Positive Behavioral Strategies for Students with EBD and Needed Supports for Teachers and Paraprofessionals

Twila Lukowiak, Ed.D

Bradley University

Abstract

This article reveals the findings of a multiple case study that demonstrates the behavioral strategies implemented by select elementary personnel that work daily with students with emotional and behavioral disorders (EBD). The personnel who took part in this study were special education behavioral teachers, special education behavioral paraprofessionals, and general education teachers. Each person utilized varying behavioral strategies to teach students with EBD. This study also reveals the teachers and paraprofessional' perceptions concerning which of these strategies were the most beneficial in producing improvements in students with EBD. Finally, the study discloses the additional supports that teachers and paraprofessionals need in order to more effectively teach their students.

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Research Based Positive Behavioral Strategies: Importance of positive behavioral strategies.
There have been numerous in-depth studies conducted pertaining to behavioral strategies. These behavioral strategies, if used effectively, assist in improving behaviors of students of various ages. Behavioral strategies prove vital in improving behaviors so that academic learning and growth occur. According to Furlong, Morrison, Chung, Bates, and Morrison (1997), successful behavioral strategies utilize approaches and measures that prevent problem behaviors from transpiring in contrast to implementing punishments to dissuade inappropriate behaviors. It is extremely important to note that students respond differently to behavioral strategies, and a strategy that is successful with one student may not work for another. Jensen (2005) reiterates that it is highly recommended that teachers "be flexible and have a variety of proactive behavioral management methods to implement in the classroom" (p. 28-29).

Research Questions
Focus of study. This qualitative, multiple case study illustrates the behavioral supports implemented by select elementary personnel in a large Texas City. The researcher conducted interviews with these professional in order to answer two research questions:
1. Which positive behavioral strategies did special education behavioral teachers, special education behavioral paraprofessionals, and general education teachers implement with students with EBD and which of these strategies were the most effective in bringing forth improvements?

2. What additional supports did special education behavioral teachers, special education behavioral paraprofessionals, and general education teachers need in order to better serve students with EBD?

Methodology

Interviews. According to Yin, (1994) there are six sources of evidence in case studies: documents, archival records, interviews, direct observation, participant-observation, and physical artifacts. The researcher used interviews as the primary data collection source. According to Tellis (1997), "Interviews are one of the most important sources of case study information" (p. 8).

Establishing triangulation with a single method. Commonly triangulation is achieved when the researcher uses three varying data collection techniques such as interviews, documents and records, and observations. In order for triangulation to occur, three data sources must indicate similar occurrences. Jick (1979) expresses that triangulation can occur within a single method design. The researcher using interviews or observations as the only data collection method would be an example of a single method design. Jick states that the single method must address internal consistency issues using an underlying changeable approach with multiple indicators. He states that the benefit of using triangulation in a qualitative design is that it allows a clearer understanding of the complexity of the situation under investigation.

Significance of Study

This study uncovered significant information that will be advantageous to several diverse groups of individuals: special education behavioral teachers, behavioral paraprofessionals, general education teachers, administrators, special education supervisors, and parents.

Teachers and Paraprofessionals
This study discovered beneficial information for teachers and paraprofessionals who work with students with EBD. First, the study discussed a wide range of research-based positive behavioral strategies. Professionals who teach students with EBD have the opportunity to read this study and gain knowledge concerning these strategies. They may possibly learn about new strategies they have never attempted previously with their students. Also, they will gain knowledge of positive behavioral strategies that the participants in this study deemed most beneficial for students with EBD. Furthermore, the readers of this study will learn information pertaining to the strategies that the participants did not highly commend. Finally, educators reading this study will learn the differences and similarities of how special education behavioral staff members and general education teachers educate students with EBD.

School Administrators and Special Education Supervisors
School administrators and special education supervisors will gain information concerning how the district in which this study took place educates their students with EBD from this study. They will be able to make their own decisions concerning the positive and negative attributes of the methods these teacher and paraprofessional implement with their students. They will then have the opportunity to incorporate in their own behavioral programs the aspects they perceived as constructive. School administrators and special education supervisors will also gain great knowledge concerning which strategies work most successfully with students with EBD and

strategies that lack efficiency. Finally, subsequent to reading about the additional supports that the participants in this study needed to more effectively teach their students with EBD, school administrators and special education supervisors will possibly investigate their own teachers' needs so that these students will have whatever necessary to be successful.

Parents of Children with EBD
The parents of children with EBD will benefit from this study for two main reasons. First, the parents will learn information concerning the benefits of the positive behavioral strategies, which possibly might be used to teach their children at school. From reading this study they will gain knowledge of new strategies that perhaps they can subsequently recommend to their children's teachers for possible implementation. Second, many of the positive behavioral strategies written about in this study are appropriate to utilize in home settings as well as school settings. By reading this study, parents have the opportunity to learn about specific strategies of interest and utilize them with their children at home.

Review of Literature

Setting Well Defined Limits and Rules.
According to Lane, Gresham, and O' Shaughnessy (2002), "Classroom expectations are designed to provide students with clear information on the academic and social responses required of them so that instruction and learning takes place" (p. 168 – 169). Students with EBD require defined limits, rules, and task expectations to be successful in the school setting. Schloss and Smith (1998) offer four decisive factors for establishing classroom rules. First, rules are created to prevent certain behaviors, such as physical aggression or tardiness from occurring. They are also set into place to promote appropriate behaviors, such as completion of assignments and respectful manners. Also, rules preside over the relationships that students have with each other and staff members, how they spend their time during the school day, and how they access and care for school property. Furthermore, rules are consistent across circumstances and environments. Finally, teachers should limit their rules from five to eight in number. An excessive quantity of rules can be ineffective for two main reasons, the students will have a difficult time remembering all of them and teachers will have to spend an inordinate amount of time attempting to enforce them.

Establishing Consistent Routines
According to Schloss and Smith (1998), the establishment of consistent routines is a critical behavioral strategy. Consistent routines provide students with specific ways to carry out certain functions in the school setting. According to Chiles (1997) teachers learning how to institute and reinforce routines with their students, as well as exhibiting an overall effective classroom management system, is "the foundation of a successful career in teaching" (p. 114). Evertson (1989) recommends that teachers establish routines in three major areas: room use, procedures during group work, and transitions in and out of the classroom. First, routines established for room use include, but are not limited to, the location of materials and resources, the use of the restrooms, and transitioning among learning activities or centers. Second, routines utilized during group work include expectations for the method in which students begin and conclude learning activities. Third, routines exercised for transitions in and out of the classroom constitute techniques for how the students start the school day, exit, return to the classroom, and complete the school day.

Verbal Reinforcement for Appropriate Behaviors
According to Rhode, Jensen, and Reavis (1992), verbal reinforcement or praise is the positive or encouraging comments provided to students when they have performed appropriate behaviors. An extremely beneficial behavioral strategy technique is verbal reinforcement (frequently referred to as praise). According to Mattheson and Shriver (2005), praise is utilized infrequently in both special education and general education classes, despite its pronounced effectiveness. The research of Beaman and Wheldall (2000) indicates that when teachers implement praise, their students behave more appropriately; in contrast, when teachers discontinue the strategy, their students exhibit disruptive behavior. To the same effect, Rhode, Jensen, and Reavis (1992) suggest that each time a reprimand is given to a student; the teacher utilizes a minimum of four to six genuine positive verbal statements. According to Sutherland, Wehby and Copeland (2000), praise may be employed with students of all ages or disabilities, including those with EBD.

Planned Ignoring of Minor Inappropriate Behaviors
According to Stahr, Cushing, Lane, and Fox (2006), planned ignoring is a behavioral strategy in which the adult purposefully and willfully ignores the disruptive behaviors of students intended to gain attention. The U.S. Department of Education (2004), recommends utilizing planned ignoring of minor inappropriate behaviors when students demonstrate inappropriate behaviors to gain the attention of their teachers or fellow classmates. This behavioral strategy demonstrates effectual results when students are attempting to gain attention or refrain from completing non-preferential tasks.

Reminders
According to Scheuermann and Hall (2008), reminders bring to the attention of students how to comply with rules, class expectations, or routines of the classroom or school. Scheuermann and Hall (2008) express that the positive behavioral strategy, reminders, is extremely beneficial to all students, especially those with EBD. Generally, teachers simply post their rules in their classrooms. However, in order to bear weight to behavioral students, reminders need to be more prominent. According to Scheuermann and Hall (2008), reminders should be "actively incorporated into teaching and reviewing activities and possibly changed from time to time to keep them meaningful" (p. 185).

Earned Activities and Privileges
According to Scheuermann and Hall (2008), earned activities and privileges is a behavioral strategy in which students are rewarded with special activities or privileges for demonstrating appropriate, desirable behaviors. The implementation of earned activities and privileges is highly effective with students with EBD. This strategy is easy to put into practice. Teachers simply set criteria indicating the appropriate behaviors they desire their students to accomplish; for example, a teacher may require her students to complete three assignments during the morning hours of the school day. Another example might be that a teacher requires her students to listen attentively during her instruction without blurting out answers or other comments. Once the students accomplish the required behavior, the teacher rewards them with certain prearranged activities or privileges.

Contracts
A contract is a written agreement between a student and teacher, administrator, or parent that demarcates each participant's obligations. Scheuermann and Hall (2008) state that in general, the

contract "lists the behaviors that the student will perform, how much, by when, and what the teacher or adult will do to support and reinforce those behaviors" (p. 358). They contend that there are three main advantages in implementing contracts as a behavioral strategy. First, students who are active participants in negotiating contracts are more likely to follow through and uphold their obligations. Second, because the agreements are written, it is probable that students will strive to achieve the behavioral expectations. Finally, contracts are time consuming, but are reasonably easy to utilize.

Documented Self-Monitoring of Behaviors
According to Lewis and Doorlag (2006), documented self-monitoring of behaviors occurs when a student records how frequently he or she performs specific, targeted behaviors. Students gain tremendous benefit by exercising the positive behavioral strategy of documented self-monitoring of behaviors. The advantage of using this strategy is so that students can "learn to evaluate and self-reinforce their own performance in class" (Lewis & Doorlag, 2006, p. 129). Jensen (2004) states that when students self-monitor behavior, "the process of concrete collection and tallying of behavioral responses helps to make the students aware of personal behavioral patterns" (p. 33). This strategy is extremely versatile and may be implemented either to increase positive behaviors or reduce inappropriate behaviors.

Point System or Token Economy
According to Walker, Ramsey, and Gresham (2004), token economies allow students to earn tokens or points for demonstrating appropriate behaviors. The students are then permitted to exchange their token for desirable reinforcements, such as tangible items or activities. Token economies are used in numerous settings as a behavioral modification technique, including self contained classrooms. Rosenberg et al. (2004) states that several styles of token economies exist; however, in order to effectively use token economies, three requirements must be met: tokens, reinforcers, and specified regulations.

Turkewitz, O'Leary, and Ironsmith (1975) conclude that two practices greatly improve the effectiveness of token economies. They recommend that after successfully completing a teacher initiated token economy, the students then be allowed and encouraged to monitor their own behaviors and determine how many tokens they should earn. They also recommend that eventually the use of tangible reinforcers be removed from the plan and the teachers should rely more on verbal reinforcers, like praise.

Home School Reward Plan
Algozzine and Ysseldyke (2006) indicate that a home-school reward plan is an effective positive behavioral strategy. This strategy may be utilized in two different ways. First, a plan is instigated that rewards a student at school for demonstrating positive behaviors at home. Alternatively, a home-school reward plan can be designed in which parents, guardians, or other family members positively reinforce a child's behavior at home for acting appropriately at school.

The behavioral objective should also indicate the type of reinforcement the child will receive for mastering the objective. The child's parent continues to document the tantrums at home and provides the teacher with this crucial information. Once the child masters the behavioral objective, the teacher provides the student with the pre-arranged tangible reward, earned activity, or privilege at school.

Data Analysis for Participants – Positive Behavioral Strategies
Did the Participants Implement These Specific Strategies?

	Behavioral A	Behavioral B	Behavioral C	Para. A	Para. B	Para. C	General A	General B	General C
Set Well Defined Limits, Rules, and Task Expectations	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Establish Consistent Routines	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Set Easily Attainable Daily Goals	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Nonverbal Signals for Appropriate Behavior	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
Frequent Verbal Reinforcements for Appropriate Behavior	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Planned Ignoring of Minor Inappropriate Behavior	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Verbal Reminders	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Stand Near Student	Yes	No	No	Yes	No	No	Yes	Yes	No
Earned Activities and Privileges	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
Work Completion Contracts	Yes	Yes	No	Yes	Yes	Yes	No	No	No
Documented Self-monitoring of Behaviors	No	Yes	No	No	Yes	No	No	No	No
Point System	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
Home-School Reward System	No	Yes	No	No	Yes	No	No	No	Yes

Answers to Research Question One – Positive Behavioral Strategies

Research – Based Positive Behavioral Strategies
The nine participants in this study were interviewed to answer the research question, "Which behavioral strategies did special education behavioral teachers, special education behavioral paraprofessionals, and general education teachers implement with students with EBD and which of these interventions were most effective in bringing forth improvements?" Numerous interesting and enlightening trends developed from analysis of this data.

Discussions and Implications

Theme One
Implementation differences among participants. First, it is important to note that none of the behavioral staff members or general education teachers used all thirteen positive behavioral strategies identified by the researcher. However, two participants, Special Education Behavioral Teacher B and Paraprofessional B put into practice twelve of the thirteen strategies. The only strategy these two participants did not implement was standing near the student. Two participants, Behavioral Teacher A and Paraprofessional A utilized eleven positive behavioral strategies, with the exception of documented self-monitoring of behaviors and home school reward plan. Four participants, Special Education Teacher C, Paraprofessional C, General Education Teacher A, and General Education Teacher C all reported that they exercised nine of the thirteen strategies. General Education Teacher B used eight positive behavioral strategies, the fewest number reported by any of the nine participants. The special education behavioral participants employed more positive behavioral strategies than did the general education teacher participants. However, the researcher was not surprised by this theme because the main focus of behavioral staff members was behavior, whereas, the primary focal point of general education teachers was academics.

Theme Two
Most utilized positive behavioral strategies. The second theme involves all three sets of participants, special education behavioral teachers, behavioral paraprofessionals, and general education teachers' unanimous implementation of six positive behavioral interventions including: (a) setting well defined limits and expectations, (b) establishing consistent routines, (c) setting easily attainable goals, (d) frequent verbal reinforcement for appropriate behaviors, (e) planned ignoring of minor inappropriate behaviors, and (f) verbal reminders. Two behavioral strategies, nonverbal signals for inappropriate behaviors and earned activities and privileges were utilized by eight of the nine participants. General Education Teacher C was the only participant who reported that she did not use nonverbal signals for appropriate behavior with her student with EBD. General Education Teacher B was the only participant who refrained from utilizing earned activities and privileges.

Theme Three
Least utilized positive behavioral strategies. Theme three stems from analysis of data concerning the strategies, which were implemented by the fewest number of participants. One of the thirteen positive behavioral strategies, home-school reward plan was used by only three of the nine participants, Special Education Behavioral Teacher B, Paraprofessional B, and General Education Teacher C. Whereas the strategy self-monitoring of behaviors was used by only two participants, Special Education Behavioral Teacher B and Paraprofessional B. The researcher

expected that more of the participants would have reported utilizing these two strategies. However, both of these strategies pointed to extenuating conditions.

Many of the participants stated that they refrained from using a home-school rewards plan because they were concerned about the parents of their students not following through with the stipulations of the plan. They expressed their reluctance to set up a plan that required the parents' involvement because they did not want the students to be disappointed if the parents could not or would not provide the students with the prearranged rewards.

There was also an underlying reason that the strategy, documented self-monitoring of behaviors, had limited use by the participants in spite of research supporting the effectiveness. According to Lewis and Doorlag (2006), students gain tremendous benefit by exercising the positive behavioral strategy of documented self-monitoring of behaviors. The advantage of using this strategy is so that students can "learn to evaluate and self-reinforce their own performance in class" (Lewis & Doorlag, 2006, p. 129). Jensen (2004) states that when students self-monitor behavior, "the process of concrete collection and tallying of behavioral responses helps to make the students aware of personal behavioral patterns" (p. 33). This strategy is extremely versatile and may be implemented either to increase positive behaviors or reduce inappropriate behaviors. However, several of the participants claimed that the reason they did not implement self-monitoring of behaviors was because they thought that their students would not demonstrate honesty, therefore compromising the integrity of the strategy. On the contrary, according to Lewis and Doorlag (2006) the possibility of the students incorrectly monitoring their own behaviors would have radically decreased with teacher supervision.

Theme Four
Strategies not utilized by general education teacher participants. The fourth phenomenon or theme entails the unanimous decision by all three general education teacher participants to not utilize three strategies, point systems, work completion contracts, and documented self-monitoring of behaviors.

The researcher would like to examine in greater depth the operation of the point system. All of the general education teachers stated that they reported information either verbally or by written form to the special education behavioral staff members concerning their students' behaviors in their classrooms. However, none of the general education teachers actively assigned points to their students; this task was left solely up to the special education behavioral staff members. Also, both General Education Teacher B and General Education Teacher C realized that a point system was being utilized with their students with EBD; however, they had no inkling as to how the system worked. Only General Education Teacher C offered details as to the amount of points her student received daily for exhibiting appropriate behaviors.

Ayllon (1999) recommends that consistency must be used when implementing a token economy with students. In order for a token economy to produce effective results, all staff members involved with the child must take active participation in implementation. The staff members must be trained on the use of token economies so that they reward the same behaviors, dispense appropriate amounts of tokens, and refrain from dispensing tokens when the appropriate, designated behaviors have not be demonstrated by the students. Ayllon (1999) also recommends that staff members have the opportunity to raise questions and concerns about the use of the token economy and need to be evaluated regularly.

In addition, none of the general education teachers used work completion contracts despite the fact that five of the six behavioral staff member participants implemented this strategy with their students with EBD. The researcher offers a possible reason to explain this phenomenon. The general education teacher participants typically had between eighteen to twenty-two students in their classes. They did not have paraprofessionals to assist them in any manner. The general education teacher participants in this study might possibly be so overwhelmed with their day-to-day responsibilities that implementing yet another strategy seemed unachievable. On the other hand, special education behavioral teachers were responsible for considerably fewer students and had two behavioral paraprofessionals to assist them on a full time basis. Therefore, creating and using work completion contracts was a more conceivable and manageable task for them.

Theme Five
Most effective positive behavioral strategies. The final theme deals directly with the selections of the participants concerning the two most effective positive behavioral strategies. The strategy selected by the most participants was earned activities and privileges. Six participants, excluding Special Education Behavioral Teacher C, Paraprofessional C, and General Education Teacher B selected this strategy as either their first or second choice when asked to provide the most effective strategies they carried out with their students. This strategy was given immense praise by the six participants who chose it. The researcher would like to emphasize the fact that both General Education Teacher A and General Education Teacher C did not simply rely on the behavioral staff members to provide their students with earned activities and privileges. However, they both created their own special activities and privileges that their students could earn if appropriate behaviors were exhibited. Therefore, they actively and enthusiastically took part in implementing earned activities and privileges in their classrooms.

Verbal reinforcements for appropriate behaviors was selected by five participants, Special Education Behavioral Teacher A, Paraprofessional A, Paraprofessional C, General Education A, and General Education Teacher B as one of the most successful strategies. The researcher was not surprised by the overwhelming preference of either one of these strategies. Verbal reinforcements for appropriate behaviors was commended highly and used continuously by all of the participants. According to Beaman and Wheldall (2000) verbal reinforcement was highly effective in decreasing problematic behaviors. Landrum, Tankersly, & Callicott (1998) state that verbal praise is also simple to utilize, requires no special preparation, and is always readily accessible.

The researcher found it worthy of note that two participants, Special Education Behavioral Teacher A and Special Education Behavioral Teacher C both expressed that humor was one of the most effective positive behavioral interventions. The researcher had not originally inquired about this strategy, however it was offered by both of these participants when asked to discuss additional strategies they used with their students. Both of these participants stated that the ability to make a student laugh who was in a crisis state de-escalated the situation and made resolution more expedient and less problematic for all those involved.

Answers to Research Question Two – Additional Supports

The researcher interviewed participants in this study to answer the second research question, "What additional supports did special education behavioral teachers, special education

behavioral paraprofessionals, and general education teachers need in order to better serve students with EBD?" Their answers can easily be broken down into three diverse categories: (a) supplementary resources, (b) extended training, and (c) highly trained counselors to offer encouragement and advice. The participants in this study purely requested necessary supports that would greatly benefit the students in which they taught.

Supplementary Resources
Four participants, Special Education Behavioral Teacher A, Special Education Behavioral Teacher B, Paraprofessional B, and Paraprofessional C affirmed that they desperately needed extra resources, finances to purchase either tangible rewards or academic materials for their students. The participants stated that to provide their students with tangible rewards and adequate teaching materials they were spending their own earnings. These behavioral teachers and paraprofessionals had a choice to make, use their own money to buy necessary rewards or discontinue the utilization of their point systems and classroom stores. The choice was easy for these dedicated participants. Refusing to allow their students' behavioral improvements to dissipate, they simply preferred to use their own hard earned money.

Extended Training
Four participants, Paraprofessional A and all of the general education teacher participants stated that they required additional training to more successfully teach their students with EBD. The range of training was diverse, including specialized training in assisting students during aggressive or tantrum behaviors to learning more about varied positive behavioral strategies. Specialized training is absolutely a necessity in teaching students with EBD. Zarghami and Schnellert (2004) emphasize that students benefited both behaviorally and academically when experienced, qualified teachers are hired and provided with systematic teacher training and professional development.

Assistance From Highly Trained Counselors
The third category of answers to this inquiry offered by Special Education Behavioral Teacher C consisted of having counselors visit the staff members who worked with students with EBD. The counselors' duties consisted of helping the staff members invoke helpful strategies with the students and offer advice and encouragement. In the researcher's opinion, the underlying message from Special Education Behavioral Teacher C was the absence of a support system. She expressed that in the past when the counselor visited her regularly, she felt a great comfort. When this counselor's services were no longer offered, Special Education Behavioral Teacher C felt a great loss.

Practical Applications in the School Setting

The researcher proposes three practical applications to teachers and parents in their endeavors to assist students with EBD.

Application One: Collaboration
Katz and Mirenda (2002) state that students achieve greater successes when teachers share their expertise, ideas, and worked together in a collaborative manner. Unquestionably a vital aspect of teaching students with EBD is collaboration. Behavioral staff members, general education

teachers, school administers, and parents must all collaboratively work together to achieve academic and behavioral successes for students with EBD. They must present a unified front and always do whatever is in the best interests of the students. Serious repercussions are impending when staff members and parents cannot come together to help these students. Constant and honest communication is essential between the behavioral staff members and general education teachers. Both behavioral teachers and general education teachers must frequently communicate with the parents or guardians of these students so that situations can be resolved quickly and do not deteriorate.

Application Two: Active participation in implementation of strategies.
It is necessary for general education teachers to take an active role in all implemented strategies. Several of the general education teachers in this study made comments suggesting that certain strategies were the responsibilities of the behavioral staff. The researcher understands that time is an issue, and it is certainly not feasible to implement every behavioral strategy. However, several of these strategies are much more effective when used in both behavioral and general education classrooms. It is critical that behavioral staff members and general education teachers know exactly which strategies are being utilized and the details of each one. In order to effectively teach students with EBD the great division between behavioral classrooms and general education classrooms must be eliminated.

Application Three: Acceptance into general education classrooms.
According to Cartledge, Frew, and Zaharias (1985), the attitudes of teachers play a crucial role in the acceptance of students with disabilities into the general education setting. If general education teacher perceive students with disabilities as guests or visitors in their classrooms and not full participants, general education peers will perceive students with disabilities in a similar fashion. However, if general education teachers portray to their students an environment of acceptance through their words and actions, students are more likely to also demonstrate tolerance and acceptance. The words and actions of teachers greatly influence the acceptance level of students with EBD, as well as other disabilities into the general education setting. It is critical that general education teachers welcome these students as full participants in their classes, even if the students only spend minimal time in the general education setting.

Conclusion

Jensen (2005) highly recommends that teachers "be flexible and have a variety of positive behavioral management methods to implement in the classroom" (28-29). No one behavioral strategy, either positive or aversive is capable of correcting all inappropriate behaviors for every child with EBD. These students may require copious positive strategies implemented simultaneously in order for authentic behavioral improvements to transpire. In conclusion, to effectively alter the inappropriate behaviors of students with EBD, collaboration among all staff members is imperative. The staff members must be viewed by the students as a unified force. Similarly, multiple strategies must be implemented with persistence over an adequate period of time. Finally, just as all students do not learn in the same way, all students do not respond to behavioral strategies similarly. It may take several attempts to find the precise combination of strategies before students demonstrate behavioral improvements. Trial and error is sometimes an excruciatingly time consuming and exhausting requirement necessary to improve the behaviors of students with EBD.

The nine participants in this study demonstrated immense dedication to their profession. The researcher thought that their requests for additional supports were both valid and reasonable. It is inconceivable to dedicated behavioral teachers and paraprofessionals for their students not to have what they need so that improvements can be made. Moreover, teaching students with EBD is not only financially expensive, but emotionally draining as well. It is imperative that these professionals receive emotional support so that they will not become disheartened. Finally, specialized training for all staff members who teach these students is critical. Disaster is imminent if professionals teach students with EBD and have not received both appropriate and intensive specialized training. It is absolutely critical that the teachers and paraprofessionals who work with children with EBD have the resources they so desperately need so that behavioral improvements are not only plausible, but become an actuality.

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