencies of prosocial behaviors for all twelve boys. Results indicate that prosocial behaviors exist in the behavioral repertoires of the participants.

Study two has three participants attending the same segregated special education elementary school for EBD students in the Jerusalem area. They were randomly chosen from a pool of students. Two of the students were ten, and one was twelve, and they are all boys. The independent variable was the observation/intervention session. The purpose was to determine the most effective intervention and pro-social skills for children with EBD. An ABAC design was used. The B phase used self-monitoring with no reinforcement, and C phase used self-monitoring with reinforcement. The hope was that students would

be able to transfer the skills they learned into a natural situation. Data was collected during recess times, twice a day for both recesses, for ten days to see the students interact in a natural setting. The finding showed that all three target behaviors appeared during observations. Two students had low levels of negative interactions, and all three showed unpredictability in all other behaviors. The result showed that pro-social skills and self-monitoring can improve behaviors of EBD students. These results corroborate findings from Study 1 and support the study's hypothesis that self-monitoring interventions with EBD students may make sufficient changes to a student's behavior.

Classroom Management

Classroom management is another area of need when looking at how to support students who struggle with behaviors. They need a teacher who will put time and effort into building a relationship and a teacher who can be structured, have clear expectations, hold them accountable, take time for them, and run a well-managed room. Gage et al. (2018) studied the relationship between teachers' implementation of classroom management practices and student behavior in elementary school. The purpose of the study was to look at the amount of time a student was engaged in instruction and the rate of disruptive behaviors. A sample of 1,232 teacher-student pairs from sixty-five elementary schools across multiple school districts in a southeastern state was observed during a typical school day. Schools ranged from 251 students to 832 students. Schools were participating in a state-funded response-to-intervention (RTI) training project, and they were asked if they wanted to participate in this study.

It was found that implementing strong classroom management practices had better engagement and student success. Disruptive behavior, however, did not change. EBD students engaged in learning were less likely to have behaviors in the classroom and be more socially and academically successful. The study showed that when strong classroom management was implemented, EBD students were more likely to stay in class, attend academic instruction, be engaged with the instruction, and have an increase in academic performance. Gage et al. (2018) findings were based on large samples of classroom observations and support the importance of classroom management practice. The study suggests that students educated in a classroom with average and above-average classroom management were more engaged than students taught by teachers with low rates of classroom management and low interaction. For EBD students to have a higher chance of being successful in the mainstream classroom, this study found that a teacher needs to be able to implement effective classroom management.

The study Positive Behavioral Strategies for Teachers and Paraprofessionals examines different behavioral strategies implemented with EBD students in a large Texas city. Lukowiak (2010) reviewed data collected on different behavioral strategy approaches special education teachers, behavioral teachers, paraprofessionals, and general education teachers each used. Behavioral strategies, if used correctly, can improve behaviors, and allow students to learn and grow academically. It is extremely important to note that students respond differently to behavioral strategies, as what works for one may not work for another. Interviews were conducted to collect data for this study.

The following are different behavioral management methods that were found to be successful in this study. The first strategy was to set well-defined limits and rules. Classroom expectations provide students with clear information on the academic and social expectations within the classroom setting. EBD students are more successful with clearly defined limits, rules, and expectations. Establishing consistent routines is also a supportive behavioral strategy. The study discusses three main areas a teacher needs to look at when building routines: room uses, procedures during group work, and transitions in and out of the classroom. Verbal Reinforcement for appropriate behaviors is another key behavior strategy discussed in this study. When teachers use praise, students behave more appropriately. Reminders are important for all students as they bring to the attention of students how to comply with rules, expectations, or routines of the classroom or school. Teachers will benefit if they have earned activities and privileges set up within their classroom for desired behaviors.

Lukowiak (2010) study also found that contracts are beneficial to use with students because they are a written document that the student and the team write together; they are mutually agreed upon and can be reviewed often or at a time of a behavior. Students can benefit a lot from self-monitoring their positive or negative behaviors. A token economy or point system can be set up to help manage behaviors. Daily check-ins can be done with point sheets and can be shared with all teachers and parents. Teachers and paraprofessionals need to have a vast toolbox of ideas to help students be successful.

Teacher praise is another area of classroom management and behavioral strategies that is beneficial when addressing behaviors. Caldarella et al. (2019) examined teacher

praise and reprimands and how students responded. This study had sixty-five elementary

school teachers, and 239 students participated across three states. The study compared

the effect of praise and reprimands with engagement and disruptions of students. Praise

can be verbal or written and is looked at as encouragement or a positive reinforcement. It

addresses specific expected behaviors that teachers want to see within their classrooms.

It is a simple classroom management strategy to implement and has shown evidence that

it can improve academic and social outcomes. The participants in this three-year study

were from eighteen elementary schools across Kansas, Tennessee, and Utah. Out of the

sixty-five teachers that participated, most were white and female, with 44% holding a

master's degree. The students were 65% male and 48% white. The teachers were asked

what time of the day they saw the most challenging behaviors, and the data was collected

at that time. Of the 239 students, 130 of them were identified as at risk of EBD. Data was

collected over four to six months through direct observations of the students and teachers,

as well as classroom management ratings. Each student was observed three to nine times,

and the classroom management ratings were collected at every observation.

Caldarella et al. (2019) study found that praise should be used often. For every

reprimand, there should be four praises with a rate of four to one. It was shown that the

higher rates of teacher praise were associated with increased engagement. Similarly, low

amounts of praise at home or in the community may result in fewer positive interactions

with adults, which in turn makes students more reactive to praise than students who

receive praise outside of school. It was found that students were less engaged with

teachers who had an elevated level of reprimands. A teacher using praise is one way a student can feel more connected and cared about.

A relationship is an intervention that is a key component for students with EBD. Sutherland et al. (2018) studied an intervention program called the "BEST in Class" that was used with preschool students. The purpose was to examine the effect of "BEST in Class" on students who struggle with behaviors, the impact on teacher-child interactions and teacher-child relationships. "BEST in Class" is considered a Tier-2 intervention because teachers identify specific students who continue to have persistent problem behavior and are identified as at risk for EBD. Then, they increase the use of targeted instructional practices with the students during instruction times. "BEST in Class" intends to increase a teacher's use of effective instruction. This promotes positive interactions and increases engagement while decreasing problem behaviors such as disruption and defiance.

This study was conducted over four years in two southeastern states. The teachers and students were from early childhood program centers or schools. Most of the participating programs were federally or state-funded, serving children who were income eligible 96% of the programs. The number of teachers that participated was 185, with ninety-two in the "Best in Class" intervention group and ninety-three in the comparison group. A total of 465 children took part in this study. Of those, there were 231 in the intervention group and 234 in the comparison group. Methods included direct observations, report forms, and rating scales. Findings from the study indicated improved child outcomes as well as increases in positive teacher-child interactions. Teachers

reported closeness and reductions in teacher reported conflict. The students had reduced behavior problems and more engagement. Research found reductions in negative teacher-child interactions, increased positive teacher-child interactions, greater levels of closeness, and lowered levels of conflict with the "BEST in Class" interventions. To conclude, intervention programs and trainings like the "BEST in Class" are shown to benefit teachers and students and should be implemented within schools.

Evidenced-based interventions are best to use, however, the knowledge and the confidence level of implementing interventions affect the efficacy. Stormont et al. (2011) explored teacher's agreement ratings for evidence-based and non-evidence-based behavior management practices for students with behavior and emotional needs. The researchers also looked at whether specific teacher characteristics impact different ratings, like education level, experience, and amount of training. Participants included 328 general education teachers and thirty-five special education teachers from rural, urban, and suburban school districts. A survey was completed online. The participants were 96% female, 97% European American, 63% held a master's degree. On average, they had been teaching for 9.98 years. The survey conducted had forty-two open-ended questions and multiple-choice responses.

Stormont et al. (2011) found that special education teachers were more confident in using evidence-based practices than general education teachers. Schools are pushing more evidence-based practices, but this study determined the effectiveness of these practices. For the prevention of behavior disorders, it is critical that teachers use effective practices when working with children who have behavior problems. The study reported a

lack of preparation and knowledge of interventions for supporting children with social and

behavioral needs. Overall, vivid data indicated that most teachers positively identified the

eleven evidence-based practices for reducing behavior problems. It was found that

teachers' ratings of the amount of training they had on the interventions did not play into

how confident they were in implementation. To conclude, the researchers discussed the

importance that more work needs to be done on building teacher confidence in

intervention choices by using data to make decisions and knowing how to select evidence-

based practices.

Academic and social challenges experienced by students with emotional and

behavioral disorders are a concern to most educators. In response to these concerns,

Riden et al. (2022) emphasize the need to select and implement evidence-based behavior

management practices that support students with EBD. The goal was to help teachers

establish and maintain an effective environment for instruction and successful learning for

all students. The researchers' purpose was to review classroom and behavior

management intervention studies and summarize evidence-based interventions that are

quality interventions.

The method they used for this study was first to locate peer-reviewed articles and

dissertations using keywords. They did an electronic search along with a search for journal

articles. The second step was to create a screening manual to determine what articles

were supported to their focus and what were not. These articles must be systematic

reviews, including students with EBD, and focusing on behavior taking place in the

classroom setting. They took 50 studies out of the 100 that they had limited their studies

to. Of the 50 articles, twenty interventions were found, and of those, eight were found to meet the criteria to be determined to be evidence-based interventions. The twenty interventions that were reviewed were self-management, functional assessment–based interventions (FABI), check-in/check-out (CICO), peer-mediated interventions, social skills, and video modeling. Other interventions were teacher-directed opportunities to respond (OTR), behavior-specific praise (BSP), group contingency, high probability request, instructional choice, and token economy. The impact of the following interventions was also reviewed, the behavioral contract, the good behavior game, goal setting, self-regulation strategies, self-determination, task sequencing, self-regulation strategy development, and time-out.

The eight behavioral interventions that the study found were: functional assessment-based interventions (FABI), group contingencies, peer mediation, self-management, self-regulated strategy development (SRSD), token economies, and video modeling. Concluding that the researchers study revealed eight practices as having enough support to be classified as evidence-based interventions.

Gersib and Mason (2023) investigate the extent to which current practices benefit students in these EBD self-contained classrooms. They focus on behavior interventions that can be effective with the entire class to improve the students' social, emotional, and relational skills. The research that was done for this study was a systematic literature review, which began using Academic Search Complete, Education Source, ERIC, ProQuest, and PsycINFO. Keywords were determined to find articles that fit the needs of the study. They narrowed their search down to fifteen key articles that met their study's

criteria. The criteria included that they needed to be in elementary school age, receiving special education services under EBD, self-contained classroom setting, partaking whole classroom behavioral interventions.

Gersib and Mason (2023) findings of the study indicated that six themes emerged when it comes to working with students with EBD effectively: a highly structured classroom environment, use of positive strategies, explicit social-emotional learning (SEL) instruction, applied behavioral strategies, classroom engagement, and maintaining a relational focus. Within the highly structured classroom setting, they found that behavior management systems that were used were self-management skills, positive reinforcement, and access to mainstream classrooms over time. They had clear expectations and predictability, established expectations and rules, setting limits and timeouts.

The study found that using the following were beneficial strategies: praise, rewards, choice, and pre-correction. The reviews found that SEL instruction benefits student growth. The areas that students need to work on are problem solving, emotional regulation, social skills, behavioral rehearsal, self and anger-management, training for setbacks and promoting behavioral competencies.

Behavioral strategies focus on changing the targeted behaviors by determining the function of the behavior. The beneficial strategies are that can be beneficial are modeling, narrating behaviors, planned to ignore, instructive feedback, visual cueing, and the FBA. The study found that for students to have meaningful instruction they needed to have a high level of willingness to engage. This can be done by opportunities to respond (OTR),

active supervision and monitoring, academic engagement, instructional feedback, and scaffolding instruction.

The last area that Gersib and Mason (2023) reviewed was the relational component. The study found that many students have negative experiences within the school setting. They discuss the need to collaborate with the school, students, and parents. Some of the interventions that can be done to improve the relationship are parent collaboration and involvement, teacher-student relationship building, adult mentors, peer tutoring, and supportive learning opportunities. To conclude, the study found that class-wide intervention practices in self-contained EBD classrooms promote and improve student behaviors.

The Good Behavior Game is a class-wide intervention that focuses on improving students' behaviors by following classroom rules and expectations. The game is played for ten minutes a day. Variations of this game can be done, but some teams within the classroom earn points for following expected behaviors and lose points for rule violations. A daily or weekly reward can be given to the team that followed the most expectations. Moore et al. (2022) conducted a study to review the effectiveness of the Good Behavior Game (GBG) within a self-contained EBD classroom over a ten-week period. The purpose was to discover if the implementation of this game would improve academic engagement and disruptive behaviors. The participants of this study were fourth and fifth-grade self-contained special education students with EBD in the southeastern part of the United States.

The teacher was a female who was working towards her master's degree. She had less than two years of teaching experience. She reported that her students had disruptive outbursts and low motivation to learn, which took away from instructional time. Data was collected on three students who were part of the class at the start of the study, two more students joined the class and took part in the game, but data was not collected. The data collection and game were done during a 45-minute math instructional time. Two trained observers observed during the first 30 minutes of the class, which included 10 minutes of the game. Data was collected using interval recording procedures every three seconds with all three students at the same time. The results of this study indicated that GBG is an effective game to improve academics and behavior with EBD students in a self-contained classroom. It improved at least one target behavior for all three students. All three students' academic engagement and disruptive behaviors improved. When it was first introduced, there was more success, and later, there was more variability for all three students. When GBG was not actively used in the classroom, there was a decrease in academic engagement and increased disruptive behaviors. When it was reintroduced the students' behavior and engagement improved.

Although there were positive results, it also indicated that the behaviors varied from day to day, but in the big picture, they did improve. The decrease in engagement or disruptive behaviors could have been due to the novelty wearing off. The study concluded that more research needed to be done to examine the effects of GBG over time. Identifying ways to expand and extend the effectiveness of the GBG needs to be further studied. Further study could include things like length of time playing the game, playing more often

during the day, finding a way to keep the students' interested in a longer period, or making it more likely that teachers will implement GBG.

Cipriano et al. (2016) studied teacher and paraeducators interactions and designed a framework for teacher-paraeducator interactions. This framework was needed to embrace an effective learning environment for students. The study addressed the importance of paraeducators having effective involvement, supervision, and training. The study suggested meeting with paraeducators often to discuss students, effectively delegate tasks to paraeducators, and treat them with respect and part of the school community. The hypothesis was that there would be an elevated level of positive interactions within a self-contained classroom. A classroom that would run with a collaborative framework.

The methods that were used to build the framework for teacher-paraeducator interactions were a mixed method of observation of tools, classroom observation, interviews with special education teachers, paras, and administration. They conducted a literature review to examine journals on classroom observation tools, classroom assessment, teacher observation, and classroom protocol. Observations were done within special education classrooms and by videotaping. Fourteen classrooms from fifth grade to ninth grade were chosen to participate. There were seven schools from three districts in the Northeast area. Of these student participants, 81% were male. The teachers were 93% female, and paraeducators were 68% female. Research was conducted for a five-month period, using in-person observations were completed at two separate times, and 117 videotapes were collected for data purposes. Semi-structured interviews were conducted

with seventeen participants, and one group interview was conducted with teachers, paraeducators, and administrators.

Cipriano et al. (2016) results of the research determined a framework for Teacher-Paraeducator Interaction. This consists of seven areas for them to focus on. A positive climate includes relationships, positive communication, respect, and avoiding a negative climate consisting of disrespect and severe negativity. Sensitivity, which included responsiveness, empowerment, and fairness. They need to have a sense of agreement, consistency, and a united front which were a part of solidarity. Following routines and protocols and using professional support staff was a component of classroom procedures. Behavior management included all staff to have clear behavior expectations, being proactive, and redirecting undesired behaviors. Lastly, time management included maximining learning time, preparation, routines, and transitions. In conclusion, many students need self-contained classrooms or resource rooms, the educators who work in these rooms need to be mindful of their interactions with each other. The students can and will feed off of the mood within that room.

This study was done to create this framework for Teacher-Paraeducator Interactions to help provide a structure and guide on positive interactions to improve and promote outcomes for students and the teachers and paraeducators who work with them.

CHAPTER III: DISCUSSION AND SUMMARY

Summary of Literature

Research has shown that a teacher's perception of an EBD student can impact their success in the school setting. Barton-Arwood et al. (2016), Conley et al.(2014), McGuire and Meadan (2022), Sheaffer et al. (2021), and Smith et al. (2020) all shared similarities in the findings of their studies. Educators who can first connect with students on a personal level are more likely to create a learning environment that allows the student to feel safe, take risks, and meet desired instructional objectives Barton-Arwood et al.(2016). When teachers build a connection to an EBD student, misconceptions, and a change in attitude can occur. All the studies agreed that perception could contribute to supporting or hindering a student's outcome. The studies show that teachers agree that relationships with students are a crucial factor, as well as helping students build relationships with peers. Connecting EBD students to their peers and class environment can help the student feel more welcomed, accepted, and valued. In a classroom where a culture of acceptance exists, students with EBD will feel valued by their peers and educators McGuire and Meadan (2022). Teachers discussed that building trust with the students was the first step in building a relationship with them. Teachers who are well-trained and want to implement an intervention may be more likely to do so with fidelity than a teacher who has a negative attitude about interventions Barton-Arwood et al.(2016), Conley et al. (2014), Sheaffer et al. (2021), and Poling et al. (2020) discussed in their studies the need for trainings for teachers with implementing interventions. Often within these studies, the teachers felt that there were barriers when it came to support, training on interventions, classroom

management strategies with behaviors, and professional support within the classroom. These studies conducted concluded that a teacher's behavior and perception of a student are linked to a student's behavior.

EBD students often have negative interactions with teachers and often negative relationships. Sheffield and Morgan (2017), and Poling et al. (2014) studied the perceptions that EBD students had of their teachers and their school experiences. The studies found that participants described teachers they liked as understanding, motivating, supportive, and they believed in them. This led to students feeling relaxed and willing to learn in these lessons, which was viewed as a strength of school experiences (Sheffield and Morgan, 2017). The teachers said that the students had a negative relationship with feelings of isolation, misunderstanding, difference, or dislike. At times, the students felt as if the teachers had a preconceived notion of them based on past experiences, or negative things they were told. The general feeling that the students shared was that they felt unwanted. The students within the study felt their behavior was often due to others, that someone else started it, or did something to bother them, and that they were not responsible for their actions. Smith et al.'s (2014) study determined that students with EBD felt it was most important that a teacher was patient, listened to them, and treated everyone fairly. The importance of a teacher having a warm and friendly disposition, talking, and truly listening to them, along with supporting their learning were found to be important to EBD students. They wanted to get to know their teachers at a personal level and feel that their teachers cared about their emotional states and circumstances. Capern and Hammond's (2014) study identifies eight broad teacher-student relationship variables: non-directivity,

empathy, warmth, encouragement of higher order thinking, encouraging learning, adapting to differences, genuineness, and learner-centered beliefs. Students just want to know that their teachers care about them and that they will put effort into collaborating with them.

Most of the studies discussed the barriers that EBD students face within school and in adulthood. Barringer et al. (1996), Champine (2017), and Hayling et al. (2008) based their studies on the barriers that EBD students face. They face more barriers than any other category of disabilities. According to Hayling et al. (2008) students with EBD continue to show extremely poor outcomes concerning both academic and behavioral performance. This leads them to high rates of unemployment, arrests, and low rates of postsecondary training and employment (Hayling et al., 2008). Champine (2017) studied the disconnect that EBD students have to school and how that impacts their educational success. Students who describe themselves as outcasts from school "may be ill-prepared for future responsibilities" (Schulz & Rubel, 2011, p. 286), and may experience behaviors that include hostility, passivity, withdrawal, suspensions, expulsions, non-completion, violence, and suicidal ideation (Champine, 2017). Barringer et al. (1996) discovered that the disconnect and negativity that students face within the school setting can shift gears with devotion and dedication from the school team.

Relationships between a student and teacher are a major factor in keeping the student in the classroom and participating in classroom activities. Archambault et al. (2017), Breeman et al. (2018), de Swart et al. (2023), Martinez and Wighting (2023), Roorda and Koomen (2021), and Zolkoski (2019) conducted studies regarding the importance of a student-teacher relationship and the impact it has on a student with EBD. de Swart et al.

(2023), Roorda and Koomen (2021), and Breeman et al. (2018) discussed the impact that negative behavior has on the student teacher relationship. It was found that negative behaviors poorly impact the relationship and decrease the quality of the lessons being taught. Externalizing behaviors were found to lead to more conflict and increase external behaviors. The studies discussed a cycle that occurs often starting with negative behaviors impacting a negative interaction between the teacher and student, declining the relationship, and increasing the student behaviors. Zolkoski (2019) focuses more on how the student feels when they have a negative or positive relationship with a teacher. He found that when students have a negative relationship, they feel not wanted, not cared about, frustrated, picked on, and blamed. He found that the more dissatisfaction with a teacher, the more conduct problems the teacher will have within the classroom. When students have higher oppositional behaviors, their engagement is lower. Archambault et al. (2017) study confirms that a relationship increases engagement and keeps students attached to the school setting. Martinez and Wright (2023) found that when PBIS strategies are implemented, it helps teachers build stronger relationships and improve behaviors. The study also found that students' behaviors are more impacted by conflict than with positive relationships. The studies reviewed determined that building strong relationships with students is beneficial for both the student and teacher. It decreases behavior and increases academic progress.

Cunningham and O'Neill (2007) and Lane et al. (2009) discussed the importance of the FBA process. One study looked at the benefits of the FBA process, while the other looked at the limitations of the FBA. The FBA determines the main function of the target

behavior and provides data to help create a plan for a student. When the function of the behavior is determined, the next step is to look at one of three methods: teach the replacement behavior, improve the environment, or adjust the contingencies. Each of the three methods involves three core components: teaching or modifying antecedents, reinforcing the occurrence of the replacement behavior, and withholding reinforcement of the target behavior (Lane et al., 2009). Cunningham and O'Neill (2007) study focused on the methods that the FBA used to collect data and the amount of time that it takes to conduct an FBA. They determined that the FBA is a vital process as there is not another quick FBA tool that can provided vital information on the function of the behavior.

When used within the school and classroom, Positive Behavior Interventions and Supports (PBIS) can impact an EBD student's success and make it more manageable for teachers. Weeden et al. (2016) reviewed positive interventions that, within the study, were found effective. Methods included teaching attending skills, setting a goal, awarding points for appropriate behavior, and providing differential reinforcement. Social emotional learning teaches the lacking skills that are found in the FBA process. Gumpel (2007) and Poulou (2005) focused their research on the importance of social skills and what areas students need to improve. Poulou (2005) stated that teachers agreed that SEL was important and must be addressed daily. The teachers felt that students must focus on their emotional skills, emotional competencies, impulse control, and their critical thinking skills. Gumpel (2007) discovered that students do transfer the skills that they learn in social skills to real-life settings. Students will have setbacks, but when skills are taught, they improve their behaviors.

The studies found that implementing the class-wide intervention program increased on-task behavior for students with EBD. Effective classroom management and classroom interventions help a classroom room smoothly. A classroom that has consistency, routines, expectations, and structures in place is an effective classroom. Gage et al. (2018) found that by implementing strong classroom management practices, students had better engagement and academic success. The students are more likely to stay in class, attend to academic instruction, and participate in class activities. For EBD students to be more likely to succeed in the mainstream classroom, this study finds that a teacher needs to be able to implement effective classroom management at a minimum. Gage et al. (2018), Caldarella et al. (2019), Gersib and Mason (2023), Lukowiak (2010), Moore et al. (2022), and Riden et al. (2022) addressed within their studies what effective classroom management looked like. They determined within their findings that teachers need to set limits, have consistent routines, use praise, give reminders of expected behaviors, use self-monitoring, use a token economy, daily check-ins, peer mediation, self-regulation strategies, social skills, and maintaining a relationship focused classroom setting. It found that to improve a relationship, teachers need to focus on parent collaboration and involvement. Students benefit tremendously by exercising the positive behavioral strategy of documented self-monitoring of behaviors (Lukowiak, 2010).

One example of an intervention is the Good Behavior Game. This game was played within a self-contained classroom and showed an impact on participation and lowered disruptions. Caldarella et al. (2019) found that praise increased students' engagement. Cipriano et al. (2016) and Sutherland et al. (2018) studied the impact of interventions that

promoted stronger relationships had on students and staff. When teachers had a positive

relationship with students it improved the student's outcome, along with more positive

interactions between the student and teacher were seen. The students had less behavior

and more engagement. Teacher-Paraeducators Interactions/Relationship are also

important to students' success. Cipriano et al. (2016) determined seven areas that

promote a positive environment for all: positive climate, positive communication, respect,

avoiding a negative climate, disrespect, severe negativity, and sensitivity. A relationship

was found to be important between teacher-student and staff to staff. To conclude,

Stormont et al. (2011) determined the importance of evidenced-based interventions and

continued training for teachers. Teachers need to feel supported and confident when

implementing interventions. Many of the studies reviewed found a lack of preparation and

knowledge of interventions for supporting children with social behavioral needs. It is

important that more work is done on building teacher confidence in intervention choices

through using data for decision making and being more familiar with how to select

evidence-based practices (Stormont et al., 2011). The more confident teachers feel, the

more likely they will follow the interventions with fidelity, and feel they are an important

aspect of student success.

Limitations of the Research

The topic of Supports for EBD Students Within the Mainstream Classroom began

with the keywords including "Emotional Behavioral Disorder in Mainstream Classroom",

"Perspectives of EBD Students", "Barriers that EBD Students Face", "Teacher relationship

with EBD Students", "Impact of a Student Teacher Relationship with EBD Students"

"Classroom Management" "Social Emotional Learning" and "Interventions with EBD Students". One limitation was the lack of available studies in these areas. Finding studies to support my research was limited, or only small connections could be made. Studies were extremely limited in the areas of social emotional learning, building relationships, and interventions. In the areas of social emotional learning, building relationships, and interventions, studies were extremely limited. I found more articles and journals that reviewed valuable information in these areas but not studies.

I also found that many of the studies needed more research to be done on the topic. A lot of the research was lacking, especially in the areas of social emotional learning, implementing interventions, the FBA impacts on students and teachers, trainings for teachers, and PBIS. I was going to add a section on definition and awareness of EBD and student rights however I could not find studies in these areas.

I started my research by looking only at studies that had been conducted in the last ten years. However, I had to extend my research further; some of my articles were older. Despite this, I still found the information valuable and valid information to implement. I was mindful when using old studies that the information was not outdated. To determine this, I make sure the testing, evaluations, interventions, or other topics that were discussed in older studies were still being used currently.

Implications for Future Research

Much of the research was limited around supporting EBD students. More research needs to be conducted on Social Emotional Learning and the impacts on EBD students. What types or programs of SEL impact a student's skills the most, and how can teachers

implement SEL into a EBD student's everyday proactively. The other area I felt was lacking was classroom management studies and how effective classroom management practices can impact a student.

I tried to research collaboration between special education teachers and general education teachers, and I could not find studies in this area. I recommend conducting more studies to look at the collaboration between general education and special education and how that impacts a EBD student, along with the teachers themselves. Often teachers get busy and need to make the time to collaborate. Investigating the importance of making this time would be interesting with the findings. Further studies on the actual outcomes of certain interventions on EBD students would also be beneficial. I feel this would discover more evidence-based interventions for teachers to use for students' success.

Implications for Professional Application

When starting this literature review, I found a few key components with supporting students with EBD in the mainstream classroom. However, as I conducted my research, I noticed a web had started to form. The connections started to form as I laid out my outline for my literature review. It started with looking at perceptions teachers have. Teachers all have had that one kid that they just struggle to connect with, and teachers often have preconceived notions of students before they work with them, this is hard not to do as a teacher. As an EBD teacher, right before I get a newly qualified high behavior student, I for a moment, fear what is coming my way, almost dread working with them. Once I start working with that student and building a relationship with them, my perception changes

instantly. Relationships were the second area I looked at, and to me, is one of the key aspects of improving a student's behavior. Without that relationship, the next steps within the web cannot make as big of an impact on a student's success. A teacher needs to put quality time into building trust with the student and form a relationship with them. To build that trust, the student needs to know what you expect from them and that you will hold them accountable while still showing them that you care and value them. EBD students want to know that you will always fight for what is best for them. I often tell my students that if you are honest with me, the consequences will be less, but if I cannot trust you, then the relationship cannot work. This is the same for them. If they cannot trust how we are going to respond/act, or what to expect from us, and if we are not honest with them, they will not be able to build a relationship with us.

After I looked at relationships, I went into interventions. As I started reviewing more research, this area webbed out into various categories: classroom management, interventions, social emotional learning, and PBIS. It also addressed what students need from the teachers to be successful. The other areas that branched out were the special education influences such as: the FBA, a behavior support plan, team meetings, collaborations with parents, general education teachers, paraeducators and the EBD students. All these areas contribute to the success of an EBD student. A student needs strong and effective classroom management within the general education classroom and special education setting. The teachers need training on interventions in place on the student's behavior support plans, and teachers need to be available to discuss the student. Student barriers are mentioned in all the studies that I reviewed, it got hard to

continue to read how much an EBD student must struggle on a day to day basis. These students often feel so unwanted and that everyone already has a set opinion of them, it has to be hard to put forth any effort. This feeling for these students can be changed so quickly with interventions in place, and that can be life-changing for that student. EBD students often come off as strong, and those things would not hurt them. This is a defense that they put up. The negative interaction impacts them, impacts their success in their day, their academics, their personality, their confidence, and their social interactions.

From my research, one area that I feel as an EBD teacher I need to continue to grow in is my social emotion learning instruction. From these studies, it was determined that evidenced based SEL lessons are more effective than piecemealing lessons together like so many EBD teachers end up doing. So often, with my job, I am running from behavior to behavior, communicating with paras, teachers, parents, and administration, or doing my due process so that social skill lessons get set aside. I always have a plan, but it is not always a solid, effective lesson. Last year I spent much of the year trying to improve this, and I plan to continue to do that this year and for years to come. As an EBD teacher, I want to feel confident in teaching all areas of social-emotional learning. I want to be able to share resources and give advice on this area with other educators. From these studies, I have written down a structure of how I plan to teach lessons throughout the school year that I think will be effective.

Other educators can find from my research that it is okay to know that you may not feel the most confident when it comes to working with students with behaviors. General education teachers need to know that they are not expected to be experts with behavior

students. As an EBD teacher, when I head to a behavior call or when I am dealing with the behavior, I am racking my brain and my toolbox of ideas. What we can learn from this research is the importance of collaboration between special education and general education teachers. If special education teachers put forth effort in building that connection with the general education teachers, teachers will feel more confident with working with students with EBD. The student will feel more confident within that teacher's classroom. I see my job as helping teachers see the importance of building trust with the student. Showing them that conflict may occur but after that conflict it is important to come back together to problem-solve, which can strengthen the relationship. I want teachers to know that their students want them to hold them accountable and have high expectations for them. EBD students are looking for that person who will show them unconditional love even when they make mistakes, not judge them for their behaviors but teach them what can be done next time. The best thing they can do as a teacher is support them in their academics and help them build relationships with peers. Kids are not "bad kids," they may make poor choices, but when it comes down to it, they are kids, and they are looking for a role model and someone to be there for them. They have learning and growing to do like we all do. It is our job as educators to help them in that learning.

Conclusion

Students with Emotional Behavioral Disorder continue to have detrimental outcomes within their school experiences which continues as they enter into adulthood. They are, in my eyes, the most vulnerable students. They face at-risk experiences often within their home lives, have daily negative interactions with staff and peers, have poor

relationships within the school setting, and are lacking fundamental skills that allow them

to be socially accepted by peers and adults. They are judged for their behaviors and are

often seen as the "bad kid". Staff often believe that these students are exhibiting their

behaviors to just avoid things. When it comes down to it, we have no clue what that

student faced that morning or that night, nor what their brain is trying to manage within the

classroom to fit in. This is why I feel strongly that more emphasis on the whole school's

social-emotional learning and PBIS needs to be a key factor in schools. Teachers need

yearly training on effective classroom management practices, behavior management, and

intervention implementation. Until we make these important changes in our school, we will

continue to see more unmanaged behaviors, frustrated, and burnt out teachers, lacking

support staff, and continued detrimental outcomes for our EBD students.

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