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From Seclusion To Inclusion: A Comparative Case Study Of Students With Emotional And Behavioral Disorders In Middle Schools

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FROM SECLUSION TO INCLUSION: A COMPARATIVE CASE STUDY OF STUDENTS WITH EMOTIONAL AND BEHAVIORAL DISORDERS IN MIDDLE SCHOOLS

by

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ABSTRACT

The transition of students with emotional and behavioral disorders has often been difficult when the move is made from self-contained classes to a less restrictive environment in general education classes.

This study analyzed the perceptions of students and teachers when six middle school students with emotional and behavioral disorders moved from self-contained classes to inclusive placements in general education classes in three schools that were part of a large metropolitan school district in the southeastern United States. Data were collected over a 2 month period using semi-structured student interviews and teacher surveys, as well as student records and other school reports and observations. Data were analyzed to develop a grounded theory that explained the differences between students who had successful experiences (no discipline referrals or failing grades) and students who experienced problems with inclusion.

The students attributed their success to: (a) support from their teachers, (b) quiet, well-managed inclusive classrooms, and (c) planned systems for the inclusion process. The teachers attributed student success to: (a) general education teacher willing to take a student with EBD into their class, (b) academic and behavioral support systems, and (c) positive home-school relationships between the teacher and the child's family.

The grounded theory developed in this study predicted that students have a greater chance of successful inclusion if they have (a) behavioral supports aimed at managing academic frustration, (b) a plan that encourages and rewards self-determination and (c) supportive teachers or family members. These findings also related important elements of research and provided insight on current practice for the inclusion of students with emotional and behavioral disorders.

I wish to dedicate this work to my mother Marian Underwood, who graciously supported my higher education efforts through both master's degree and doctoral programs; without her assistance, this endeavor would have been impossible. I would also like to acknowledge the unconditional love of my children Phillip, Laura, and Sarah who have always encouraged me to do my best.

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LIST OF ACRONYMS/ABBREVIATIONS

EBD	Emotional and Behavioral Disorders
ED	Emotional Disturbance
BD	Behavior Disordered
EH	Emotionally Handicapped
SED	Severely Emotionally Disturbed
ODR	Office Discipline Referral
LRE	Least Restrictive Environment
REI	General Education Initiative
IDEA	Individuals with Disabilities Education Act (1997)
SB	Supported Behavior (a placement or classroom type)
ESE	Exceptional Student Education
IEP	Individual Education Plan
BIP	Behavior Improvement Plan
FBA	Functional Behavior Assessment
NCLB	No Child Left Behind (Act) 2000
S-W PBS	School-wide Positive Behavior Support
OSEP	Office of Special Education Programs
PBIS	Positive Behavior Interventions and Support

CHAPTER ONE: INTRODUCTION

Introduction to the chapter

This dissertation represented an investigation of transition experiences for six middle school students with emotional and behavioral disorders as they moved from full-time separate classes to general education. The study focused on student and teacher perceptions of successful inclusion in general education classes. Through the chapters that follow, a qualitative research project is presented using a comparative case study design. Chapter one begins with the background of this study and the research questions. The next sections of this chapter describe the scope and significance, aims, objectives and methods, and justification for the study. Chapter one ends with a list of terms and definitions.

Background of this study

Students with behavior disorders and emotional problems have presented challenges to middle school educational systems for many years. More recently, an inclusive philosophy has changed the design and structure of educational programs for students with disabilities and has altered the organizational response to students with challenging behaviors. Federal legislation

and policy has also brought about changes in the nature of services for students with Emotional and Behavioral Disorders (EBD) since the 1970s.

A wide continuum of services remains in place for students with EBD ranging from highly restrictive, separate environments to general education settings with little or no restrictions at all. Separate, full-time classes for students with emotional and behavioral disorders were once the norm in most public middle schools. However, recent studies showed that if students were unable to manage their behaviors and if they were not successfully included in general education by the time they reached high school, they were at a greater risk of 'dropping out' (Tobin & Sugai, 1999).

Efforts made by school personnel to include students with EBD in general education have only been successful when appropriate behavioral supports were actively in place. It has been widely acknowledged that the successful inclusion of students with EBD often depended upon effective systems of behavioral support, which included considerations for classroom ecology and positive relationships with educators (Janney & Snell, 2000; Johns & Guetzloe, 2004).

As reported in the literature review that follows in Chapter 2, three categories of behavioral support elements were identified that facilitated the inclusion of students with EBD in general education classes. The categories were: (a) systems, (b) classroom ecology, and (c) relationships. These identified behavioral support elements will maintain a significant role throughout the structure and framework of this research study.

The participating school district was a large metropolitan district in the southeastern United States comprised of over 72,000 students and 19 middle schools. The selection of schools was based on available programs for students with disabilities. Each school had two self-contained classes and a full-time behavior specialist. The three selected schools had also

implemented school-wide programs to support the behavior of their students at various levels of need.

This research study focused on six students with EBD who attended three different middle schools. The students began the school year in a full-time separate class placement due to academic and behavioral needs, and then transitioned to an inclusive setting sometime during the school year for a minimum of 45 days or one grading period. Students were placed in the successful category if they had all passing grades and were without behavior problems as recorded on office discipline referrals. Some students were included for more classes than others were. The minimum level of inclusion for this study was 40% of the student's school day. A summary of students is shown below in Table 1.

Table 1. Summary of student participants

Student Name (Alias)	Category	School	Number of inclusion classes/total classes per day
Jessica	Not Successful	Mapleview	5 / 7
Terrence	Successful	Center Street	4 / 6
Jerome	Not Successful	Center Street	3 / 6
Lakeisha	Successful	Mapleview	5 / 7
Justin	Not Successful	Discovery	6 / 8
Ryan	Successful	Discovery	6 / 8

According to Zionts (1997), successful inclusion involved meeting both academic and social expectations. Successful reintegration also involved the preparation of students with EBD for the logistical, behavioral, and academic rigors of a general education classroom (Mathes,

Fuchs, Roberts, & Fuchs, 1998). Therefore, students who were non-successful might have experienced academic or behavioral problems, or both.

Research questions

An emic perspective, or insider's viewpoint, was the focal point for this study. Therefore, the research strategy was built upon the perceptions and descriptions of students with EBD and their inclusion general education and special education teachers. The following research questions and methods described below in Table 2 provided a basis for this study:

Table 2: Research questions, methods, and data sources.

Research Question	Method Used	Data Source
1. How do students with EBD perceive the transition from a self-contained class to an inclusive general education class?	Interview Records Review	Students Cum Folder School Records
2. How do teachers describe the experiences of students with EBD who transition from a self-contained class to an inclusive general education class?	Initial Survey Follow up Survey Impromptu Interviews	Gen. Ed. Teachers Special Ed. Teachers
3. What behavioral supports facilitate the transition of students with EBD from a self-contained class to an inclusive general education class?	Matrices based on transcribed and coded data	Students, Teachers, all student records, and school reports

Scope and significance

The focus of this study was on the inclusive experiences of students with emotional and behavior disorders (EBD) at the middle school level that moved from separate, full-time classes to inclusive settings in general education. Specifically, the study examined student and teacher perceptions of several factors associated with the inclusion experience.

While there has been a substantial amount of literature supporting inclusive practices for students with EBD as described in chapter two, most of the literature was of a scholarly nature and not reported from empirical studies. There were no peer-reviewed documents on comparative case studies of students with EBD as they transitioned from a more restrictive environment such as a full-time, self-contained class into general education. A comparative case study of this type has not been documented in students with this type of disability, specifically concerning inclusion. While some qualitative studies have been conducted on students with regard to inclusion, none has focused specifically on students with emotional and behavioral disorders.

This study was not intended to identify personal characteristics of students with EBD that might facilitate inclusion, although personal characteristics emerged from field notes and other survey data. Prominent researchers have already identified important personal factors that provide for successful reintegration into general education from a more restrictive setting. A study by Marsh, Craven, and Debus (1999) determined that a high academic self-concept and an internal locus of control were necessary for successful inclusion and academic success. Other

personal factors that predicted successful outcomes from inclusion were academic achievement level, family support, lower incidences of aggression, and the student's ability to meet the expectations of their new settings (Denny, Gunter, Shores, & Campbell, 1995).

Results of this research study were used to identify school-related elements that facilitated the inclusion of students with EBD. Connections determined by the comparative analysis between cases and subgroups further supported those characteristics that cross the divide between research and practice. Knowledge and understanding of those characteristics benefited education professionals who have developed inclusive programs for students with EBD.

The value of this dissertation was in the presentation of emic perspectives on inclusion, particularly the stories generated by students. Secondary to the descriptive elements, themes were generated from student interviews and teacher surveys. These themes were compared among successful and non-successful students as well as subgroups of students and teachers, and the conceptual framework derived from the relevant literature.

Aims

The aim of this dissertation research was to provide a voice from the field (students and teachers) concerning critical components involved in the inclusion of students with EBD in middle schools. Specifically, critical school-related elements were sought that facilitated the initial phase of reintegration to an inclusive setting from a self-contained or full-time, separate class setting. It was also the aim of this study to generate scenarios for success and non-successful inclusion experiences on which to build grounded theory. Finally, a cross-case comparison was conducted to provide a final analysis of the transition from both emic and etic perspectives.

Objectives and methods

Robert Yin (1994) defined a case study as an empirical inquiry that "investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p. 13). In the context of this definition, the comparative case study design was well suited for this research project. The case study approach has been used as a research strategy that assisted a researcher in order to generalize to theory or best practices as opposed to subjects in a population (Hocutt & Alberg, 1995). This case study was an attempt to identify best practices in the form of scenarios for the successful inclusion of students with EBD.

This researcher intended the results of this study to describe critical elements that facilitate the inclusion of students with EBD. It was the researcher's further intention to focus on the emic perspective, or the viewpoint of those closest to the elements of inclusion. From the emic perspective, themes emerged describing elements that helped students achieve success in general education. Through a comparative case study design, these perceptions were highlighted. In addition, other sources for information were gathered in order to develop the grounded theory and a more robust finding.

A grounded theory design for analysis was employed in this study to compliment the case study method. Grounded theory is a technique for constructing 'theory' or scenarios; it is derived from direct observation in a natural environment such as an observation (Vogt, 1999). Characteristics and scenarios identified in this case study were analyzed through a grounded theory approach based on results from the generated fieldwork (surveys and interviews). These

results were compared between two groups of students: (a) successful, and (b) non-successful or problematic.

As stated previously, student interviews and teacher surveys were used to investigate the transition to inclusion classes from a separate class placement. Additional information found in each student's cumulative record, grade and discipline reports were transcribed and analyzed. School information included climate survey responses, school-wide positive behavior support reports, and demographic statistics. Additional information was collected when necessary from emerging methods, which included impromptu interviews with teachers and other school professionals as well as a visit to the student's classroom or school.

The students provided a voice from 'the field' that was collected using semi-structured student interviews. A constant comparative method was used to develop additional areas of study for the collection of data in an emergent design. The researcher also utilized impromptu interviews with key personnel when necessary and appropriate.

Justification

Students with EBD are much more likely to be served in separate classes than any other category of disability. Bradley, Henderson, and Monfore (2004) reported that nearly one-third (31%) of all children with emotional and behavioral disorders are served in more restrictive settings. That percentage was much higher than the average (19%) for students from other disability categories.

Most middle schools that maintained full-time, separate programs for students with EBD provided few opportunities for students to move from restrictive separate classes to less restrictive inclusion settings. In other words, once students were placed in a more restrictive environment, they tended to remain in those placements and efforts were not made to move them to less restrictive environments (Villa & Thousand, 1995; Mathes, Fuchs, Roberts, & Fuchs, 1998). The lack of student movement from self-contained, separate, or more restrictive classes to inclusive, less-restrictive settings in general education provided the justification for this study.

Definition of terms

1. Students with EBD: Students who meet the federal definition of *emotional disturbance* and have been identified by their schools to participate in special education programs due to persistent and consistent effects that affect their educational achievement.
2. Primary disability: The student's official category of disability as recorded on the school district mainframe data system. This disability qualifies the student to receive special education services.
3. Secondary disability: The student may or may not have secondary disabilities listed in addition to the primary disability. These secondary disabilities would also qualify the student to receive additional special education services.
4. Systemic characteristics: Attributes or characteristics that affect or relate to a system as a whole (e.g., school-wide systems include school climate, discipline systems, grading systems, funding formulas, and services).
5. Ecological characteristics: Attributes that describe the relationship of an organism with its environment. In this case, ecology refers to a student's interaction with a single behavior setting. (Classroom ecology includes physical surroundings, activities, peers and adults, location, time and space).
6. Relational characteristics: attributes that relate to feelings associated with relationships and interactions. (Relational characteristics include mentoring adults, peers relations, perceptions of attitude, collaboration and a sense of belonging).

7. Passing grade: Academic feedback or grades on an official report card that includes no failing grades or "Fs" (e.g., grades earned would be a D, C, B, or A).
8. Disciplinary actions: Behavioral consequences that involve the official recording of an office discipline referral (ODR). These ODRs would have been recorded in the school's discipline report.
9. Successful participation: Academic and behavioral success are determined by having passing grades and no disciplinary actions for a minimum of 45 school days (one 'quarter' or marking period of nine weeks).
10. Least Restrictive Environment (LRE): A phrase that was initially included in P.L. 94-142 (1975), which required schools to educate students in the least restrictive environment possible.
11. Regular Education Initiative (REI): A movement that encouraged one inclusive system of schooling to educate students with disabilities in general education classrooms.
12. Separate, full-time class: A class for special education students that segregates them from their non-disabled peers for academic and/or behavioral purposes. A full-time placement would be considered at 80% of the student's school day in this separate class.
13. Self-contained setting for supported behavior programs (SB class): A separate, full-time class for special education students that segregates them from their non-disabled peers for behavioral purposes only (the academic curriculum may or may not be modified). This setting provides intensive behavioral modification programming as well as the instruction of prosocial and intrapersonal skills.

14. Inclusive setting: Special education students who are not segregated from their non-disabled peers, and attend general education classes where the number of special education students in the class is less than 25% of the total number of students in the class This setting may or may not include the services of a special education co-teacher.
15. General education class: A class designed to teach the general curriculum (academic or exploratory) without modifications. Teachers in the general education class may make accommodations for students with disabilities, limited English speaking, or struggling students but they do not modify the curriculum.
16. Academic core class: One of the five basic education requirements for the general curriculum (Reading, Language Arts, Math, Science, and Social Studies).
17. Exploratory class: A general education class offered in middle school designed to assist students with pre-vocational, health, or other related skills (art, physical education, technology, health, etc.)
18. Support services for behavior: Special education students who have a Behavior Improvement Plan (BIP) are eligible for support services, which may include counseling, intervention, and behavior management from a school-based or district level employee.
19. Behavior Specialist: A school-based or district level employee who provides support services for behavior and is regarded to be competent in the area of behavior analysis, intervention and management. This person is also capable of conducting a functional behavior assessment.

Conclusion to Chapter 1

The first chapter of this dissertation provided an overview, including a background for the study, the research questions, scope/significance, aims, objectives and methods, and justification. Chapter one ended with a list of definitions to aid in the clarification of terms.

Chapter two follows with a detailed literature review.

CHAPTER TWO: LITERATURE REVIEW

Introduction

Schools can be found in all shapes and sizes; each one is different from another in many ways. Just as schools are different, so too, are children. From a macro perspective, nations determine services for their citizens and try to maintain common programs that are similar in each sector of their country. This determination of services is different from nation to nation; each nation is separate and distinct from the other. How then, can a nation establish guidelines to create an equal or adequate system for all of its citizens? How can all children be educated equally yet adequately?

In order to consider these questions, a micro view of the student as an individual was studied in terms of the intent, conditions, and nature of educational programs. Federal law required states and districts to meet the needs of the individual student with a disabling condition (IDEIA, 2004). For this reason, educational programs for students with disabilities followed a continuum of services. Educational placements for students with Emotional and Behavioral Disorders (EBD) ranged from hospital/residential facilities to general education classrooms. On a continuum from most restrictive to least restrictive (see Figure 1), placements for students with EBD generally follow this order: (a) hospital, juvenile justice, or residential treatment facility, (b) separate day school, (c) separate class, (d) resource room, and (e) general education class (School District, 2004). The instructional and systemic challenges presented by students with EBD continue to foster debate about the most appropriate structure and content for placement

and service delivery (Denny, Gunter, Shores, & Campbell, 1995). Placement is an important consideration because it often determines the specialized curriculum, instruction and related support services for students with EBD.

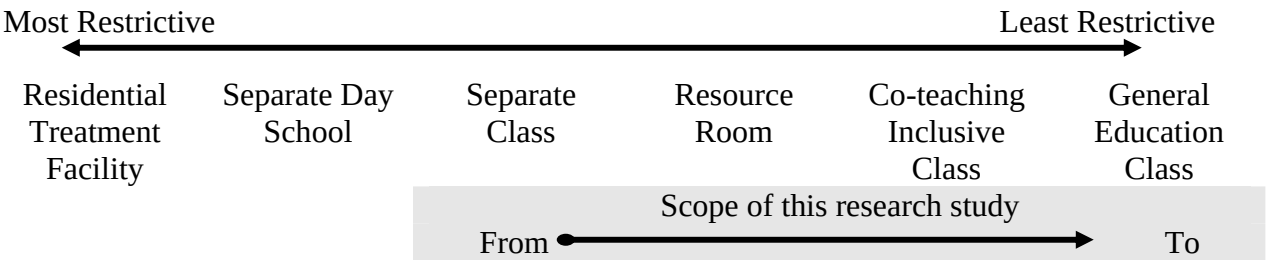

Figure 1: A continuum of services for students with EBD.

The degree of intensity and the amount of services provided to students usually increases as students move to more restrictive environments. Some have falsely assumed that the severity of disability also moves along the continuum in the same manner (Kauffman, McGee, & Brigham, 2004). Considerable discussions have taken place among professionals who consider either more restrictiveness or more inclusiveness to be desirable. This argument has been dubbed the 'inclusion debate'.

The inclusion debate has centered around two schools of thought. In the first group, some education professionals and parents questioned the effectiveness of separate classes for students with EBD (Muscott, 1995). The main concern for this group was to advocate for access to the general education curriculum and for appropriate socialization to occur between the student and their non-handicapped peers. The second and opposing school of thought focused on

the harmful effect of including students in general education placements before they were ready (Kauffman & Lloyd, 1995). This group advocated for the specialized, individualized, and intensive services that are more readily available for students in separate settings. In addition, a third side of the debate was brought forth by many general educators and parents of students without disabilities who would have preferred that students with EBD be educated in separate settings (Kauffman, Bantz & McCullough, 2004).

Researchers have documented that the placement setting of students with EBD was closely related to the ability to manage the social and academic demands of the general education class (Mathes, Fuchs, Roberts, & Fuchs, 1998). A longitudinal study by the National Longitudinal Transition Study-2 reported that over ninety percent of students with EBD who were placed in general education classes were able to access the general education curriculum with little or no modification (Bradley, Henderson, & Monfore, 2004). This report did not clarify what rate of progress these students made in the general education classes. Conversely, the report stated that students in special education classes accessed the general curriculum at just more than forty percent (Bradley, Henderson, & Monfore, 2004). Probably the most disturbing statistic reported from this National Longitudinal Survey-2 was the discovery that nearly seventeen percent of all special education classes utilized no curriculum at all. This information seemed to support the position of the inclusionists who uphold access to the general education curriculum as paramount.

More information from the National Longitudinal Survey-2 showed that academically, secondary (middle and high school) students with EBD were among the least likely (27%) among all disabilities to show academic achievement in the form of A and B letter grades. Further, 13.6 % of secondary students with EBD receive mostly D's and F's (Bradley,

Henderson, & Monfore, 2004). The overall rate of placements for students with non-categorical disabilities in the general education classroom has increased but the incidence of general education placements for students with EBD has lagged behind students with other disabilities (Landrum, Katsiyannis, & Archwamenty, 2004). In addition, secondary students with EBD were among the highest groups to be suspended out-of-school at 79% and to be placed under criminal arrest at 34.8% (Bradley, Henderson, & Monfore, 2004). This information seemed to support the position that students with EBD, especially those in middle and high schools, were often served in separate settings where a majority of professionals and parents believed they received an appropriate education.

The passage of the No Child Left Behind Act (NCLB) has provided another layer to the inclusion debate (Mooney, Denny, & Gunter, 2004). The emphasis on accountability seems to have confounded efforts at assigning appropriate placements because so many students with EBD also have learning problems and low achievement. On a positive note, researchers also suggested that the emphasis of NCLB and the associated measure of adequate yearly progress might promote additional research on effective instructional practices for students with EBD (Brigham, Gustashaw, Wiley, and Brigham, 2004). In addition, due of the huge impact of NCLB on students with EBD, education professionals will need to seriously address the academic instruction and achievement for these students as well as the necessary conditions required for students to participate within the general education curriculum.

The influence of NCLB on proactive and positive interventions for students with EBD in the general education classroom has not yet been researched fully. Researchers stated that teachers and co-teachers in general education classrooms might be far more limited in their instructional flexibility due to the constraints of NCLB and accountability (Brigham, Gustashaw,

Wiley, Brigham, 2004). This may have an affect on the students with EBD; especially those who are just beginning a transition from a full-time separate class. Researchers have suggested that further research would be indicated in order to identify the characteristics that are most helpful to inclusion teachers under test-linked standards.

What is EBD?

According to the Individuals with Disabilities Education Act (I.D.E.A., 1997), students with emotional disturbance have displayed behaviors that impaired their academic performance. The behaviors must have been persistent and consistent over a lengthy period of time. The law defined emotional disturbance as follows:

> (i) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, that adversely affects a child's educational performance:
>
> > (A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
> >
> > (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
> >
> > (C) Inappropriate types of behavior or feelings under normal circumstances.
> >
> > (D) A general pervasive mood of unhappiness or depression.

(E) A tendency to develop physical symptoms or fears associated with personal or school problems.

(ii) The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance. (IDEA, 1997, §300.7)

In 2004, President George W. Bush signed the Individuals with Disabilities Education Improvement Act. This bill, H. R. 1350 adopted the same definitions from IDEA 1997 but described students with behavioral difficulties as having emotional disturbance (IDEIA, 2004).

In addition to emotional disturbance as defined in IDEA and IDEIA, the National Mental Health and Special Education Coalition (Kauffman & Lloyd, 1995) have preferred the terminology "emotional and/or behavioral disorder." Special educators and other professionals in the field have used the term "behavioral disorders" in reference to a generic, all-inclusive description that described students with disturbances of feelings, emotion, or behavior with externalizing disorders (Forness & Knitzer, 1992). These professionals felt that the term "behavioral disorders" implied aggressive and/or disruptive behavior as opposed to internalizing or withdrawn behavior. Hence, the term Emotional and Behavioral Disorders (EBD) has been derived from practitioners in the field as well as the federal definition from IDEA and IDEIA.

Students with Emotional and Behavioral Disorders (EBD) have presented a host of problems for inclusive educational practices. The Council for Children with Behavioral Disorders (2002) described common characteristics or symptoms of students with EBD that could be observed consistently over time: (a) open defiance to authority or rules, (b) inappropriate classroom behavior, (c) highly distractible, (d) poor social relationships, (e)

feelings of hopelessness, (f) verbal and physical aggression, (g) confrontational behavior, (h) easily frustrated, and (i) resistant to change. These students pose a major problem to inclusive education because their outward behavior threatens the academic and social progress of the general education students as well as their own ability to learn. Students with behavior disorders present a formidable challenge to inclusive practices.

Students with EBD have been documented to be the most difficult special population to include in general education classes (Horner & Sugai, 2002). Historically, schools have been reluctant to include students with EBD in general education classrooms and have typically referred behavior problems elsewhere for remediation (Muscott, 1995). The difficulty of including students with EBD in general education comes from the disruptive nature of these students. Inclusion is especially difficult for students who present external behavior disorders (e.g., conduct disorder) because they have a more devastating effect on the learning environment of other students in a classroom. For this reason, students with behavior disorders have often been segregated from their grade-level peers in more restrictive classes. These separate classes generally contained other students who also had behavior problems, providing poor role models and opportunities for developing prosocial skills. The teaching that takes place in separate classes has been shown to be less effective than instruction that occurs in a general education setting (Lewis, 2003; Hallahan & Kauffman, 1995). In addition, students with disabilities have often felt the negative effects of their label and subsequent placement in special education classes. Therefore, inclusion has been considered a way to raise the esteem of those involved in special education programming, build a road to normalization, and provide access to the general education curriculum (Zionts, 1997).

Historical Context of Education for Students with EBD

The child guidance movement began in the 1920s to address delinquency through social welfare and to determine the specific problems associated with the psychological qualities of some problem students (Richardson, 2002). Socially maladjusted children were identified as having normal intelligence but failed in school. Programs in the public schools for students with EBD have only been in existence since the 1950s (Wood, 2001). Prior to that time, students who were identified with EBD were instructed in hospitals for the mentally ill or in institutions for socially maladjusted or delinquent youth. In comparison with other American public educational programs, services for students with EBD are relatively new.

Growth in the roster of the Council for Children with Behavior Disorders (CCBD) demonstrates growth in the education for students with EBD. CCBD is a national organization that promotes quality educational experiences for youth with special needs. The organization grew from 13 members in 1962 to nearly 10,000 members in 2001 (Wood, 2001).

It was not until P.L. 94-142 was passed in 1975, that all public school districts were required to include educational programs for students with disabilities including EBD. Each state and local education agency created and designed its own program. Some programs were much more progressive than others were, and some districts had difficulty determining the difference between students who were “sick” and those who were “willfully bad” (Wood, 2001). The 1975 legislation defined those students who were seriously emotionally disturbed. Twenty-two years later, the definition removed the word ‘seriously’ and instead used the term emotional

disturbance. The definition remained the same (refer to the definition in Chapter 1 of this document).

Major factors in the determination of emotional disturbance have been the documentation of maladaptive behaviors that (a) occur consistently over a period of time and (b) interfere with the child's ability to learn. The definition of emotional disturbance would thereby exclude behavioral situations that were occasional or temporary. In addition, students must have some sort of documented academic difficulty because of their emotional disturbance.

In the years between 1987 and 1998, there was a significant decline in the funded experimental research for students with EBD. The implications of the decrease lead some researchers to speculate that behavioral programming among the general education population is preferred to behavioral programming in secluded (research preferred) settings (Gersten, Baker, Smith-Johnson, Flojo, & Hagan-Burke, 2004). Experimental research during the 1980s produced great advances in effective classroom management as well as direct instruction techniques. Experimental research waned in the 1990s and gave way to qualitative and descriptive cognitive psychological studies. This trend in research may have been partially influenced by the Regular Education Initiative (REI) and other federal initiatives. Advocates for the REI intended to reduce the number of students in special education programs, especially those students who were identified in high incidence disabilities such as specific learning disabilities or emotional disturbance. Some experts saw the trend in research studies as a decline in effective practice (Gersten, Baker, Smith-Johnson, Flojo, & Hagan-Burke, 2004).

Since 1998, the U.S. Department of Education's Office of Special Education Programs (OSEP) has focused on "what works" for students with disabilities. OSEP's technical assistance paper "*Five Strategic Directions"* (1997), reported that important sponsored research has been in

the area of Positive Behavioral Interventions and Support (PBIS). This research included an analysis of systemic, environmental, and explicit means utilized to address the needs of students with behavior difficulties. Another one of OSEP's directions is the appropriate access to the general education curriculum for students with disabilities as well as accountability for adequate achievement. One program funded in this area was the Consortium on Inclusive Schooling Practices (CISP), which was designed to bridge the gap between knowledge and practice among local education agencies. OSEP provided the national platform for schools to address the needs of students with EBD through both Positive Behavior Interventions and Support and the Consortium on Inclusive Schooling Practices (OSEP, 1997).

Some experts argued that certain legislators' most recent interest and desire for full inclusion defeats the original intent of inclusion, which was to have students with disabilities develop toward their individual goals among their non-disabled peers in the mainstream (Kauffman, McGee & Brigham, 2004). The emphasis has changed from normalization, independence, and competence – to the availability of programs, modifications, and accommodations, all in the name of accountability. The shift from competence to accommodations was thought by some researchers to have created an artificial goal structure for the student's potential achievement. Educators, administrators, and parents have been reminded to let students learn responsibility and not to enable them to develop new forms of disabilities or use the, "I can't" phrase (Jones, 2004).

Legislation and EBD

Since the passage of the Education for All Handicapped Children Act (P.L. 94-142, 1975), American educational policy has encouraged a free, appropriate, public education for all students in their *least restrictive environment*. In the 1980s and 1990s, students with disabilities were increasingly placed in general education classes to learn among their non-disabled peers as part of the General Education Initiative (REI). The REI was consistent with conservative education policies for economic and social reform and the desire to reduce costly education programs (Kauffman & Hallahan, 1995). Leadership for the REI movement came from politicians and general educators who argued that pullout programs failed to meet the needs of many students with disabilities and created barriers to their successful education (Muscott, 1995). Goals of the REI included: (1) the merger of special and general education into one inclusive system of schooling; (2) dramatically increasing the number of students with disabilities receiving their education in mainstream classrooms; and (3) strengthening the academic achievement of students with mild to moderate disabilities and underachievers without disabilities (Fuchs and Fuchs, 1994). The initiative encouraged an end to special education resource rooms and special classes for instruction. It also advocated for a shift in the role of special education personnel to shared instruction with general educators in mainstream classrooms. Advocates for the REI believed that shifting both fiscal and human resources to the general education classroom would transform the nature of education and benefit all students. Opposition to the REI came from those special educators and other professionals who advocated that inclusive education was not practical or beneficial for all special education students.

In the 1990s, the REI gave way to the Inclusive Schools Movement, which sought a new partnership between general and special education in which collaboration to support all students remained the goal even though some advocates called for the elimination of special educators as well (Muscott, 1995; Stainback & Stainback, 1992). The strongest supporters for this movement advocated for the inclusion of students with severe disabilities (mostly cognitive disabilities) in general education. Professionals, parents and educators who considered themselves 'full inclusionists' desired for all students with disabilities to someday be educated in general education classes and that appropriate supports should be provided in the classroom itself in order to meet the needs of students with disabilities (Muscott, 1995). Opponents to the Inclusive Schools Movement responded to what was deemed a move toward fanaticism and an emphasis on place over needs (Kauffman, 1995). Many researchers called for a stronger empirical base on which to make decisions regarding the inclusion of students with disabilities (Muscott, 1995). The placement of students with disabilities in general education classes without appropriate special education support caused the most concern among special educators and parents (Kauffman & Hallahan, 1995).

Historically, the level of appropriate inclusion has been a decision made by the student's individual education plan (IEP) team. This team consisting of educators, specialists, and family members (including the student), determined the student's needs in terms of special education services and placement of students with disabilities on a continuum from general education to part-time or 'pull out' classes or exclusionary full time programs.

Since the 1990s, supporters of the inclusion movement worked to shift the focus from merely allowing students with special needs into the general classroom and building on the concept of a classroom community in which everyone belongs and makes adequate progress

(Brownlie & King, 2000). The Individuals with Disabilities Education Act (1997) required states to develop inclusive designs with the goal of including exceptional students into general education settings when appropriate. Inclusive education programs in the 1990s were designed to benefit all students; the student with disability as well as the non-disabled peers.

Since the passage of the No Child Left Behind act of 2000, inclusive practices for students with disabilities began to include academic accountability measures. Therefore, the intent of inclusion has also shifted to promote inclusion not only for socially beneficial reasons, but to promote inclusion for academic achievement as well (Zionts, 1997). Educators who plan for inclusion must remember to define success as it pertains to the child's social and educational goals. Students determined to lack academic progress in general education classrooms may need alternative special education programming that supports their participation in general education.

Best Practices as Currently Defined

Teachers in the field of special education as well as those from general education have generated "best practices", or techniques that facilitate the education of students with EBD. This collection of best practices was similar to the best practices found among other special education models (such as best practices for students with learning disabilities). Along with the evolution of the inclusive movement, best practices have also evolved.

The education of students with disabilities has moved from a medical model to an ecological model and finally to a systems model. The medical model was individually prescriptive in nature and required initial assessment, diagnosis, and intensive intervention,

which usually took place in a segregated classroom that was specifically designed to teach or re-teach pro-social behavior (Kavale & Forness, 2000). Students in this segregated classroom model were rarely 'healed', in fact, sometimes their behaviors worsened as they modeled the inappropriate behavior of their classmates. While some students successfully emerged from the segregated programs, most did not. These separate programs for specific behavior interventions are still in existence today.

In the late 1970s and 1980s researchers such as Urie Bronfenbrenner (1976), began to develop theories about the environmental or ecological interaction between students across multiple settings especially classrooms. The fact that many students act differently in different environments caused some to consider an ecological model of behavior intervention (Jackson & Panyan, 2002). By analyzing and pre-arranging the environment, educators could allow a student with EBD to participate in activities that were more normal. Behavior analysts also often cited the environment and social interaction as setting events in a behavioral pattern (Miltenberger, 2004). The learning environment became the focus for analysis and behavioral interventions.

As school reform developed through the late 80s and 90s, operating systems were analyzed and changed to promote the inclusion of students with EBD. It is important to maintain a positive vision at three specific levels for promoting inclusion: (a) classroom, (b) school, and (c) district (Horner & Sugai, 2002). Researchers stated if support for inclusion is embedded systemically at all three levels, inclusion was more likely to have a positive outcome.

In addition to ecological and systemic factors, students with EBD often depended on relationships with teachers, counselors, behavior specialists, and peers. These social factors suggested that in order to be successful, students with EBD needed to have supportive

relationships. Resiliency theory came from an original study by Werner and Smith originally published in 1982 where the researchers conducted a 30-year long-term study along four risk areas: prenatal stress, poverty, daily instability, and serious parental mental health problems. Werner and Smith also described a positive environment both inside and outside the home that helped young people thrive in the face of adversity (Richardson, 2002). Resiliency research for at-risk students found that students who rebounded after failed attempts at education often cite the supportive, mentoring relationship of at least one individual who played an important role in their motivation, self-esteem, and future success (Henderson & Milstein, 1996).

Systems and behavior

The inclusion of students with emotional and behavior disorders can be associated with the school reform movement of the 1980s and 1990s. During this time, large organizations like school districts engaged in strategic planning, subsequent analyses of the subsystem interfaces, quality reform, and systemic restructuring (Nadler & Hibino, 1998). A *system* is a perceived whole whose elements 'hang together' because they continually affect each other over time (Senge, Cambron-McCabe, Lucas, Smith, Dutton, & Kleiner, 2000). *Systems' thinking* has been defined as the study of a system's structure and behavior. It was developed over the past 35 years and grew out of the operational design of the microcomputer. Systems' thinking was enriched by a set of analytical tools and techniques that allowed evaluators the ability to assess cause and effect as well as problems and solutions within a large system (Nadler & Hibino).

Several systems in schools affect outcomes for students with EBD (Sprick, Howard, Wise, Marcum, & Haykin, 1998). One example of a system with a large effect on students with EBD was the school's discipline plan, and another is the bell schedule. These two systems (though quite different) interface, or interact with certain behaviors that some students exhibit, such as being tardy. In one case, the system may be lacking consistency, but in another case, the bell may not ring due to an electrical problem. The student may actually be late, but may receive no consequence on any particular day. Then again, the student may be late and receive a consequence that they perceive as severe because they have gotten away with it so many times in the past. When systems interface with each other, student's behavior can sometimes be caught in the midst of it.

School-wide positive behavior support, an OSEP supported program that has its conceptual foundation in behavior analysis, has been in existence since the mid 1980s. School-wide positive behavior support encompasses a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behaviors in all students (Sugai & Horner, 2002). It provides the tools to maintain systems that affect student behavior on three levels: School-wide systems, targeted populations, and individual levels (Binder, 2004). The features of school-wide positive behavior support are: (a) it utilizes a collaborative, systemic approach, (b) it is assessment based and makes use of data driven decision-making, (c) it eliminates inappropriate behavior by teaching pro-social skills, (d) it uses reinforcement-based strategies, and (e) it incorporates meaningful activities and instruction. Positive behavior support strategies may include altering the environment or system to solve problems proactively based on the analysis of school data. Participating schools that

have adopted and implemented positive behavior support report that it fosters a positive school climate and reduces wasted time and energy spent on disciplinary reaction (Binder).

A case study of three students highlighted the implementation of a systemic discipline program in the United Kingdom (Down, 2002). Admittedly, the researchers discussed the difficulty inherent in determining a cause and effect relationship of a school-wide discipline program aside from circumstances that surrounded each student-participant in the case study. The researchers utilized multiple methods of data collection including (a) school records review, (b) student self-monitoring of behavior, (c) interviews with students, parents, and peers, (d) behavior assessment forms, (e) a 'focus' meeting with the student-participants and their teachers that was held weekly for 25 minutes each session. The diversity of collected data supported the position that each of the three cases needed to have their own individual discipline plans (Down, 2002). The results did not evaluate the school-wide discipline program but rather utilized the three case studies to shed light on the ways that the program was operating (positive and negative).

Several authors further suggested that systems could affect the behavior of students with EBD in several ways. In addition to school-wide consistency in discipline and expectations, Hines (2001) reported that school systems should allow teachers to have collaborative planning time, reduced class size ($n<28$), and check to be sure that the inclusive group was less than 25% of the total class. By structuring the system to respond to the needs of teachers and their students, efforts at inclusion are improved greatly. General rituals and routines attributed to systemic processes have also supported the successful inclusion of students with EBD.

Systems need to reflect the appropriate personnel with effective job duties at the appropriate times. Researchers suggested that special education 'co-teachers' should be involved

with the inclusion effort to provide necessary instruction in social skills and conflict resolution as well as to address the method and delivery of instruction (Guetzloe & Johns, 2004). When appropriate personnel are in place and can positively affect the system of instruction, students are successful at inclusion at a greater rate.

Finally, the district should support inclusive design programs as part of their strategic plan, district mission, and district funding formula (McGregor & Vogelsburg, 1998). Commitment to the philosophy of inclusion is paramount in order for inclusion programs to be successful. The district strategic plan, district mission, and district funding formula should all support the processes associated with inclusion to ensure its success. This support and commitment is also essential at the school level.

Ecology and behavior

The terms ecology and environment have been used interchangeably by ecologists and were defined in both broad and narrow terms in the literature. Educators have used a definition of a student's environment to include the school, common areas within the school, a classroom, and specific instruction contexts within classrooms (Hendrickson, 1992). The idea that behavior is a result of specific antecedents or discriminative stimuli in a child's environment and can be increased through levels of reinforcement (both positive and negative) or decreased through punishment and aversive stimuli is widely accepted in the field of applied behavior analysis and behavior modification (Miltenberger, 2004).

From an ecological perspective, behaviors can be compared among settings such as family home, neighborhood, and school (Hendrickson, 1992). In addition, the field of social ecology, or ecological anthropology, can assist in the analysis of setting events and discriminative stimuli by focusing on the active associations between students and their surroundings. Social ecology can serve as a basis for developing a broad range of interventions for environmental and social factors that may affect the behavior of students with EBD. Educators who have supported the ecological model believed that the setting in and of itself is a powerful factor to the origin and continuation of challenging behavior (Jackson & Panyan, 2002). The strength of an ecological approach to the functional analysis of behavior was the emphasis given to natural settings.

The ecological arrangement of a classroom is an important consideration when observing the behavior of students. Environments in which there is predictability, clear limits and expectations, consistent effective discipline, and adequate supervision produce the best outcomes (Nelson & Rutherford, 1999). In addition, teachers who find that they have fewer problems in their classrooms work to arrange their classroom by (a) limiting or adjusting obstructing barriers, (b) reducing the density of students, (c) reducing the travel distance from teacher to student, and (d) developing clear signals for behavioral expectations (Nelson & Rutherford).

Students have been affected by environmental, ecological, and social factors that influence their behavior both in and out of a classroom (Good & Brophy, 2000). For example, educators consider various instructional models, as well as the student's seated location in the room. Hence, if the function of a student's behavior is to avoid socialization, he may ask to be moved to the back of the room or away from other students. If the model of instruction changes to cooperative learning, he may ask to leave the room. The teacher's ability to manage the

classroom and physical organization of the learning environment plays an essential role when considering how ecology affects the behavior of students with EBD.

Social roles also influence a student's behavior in a classroom. Complex networks and social structures within classrooms provide social choices and political opportunities for students with EBD (McFarland, 2001). These choices and opportunities can be either positive or negative. Effective management and organization of these social networks by the classroom teacher is crucial to positive outcomes for inclusion.

Several authors suggest best practices for classroom management and organization for students with EBD. First, documented studies showed the importance of providing meaningful instruction to students with EBD when they are included in general education classes (McFarland, 2001; PQI, 2003; Neary & Halvorsen, 1995; Keenan, 1997). Students will engage with the lesson more completely if they feel the content is meaningful to them. Next, the value of sound classroom management techniques cannot be underestimated when including students with EBD. Research has shown that teachers must manage instructional transitions by providing clear expectations, established procedures, and the structured use of class time (Johns & Guetzloe, 2004; NEFC Staff, 2004; PQI, 2003; Soodak, 2003; Walker, Ramsey & Gresham, 2003; McGregor & Vogelsburg, 1998; VanDover, 1996; Larrivee & Algina, 1983). Busy, well-managed classrooms provide the best structure for students with EBD.

In addition, it is important that general education teachers who have students with EBD in their classrooms practice sound behavioral practices when correcting problem behavior. Teachers must operate positively and consistently in order to promote a perception of fair and equitable discipline that develops the pro-social behavior of all students in the classroom (VanDover, 1996; Abramowitz & O'Leary, 1991; NEFC Staff, 2004; Larrivee & Algina, 1983;

Sattler, Betz & Zellner, 1978). Students will respond better to correction of their behaviors if they feel that they are being treated fairly, consistently, and with dignity.

Finally, it is of utmost importance to provide measures of academic success for students with EBD. Academic success works to boost the self-esteem and efficacy of students thereby increasing motivation levels (Walker, Ramsey & Gresham, 2003; Larrivee & Algina, 1983). When students were provided feedback in small doses following success experiences, they felt better about their accomplishments than when they were given full praise at the end of a task.

Ecobehavioral studies of students in their classroom environments have netted some interesting results. A study of inclusive high school classrooms by Wallace, Anderson, Bartholomay, and Hupp (2002) determined that both students with and without disabilities showed high levels of academic engagement and low levels of inappropriate behavior in their inclusive classroom settings. In addition, the researchers found no significant differences between the behavior of general education and special education students. However, the researchers also found that the teachers in this study focused more of their attention on students with disabilities than on students without disabilities (Wallace, et al., 2002). Implications of this study may have been that teacher behaviors were focused more on the students with disabilities in order to maintain an acceptable level of student behavior. More research on the interaction of teacher and students with disabilities in inclusive general education classrooms was recommended because of this study.

A comparative case study was conducted by Duvall, Delquadri, and Ward (2004) on students with ADHD in two environments: (a) homeschooled instruction and (b) public school instruction. Using eco-behavioral assessment software and a comparative case study design, the researchers compared student's academic engaged time, parent/teacher instructional behaviors,

the ecological features of the settings, and academic gains made by the students in the study. Results of the study indicated that five and one-half times as much individualized instruction was observed in the homeschool versus public school settings, which resulted in less competing behaviors such as inappropriate talk or looking around (Duvall, et al., 2004). The implications of the study supported the measurement of academic engaged time and teacher-student interactions for both home school and public school settings.

Relationships and behavior

Positive social relationships have an enormous impact on the behavior of students with EBD. Relationships have often been considered the cornerstone of one's motivation to succeed. In defining social learning theory, Alfred Bandura wrote about the benefits of self-efficacy, or one's belief that they will succeed at a given task or challenge (Bandura, 1999). Increased self-efficacy works to benefit individuals in a given situation the same way that the self-fulfilling prophecy operates. For example, the more a student *believes* he will succeed at a given task, the greater chance he has of succeeding at it. Self-efficacy is also an important factor in the collective beliefs of students and teachers to succeed in a new learning environment such as an inclusion classroom (Goddard, Hoy & Hoy, 2000). Clearly, students with EBD need a high level of self-efficacy in order to be successfully included in general education classes.

A teacher's belief that their efforts, individually or collectively has been reported to make a difference on student learning and influence student outcomes in the classroom. Teacher efficacy is an "outcome of teachers' personal characteristics and the organizations in which they

work" (Ross, 1998, p. 51). Teacher efficacy has generative power in that the concept can influence goal setting and persistence and thus contribute to successful classroom experiences that in return, affects teacher efficacy in a positive way. Teacher efficacy has been linked to a teacher's personality characteristics and to the conditions of their work placement (Ross).

A significant study by Rosenthal and Jacobsen (1968) titled *Pygmalion in the Classroom*, examined the relationship between a teacher's attitude towards their students and the student's ability to perform in a classroom. This study is considered important to the field of special education because it was one of the first studies to document problems associated with IQ tests (Brantlinger, et al., 2004). This study also raised questions about the traditional medical model for special education, which posited a student's disability as a permanent, innate imperfection in children with disabilities instead of a social construction that depends on the nature of the context and practices of school and society (Brantlinger, et al.). In addition, Pygmalion demonstrated an application of an effect called the self-fulfilling prophecy, in which a teacher's positive expectations positively affected student's outcomes (Rehm, 1999). Conversely, a teacher's negative expectations also negatively affected the student's outcomes. Through both qualitative and quantitative measures, the researchers were able to discern that teacher's attitudes highly influenced student's level of school achievement. The qualitative measures used in this 1968 study included the use of interviews, observations, and document analysis, whereas the only quantitative measures were indicated by the sampling process and experimental design (Brantlinger, et al.).

There is a relationship between a student's self-concept and their level of achievement (Hamacheck, 1995). This is a mutually reciprocating relationship where a student's self-concept and achievement affects the other and vice-versa. Hamacheck states, "It is almost impossible to

help students improve their self-attitudes without also assisting them in finding ways to improve their school performance" (p. 419). Therefore, the mission of developing a student's self-concept has been shown to require a measure of achievement as well as the supportive relationships of peers and adults.

The experience of failure either academically or behaviorally, has a devastating effect on the efficacy of both students and teachers (Ross, 1998). However, students who are able to overcome academic or behavioral difficulties may be considered resilient (Benard, 1991). Research on resiliency focused on at-risk populations but was also applicable to students with EBD. Richardson (2002) reported that the concept of resiliency arose from psychologists' identification of risk factors associated with psychosocial problems. In determining protective factors, a 30-year longitudinal study reported by Werner and Smith (1982) examined successful individuals from high-risk communities (Richardson). Werner categorized the factors that allowed these individuals to be successful in the presence of high levels of adversity. The personal characteristics of her successful subjects were female, robust, socially responsible, adaptable, tolerant, achievement oriented, a good communicator, and a good self-esteem (Richardson). Werner also reported that a nurturing group of caregivers encircled the successful individuals who rose above adversity.

Students with EBD have faced multiple failures, on their own as in academic failure, or with others as in social failure (Bradley, Henderson, & Monfore, 2004). In addition, many students with EBD come from failed systems outside the academic arena: divorce, single parent homes, abandonment, abuse such as neglect, and criminal behavior (Bradley, Henderson, & Monfore). Most resilient youth will cite the caring and supportive relationship of at least one adult who made a difference in their lives (Henderson & Milstein, 2000). The key to effective

adult relationships with at-risk youth was determined to occur when the adult expressed consistent, non-judgmental caring, and demonstrated empowerment, inspiration, and a positive outlook on the future. The protective factors for at-risk students and students with EBD have been reported to be: (a) caring and supportive relationships, (b) high expectations for success, (c) participation and involvement in school activities (Benard, 1991).

Friendships with grade-level peers can also influence motivation and school behavior. Adolescents who felt as if their peers at school were supportive and caring tended to be interested in school to a greater extent and pursued goals for prosocial behavior more often than those who did not (Wentzel, Barry, & Caldwell, 2004). In addition, students with EBD were often motivated to behave prosocially among their non-disabled peers because they wanted to be included in general education classrooms and they want to be successful (Hines, 1994).

Several authors have reported that teacher attitudes, adult and peer relationships, parental involvement, as well as the student's sense of belonging were important factors toward the successful inclusion of students with emotional and behavior disorders. First and probably most important was the teacher's attitude toward the student with EBD. Teachers must have the willingness to take on this role, celebrate a student's diversity, and show enthusiasm for the student, as well as hold high expectations for their achievement and success (Johns & Guetzloe, 2004; Smith-Davis, 2003; Coats, 2003; Hines, 2001 and 1994; Schoenholtz, 2000; Hamill, 1999; McGregor & Vogelsburg, 1998; Soodak, Podell & Lehman, 1998; Rife & Karr-Kidwell, 1995; Center, 1993; Bernard, 1991). In addition, the relationships between teacher and student needed to be caring and supportive, mutually respectful, solid, and provide the student with a sense of belonging (VanDover, 1996; Graham, 2004; Johns & Guetzloe, 2004; McGregor & Vogelsburg, 1998; Hamill, 1999; Schoenholtz, 2000; Benard, 1991). Teachers should also attempt to fill the

role of mentor for the student with EBD (Keating, Tomishima, Foster, & Alessandri, 2002; VanDover, 1996; Benard, 1990).

Parent relationships have also been documented to aid in the successful inclusion of students with EBD. A strong parent-teacher relationship promoted improved communication and a strong commitment to success (VanDover, 1996; McGregor & Vogelsburg, 1998). Strong parent-teacher partnerships allowed for communication in both directions, and the student feels supported by this strength at home and at school.

Finally, researchers suggested that students be encouraged to develop positive relationships with peers. Teachers should work to facilitate collaboration through community building activities and should support students in their effort to make a beneficial contribution to the class (Soodak, 2003; Smith-Davis, 2003; VanDover, 1996; Benard, 1990 and 1991; P.Q.I., 2003). By contributing to the class, students will develop a sense of belonging. A sense of belonging has been documented to develop intrinsic motivation (Benard).

Literature on qualitative methods

When comparing qualitative research with quantitative research, it was helpful to think of the two research methods as co-existing on a continuum of methods, rather than simply being one type or the other (Brantlinger, Jimenez, Klingner, Pugach, Richardson, 2004). Qualitative and quantitative research methods follow similar systematic plans with empirical values held at utmost importance. Whereas quantitative methodology works from to specific research questions to general conclusions, qualitative research was designed to construct and interpret rich sources of information based on general research questions to specific themes and theory (Rossman & Rallis, 2003). Where quantitative research is deductive, qualitative is inductive in

its process. Both designs have a benefit for educational research; however, in this particular research study a qualitative design was considered in order to produce deeper, richer results that would support the purpose of this research.

The most important components of qualitative research in special education were reported to be language and behavior (Brantlinger, Jimenez, Klingner, Pugach, & Richardson, 2004). Questions about how people act in certain settings can be measured in several ways, but in order to find out *why* they act or how they *felt* about an experience: the best method was reported to be a qualitative study (Smith, 1987). Human behaviors were considered context-sensitive and the researcher must become situated in the subject's natural setting in order to develop a *personhood* or role of the researcher in the study (Smith). Qualitative research has been marked by self-examination and criticism of the roles established, methods used, and mistakes made. However, in a positive way, qualitative research has been successful at revealing deep meanings and insights that could not have been revealed in quantitative studies (Smith).

One problem reported within the field of special education is its origin in positivist research models that supported quantitative work (Brantlinger, et al., 2004). The authors stated that journal editors continually reject qualitative studies from their published volumes because of their methodological strangeness. Qualitative studies accepted in professional journals have often been the ones that resemble quantitative studies. However, Brantlinger and colleagues maintain that qualitative work can stand alone to "produce science-based evidence that can inform theory and contribute to establishing the best practices and policies for people with disabilities" (p. 7).

Several articles were written on the subject of inclusion for students with EBD, but there were few, if any, case study designs that portrayed the student's viewpoint on inclusion in

middle school. The May 2004 volume of the journal for the Council for Children with Behavior Disorders *(Behavior Disorders)* included several articles on research-based practices, instruction, and supports that promoted inclusion. These articles called for further research in the areas of instructional practices, behavioral supports, and the application research-based practices for students with the most significant behavioral needs (Brigham, Gustashaw, Wiley, & Brigham, 2004; Bradley, Henderson, & Monfore, 2004; Mooney, Denny, & Gunter, 2004).

Weiss and Lloyd (2002) conducted a qualitative research study on inclusive classrooms, which utilized a grounded theory (constant-comparative) method of data analysis. The researchers addressed questions about how and why special education teachers acted in two settings: (a) the co-taught classroom, and (b) the special education classroom. They analyzed the actions and meanings of six special educators (cases) in these two teaching situations. Sources for their data included observations, interviews, and documents. Through grounded theory and constant-comparison method, the researchers employed a systematic set of procedures to develop an inductive grounded theory about the given phenomenon, which in this case was the difference of teaching behaviors between the special education classroom and the co-taught paradigm. The researchers concluded that the role of special education teachers were different based on the two settings. In a co-taught classroom, the special educator helps students with assignments; in a special education classroom, these same teachers engaged in explicit instruction and employed different strategies.

Mastropieri and colleagues (2005) presented a report of the findings on several longitudinal case studies on the inclusion of students with disabilities in co-taught settings of content area classes (e.g., Science, Social Studies). The study focused on teacher perceptions about the successes and challenges related to having students with disabilities in their general

education classrooms. The students involved with the inclusion experience were spread among five categories of special education: learning disabilities, emotional disturbance, mental retardation, physical disabilities, and hearing impaired. The researchers reported levels of collaboration among highly compatible co-teachers, academic content knowledge that was shared between general education teachers and co-teachers, and the influence of high-stakes testing on how content was covered (Mastropieri, Scruggs, Graetz, Norland, Gardizi, & McDuffie). The authors also reported that co-teaching was most successful where both co-teachers practiced effective teaching behaviors (e.g., structure, clarity, enthusiasm, maximized student engagement, and motivational strategies).

John Shindler and Rod Case (1996) conducted a study on the practice of novice qualitative researchers. In particular, these researchers focused on the concept of *self as research instrument.* Two dimensions of difference seemed to emerge from the collected data. First, participants seemed to approach the subject of their study with widespread inconsistency. Second, participants seemed to have varying, often opposing orientations to the process of interpretations and making sense of their research. These results suggested that novice qualitative researchers have an essentialist or constructivist orientation; the preferred orientation being interpretive requires a much more thorough educational experience. It was suggested that novice researchers should identify and work through their orientation at the outset of a research study to reduce bias. This suggestion by Schindler and Case had direct implications on this dissertation research project.

Conclusion to the literature review

The review of literature provided here in chapter two represented works that were relevant to the inclusion of students with EBD. The chapter began with a review of legislation and policy, historical references about educational placements, and the development of the inclusion philosophy. The review continued with literature that was relevant to the inclusion of students with EBD from systemic, ecological and relationship perspectives. The chapter concluded with a review of the limited number of case studies in special education.

The following chapter presents, describes, and outlines the methods used in this dissertation research project.

CHAPTER THREE: METHODOLOGY

Introduction

The primary purpose of this study was to provide an opportunity for students with EBD to share their thoughts and experiences on the transition from a separate class placement to an inclusive general education classroom. The focal point of this research was the student transition experience, as well as an analysis of documented elements that facilitated the process. A second purpose of this study was to obtain the teacher's perceptions of the same transition experience. Finally, a third purpose of this study was to determine critical elements that facilitated transitions from separate, full-time classes to inclusive settings for the participating students. A qualitative design was determined to be best suited for this research study due to the desired outcomes. However, the research utilized both qualitative and quantitative methods for analyzing data.

A view from the relevant literature presented in Chapter 2, suggested three important categories for consideration in this study: (a) systems of behavioral support, (b) classroom ecology, and (c) positive relationships.

The emic or insider's view was developed from student interviews and their associated teacher survey responses. These perceptions were interpreted and compared with results from various other related groups (self-contained teachers, and other ESE professionals). The responses from these student cases and their associated teachers were later compared with the characteristics derived from the relevant literature as conceptual framework. See Figure 2.

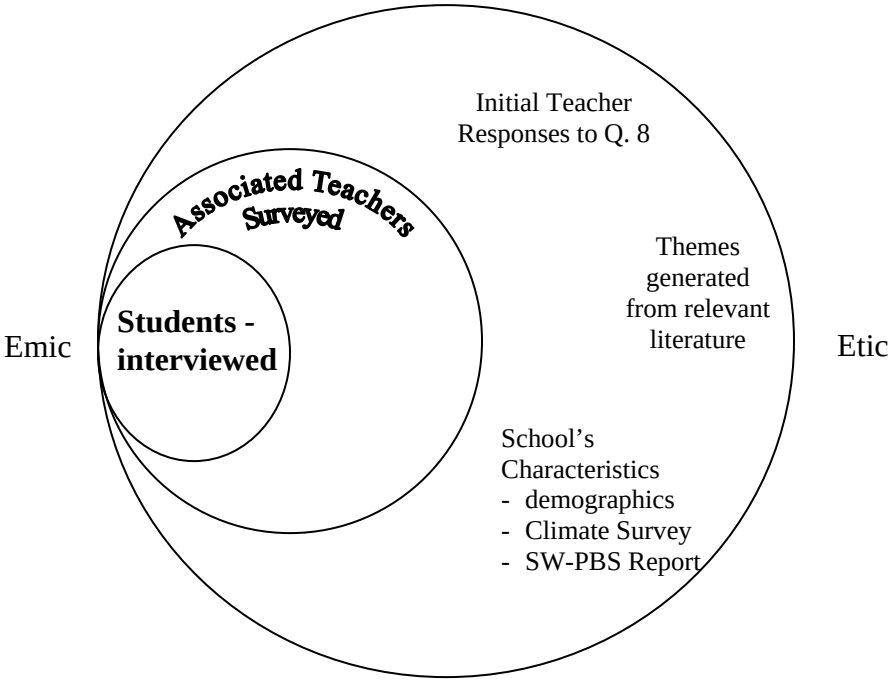

Figure 2. Emic and etic perspectives with sources of data

This case study design was intended to highlight the student's perspective and compare students with others (successful and non-successful), student perceptions with inclusion teachers (ESE and Gen. Ed. teachers), and finally to compare student and teacher perspectives with themes generated in relevant literature. Because schools and their associated systems played an important role in the inclusion process, students were compared among schools as well.

Case study and grounded theory: A background

The case study is an "empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (Yin, 1994, p. 13). Case studies allow for the utilization multiple formats and multiple sources for data collection in order to maximize evidence allowing for stronger positions (Yin, 1994). Case studies are flexible yet can be strengthened using several data sets in a procedure called triangulation, which strengthens the validity of findings (Morine-Dershimer, 1983).

Case study designs have been utilized with an inductive process of generalizing to theory from data. Charmaz (2003) has defined this research strategy, better known as grounded theory, as a method comprised of systematic ways of collecting and analyzing data in order to develop theoretical frameworks, which clarified the information that was gathered. Grounded theory has been described by others as a method of deriving substantive ideas from close analysis of data; theory emerges from (instead of being tested or confirmed by) research (Brantlinger, et al., 2004). Further, Charmaz stated that researchers "may still study empirical worlds without presupposing narrow objectivist methods and without assuming the truth of their subsequent analyses" (p. 511).

This qualitative research employed the case study design with anticipated, emergent, constant comparative methods for data collection including but not limited to: (a) initial surveys for teachers, (b) student interviews, (c) follow-up surveys for teachers, (d) impromptu teacher interviews, (e) student records review or document analysis, (f) school climate results, and (g) analysis of demographics. The plan for investigation was built in three phases, which are shown

in Appendix G. Phase-one covered the period from the Principal's permission to the initial teacher survey and parent permission. The initial survey was conducted with ESE department personnel at three schools and then follow up phone contact was conducted with teachers who reported knowing of students who might qualify for the study. Phase-two covered the time from the student interview through data transcription and emergent method determination. Phase-three covered the final data collection and analysis. Appendix G shows a representation of all research activities in the three phases.

Results of the collected data were used to generate themes among the students and subgroups. In the case study design, successful students were considered one group and unsuccessful students (those with behavior or academic problems) were placed in another group. Analysis was conducted between the results of successfully included students and non-successful students in order to determine shared or dissimilar student-participants' attributions and experiences.

The themes were tested through triangulated sources in order to support and further explain the phenomenon of the inclusion experience. The sources were (a) student sources, (b) teacher sources, and (c) the conceptual framework derived from relevant literature. The emic and etic perspectives also became sources for comparison.

According to Barney Glaser and Anslem Strauss (1967), the goal of Grounded Theory is to formulate hypotheses based on conceptual ideas that others may try to verify. These hypotheses were generated by constantly comparing conceptualized data on different levels of abstraction, and these comparisons contain deductive steps. Further, a fundamental property of Grounded Theory is that every bit of information becomes data. Therefore, in this study, student interviews provided the focus for the development of grounded theory with the support of

extended teacher responses to survey questions as well as other information collected from various sources.

The process of grounded theory moved from coding thoughts and phrases from raw data to memoing theoretical ideas and then to sorting these ideas into concepts. Each process was separate and distinct. Saturation occurred when no further concepts emerged following analysis.

Participants

Participating Schools

This research was conducted in a large metropolitan southeastern school district with over 72,000 students. Three middle schools that had recently adopted School-wide Positive Behavior Support (SW-PBS) were selected for participation. The selection of schools was intended to provide a comparison of similar programs for students with EBD. Each of the selected middle schools employed a full-time behavior specialist and a minimum of two ESE teachers for self-contained, separate classes. School demographic information is displayed on the next page in Table 3.

Table 3. Demographics of participating schools

School Name (Alias)	Enrolled	F/R Lunch	Minority	ESE
Mapleview	256	79.00%	63.30%	20.30%
Center Street	771	63.00%	61.00%	18.80%
Discovery	1239	42.00%	26.50%	12.20%

Source: School District, Department of Evaluation, Testing, and Research (February 2005). *School Summaries.*

In addition to demographic data, information about each school was collected from school district records, teacher survey responses, student interviews as well as school climate surveys and school-wide positive behavior support reports. This information provided a snapshot view of climate perceptions based on a variety of criterion.

School Descriptions

Mapleview Middle School, Enrollment 256 (Magnet, Grades K-8, Montessori Curriculum)

Mapleview Middle School was located just one block from a large low-income housing project. A chain-link fence that could be locked after hours surrounded the school. The school was built in 1964 and renovated in 1997. It was designated as a Title I school based on the high incidence of students from low-income families. Mapleview was the smallest school in this research project but also had the highest number of minority, free lunch, and special education students in this study.

Center Street Middle School, Enrollment 771 (Magnet Academy, Grades 6-8, Uniforms)

Center Street Middle School was located in a changing neighborhood of middle to lower-income homes and multi-family units. Historically, Mapleview was a prestigious school in the community, but had recently taken on a high minority and low SES population. Like Mapleview, Center Street Middle was designated as a Title I school due to the high concentration of students from low-income households. However, as noted from a site visit, Center Street Middle appeared to be in better condition following a 1993 renovation.

Discovery Middle School (Enrollment 1239, Comprehensive Middle School, Grades 6-8)

Located in an area of suburban development, Discovery Middle School was the most modern school participating in this study. The stylish two-story building was recently constructed in 1997. The environment was clean and new at Discovery Middle. A nice courtyard filled with tropical plants greeted students as they entered the school. In comparison to Mapleview and Center Street schools, Discovery had fewer students on free/reduced lunch and had fewer minority students.

Summary of the Participating Schools

The three participating schools differed greatly in size, demographics, location, inclusive attitudes, as well as implementation levels for School-wide Positive Behavior Support. Please recall that Mapleview only had 256 students in grades 6-8 whereas Discovery Middle had 1239. Some teachers from the participating schools reported being challenged by elements of their school population, and yet other schools were challenged by their school size, both great and small.

As stated earlier, schools were selected to participate because they had implemented School-wide Positive Behavior Support. According to the PBS survey instrument *Benchmarks of Quality*, none of the schools would have been considered fully implemented. Inconsistencies appeared in the level of implementation for SW-PBS. Mapleview and Center Street scored 51 points of a possible 101 on the evaluative tool for PBS implementation, while Discovery Middle only scored 39 points. Mapleview's team representative explained that Positive Behavior Support well represented within the school, but effective procedures for discipline and lessons for teaching the school-wide expectations had not been developed yet. Center Street had developed school-wide lessons, but experienced difficulty with team representation and administrative support.

For the most part, teachers at the participating schools reported a positive climate toward the inclusion of students with emotional and behavioral disorders. To a slightly lesser extent, teachers felt that School-wide Positive Behavior Support was successfully implemented. (See results from the combined responses on school climate and positive behavior support in Table 4).

Table 4: School Climate toward Inclusion and Positive Behavior Support

Follow Up Teacher Survey Questions	A	B	C	D
1. Inclusion of students with EBD?	2	9	0	0
2. Implementation of Positive Behavior Support?	0	7	4	0

Source: Follow up teacher survey questions 1 and 2. Response choices were:

1. A=Open and positive, B=Willing yet apprehensive, C=Closed and negative, D=Other, Explain
2. A=Very successfully implemented, B=Somewhat successfully implemented, C=Not very successfully implemented, D=Not successfully implemented at all

Teacher Overview

There were two groups of teachers that participated in this research project. The first group included exceptional student education teachers in the selected schools. This group was asked to complete the initial survey. If one of these teachers responded positively to the question, "I have known a student from a supported behavior class who was able to participate in general education classes for at least 50% of their school day", they were asked to continue participating in this study. The first group of 10 teachers provided the researcher with an initial list of three supports that they thought helped students with EBD to be included in general education classes.

The second group of teachers invited to participate in this study included teachers from each student-participant's class schedule. This usually involved the self-contained teacher as well as at least one the inclusion and special education resource teacher for each of the student

participants that were interviewed. These teachers completed the Follow-up Survey, which addressed questions specific to each of the participating students, their learning styles, and specific behavior difficulties. On occasion, a teacher would complete two Follow-up Surveys because they had two student-participants in their classes. General education teachers who completed the follow-up surveys taught the following courses: (a) Social Studies, (b) Math, (c) Art, (d) Language Arts, and (e) Reading.

In this study, teacher experience in the self-contained setting ranged from 2 years to more than 10 years; one teacher was an award-winning teacher in the district's Assistant Principal Pool, and another teacher was still trying to complete the beginning teacher program. Teacher experience was not investigated formally on the surveys but was determined through phone conversations and site visits. Experience was not considered an indicator of student success or non-success among the self-contained special education teachers because each participating self-contained teacher had one successful and one non-successful student in this study.

Student Overview

Participants for this study were identified as EBD according to their district and/or state definition. In this particular state, students with EBD were designated as either emotionally handicapped or severely emotionally disturbed and could easily be identified through the school district registrar. Participants for this study were identified by their teachers and selected through purposive sampling methods.

As stated earlier, the participants were students with EBD who moved to a less restrictive environment from their separate class as noted on the student's most recent IEP or class schedule. In this study, transitional placement was operationally defined as moving from a separate class for special education to an inclusive general education setting with non-disabled peers ranging from 40% to 80% of their school day. These percentages were also reflected on the student's IEP and were not difficult to asses.

Two groups were further identified from the original field of participants through a records review process. Participants in the successful group had to earn passing grades (Ds or better) and have no office discipline referrals for a 45-day period, one quarter, or 9 weeks. A second group was determined from student-participants who were included in general education classes but experienced difficulty with academic or behavioral expectations. These students in the second or non-successful group had one or more of the following: (a) quarter grade of an F, (b) recorded office discipline referrals, and/or (c) a recommendation to return to the separate class environment due to problems with inclusion. See Table 5 for further clarification on student participants.

Table 5: Operational definitions of student participant characteristics.

Description	Operational Definition
EBD	Student fit special education category and definition for students with EBD: EH or SED as primary or secondary disability.
Transitioned to inclusion over previous year	Student was previously placed in a separate class and their schedule was changed to reflect at least 40% of their school day with non-disabled peers in an inclusive setting for core academics and/or exploratory classes (including lunch). This change may be reflected in the student's IEP or course schedule.
Academic Success	Student had passing grades (no F's) on an official quarterly report card for a 45 day period during their transition to inclusion.
Behavioral Success	Student had no officially recorded consequences for behavior in the form of Office Discipline Referrals for a 45-day period during their transition to inclusion.

From the initial group of students nominated by their teachers, six students were purposively selected to build cases, representative of the population of students with EBD found in middle schools throughout the district and region. Purposive (purposeful) sampling was defined as the process of recruiting and selecting participants who have information pertinent to the study with the aim of maximizing participant diversity (Brantlinger, et al., 2004). Table 6 illustrates the selected participants in relation to local and national percentages of the population of students with EBD. The students in this study were 50% black, 33% Hispanic, and 17% White. While this does not match the national profile of students with EBD, it more closely represented the local population of students with EBD in this school district. There were more males than females in this study (66% Male, 33% Female), which similarly represented national statistics on students with EBD.

Table 6. National, local, and case comparison of demographic information by race and gender

	White	Black	Hispanic	Male	Female
National population of students with EBD	57%	27%	13%	76%	24%
Local population of students with EBD	30%	39%	24%	*	*
Students with EBD in this research study	17%	50%	33%	66%	33%

Source for National data: Bradley, Henderson, & Monfore, 2004, p. 212.
Source for Local data: School District Office of Testing, Evaluation, and Research.
*= not available

When compared with local and national demographics for students with EBD, the students in this study appeared to represent more minorities and fewer males than the other populations. However, with only six cases, the demographic make up of student-participants appeared to be as close to the local demographics as possible.

As reported earlier, two separate cases were developed: (a) those students with EBD who experienced both academic and behavioral success, and (b) those students with EBD who experienced problems (either academically or behaviorally) with their inclusive placement. An attempt to determine cases was made when students were identified for this study. However, further determinations were warranted upon reviewing the student's records. Students who met criteria according to the successful and non-successful categories were split at 50%, with one representative from each category located at each of the three schools.

In summary, the participants for this study included (a) teachers who were asked to complete the initial survey, (b) students who met the criteria as operationally defined in Table 5

that were purposively selected to participate, and (c) teachers from both general and special education classes who were associated with each student-participant.

Timeline of this study

Following defense of the proposal, proper forms were submitted to the University of Central Florida Institutional Review Board (IRB) to gain permission for this research study. During the same period, the school district research committee met to review the proposed study. After permission was granted, principals and teachers were sought to give consent to participate further in the study. First, the principal signed a consent form and then teachers were asked to complete the initial survey, which also included a consent form. Next, the identified students were selected during a follow-up phone conversation with the student's teacher regarding inclusion criteria and demographics. The special education teachers were asked to assist the researcher in gaining informed consent from the student's parents. Once the parent consent forms were received back from the student's parent, an interview was scheduled with the student. Students were asked to sign an assent form before being interviewed. Consent and assent could only be obtained following permission from the student's teachers, school principal, school district and the University of Central Florida Institutional Review Board. Special attention was given to this study due to the vulnerable population of students.

Prior to the official commencement of this research study, survey and interview questions were analyzed through two processes: (a) cognitive interviews with a (non-participating) pilot study group and (b) focus groups comprised of adolescent children of professionals in the field.

These groups were asked to provide feedback on strengths and weaknesses of the specific questions and the format of the survey/interview. The cognitive interviews and focus group responses were audio taped and transcribed for detailed analysis and revision of the questions.

It was assumed that the period from successful proposal defense to the University of Central Florida Institutional Review Board approval, and school district approval would be approximately 45 days. However, the period from successful proposal defense to school district and IRB approval was closer to four months. The proposal was successfully defended in the fall term of 2004, and IRB and district approval was granted in the end of March 2005. Defense of the dissertation took place in the fall term of 2005.

Apparatus – Data collection materials

Surveys

The surveys were comprised of questions that would elicit open and forced choice responses. Teachers were asked general questions about inclusion on the first survey and they were asked questions that specifically addressed the students in the study on the follow up survey. Responses were both forced choice and open ended. The forced choice questions addressed the research questions for this study and the open-ended questions were designed to allow the emergence of other themes. The emergence of alternate themes was considered a desirable outcome.

One major purpose of the initial teacher survey was to identify possible student-participants for this study. Teachers of separate special education classrooms were given an initial survey and asked to complete it. A self-addressed, stamped envelope was included with each initial survey packet along with a new Bic "Flex Grip Elite Click" ballpoint pen. It was assumed that the teacher's desire to respond in a timely manner was associated with concepts of social validation, positive regard, and Social Exchange Theory (Dillman, 2000). Social Exchange Theory asserted that "actions of individuals are motivated by the return these actions are expected to bring" (Dillman, p. 14). The pens were included so that teachers might find it more convenient to complete the survey as soon as they received it, instead of having to go hunt for a pen in their classroom or office.

The initial teacher survey was pre-tested through a cognitive interview process as described by Don Dillman in his book describing the *Tailored Design Method* (2000). Cognitive interviews were conducted with six professionals in the field of education, who were familiar with both general and special classrooms. Results from the cognitive interviews were used to redesign the initial teacher survey to elicit responses that were more desirable.

Similar to the procedure on the development of the initial teacher survey, the follow-up teacher survey was also pre-tested through cognitive interviews with six professional educators who came from special and general education backgrounds. All teachers associated with each student-participant as indicated on the student's schedule (from the 45-day inclusion transition period), was included in a follow-up survey. The questions were the same for both special education and general education teachers. This two-page follow-up survey was also planned to allow for comparisons among the different cases and to elicit teacher's perceptions of the student's inclusion experience with that specific teacher. Some survey questions were also intended to determine barriers to inclusion as evidenced by teacher experiences with other students who returned to the full-time, separate class following non-successful inclusion. Teachers who were asked to complete the follow up survey were also provided with a Bic Clic ballpoint pen and a self-addressed, stamped envelope to return the survey to the researcher (see Appendix E).

Finally, responses to the teachers' open ended questions on the follow-up survey were used to develop themes and categories perceived as critical to the successful inclusion of students with EBD. The results of the survey data were compiled in order to develop the inclusion teacher's view of successful inclusion and were analyzed with constant comparative methods.

This analysis was also conducted with the assistance of software designed for qualitative analysis.

Interviews

Students were interviewed following a semi-structured protocol designed to elicit maximum responses about their inclusion experience. Interview questions for the student-participants were piloted with two focus groups comprised of six adolescent children of educators who attended a middle school in the same school district. Results of the focus groups were used to redesign the interview questions in order to maximize student responses and empower the respondents by sharing their stories. By improving the interview protocol, it was felt that richer results would be collected and responses that were more meaningful would benefit the grounded theory.

Interviews took place at each student's school and were tape recorded for transcription that was completed immediately following the interview. The primary researcher desired a natural context in a quiet location within the student's school office for the interview in order to elicit optimal responses. The semi-structured format of the interview protocol allowed for flexibility in the order and wording of questions, and allowed the interview to take important tangents to develop further understanding using detail orientation, elaboration, and clarification techniques.

The tape-recorded results were transcribed within 24 hours to create scripts, which were then entered into a software program designed for qualitative analysis. The recordings were

stored in a locked file box at the home of the researcher after each interview took place in order to provide a high level of security and confidentiality.

Results of the interviews were used in a constant comparative method, inductively to develop conceptual understandings for emergent themes of successful inclusion. A constant comparative method has been defined as a process of simultaneously collecting and analyzing data and then deciding on new areas to explore based on what emerges as the study progresses (Brantlinger, et al., 2004).

Records Review or Document Analysis

Student records were examined to find historical details that related to their disability status or inclusion experiences. This information was also analyzed through the constant comparative method after the student's interview was transcribed. Through an emergent design, documents sought for analysis included the (a) student's IEP and associated reports (psychological, social history, functional behavior assessment, etc.), (b) school discipline record and associated files, and (c) school grades.

Confidentiality was assured to the student-participants and their parents/guardians that the notes during this phase were stored in a locked cabinet at the home of the researcher. In addition, only the student-participant's name was recorded on the researcher's notes. Every effort was made to use alias names for students, schools, and teachers.

School Climate Surveys and SW-PBS Year-End Reports

School climate research can be traced in theory, instrumentation, and methodology to earlier work on organizational climate in business contexts (Fraser & Walberg, 1991). School climate studies have provided a macro view of individual student and classroom contexts, because each component is part of the larger system.

Each school that was associated with a successfully included student participating in this study was required by the school district to complete school climate surveys for the year 2003-04. This information was available to the public on request. Specific responses from the climate survey data were analyzed and compared between cases from different schools.

As stated earlier, schools were also selected based upon scientifically research-based practices available for students with disabilities. Each of the participating schools was also involved in the process of implementing School-wide Positive Behavior Support (SW-PBS). The purpose for including these particular schools was to add a measure of comparability among schools about their systems of behavioral support. While it should be noted that schools might be at different levels of implementation (some might be more fully implemented for SW-PBS than others might), a year-end report could provide information that substantiated the school-wide behavioral support programs that were in place at the time of inclusion for students in this study.

Each participating school completed a year-end report, which detailed critical components of school-wide behavioral support in 53 items from 10 categories as measured in a self-evaluative matrix. The year-end report also included a *Team Summary* report for that asked participants to list the successful components as well as the problems experienced over the last

year. It was thought that this information would provide a thick description of school-wide systems and give further supporting evidence upon which to develop themes.

Summary of Analytical Methods / Procedures

The procedures for this study began with permission granted by the district and IRB and were followed by permissions granted by principals, teachers, parents, and students. The methods of data collection and previously described instruments have been outlined in a flowchart (Figure 3). The emergent design provided flexibility to conduct follow up interviews in order to clarify statements made by the participants. Qualitative analysis was conducted following the constant comparative method from the teacher surveys, school reports, and student interviews. The analysis worked to develop a clear understanding of successful and problematic inclusion.

For this study, data collection and data analysis proceeded simultaneously. Interviews were transcribed from recordings within 24 hours and open coding began soon after the transcriptions were completed. The goal of the initial analysis was to identify on-target responses that could then be developed into categories of student attributions for their successful experiences in the inclusion classes. This initial coding step was referred to as “open coding” by Strauss and Corbin. According to the basics of Grounded Theory, this is the first step in developing categories and identifying themes.

After initial open coding was completed, the analysis moved to axial coding, or “the act of relating categories to subcategories along the lines of their properties and dimensions”

(Strauss & Corbin, 1998, p. 124). In this study, the categories of success and non-success were subdivided by students' own attributes, their special education teacher's reasons for successful inclusion, and the responses from general education teachers. Subcategories emerged that were able to clarify the positions of students and their teachers. For example, the category of student non-success had several related subcategories: frustration, not understanding implicit rules, irrational beliefs, and unrealistic expectations. Transcripts from interviews and survey responses were coded according to these categories as part of the axial coding process.

Once the major categories and subcategories were determined, selective coding was employed to move through the process of integrating and refining the theory. In this step, the voices generated from all sources - successful and non-successful students as well as their teachers, school reports, and other data – were grouped into one voice to represent the phenomenon of inclusion. Memos that were related to the aforementioned coding processes were also used in this analysis. Theoretical saturation was determined when there were no new properties, dimensions, or relationships that emerged during analysis.

It should be noted here that the research questions as they were pre-planned, were not necessarily considered to be the direction that the theory-building activities would take. However, the Grounded Theory presented in chapter five uses results from research questions 1, 2, and 3 to arrive at the theory. Certainly, the pre-planning resulted in some directionality for the subsequent analysis, but it was not programmed to be that way. This will be discussed further in Chapter 5.

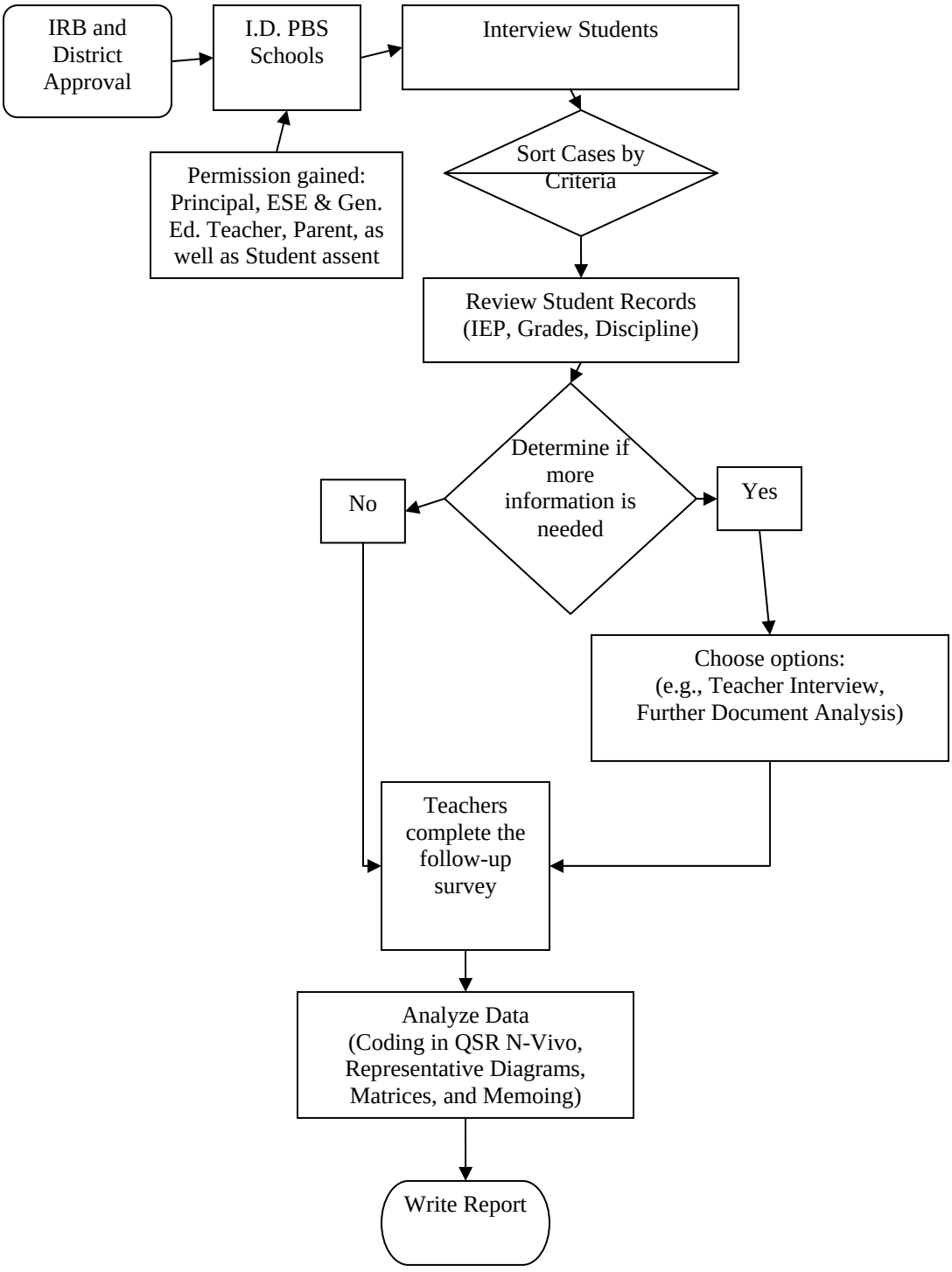

Figure 3: Research Design Flowchart

Resource Requirements

The researcher took responsibility for all expenditures for materials and supplies as well as providing personal time for fieldwork, data entry, and analysis. Materials and supplies included paper, printing, and mailing supplies for the initial and follow-up surveys; recording devices and tapes for the interviews; as well as the software and related hardware for qualitative analysis. N-Vivo software by QSR International was purchased specifically for the qualitative analysis involved with this project. SPSS version 11.0 and Microsoft Excel were also used for quantitative analysis and case comparisons, respectively.

In terms of engaged time for data collection, it was assumed that the initial interviews, follow-up surveys, impromptu teacher interviews, and other collection of data would require a minimum of approximately 20 workdays. Finally, while participants could not be remunerated for participating in this research project, it was hoped that they would be motivated to take part in this research study in order to improve the future education of students with EBD.

Limitations, Assumptions, Definitions

Limitations

Demographic differences

This particular school district ranked among the state's top 10 counties about the high incidence of students with special needs (Statistical Brief, 2003). It was assumed then, that programs for special needs students would differ among other school districts as well as other states in the southeastern United States. In addition, it must be noted that the results of this comparative case study have not been assumed to generalize to all students with EBD within the same county or even within the same school. The ability of a school to provide inclusive programs is noted to be directly related to the size, demographic makeup, and culture of that school. Further, the school district was noted to be somewhat different from other districts in their strategic goals, availability, provision for, and efficacy of inclusive settings in middle schools.

Sampling method

While every effort was made to reduce problems with sampling through purposive sampling methods, the population might generate an error because participation in this research study is voluntary. Sampling errors have been noted to occur when a researcher attempts to survey or interview only some, and not all, of the possible participants in the survey population

(Dillman, 2000). According to the state's 2003 statistics, students labeled as emotionally handicapped only accounted for 5.97% of all students with disabilities (including gifted). The number of possible student-participants is further narrowed by considering the ability of students to meet the participation criteria as detailed in Figure 1. The likelihood that many students were able to achieve the required level of academic and social competence required where they can transition to a part-time inclusion setting is minimal. Research conducted by others in the field has confirmed the lack of transition to be a problem (Tobin & Sugai, 1999; Janney & Snell, 2000; Bradley, Henderson, & Monfore, 2004).

From personal experience, this researcher reported that only an estimated 10 to 20% of students in self-contained SB classrooms might ever achieve the level of competence required to attempt inclusion in general education for half of the school day (or more). With such a narrow field of participants from which to draw upon, it was difficult to find willing participants for the study who also met the criteria of being academically and behaviorally successful at their attempted for inclusion. However, by focusing on the positive aspects of success and inclusion, it was felt that student-participants as well as their parents and teachers would *want* to participate in this study because of pride in their accomplishments. Several participants evidenced this added measure of motivation as they discussed their reasons for participation with the researcher.

It should be noted that a major limitation for this study was the availability of students with EBD in the participating schools who had been included in general education classes for more than 40% of their school day as determined by their special education teacher. However, even with the limitation of students who would qualify for this study, the demographic data remained somewhat representative of local trends.

Coverage problems

If a student met the criteria for this study and they were willing to be a research participant but somehow between their initial transition to inclusion and their interview they experienced difficulties either academically (failing grade) or with disciplinary action (a recorded office discipline referral), they were switched from the successful inclusion group to the non-successful inclusion group because they would have no longer met the criteria for the first group. All parts of their case study, including their interview, their associated teacher's survey responses, records review, document analysis, and student demographics remained part of the final analysis.

Several students stated that they felt the reason they were offered an opportunity for inclusion was that their teacher wanted to let them attempt general education classes before they went to high school. Further communication with a teacher at Mapleview Middle School substantiated this perception. This may have been the reason so many student-participants were in the 8th grade.

Observation judgments

The possibility existed that the interviewer might fail to recognize their influence on the interview setting and this may have lead to particular expectations, which influenced the judgments made afterward. In addition, the interviewed participants might have acted differently at the time of the interview because of the presence of the interviewer. Finally, observation errors might have occurred because critical features were omitted due to rapid or simultaneous behaviors that occur during an observation or interview (Good & Brophy, 2000). Every attempt

was made to make the student comfortable during the interview and to elicit truthful responses. Further, critical descriptions of the inclusion experience made by the students during the interview were substantiated through the teacher's follow up survey and impromptu interviews whenever possible.

Selection effects

According to LeCompte and Goetz (1982), when research-designated categories are used, and some data are missing for the support of a construct, a threat to validity occurs.

Discovery Middle School was unable to accomplish the task of getting parent permissions for the students they nominated for the study. Daily electronic mail reminders and phone contacts from the researcher did not help the teachers, students, or parents accomplish this task. After four weeks of phone calls, daily electronic mail reminders to various staff, and providing incentives for students who returned forms, the researcher decided to develop student cases based solely on teacher input. The cases at Discovery Middle School lacked student interviews and the record reviews, but it was felt that the information provided by the teacher supported the findings with an additional layer of evidence for the emerging scenarios. Every attempt was made to support the cases at Discovery Middle School with triangulated data sources.

Construct effects

Construct validity might have been threatened when the experiences of students and teachers were interpreted by an outside researcher, as in this study. One example might be that other groups including the interviewer might discount some explanations that were regarded as

valid among some groups. This was noted to be a common problem in comparative studies (LeCompte & Goetz, 1982). Triangulated data sources helped in this instance by providing substantial evidence for the relevance of data used throughout this study.

Assumptions

Appropriate level of achievement

It was assumed that the students in this study who were included in general education classes would have demonstrated both academic and social potential for success. It was not the purpose of this study to assess individual student characteristics other than demographic data. It was also assumed that prior to inclusion, the student's teachers assessed the social and academic abilities of each student-participant and felt that the student was close enough to the levels of non-disabled peers in general education classes to warrant the attempted inclusion to a general education classroom. It was noted earlier that the child's academic self-concept greatly influenced their locus of control. A high academic self-concept and an internal locus of control have been determined necessary for successful inclusion and academic success (Marsh, Craven & Debus, 1999). Therefore, an assumption of this study was that the student developed appropriate coping ability and frustration tolerance to manage their emotions in a positive way.

Researcher limited bias

Every effort was made for the researcher to have a limited bias about the students, teachers, and schools in this study. The doctoral candidate that conducted this research was employed as a behavioral specialist at a non-participating middle school in the same school district and did not have a working relationship with any students or teachers in this study prior to the contacts made with the initial teachers. It was felt that the bias would be limited if participating schools were unfamiliar to this researcher.

Further attempts to limit researcher bias were enacted. During the comparative analysis, disconfirming evidence or outliers were noted such as in the case of Jessica Garcia. Further, evidence to support generated themes was collected from varied data sources in a triangulated manner (students, student records, ESE teachers, Gen. Ed. teachers, and other personnel). It was assumed that triangulation from varied data sources and multiple participant perspectives would add to the consistency of the findings. Finally, the participating school sites were not places that this researcher frequented and therefore participating teachers and students were not familiar with the researcher, so objective interviews and site visits could be conducted.

CHAPTER FOUR: RESULTS

Introduction

This research study focused on students with Emotional and Behavior Disorders (EBD) as they transitioned to inclusion. The following research questions organized this study:

1. How did students with EBD perceive the transition from a self-contained class to an inclusive general education class?
2. How did teachers describe the experiences of students with EBD who transition from a self-contained class to an inclusive general education class?
3. What behavioral supports facilitated the transition of students with EBD from a self-contained class to an inclusive general education class?

The information generated from relevant literature was used to develop a framework for the surveys and semi-structured interviews. The literature was also used to provide a framework for data analysis, specifically matrix used to structure cross-case comparison, which is described later in this chapter. Finally, Grounded Theory was used to derive themes from all data.

It should be noted here that for the sake of the participant's right to privacy, student names and school names have been changed in this dissertation. The names used in describing the school sites and participants are not the student's real names, nor the names of their schools.

Chapter Four presents the findings from this research project in the following sections: (a) a description of the sample population, and (b) a statement of each research question and related excerpts from the data collection.

Description of results from the sample population

School environments

Mapleview K-8 Academy

Teachers and students both appreciated the small size at Mapleview Middle School. One teacher felt that small size of the school made a big difference in the attitudes of the students toward each other. One student added, “Mrs. G. always told us that as long as we’ve been together – it should be like family. Sisters and brothers.”

Concerning the school environment at Mapleview, one student reported that she enjoyed going to the library saying, “it’s nice there; all the books are linked up nice and neat.” Another student talked highly about the beautiful murals that adorned the walls, but added that she was sad because the bathrooms once had murals of manatees and they had to be painted over due to graffiti. She also commented on the large number of ‘spit balls’ that were stuck to the ceiling inside the bathroom and was upset that they weren’t cleaned more often.

At Mapleview Middle School, students responded very favorably to the question of their teachers’ high expectations. Lakeisha said, “They tell us never give up. You know. Regardless of if you fail or anything; just always try. She always tells us that.” In comparison with other schools in this study, Mapleview Middle School received the lowest rate of favorable responses on their school climate survey to the question, “my teachers have high expectations for me” (64%).

A site visit to Mapleview Middle School revealed to this researcher that the classroom spaces appeared to be originally designed for elementary school-age children. The self-

contained classrooms had approximately 10-15 desks arranged in rows with nice decorations on the bulletin boards. The bathroom was located inside the classroom, instead of being in a 'commons area' like the other middle schools. Sinks and countertops were at a low height, perhaps designed for younger children. Beautiful murals were observed throughout the school. The general education classrooms were of the same size and design as the self-contained classes.

Center Street Middle Academy

Concerning the school environment at Center Street, one student responded positively by saying, "it's nice and clean." This student also appreciated the school's culture and prestige by saying he wanted to go to that school because he knew it was an "A+ magnet school." A visit to the school site by the researcher supported his view. The self-contained classroom teacher had made an effort to reduce noise and scratching of the tile by placing a sliced-open tennis ball on the bottom of each chair and table leg. The art and technology classrooms had large and open spaces, while the general education Math class had approximately 30 desks tightly arranged in five rows.

Discovery Middle School

The self-contained class for students with EBD at Discovery was located on the second floor off the 8th grade hallway. The self-contained class occupied an interior room with no windows. It appeared that the room might have originally been used as a teacher planning area. The room had two handicapped accessible bathrooms. The classrooms for general education students were much larger and had rows of windows overlooking the courtyard or front street.

The general education students also had access to common area bathrooms that were located in the center of the building.

The self-contained classroom had a level system posted on the wall that listed rights and privileges associated with each level. This classroom also had posters with the school positive behavior support slogans on them. There were very few general education classrooms with School-wide PBS posters and classroom rules/policies posted.

The school climate survey revealed that students felt their needs were being met, however the Positive Behavior Support year-end-report suggested some problems were inherent in the ways teachers communicated with each other. Discovery Middle School reported challenges in communication due to their enormous school size as well as the attitudes of some of their teachers toward the implementation of SW-PBS. Discovery Middle School reported having expectations developed and posted throughout the school (this was evident upon a site visit), but some teachers at the school did not support the use of positive rewards because the tickets were a "waste of paper."

Students

The six students selected for this study were representative of local and national trends for students with EBD. Participants consisted of (a) three Black students (50%), (b) two Hispanic students (33%), and (c) one White student (16.6%). There were more males (66%) than females (33%). Eighty-three percent of the participants were from the 8th grade. A summary of student demographics can be found in Table 7.

Table 7. Student cases by demographics

Number	I.D.	School	Grade	Gender	Race	SES	Successful? Academic	Successful? Behavior
1	J.G.	M.M.	8	F	H	Low	no	yes
2	T. B.	C.M.	6	M	B	Low	yes	yes
3	J. S.	C.M.	8	M	B	Low	no	no
4	L. B.	M.M.	8	F	B	Low	yes	yes
5	CS 5	D.M.	8	M	W	Low	no	no
6	CS 6	D.M.	8	M	H	Moderate	yes	yes

Note: Information was derived and transcribed in case files as reported on student records.
SES information was based on free/reduced school lunch information. Low=enrolled in free lunch program, Moderate=not enrolled in free/reduced lunch program.
Successful (academic) was based on 45 days of inclusion (minimum 40% of school day) in general education with passing grades, no grades of F.
Successful (behavior) was based on 45 days of inclusion (minimum 40% of school day) in general education without incidents recorded on office discipline referrals.

Narrative Student Descriptions

Student number 1 – Jessica Garcia (non-successful, academic problems)

Jessica Garcia was an 8th grade, Hispanic, female student who attended Mapleview Magnet School, a small K-8 school that specialized in a performance-based, hands-on curriculum. A trip to the school office revealed to this researcher that Mapleview had some very special, caring teachers and staff who worked hard to boost their students' social awareness and

self-concept. This judgment was also evidenced in Jessica's high, positive regard for all her teachers and staff at Mapleview.

Jessica's academic and behavioral problems were noted in first grade when she was referred for an initial child study review. Her teachers felt that academic frustration was a root cause of Jessica's serious level of acting out and tantrum behaviors which usually occurred only during academic time. Some teachers who removed certain assignments from her list of daily tasks further reinforced Jessica's behaviors. She was academically 'placed' rather than being promoted to 2nd grade with a recommendation for psychological testing and a possible exceptional student educational placement.

Psychological testing revealed a significant discrepancy between verbal (95) and performance (113) intelligence quotients on the WISC-III. According to her cumulative record, Jessica's behavior also continued to be a problem in her education placement. Being very literal and slow to process auditory requests, Jessica would act out in response to teachers repeated directions and she would also avoid tasks causing great disruption to the whole class. It was recommended that Jessica be placed in a full-time program for students with mild disabilities. Jessica continued to experience academic and behavioral problems throughout her elementary years and was retained in fourth grade.

Jessica attended academic classes in a full-time separate class until mid-October of her 8th grade year. At that time, her teachers decided she was ready to attempt some general education classes because they wanted to try it before she moved on to high school. On October 16, Jessica's schedule was changed to reflect four new classes away from the familiarity of her ESE classroom.

Academic and discipline records showed that Jessica completed a period of 45 days without discipline problems (between October and February), but that she had earned a failing grade in her general education reading course for every grading period of the year except the fourth quarter when she earned a D. She also was sent to the office on four discipline referrals for insubordination/disrespect in February (1), March (1), and April (2). When Jessica was interviewed for this study toward the end of her eighth grade year (in May), and she reflected positively on her experiences with general education classes. At one point, she noted, "I have the teachers to thank for what I have – they taught me everything." She never mentioned the failing grade in reading nor the discipline problems that were reported by the school office.

Jessica's perception of her transition to inclusion was one of success, even though she was placed in the non-successful category for this research study due to her academic failure in reading for three consecutive marking periods. During her interview, she was highly emotional and sentimental about the positive influences that other people have had on her life. She attributed much of her "success" to her teachers, hard-working single mother, and good friends. It was obvious that she considered the experience a positive one, and she was full of hope for her future in high school.

Jessica stated, "I've been at this school for 10 years (including pre-K), and now I get to hang out with my friends instead of… before… I was in one class all day, but now I get to walk the halls, switch classes, switch periods, and stuff… and, so I get to meet more people." She continued by adding, "Back when I started these classes at second quarter, I had a hard time understanding their directions, but then I had my friends… and, they re-explained the directions that I didn't understand. Now I can understand directions better. I was so used to be explained to. I mean, I was used to have them give exact directions. I was used to that."

Later on during the semi-structured interview, Jessica revealed how she felt about herself through the transition of inclusion. She said, "I used to put myself down. I would put myself down, I would call myself 'stupid' and stuff, but now I got the A-B Honor Roll and I really feel good about myself." Jessica attributed much of her own success to her mother, who made her "read, for like an hour. I mean, she made me become a stronger person." She also attributed much of her personal growth to her teachers who were "trying to prepare us for high school."

Student number 2 – Terrence Brown (successful)

Terrance Brown was a male, African American, 6th grade student of slight stature who moved from the supported behavior class to an inclusive setting for Math and Art at Center Street Middle School; a magnet school academy which provided a rich learning environment for over 700 students. The school dress code required that students wear uniforms (solid basic color polo shirt, and khaki or blue dress pants/shorts). Center Street Middle was located in a once-prestigious section of town that has experienced over the past 20 years, an influx of lower-middle class families who have come to occupy the neighborhood surrounding the school.

Terrence was diagnosed with ADHD in 2001 at the age of seven, by a local child psychiatrist. His mother signed consent for ESE services in February 2003 for the primary disability of "Other Health Impaired." Terrence had also been getting outside counseling services through a local mental health clinic and had been taking the psychotropic medications Risperdal and Depakote to manage his level of activity. On a report to the school social worker in 2002, his mother noted that he continued to have problems with bed-wetting and had an unusual 'sexual appetite' that she was monitoring.

Two teachers from different schools completed a Behavior Disorders Rating Scale on Terrence in 2002, and noted a significant level of concern with inappropriate behavior and interpersonal relations (standard scores of zero and 1). Behavioral interventions in the supported behavior classroom generally addressed the level of distraction that Terrence causes with his disruptive and off-task behavior. His most recent goal was to remain on task and refrain from distracting others. Identified reinforcers included candy/food, praise, classroom helper job, free time, and one-on-one time with staff.

In March of 2005, the IEP team met with Terrence and his mother and they agreed to change his schedule to reflect two inclusion classes, Math and Art (2 of 5 courses or more than 40% of his school day). Terrence earned an A- in Math and a C in Art during his 45-day inclusion period. Additionally, he received no office discipline referrals for the entire year. For the sake of organizing this study, he was placed in the successfully included student category.

During the semi-structured interview, Terrence reflected positively on his inclusion with general education classes in an extremely soft voice. He correctly identified two of the three school-wide expectations associated with Positive Behavior Support: "Rip stands for Responsible, Involved, and P… I can't remember that one." He told the researcher that really enjoyed the activities from his Art class, and when he was asked about the reason for his C grade, he responded, "I brought that grade up when I finished the last project." Terrence reported that his problems with inclusion were a result of his not turning in his assignments.

Occasionally, Terrence would stray from the posed questions and interject statements of pride about playing in sports (Pop-Warner football and Little League baseball) and how he had the support of his mother for these activities. It also became evident towards the end of the interview that Terrence had grown weary of the questions. About halfway through the interview,

he began to shrug his shoulders instead of responding, and vigorously rubbed his eyes, first with his fingers, then later with his fists. When asked why he rubbed his eyes, he would shrug his shoulders and then continue rubbing his eyes. This behavior continued for more than 3 minutes, when the interviewer decided to announce that the interview process was nearly over. Terrence stopped rubbing his eyes and answered the last question, looking relieved that the interview was ending. Terrence's final response about what three things would make you more successful in school was, "Do all your work, have a good attitude, and try hard."

Student number 3 – Jerome Story (non-successful, academic and behavior problems)

Jerome Story was a Black, male, 8th grade student who received ESE services in the supported behavior class at Center Street Middle School. He had attempted inclusion classes in Art, Math, and Science but had to return to the self-contained setting due to academic and behavioral problems that occurred during the trial period. As a student at Center Street, Jerome was required to wear a uniform (solid white or color polo shirt with no insignia, and khaki or blue dress pants/shorts). Jerome carefully listed the details of the school's dress code policy during the first part of the interview.

According to his school records, Jerome was referred to the child study team for interventions, while in first grade. Early reports stated that he was highly distractible and wanted attention. Specific behaviors at the time of the referral included: licking, touching/hugging, and bumping others unnecessarily, in addition to hanging upside down from his chair during reading time. A second teacher reported that Jerome was preoccupied with food; that he asked (begged) for food from others and once even bit into a cactus plant. A social history revealed that Jerome

was the third of his mother's five children. She was 16 years old when he was born. His father was 23 at the time and he has not maintained an active role in Jerome's life.

Two teachers completed a Behavior Disorders Identification Scale (BDIS) on Jerome and listed Interpersonal Relations and Inappropriate Behavior as significant areas of concern (standard scores of 0 and 1). Results from psychological testing completed at age 7, showed Jerome had a Verbal IQ of 88 and a Performance IQ of 94 for a Full Scale quotient of 90 on the WISC-III. Results of the Woodcock Johnson Revised Clusters test also verified that Jerome was significantly below average in achievement for Reading (13th percentile), Writing (30th percentile), and Math (first percentile). In addition, the Beery Visual Motor Integration test was administered revealing a standard score of 70, which placed him in the 2nd percentile, indicating a severe processing deficit. On September 23, 1998, Jerome's mother signed consent for ESE services for the following categories: Emotionally Handicapped (primary disability), and Specific Learning Disabilities (secondary disability). It was recommended that Jerome be placed in a full-time class for supported behavior programming, which would also address his academic deficits.

Behavioral interventions for Jerome have targeted his negative social interactions, both student-student and student-adult. Reports from previous ESE teachers stated that Jerome had received numerous office discipline referrals for insubordination and disrespect, become argumentative with staff, and become involved in peer conflicts –both verbally and physically. His most recent goal was to demonstrate appropriate interactions with peers and adults by completing the following objectives: (a) accept "being wrong" without back talk, (b) maintain a positive attitude (when presented with a non-preferred task), and (c) maintain on-task behavior when another student displays inappropriate behavior.

In October 2004, after completing first quarter with good grades (As and Bs) and no referrals, Jerome's IEP team recommended that he try some inclusion classes. He began attending general education classes at the start of the 2nd quarter, in Math and Science in addition to his already scheduled exploratory class in Technology.

During the semi-structured interview, Jerome described his experiences in the general education classes. He enjoyed the experiments they conducted during his Science class. He illustrated some of the experiments that involved lighting up a 75-Watt light bulb and dissolving cornstarch. In his technology class, Jerome was proud to have been elected class recorder, a job he had to earn. This gave him a great sense of responsibility. He also talked about some problematic experiences, especially prevalent in his Math class because the teacher was moving fast and "it was the stuff I hadn't been taught yet." Jerome alluded to some behavioral problems but blamed it on a girl who was noisy. He stated, "We both got taken out of the class because of the noise that she used to do when she came back to class, shuffling papers and all." He never mentioned the two referrals he received during the month of November beginning with a peer conflict on November 4. Six days later on November 10, Jerome received a referral for disrespecting his Math teacher. He was subsequently returned to the full-time supported behavior class.

During the interview, Jerome also talked about what it took to be successful in general education classes. He said, [I can be successful when] "Teachers help the students." He added, "I wasn't scared; and 'cause when I got in there I needed help, I just raised my hand like a normal person would have raised their hand. It was easy to me…" He expressed some concern with the amount of help he needed by saying, "I was asking for help from everyone, but I was getting help at home." Jerome also explained why he felt he did better being in the supported

behavior class. "They sometimes let us play sports outside. And, they support our behavior with rewards. We have to EARN it. We have to work for it. They look at our point sheets and they add it up." When asked what he needed in order to be successful in classes outside the full-time class he replied, "Study."

Jerome remained hopeful about his future in high school, starting next year. "I'm taking all these classes in high school and they are not in ESE." He attributed much of his motivation to his mother who wants him to do well and play basketball in high school. He also drew much of his motivation after witnessing his brother's struggle in school. "I have a 16 year-old brother. He's been hard headed… My mother says he has to improve before she'll take him to get his [driver's] license. He was in ESE and then went to regular ed., but his grades went down." Jerome said he would recommend these three things to other students who are struggling: (a) "Obey your parents/guardians, (b) Put good things aside and put your education before playtime, (c) Grow up and be something in life. Be successful."

Student number 4 – Lakeisha Bennett (successful)

Lakeisha Bennett was a black female student in the 8th grade at Mapleview Magnet School, a K-8 program that offered a specialized curriculum of hands-on, Montessori style instruction. The school was located just one block from a large low-income housing project in a low-socioeconomic neighborhood of a southwest Florida city. The school included students from the neighborhood as well as students from other parts of the county who elected to attend this magnet program based on their desire to participate in the Montessori curriculum.

During kindergarten, Lakeisha was referred to the child study team for academic and behavioral interventions. She had attended Head-Start Pre-kindergarten, Kindergarten, and First Grade at the same elementary school. She had been receiving regularly scheduled counseling sessions with the school counselor to address family problems and issues related to the family. Lakeisha's mother died in 1995, and later that year her father was shot and died in the street. Lakeisha went to live with her grandmother and another male relative who also lived at the grandmother's house.

At age 7, the school psychologist tested Lakeisha. On the Stanford-Binet 4th Ed., Lakeisha scored a Verbal IQ of 109 with an Abstract Visual score of 98. She also received a Short Term Memory score of 91. The reported composite IQ on the Stanford-Binet 4th edition was 103 (SEM 3). On the Woodcock-Johnson Revised Clusters Test of Academic Achievement, Lakeisha showed significant discrepancies between her IQ and achievement in the areas of Broad Reading and Broad Math. On the Detroit Tests of Learning Aptitude III, Lakeisha's results demonstrated evidence of a severe processing deficit with complex vocabulary. The school psychologist also noted that Lakeisha showed a low tolerance for academic tasks because she whined, got angry, and became upset.

At age 9 and in 3rd grade, the IEP committee noted that Lakeisha had become more defiant and uncooperative with peers and adults. She was moved from the resource ESE class to a self-contained class because she was in need of behavior management and required daily assistance with social behaviors. She remained in a separate class placement through the first part of her 8th grade year. Over the years, her behavior plan relaxed to the point where she only required accommodations in order to be successful. While she still had occasional behavior

problems, the IEP listed two accommodations in her eighth grade year: (a) praise specific behaviors, and (b) ensure all directions are understood.

Lakeisha's IEP committee met in October of her 8th grade year to consider an inclusive schedule with general education in order to prepare her for high school. Academic and discipline records showed that Lakeisha completed a period of 45 days between October and February with all passing grades and no office discipline referrals. For the sake of this study, she was categorized with the successful participant group.

During the semi-structured interview, Lakeisha gave an optimistic perception of her successful inclusion in general education. She began by describing her favorite class, Social Studies. The part she liked best about Social Studies had much to do with her interest in many of the topics studied. She said, "We study a lot of stuff. We reads, likes books. You know, that confirm. The Civil War, Slavery, ummm. I like it because it touches WHAT [emphasized] we are… I find it very interesting."

Lakeisha talked about her successful transition to general education by saying, "When I started earlier in the year, I started getting smarter and my grades started to do good. And, I started improving in my Math, and my Reading, and my Social Studies. 'Cause I used to have all my classes with them [ESE teachers]. And, sometimes, I used to fool around a lot. But then, as I got older and I started doing better and I just had to make an improvement in myself to get out of that class. So, that's what I started doing."

Concerning what (or who) facilitated her transition, Lakeisha said her ESE teachers and the ESE paraprofessional helped her the most. She added, "I always told them, if go to high school and college I'll always remember them. If I become a millionaire and they need money; I'll be happy to give it to them. They always encourage me. I'm happy to have them. I'm really

is." Lakeisha also gives her grandmother credit for supporting her when she needed it. She said, "My Grandma – always tell us to get up and get ready for school. She says… She's going to make sure I get up for high school too." Lakeisha added that her teachers and Grandma developed her resiliency. She added, "…just always try. She always tells us that. And, I thank her for that. I really, I… I thank them all for that."

Lakeisha ended her interview by giving a few words of advice for next year's incoming sixth grade students. She declared, "They should work very hard for their goals. And, regardless of anything – if somebody puts you down, or if your grades aren't improving, just try very hard. Don't give up. Don't fail… Don't get into any trouble. No fights or anything. Just, study very hard and just worry about YOU. And, [you will] achieve your goals."

Student number 5- Justin Johnson (non-successful, academic and behavior problems)

Justin Johnson was a white male in the 8th grade at Discovery Middle School. He was new to the area after being moved from another home in the state's therapeutic foster care system. Justin's status with the state foster care system placed him in the low SES group, but it was obvious to his teachers that he did not like being considered a 'low income' student.

Justin's primary disability was identified in third as grade emotionally handicapped. A psychological report was unavailable for review. However, according to his teacher, Justin's placement with the state supported therapeutic foster care system was a result of a mother who was incarcerated for battery and physically abusing Justin's younger brother as well as neglecting to get necessary medical attention for both children when necessary. The brothers did not remain together in the foster care system because they did not get along. The therapeutic

foster care services included counseling and psychotropic medication for Justin. According to his teacher, Justin was diagnosed with ADHD and was being evaluated for oppositional defiant disorder by a psychiatrist.

Justin's behavior in school was well managed for the first 9 weeks he attended the self-contained supported behavior class at Discovery Middle School. At the beginning of the new marking period in January, his teachers met and decided to try him with a partial inclusion experience for six of eight classes.

Justin stopped working in his classes almost immediately when he began inclusion. He would put his head down on the desk and then refuse to comply with teacher requests. This behavior frustrated his general education teachers who were worried about this behavior spreading among other students in their classes. The behavior plan for Justin during his inclusion classes was dependent on delayed rewards and intrinsic motivation. He received no extra assistance and was expected to keep the same or similar pace as the non-disabled peers.

Communication with Justin's therapeutic foster home deteriorated during the inclusion process. Instead of receiving daily reports on Justin's behavior, communication attempts with the home were limited to problem incidents. Justin's teacher reported that this perpetuated a cycle of negativity. Justin started being upset at school and complained that things were not stable in his foster home. Justin received an office discipline referral for profanity and was suspended out-of-school for three days. When grades were posted, Justin was failing all of his inclusion classes and was passing only his self-contained classes. The IEP committee decided that inclusion was not appropriate for Justin and made the decision to return him back to the self-contained supported behavior class full-time.

Student number 6 – Ryan Rodriguez (successful)

Ryan Rodriguez was a Hispanic male in the 8th grade at Discovery Middle School. Ryan had been at Discovery Middle School since the 7th grade, and had been in the self-contained supported behavior class for over a year. Prior to coming to Discovery Middle School, Ryan had gotten in some serious trouble from fighting and physical aggression due to the influence of some peers in a neighboring county. His parents moved to the area of new homes in order to get away from some perceived gang activity and to take on new jobs in the booming construction industry.

Ryan was tested for behavioral difficulties when he was in first grade. He was determined eligible for special education services under the designation for emotionally handicapped. Ryan was not learning disabled, but did have a wide discrepancy in expressive and receptive communication. He was also in the gifted range of intelligence and had earned high scores on reading achievement tests.

Ryan's behavior would manifest in two ways. First, he was socially unaware of other people's expressions, desires, and needs. For example, he would often talk directly to a teacher and demand their full attention, failing to recognize that the teacher and other students were growing tired of his conversation. When "brushed off" or told that the teacher could no longer give him full attention, Ryan's feelings would be hurt and he would shut down by sitting at his desk with his head down, sad expression, refusal to respond, or even weeping. This was identified by the team of teachers as pouting behavior, and was assessed to have the function of attention. Teachers were successful with reduction by using planned ignoring for the pouting behavior. Ryan's second problem behavior was that he would tease others and initiate horseplay

by poking and teasing other students to the point where they were aggravated with him. Ryan did not have the ability to determine when his peers had grown weary of his antics. Ryan's behavior goal was for him to keep his hands to himself. Ryan's teachers also felt that his behavior was highly influenced by his peers in the self-contained environment.

Ryan's teachers met with his parents in October 2004 and considered part-time inclusion from the self-contained supported behavior program for six of eight classes. Ryan was initially unsure about trying general education classes, but his mother and supported behavior teacher convinced him that he was ready. Ryan began his inclusion on October 11, 2004 at the beginning of 2nd quarter. He remained on this schedule for the rest of the year with good grades. Ryan had two bus referrals for fighting in November and December, but the problems were solved by changing busses. Therefore, for the period of January to May, Ryan was successful with his inclusion experience.

The supported behavior classroom teacher reported that Ryan would occasionally fall behind in his classes and the general education teachers would pass that message along to the SB teacher. When he received word that Ryan was having difficulty, the SB teacher would made a phone call to Ryan's mother, and the problems would be solved within a few days. The supported behavior teacher attributed much of Ryan's success to these phone calls and to the quick response provided by the parents.

It should be noted here, that the order for the presentation of results follows the order of the three research questions. It should also be noted that the order of the research questions flowed from the student's etic perspective to an emic perspective according to the conceptual framework developed in the literature review.

The following section presents results from the student interviews about research question number 1: How do students with EBD perceive the transition from a self-contained class to an inclusive general education class? Following the presentation of results for question 1, the next sections will present results for questions two and three, as well as a cross-case comparison of successful and non-successful cases.

Results of Research Question 1:

How do students with EBD perceive the transition from a self-contained class to an inclusive general education class?

The first research question addressed student perceptions of their transition to inclusive education. Student interviews provided thick descriptions of this phenomenon from the emic perspective. Most students had responses that were accurate to the question without straying from the topic. Students also shared their emotions and made suggestions for students who might someday make the same transition to general education classes from a self-contained setting.

Student responses were determined to be accurate to the posed question at a rate ranging between 60% for Jerome Story and 82% for Jessica Garcia. The accuracy of responses seemed

to be dependent on the student's ability to comprehend the questions. Some students elaborated on certain questions and had a lot to say that was not related to the question. However, all responses were taken into consideration for content and meaning. For example, Jerome Story provided an off-target response when he discussed playing sports in the community, but it was also noted that he exhibited pride in his participation and received a high-level support from his mother for his activities. Support from his mother was a theme that ran throughout his interview, and so even though it was an off target response, it was important in the overall meaning. See Table 8 for the exact number of passages counted and the corresponding percentage of accuracy, variation, and off-target responses.

Table 8. Valid interview responses by accuracy to posed question

Number of passages counted by category with percentage

Case ID	Response was accurate to the posed question	Response varied slightly from the posed question	Off-target response
1 J.G.	42 (82%)	9 (18%)	0 (0%)
2 T.B.	26 (64%)	15 (36%)	0 (0%)
3 J.S.	29 (60%)	18 (38%)	1 (2%)
4 L.B.	34 (63%)	20 (37%)	0 (0%)

Students were eager to share their feelings through the one-on-one interview in the school office. It was predicted that student perceptions would be closely linked with their emotive responses. A case-oriented matrix was constructed from coded statements that were based on

each student's expression of feelings about their own personal inclusion experiences. The results are displayed in Table 9.

Student quotes and their associated contexts were coded and grouped by successful and non-successful students. Responses followed non-categorically, with the exception of those responses in the context of social acceptance. The two students who enjoyed their inclusion experiences in the context of social acceptance and peer relations were both non-successful. Conversely, the other two students who did not mention any emotions linked with the context of peer relations or social acceptance, were successful.

Table 9: Student Interviews - Feelings generated with context.

Case ID	Quote from student interview	Context for statement
1 J.G.	I love it!	Social acceptance
	I try really hard	Recognition for effort
	The work is hard	Recognition for effort
	It was difficult	Recognition for effort
	Worried about transition	Fear of failure
2. T. B.	I don't like [class activities]	Motivation
	I like [cooperative activities]	Motivation
3. J. S.	I love art	Motivation
	I was learning	Motivation
	I liked being with other kids	Social acceptance
	I wasn't scared	Fear of failure
	I don't like friends that fight	Fear of failure
4. L. B.	Classes are hard sometimes	Recognition for effort
	Math class is hard	Recognition for effort
	I like [social studies]	Motivation
	It's hard, very hard	Recognition for effort
	Math was difficult	Recognition for effort
	I'm happy to have my teachers	Motivation
	[Frustrated] all the time	Fear of failure
	Sometimes it embarrasses me	Fear of failure

When investigating the student interview data in a case-oriented design, some strong themes emerged. One set of themes articulated perceptions and reasons for student “success” or “non-success” when students were included in general education from a self-contained class. These definitions of success were student-generated. They were not the same as the definitions set forth in this research study. Each student seemed to be able to provide examples of students

who fit in each category (successful, not successful) without having a clear definition of success and failure. Another emerging theme from the student interview responses was about supportive relationships with significant individuals who the students attributed much of their own success (even if they were in the non-successful category for this study). Further embedded in their responses were remarks related to classroom ecology and systemic properties that facilitated their inclusion to general education. Classroom ecology and systems of behavioral support as determined through student interviews will be discussed in the section for research question number 3.

Students discussed two types of success during their interviews: (a) their own success, and (b) successful friends and/or acquaintances. They also discussed non-success or problematic inclusion in terms of their own problems, and the problems experienced by other students they knew, or were at least aware. Students attributed their success experiences to a variety of sources: (a) parent, usually a mom, or maternal grandmother, (b) school professionals, usually an ex-ESE teacher who supported their efforts, and (c) their own hard work and/or motivation. It was interesting to note that even those students who were categorized as non-successful according to the criteria in this study had many successful experiences to share with the researcher. (See results tallied in Table 10).

Table 10. Student interview: Attributions of success and non-success responses

		Success to:		Problems to:	
	Category	Self	Others	Self	Others
Jessica	A. Non-success	6	6	4	2
Terrence	Success	1	2	1	0
Jerome	B. Non-success	7	8	4	8
Lakeisha	Success	4	9	3	5

Success = 45 days of inclusion met with passing grades and no office discipline referrals.
A. non-success = academic problem; B. non-success = behavioral problem

When examining Table 10 it should be apparent that Terrence Brown did not elaborate fully on his experiences with inclusion. As stated earlier in the student descriptions, this particular student spoke briefly and with a soft voice, nearly at a whisper. When refocused with further questioning by the researcher, Terrence would become very quiet and would begin rubbing his eyes.

When asked why they were successful, many students began by attributing their success to certain relationships, success attributions were made toward support at (a) home, (b) school, or (c) friendships. See Table 11.

Table 11: Importance of supportive relationships in critical components of success attribution.

Quotations from student interviews

	Jessica	Terrence	Jerome	Lakeisha
Home Support	My mother tells me I just have to try harder. I try hard because my mom wants me to be successful My mom - she was like, supporting me and stuff. I mean she [mom] made me become a stronger person. My mom thought it would be good	[teacher reported an extremely supportive mother]	I was getting help at home. My Grandma was helping me with reading. I realized she [mom] was the one taking care of me. My Mom wanted me to take art/painting. Mom just got the computer rebuilt Mom wants me to play basketball [to get through college]	My grandmother always wants me to do my best.
School Employee	They put me out in other classes because they said I could do it. They told me I was a good role model for the others My guidance counselor - she'll be able to follow up on things with me.	Mr. P. [supported behavior teacher] helped with inclusion Guidance counselor helped too		I would ask Mrs. C., she understands. I would ask Mrs. G. for hints All three of them [ESE teachers, aide] would help me. When I tell them stuff, they understand. They always encourage me. She's [gen. ed.] very patient with me.
Friends	I had my friends - they re-explained the directions that I didn't understand My best friend LaTisha helped me.			I study outside of school with my friends.

In review, the first research query addressed the perceptions of students about their transition to inclusive education. Student interviews provided thick descriptions of this phenomenon from their point of view. Most interview responses were accurate to the posed question at a rate that varied from 60% to 82%. Only one student had to be redirected from an off-target response. Students really felt that relationships with significant individuals were part of the reason for their success. They also took pride in their selection to be included in general education. When students were successful, they expressed that their great efforts had paid off. Students who were unsuccessful minimized their problems.

Results of Research Question 2:

How do teachers describe the experiences of students with EBD who transition from a self-contained class to an inclusive general education class?

An assay (completed through N-Vivo) of the coded follow up teacher surveys revealed that teacher responses described both successful and problematic experiences. Some surveys were filled out more completely than others were, but for the most part, they were thorough. As stated earlier, there were 11 completed follow up surveys, ESE teachers completed six, and general education teachers completed five. The ESE teachers and general education teachers completed the surveys with similar quality. Responses were not limited by the hours of contact with each student or by the subject/teacher type. Teachers described successful experiences on all of the surveys (100%), and described students with non-successful inclusion on 73% of the surveys. In addition, it was interesting to see that teachers attributed success to academic competence on five responses (45%) and behavioral competence on nine responses (82%). Concerning student non-success at inclusion, teachers reported non-success because of academic problems on six responses (55%) and because of behavioral problems on seven responses (64%).

This result was similar to the initial teacher survey responses for the question: What do you consider successful inclusion to mean? One hundred percent of the surveyed teachers reported that successful inclusion should mean a combination of both academic and social/emotional growth in a general/inclusive education class. Therefore, it was determined that teachers felt successful inclusion for students with EBD depended on both academic and behavioral achievement.

Through a synthesized case-oriented and variable oriented matrix, a cross-case comparison was made. In the non-successful cases, teachers reported two of three students were highly motivated toward their inclusion transition at the start. Teachers verified that Jessica Garcia (categorized as unsuccessful in this study) was considered successful through their descriptions. According to Jessica's teachers, she was academically competent in their classes. The reading teacher who assigned Jessica an F for three of four quarters did not complete the survey or agree to participate in this study. Therefore, no results were available to substantiate her non-success. Jessica Garcia also received positive responses from her teachers about her effort, motivation, and ability to complete all assigned work. So, this case was determined to be an outlier from the non-successful group.

Other students from the non-successful group were described by teachers as being academically frustrated and unable to control their emotions based on a variety of unrelated factors such as foster home placement, unmanaged argumentative behavior, and disorganization. Justin Johnson was reported by his teacher to be highly motivated at the initial phase of his transition, but almost immediately upon being included in general education, Justin stopped doing assignments for his inclusion teachers. In addition, Justin resided in a therapeutic foster care facility and was distressed about changes in the home. According to his teacher, these problems spilled over to the school setting. Jerome Story was not able to perform academically at the same level of the other students in his inclusion class. According to his teacher, Jerome's academic frustration quickly turned to unmanaged argumentative behavior with the teachers. The two non-successful students (not including 'outlier' Jessica) were both returned to their self-contained classes after one marking period of 45 days, or less.

In summary, successfully included students shared several descriptions as reported by their teachers. Successful students were reported to be highly motivated and willing to put forth the extra effort that was sometimes required. Appropriate behavior and the ability to manage emotions were also common themes among successful students. In addition, one teacher wrote that Terrence Brown's successful behavior management plan depended on a regularly administered dosage of medication. The teachers also described the student's positive experiences which boosted their self-esteem and gave them confidence to continue with inclusion.

Lakeisha Bennett's teacher wrote, "She has a strong support system with all of her teachers." This response alluded to the behavioral systems of support that are so important in the successful inclusion of students with EBD. Systemic, ecological, and relationship factors will be discussed in the following section of results on research question three.

Results of Research Question 3:

What behavioral supports facilitate the transition of students with EBD from a self-contained class to an inclusive general education class?

The successful inclusion of students with EBD in a general education classroom was based on several factors that emerged from the literature review in three categories: (a) systemic support, (b) ecological factors, and (c) quality relationships. Appendix F shows a list of authors and dates of their publications along with elements they described that facilitated the inclusion of students with EBD. These factors when delineated into the three categories of support provided a theoretical framework on which to develop data sets.

All of the responses from this question were transcribed and compiled into a matrix. See the results shown in Table 12. Some lengthy responses were summarized in fewer words and other responses were found to fit more than one category. One example of such an instance was the response, "communication is a key." That response could be interpreted in two ways. First, it might be considered to mean that communication was systemic, and student progress was shared collaboratively between all teachers, parents, and administration. Likewise, it might be construed that "communication is a key" would refer to well-developed communication between student and teacher, indicating a strong relationship. In such a case, the teacher's response was coded both ways to reflect the categories of systems and relationships.

When comparing the two teacher subgroups that completed the follow up surveys, the Gen. Ed. teachers reported and prioritized the support from ESE teachers more often (43%) than any other response. The ESE teachers' most common response was that their students required

continued ESE support in the regular education classroom (50%). There were few if any other common links among the ESE teacher responses.

Figure 11 represents the collective groupings of teacher responses based on their answers to questions 8 in the initial survey and on their answers to questions 3 and 4 from the follow up teacher survey. Overall, there were a high number of responses related to the willingness of the Gen Ed teacher to "take on" a student with a history of challenging behavior and academic problems. Most teachers who responded about Gen Ed teacher willingness were from the ESE teacher subgroup. This high frequency may have been a result of the 10 initial surveys that were all completed by ESE personnel and by the 11 follow up surveys that included six responses by ESE inclusion teachers. The ratio of teachers who completed the follow up survey and those who completed the initial survey may have skewed the results to reveal a stronger ESE viewpoint.

Table 12: Teacher identified factors that support inclusion

Relationships	Freq.	Ecological	Freq.	System	Freq.
Willingness of Gen. Ed. teacher	7	Positive Reinforcement	3	System of Support within the school	6
Home-School Relationship	5	Tracking/monitoring	2	Planned, systemic collaboration	3
Relationship with ESE Self-Contained Teacher	5	Accommodations such as peer tutoring and preparation for new class' expectations	3	Systems for gradual levels of inclusion	2
Home support	2			Size of school (small)	1

The student's perceptions have been a focal point of this research study. Therefore, a discussion of relationships, systems, and classroom ecology would not be sufficient if student perceptions were not included in the final analysis. A 'stacked' case-oriented and variable-oriented matrix provided a stable structure for analysis of the behavioral support variables identified by and for students in student interviews, teacher surveys, and other data sources (phone, electronic mail, photographs, and school walk-throughs). The results are shown in Table 13.

It should be noted that for purposes of making a positive oriented matrix, responses from student interviews were occasionally inverted to state what supports would have helped them be successful. For instance, if a student reported they experienced problems with inclusion because the ESE and General Education class schedules conflicted, that statement was inverted to reflect the need for a schedule that lined up ESE classes with Gen Ed classes.

Table 13: Student identified effective behavioral supports that facilitated inclusion.

Systems	Ecology	Relationships
System for inclusion (4 responses) System is in place for determining when student meets criteria, inclusion was planned, and a plan is made to return to the separate class if necessary.	Quiet work time (7 responses) - teacher provides seatwork, bookwork, figure answers out on own, no calculators, etc.	Mother (7 responses) - Mother supports success in school by rewarding and punishing when appropriate, helping with academic skills, and providing things.
Familiarity with school (2 responses) students had been at one school 8 and 10 years, and they felt teachers were willing to help them.	Direct Instruction (6 responses) teacher takes the time to really explain things, uses visual aids on board, etc.	Teacher (4 responses) - Teachers were supportive, convincing, patient, and were also there to encourage the student through difficult times.
System for academic support (2 responses) A system should be in place to help students when they are having difficulty with academics (and homework) in Gen Ed classes.	Effective, positive class management (5 responses) - teacher allows no one to 'fool around', keeps classroom noise to a minimum. In addition, teacher provides rewards and other ways for students to earn extra credit.	Friends (3 responses) - Friends that were supportive of school success were noted as a positive influence with schoolwork, study habits, and homework, as well as understanding concepts from the Gen Ed classes.
Transition to high school (2 responses) students need assistance in learning the expectations of high school	Schedule allows for easy access to inclusion class (4 responses) - students can go from ESE to Gen Ed without causing disruption to either class.	
	Clean classroom (4 responses) - the room is neat and clean, nothing on the floor, no papers are left out, and rooms look similar - not one worse than another	
	Commons areas - (2 responses) the library should have books lined up as they are supposed to, and murals/paintings make everything nice. Bathrooms cleaned daily, no spit balls on ceiling, no graffiti on walls, etc.	

Cross-case comparison

Throughout this study, the value of this research was to investigate the emic perspective, or that which comes from within the participants of a phenomenon. The transition to inclusion can be viewed from several perspectives in a school: (a) those that experience it first-hand - the students, (b) those that have secondary experience with inclusion - the teachers, and (c) outsiders such as behavior support personnel, guidance counselors, and other ESE professionals. The case study design was chosen as the most appropriate method to gain deep understandings of the emic perspective.

The combined perspectives (students, inclusion teachers, other personnel, and literature review) were placed by order of the frequency of responses for each subgroup of participants in a variable-oriented matrix and compared according to the themes (systems, ecology, and relationships) as generated in the review of the literature. The resulting matrix was referred to by Miles and Huberman (1994) as a "variable-oriented meta-matrix" for cross-case comparison.

Factor analysis of the variable-oriented meta-matrix provided a numerical ratio for the number of cross-case relationships for each of the subgroups. Students shared 38% of their responses with inclusion teachers, other professionals, and the literature review. Likewise, the literature review shared 42.5% of responses with other subgroups. Responses provided by self-contained teachers and behavior specialists on the initial teacher survey only shared 38.5% with the other subgroups. The inclusion teachers factored at the highest percentage of shared perceptions, possibly due to their involvement with other professionals as well as their involvement with each of the students in this study. They shared 78% of the responses with the

other subgroups, partly because their responses were split between behavioral and academic supports for their students. The inclusion teachers also reported the deepest understanding of teacher attitudes that played a role in the transition of students with EBD.

Three items from the literature review were not mentioned by the other subgroups as facilitating the inclusion of students with EBD. They were: (a) school-wide discipline system, (b) school climate, and (c) teacher training. It was felt that these factors have an important role in the inclusion process at any given school, however, due to the emic perspectives provided by the participants in this study; these things may have been considered secondary to the actual praxis of the phenomenon.

Two factors identified by students as facilitating their inclusion were not identified by any other subgroup. First, successful students expressed a familiarity with the school and the systems that operated within each school. This expression went beyond a 'sense of belonging' that was identified by the inclusion teachers and in the review of literature. This familiarity was with the systems of the school and how things "worked." They knew who to go to for help, how to get the help they needed, and knew expectations and consequences within the systemic frameworks developed at each school.

Another factor that was important to students but was not included among the other subgroups involved systems for academic support. This also went beyond "accommodations for student's academic levels" as reported by the inclusion teachers. These students did not really want accommodations; they desired complete understandings of the subject matter. Some students thought this should be accomplished through after school tutoring or one-on-one assistance when the content was difficult.

Inclusion teachers felt that School-wide Positive Behavior Support was an important factor, but the students or other school professionals did not mention it. However, both students and other professionals mentioned the importance of subcomponents of SW-PBS. They felt it was important to offer rewards and incentives as well as provide appropriate consequences through a structured plan of behavior management.

The meta-matrix provided a useful tool to identify variables that were identified by all four subgroups in a cross-case analysis. Factors identified from the emic perspective (students and inclusion teachers) were also substantiated by self-contained teachers and behavior specialists as well as the review of literature. This perspective provided a basis for grounded theory and scenario development.

According to the meta-matrix analysis, the most important factor for successful inclusion was the existence of a system or planned process for the inclusion experience. Students wanted to know when they met criteria, they wanted to know the next steps, and they desired to understand the expectations necessary for their inclusion classes. In addition, some students were unsure about the criteria for returning to their self-contained environments. Likewise, teachers wanted to be able to identify students who were ready for inclusion, work to develop a plan with general education teachers, and have a plan of action in place when students were non-successful. This system of planning for inclusion was very important for the students and somewhat important for the teachers. See Table 14.

Table 14: Variable-oriented meta-matrix for cross-case comparison.

	Top response	2nd	3rd	4th
Student -				
Systems	System for inclusion (criteria, plan)	familiarity with school (know staff)	System for academic support	Transition to H.S. for EBD
Ecology	Quiet work time (limit distractions)	Direct Instruction (explains, uses visuals)	Effective, Positive Class Mgt.	Schedule allows for trans.
Relationships	Mother is supportive (works with school)	T. Supportive, patient, encourages	Friends that support school	
Inclusion Teacher -				
Systems	Collaborative planning	SW-PBS (rewards, discipline)	Procedures for transition	Administrative support
Ecology				
1. Academic	Accommodate to S. Level	Provide success	Co-Teaching	Peer Tutoring
2. Behavioral	Quiet, calm, private approach	Individual contracting	Procedures for behavior management	Pos. Reinforcement (PBS)
Relationships	Supportive relationship with former T.	Mutual relationship T/S	Parent support	Mentoring Relationship
Teacher Attitude	T. creates supp. environment. (motivate, belong)	Willingness of T. for EBD	T. Commitment to Inclusion.	Calm, loving voice
Initial Teacher -				
Systems	Support from ESE Teacher	Collaborative Structures	Gradual, in a plan	
Ecology	Rewards, incentives	Accommodations	Tracking on point sheet	
Relationships	Communication	Willingness of Gen Ed	Peer relations	
Review of Literature -				
Systems	Discipline System	School Climate	Teacher Training	Funding
Ecology	Appropriate Consequences	Meaningful Instruction	Effective transitions	Provide success exp.
Relationships	Mentoring Adult	Willingness of Gen Ed	Collaborative Relationship	Sense of Belonging

The next factor that facilitated the inclusion of students with EBD was the ability of the General Education teacher to be supportive and accommodating. While students were really looking for teachers to help them gain deeper understandings of difficult concepts, they were also appreciative of their teacher's patience and ability to re-explain things when necessary. Inclusion teachers felt that it was important to be able to allow for differences in ability as well as to ensure that students were getting the support they needed to avoid academic frustration. This was not specifically mentioned in the ecological category of the literature review, although the term 'meaningful instruction' that was mentioned in the literature may be closely aligned with the context of being supportive and accommodating.

Several documents in the literature review failed to mention the importance of peers in the successful inclusion of students with EBD. However, peer relations did emerge as a theme from students and teachers as well. Students responded positively to the importance of friends who supported their educational endeavors. Students who had developed positive peer relations reported the following influences: (a) understanding classwork and directions, (b) improving study habits, (c) assisting with homework, and (d) "normalizing" their behaviors. Teachers appreciated the effect of positive peer relations and used this to their advantage by utilizing peer tutors and peer mentors.

Finally, a theme that prevailed throughout the report of behavioral supports was the attitude of the General Education teacher who was responsible for the inclusion experience. Here in this circumstance, teachers and behavior specialists agreed that the willingness of the General Education teacher to take on a student with behavioral challenges was a major factor in the success of the child. Even the students reported sometimes "feeling" like the teacher accepted them, or not. The willingness of the General Education teacher was determined to spill

over into some other identified factors such as: (a) providing measures of success, (b) quiet, calm, or private approach to discipline, (c) mutually respectful relationship between teacher and student, (d) teacher-created supportive environment with a sense of belonging. The attitude of the General Education teacher was determined to be paramount to successful inclusion.

This chapter began with a detailed presentation of the results from the three research questions:

1. How do students with EBD perceive the transition from a self-contained class to an inclusive general education class?
2. How do teachers describe the experiences of students with EBD who transition from a self-contained class to an inclusive general education class?
3. What behavioral supports facilitate the transition of students with EBD from a self-contained class to an inclusive general education class?

Following the presentation of results for research question number 3, a cross-case comparison was made with categorical results according to four subgroups: (a) students, (b) inclusion teachers, (c) self-contained teachers and behavior specialists, and (d) the literature review results.

A discussion of the results and grounded theory follows in Chapter 5.

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CHAPTER FIVE: CONCLUSION

Summary

Introduction

Students with Emotional and Behavioral Disorders (EBD) who attend middle schools have often been taught in separate class settings with a highly structured behavioral setting and an academic curriculum that was tailored to meet their needs. With the rise of the inclusion movement, middle school students with EBD have increasingly been offered an opportunity to try general education classes. Some students have been successful at their inclusive attempts, while others have not.

Research showed that students need to be successfully included in general education by the time they reach high school in order to avoid an increased risk of dropping out (Tobin & Sugai, 1999). Further, researchers stated that successful inclusion of students with EBD often depended upon effective systems of support, effective instructional practices and classroom ecology, as well as positive relationships with educators and other significant adults (Janney & Snell, 2000; Johns & Guetzloe, 2004).

Statement of the problem

Most middle schools that maintain full-time, separate programs for students with EBD reported little movement of students from the separate classes to inclusion settings (Villa &

Thousand, 1995). In addition, once placed in a more restrictive environment, students with EBD remained in those placements and efforts were not made to move students to less restrictive environments over the course of the child's educational years (Mathes, Fuchs, Roberts, & Fuchs, 1998). The problems inherent with inclusion and the lack of transition toward inclusive placements for students with EBD provided the basis and justification for this research study.

Review of the methodology

The purpose of this study was to investigate and document the phenomenon that occurred when students with Emotional and Behavioral Disorders (EBD) transitioned from a separate class placement to an inclusive general education classroom. Qualitative studies have typically included the emic (insider to the phenomenon) in contrast to the quantitative studies' etic perspective (Brantlinger, et al., 2004). The aim of this research study was to provide a voice from the field (students and teachers) about critical components involved in the inclusion of students with EBD in middle schools.

The purpose of choosing the case study design was to allow the collected data to grow from the students' and teachers' perspectives into a generated 'theory' or model. Case study designs have utilized an inductive process of generalizing to theory from data. Charmaz (2003) has defined this research strategy, better known as grounded theory, as a method comprised of systematic ways of collecting and analyzing data in order to develop theoretical frameworks, which clarifies the information that was gathered. Data was collected from student interviews, teacher surveys, and other documented evidence in an emergent design and was subsequently

analyzed through a constant comparative method by means of case-oriented and variable-oriented matrices. Finally, the comparative case design was utilized to compare data collected from the field with information collected in the review of literature.

From the results of the collected data, systematic analysis was conducted in search of categories and themes that further explained the phenomenon of transition to inclusive classes. From coded transcriptions of the student interviews, theoretical conceptualizing was conducted. These concepts were compared among subgroups involved in this study: (a) successful students and (b) non-successful students. Further support for these concepts were drawn from teacher responses and from the conceptual framework found in the relevant literature.

Summary of the results

Three middle schools in a large Southeast U.S. metropolitan school district served as the location for this study. Each of the three schools had recently taken the initiative to implement School-wide Positive Behavior Support. The three participating schools differed greatly by size, location, demographics, inclusive attitudes, and implementation of School-wide Positive Behavior Support. Some schools reported major challenges to their inclusion and behavioral support efforts while other schools had challenges related to the demographics of their student population.

Two students were selected from each school for a total of six student-participants to serve as cases for analysis. The six students in the study also reflected local demographics for gender and race in full-time, self-contained, supported behavior classes. Three of the six

students had a successful attempt at inclusion (40% of the school day in general education classes with no failing grades, and no office discipline referrals for a 45 day grading period), and the other three students selected for this study had attempted inclusion but were categorized as non-successful based on academic performance, behavior problems, or both. Two of the three non-successful students had already moved back to their self-contained classes, and the third non-successful student remained in general education because she only failed one out of 6 inclusion classes (reading) and her behavior was sufficiently managed in comparison to her peers (as reported by her teacher).

Results from student interviews provided thick descriptions of inclusion experiences. Interviews were tape recorded, transcribed, and coded according to various interpretive methods. Case-oriented and variable-oriented matrices provided tools for analysis of students' feelings toward inclusion, their attributions for successful and problematic inclusion (their own and/or the inclusion of their peers), as well as the supportive relationships, classroom ecology and systemic characteristics that facilitated their inclusion.

Non-successful students shared expressions of their feelings toward inclusion in the context of social acceptance. Their emotive responses and associations were different from the responses provided by the successful students. Non-successful students blamed others for their problems with inclusion more often than the successful students did. Conversely, the successful students described their inclusion experiences with more appreciation toward others and demonstrated ownership of their problems.

Student responses were categorized according to the conceptual framework developed through the literature review. The most frequent responses occurred in the ecological category

(28 responses). It should be considered here, that ecological variables are those things that students interact with the most: the environmental surroundings (including peers and adults) and curriculum. Therefore, it seems logical that this category might be the most frequently mentioned by students. Other categorical responses were relationships (14 responses) and systems (10 responses). The elements that facilitated inclusion according to students were:

Ecological (Student Reported)

- Quiet work time (seatwork provided, bookwork, time to work on own)
- Direct Instruction (teacher fully explains things, uses visual aids, etc.)
- Effective, positive classroom management (no distractions or 'fooling around')
- Schedule allows for easy transition (limit disruptions due to changing classes)

Relationship (Student Reported)

- Mother or Grandmother (reward/punish when appropriate, help with academics)
- Teacher (supportive, convincing, patient, and encouraging)
- Friends (supportive of school success)

Systemic (Student Reported)

- System for inclusion (criteria set for determining 'ready', plan for inclusion, etc.)
- Familiarity with school (the number of years at school helped overcome fears)
- System for Academic support (students get help when needed, avoid frustration)
- Transition plan for high school (learn the expectations of high school)

Teacher descriptions were obtained through a pre-tested, initial survey and follow up survey. The initial survey asked 10 full-time special education teachers to describe supports that facilitated inclusion of students with EBD (in general), and the follow up survey asked inclusion and general education teachers to describe reasons for success or non-success of the particular, specific student identified in the case study. Teacher responses to the follow up survey provided rich descriptions of the transition to inclusion for their students. There were 11 completed follow up surveys, ESE teachers completed six, and general education teachers completed five. Teachers described successful experiences on all of the surveys (100%), and described students with non-successful inclusion on 73% of the surveys.

Through a synthesized case-oriented and variable oriented matrix, a cross-case comparison was made. In the non-successful cases, teachers reported two of three students were highly motivated toward their inclusion transition at the start. All teachers who completed the Follow-up survey reported one student, Jessica Garcia, as successful in their classes. However, Jessica failed Reading for three consecutive marking periods, and by the definition as set forth in this study, she was placed in the non-successful category. This case was determined to be an outlier from the non-successful group. Her teachers felt she was successful and she considered herself successful (as determined through the interview).

Continuing with the characteristics of the non-successful group, these students were described by teachers as being academically frustrated and unable to control their emotions based on a variety of unrelated factors such as foster home placement, unmanaged argumentative behavior, and disorganization. The two non-successful students (excluding ‘outlier’ Jessica) were returned to their self-contained classes after one marking period of 45 days.

Successfully included students shared several characteristics according to their teachers. Two of three successful students were reported to be highly motivated and willing to put forth the extra effort that was sometimes required. Displays of appropriate behavior and an ability to manage emotions were also common among successful students. One student's success in general education was attributed to a behavior management point system infused throughout the day and to a regularly administered dosage of medication for symptoms of ADHD. Each of these successful students received support from their ESE teachers when the work became difficult, or if they fell behind in work completion, and if the students had social or behavioral problems. Teacher support included one-to-one assistance with difficult assignments, brief discussions with the student individually to help them work out their problems, or to make phone calls to parents when necessary in order to get students back 'on track'. Teachers also reported that their students had positive experiences which boosted their self-esteem and gave them confidence to continue with inclusion. The elements that facilitated inclusion according to teachers are shown in the following section:

<u>Ecological (Teacher Reported)</u>

- Positive reinforcement in the General Education classroom
- Accommodations and modifications for academics and behavior
- Tracking / monitoring of student's progress

<u>Relationship (Teacher Reported)</u>

- Willingness of General Education teacher to take a student with EBD
- Strong Home-school Relationship, Home Support
- Student has a good relationship with ex self-contained teacher

Systemic (Teacher Reported)

- System of support for the student with EBD from within the school
- Planned, systemic, collaboration between teachers
- System for gradual inclusion of students
- Size of school - Small

Finally, a cross-case comparison was made by categories (variables) from the conceptual framework and themes generated from the emic perspective of students and teachers. This analysis of the combined perspectives provided a holistic view of the inclusion phenomenon.

As stated throughout this study, the conceptual framework developed from the literature review was determined to be an important structure to utilize in a comparative format. Selective coding, or "forced" coding, was conducted according to the three conceptual framework themes: (a) systems of behavioral support, (b) classroom ecology, and (c) relationships. Results were placed in a stacked variable-oriented matrix and compared among students, inclusion teachers, respondents from the initial survey, and the conceptual framework.

A significant emergent theme for successful inclusion that developed from the cross case analysis was the existence of a system or planned process for the inclusion experience. Students wished to avoid misunderstood classroom rules or procedures and teachers wanted to have expectations explained to the student for the trial period and a clear plan for return to the self-contained environment if necessary. A second theme that facilitated the inclusion of students with EBD was the ability of the General Education teacher to be supportive and accommodating. Students said they desired more assistance rather than accommodations, but they also recognized

the need to limit their level of academic frustration in the inclusive setting. Yet another theme that emerged from this analysis was the importance of positive relationships with significant individuals. Some students revealed that their teachers and peers were a positive influence. Teachers also reported the importance of relationships. In addition, teachers and students recognized the importance of a positive attitude by the General Education teacher who was involved with the inclusion experience.

Discussion of the results

The value of this research was to investigate the emic perspective, or that which came from the participants involved with the transition experience. The transition to inclusion could be viewed from several perspectives in a school: (a) those that experience it first-hand - the students, (b) those that have secondary experience with inclusion - the teachers, and (c) outsiders such as behavior support personnel, guidance counselors, and other ESE professionals. The qualitative format of the comparative case study design permitted the most appropriate method to gain deeper understandings of the phenomenon and to allow for robust findings from the emic perspective.

Development of the Grounded Theory

Case study designs have been utilized with an inductive process of generalizing to theory from data. Charmaz (2003) has defined this research strategy, better known as grounded theory, as a method comprised of systematic ways of collecting and analyzing data in order to develop theoretical frameworks, which clarifies the information that was gathered. Further, Glaser (2002) insists that grounded theory can use any and all data to develop theory. While this study focused on collecting the perceptions of students and teachers from an emic perspective, the grounded theory presented here will be based on more data than was merely provided by the students and teachers involved in this study. The grounded theory will be based on all sources of

data that have been conceptualized from relevant literature in chapter two, listed as characteristics of participants in chapter three, and reported as results in chapter four.

For this study, data from the field was gathered and transcribed into N-Vivo for the process of coding and analyzing interview scripts, record review transcriptions, and open-ended teacher responses from the follow up surveys. Coding was conducted in multiple formats: (a) open coding, where themes were allowed to emerge for further analysis, (b) axial coding, where categorized data was related to its subcategories linked by properties and dimensions, and (c) selective coding, where the conceptual framework was utilized to identify characteristics and inferences within the existing data that supported the previously identified themes. These methods of coding were used to support the development of grounded theory (Strauss & Corbin, 1998).

Constant comparative methods worked well in developing grounded theory as data sources continuously revealed new categories. The constant comparative method employed in this study allowed the researcher to use the following means:

(a) Interview transcriptions were compared (successful and non-successful, female and male, students who attended the same school)

(b) Data transcriptions within an individual participant were compared (interview, records review, teacher responses for that student)

(c) Categorized data were compared with categorized data from the conceptual framework

(d) Some of the above categories were compared with other categories in a non-symmetrical way.

In addition, theoretical comparisons were utilized to raise questions and discover properties and dimensions.

Theoretical sampling was conducted to derive meanings from the coded material. Theoretical sampling refers to an abstract, concentrated effort to discover bits of data that related to other data in a conceptual way. This process required an extensive use of memoing, categorizing, comparing, and reorganizing information. For example, initially coded material that was drawn from the student interview transcriptions as "attributions of success/non-success" was compared with teacher input as well as school data. These comparisons were made as data came in, as data was transcribed, and as the analysis unfolded. If the need for clarification arose, more data was sought by the researcher to improve understanding of the context. Due to the protection and privacy of the children in the study, this follow up data was usually collected from the teachers. Results of dual coded texts were placed on a case-oriented matrix for comparison. It is important to remember that the theory did not generate the process – the process generated the theory.

The issue of 'saturation' was taken into consideration when coding narrowed or was eventually limited to only a few phrases or one single case. There were several instances when open coding seemed to go on without direction, and thus the coding activity was ceased. For this study, the following "nodes" were used in the QSR N-Vivo software program: 22 free nodes (e.g., attribution, blaming, ecology, etc.), 42 tree nodes (used to develop relationships among coded information), and nine case nodes (six students and three schools). There were seven attributes associated with over 30 transcribed and coded documents. The attributes were (a) gender, (b) grade, (c) race, (d) school location, (e) SES, (f) subject, and (g) "success?" While the qualitative analysis software generated code lists for large volumes of data, transcriptions, or

other material, it was felt that the analysis of critical elements would be better performed with copies that could allow the ‘big picture’ to be seen with hand drawn color codes and memos. With that purpose in mind, matrices were constructed in Microsoft Excel and were built, sometimes utilizing several pagers of paper and constructed with tape. These matrices were posted on the wall, to create an easy reference for the researcher.

Grounded Theory

The process of qualitative data analysis (coding) and generating a grounded theory were separate and distinct processes, although one process led into the other. Research was collected with a conceptual framework in mind based on themes generated in the review of literature. However, simply answering the three research questions did not sufficiently complete this research study because a grounded theory was the desired outcome. The process of developing a grounded theory required the researcher to take a step further, often demanding that a step be taken backwards in order to get a larger image of the whole study.

Initial coding was very important in determining emerging themes from the interviews, school records, and teacher surveys. These themes were generated without consideration of where they fit within the conceptual framework. Instead, themes were developed through open coding. In a generalized way, open coding seeks to answer the question, "What is going on here?" (Strauss & Corbin, 1998, p. 114). Open coding is often considered to be the first analytic process that is undertaken with the idea of identifying concepts and their properties and dimensions as they emerge from the data. In this study, there were twenty-two open coding "Nodes" entered into N-Vivo that ranged along the dimensions of various concepts such as success, attributions, and perceptions. These codes or "nodes" were the basis of theory building.

Once themes began to emerge, axial coding was conducted to take the identified themes and break them down through a systematic process of sub categorization and memoing. Strauss and Corbin (1998) defined axial coding as the "process of relating categories to their subcategories, termed "axial" because coding occurs around the axis of a category, linking categories at the level of properties and dimensions" (p. 123). This phase of theory development

required the researcher to continuously validate interpretations of the data – there were several instances where the researcher had to compare what was said in a student interview, with what was apparent in the child's school records, and statements that were made by the child's teacher. This triangulation was a validation process but was also very important to gain the total picture of the child's inclusion experience. In this study, the researcher developed forty-two "Tree Nodes" that were used with N-Vivo software. These tree nodes were based on five 'trunks' that connected themes of the inclusion experience with subcategories and memos. The trunks were: success/non-success, response variance, school-related inclusion factors, literature review, and student searches. While some of these main categories do not seem to make sense without their context, they played a part in the development of theory from the coded data.

Finally, at the final analysis step, selective coding was conducted to integrate and refine the theory so that elements were thoroughly saturated. Theoretical saturation comes when no new properties, dimensions, or relationships emerge during analysis. This process involved the researcher in creating large conceptual layouts of the elements in several formats. Memos played an especially important role in this process for connecting and relating ideas. Six large graphic displays were created for this purpose. Highlighted codes were printed in various colors representing related concepts. Memos were written on sticky-notes of similar colors.

The derivation of meaning from the emic and etic perspectives came through in three strong emerging themes that are listed here:

- ***Plan for Inclusion:*** Successfully included students appreciated and valued the plan for their inclusion that was shared with them. Students who experienced problems with the transition to inclusion did not seem to know what was planned for them or why. This finding supports self-determination theory as reported by

Ryan & Deci (2000). Self-determination theory relates one's motivation to their understanding of the processes and procedures of the events or tasks at hand. Teachers who involved students in the plan for inclusion through a meeting (formal or informal) were more successful in maintaining students in their inclusive settings.

- ***Supportive relationships*** emerged as a strong theme across all students in the study, successful or not. A second level of open coding revealed that when students were directly asked, "what makes you successful", those who attributed success to their own effort and motivation were all from the successful group. Those who said their mothers helped them to become successful were from the non-successful category. This response may have indicated an external locus of control – they could not be successful through their own effort and motivation. According to Bernard Weiner's Attribution Theory, the attribution of success to others is an externalizing response. When a response came that attributed success to self was generated, that student was said to have an internal locus of control.

  The finding of supportive relationships also relates to the construct of resilience and protective factors in at-risk children and youth (Werner & Smith, 1992). Significant positive relationships were reported to be a protective factor that minimized stress and adversity. In addition, those teachers who felt it was important to maintain close and friendly relationships with their transitioning students saw more success with their students by offering their advice, academic assistance, or just a listening ear.

- ***Management of Academic Frustration:*** Successfully included students desired deeper understandings of difficult concepts, rather than academic accommodations or simple modifications to relieve their academic frustration. Students felt that *knowing how to do something* was better than having the answers given to them, or having someone make their work easier. However, successfully included students also realized the need to manage their emotions in response to their own academic frustrations. This finding related to several titles from the literature review that covered the construct of academic frustration, such as *Examining the middle school inclusion classroom through the lens of learner-centered principle,* as presented by King (2003). In this article, King presents four concepts for consideration in preparing instruction for inclusive classrooms: (a) individual differences, (b) appreciation of student voice while setting appropriate challenges, (c) directly teaching higher order thinking skills, and (d) creating positive interpersonal relationships.

  In addition, teachers who recognized the need of students to truly 'understand' the material were more successful in retaining students through the inclusion transition period than teachers who did not recognize the need to relieve academic frustration in their students. E. Paula Crowley (1993) reported this intuitive communication in her qualitative study on aggressive students with EBD who were included in general education classes. She noted that those teachers who were perceived by their students to have helpful attitudes, were much more successful at accomplishing their academic and behavioral program implementations.

The Grounded Theory can be stated as such:

> Students in this study had a greater chance of successful inclusion if their school-related behavioral supports consisted of:
>
> A. Ways to manage academic frustration through authentic learning experiences,
> B. A plan that incorporated self-determination, and
> C. Encouragement from supportive relationships with teachers or family members.

A graphic representation of this Grounded Theory is shown on the following page in Figure 4.

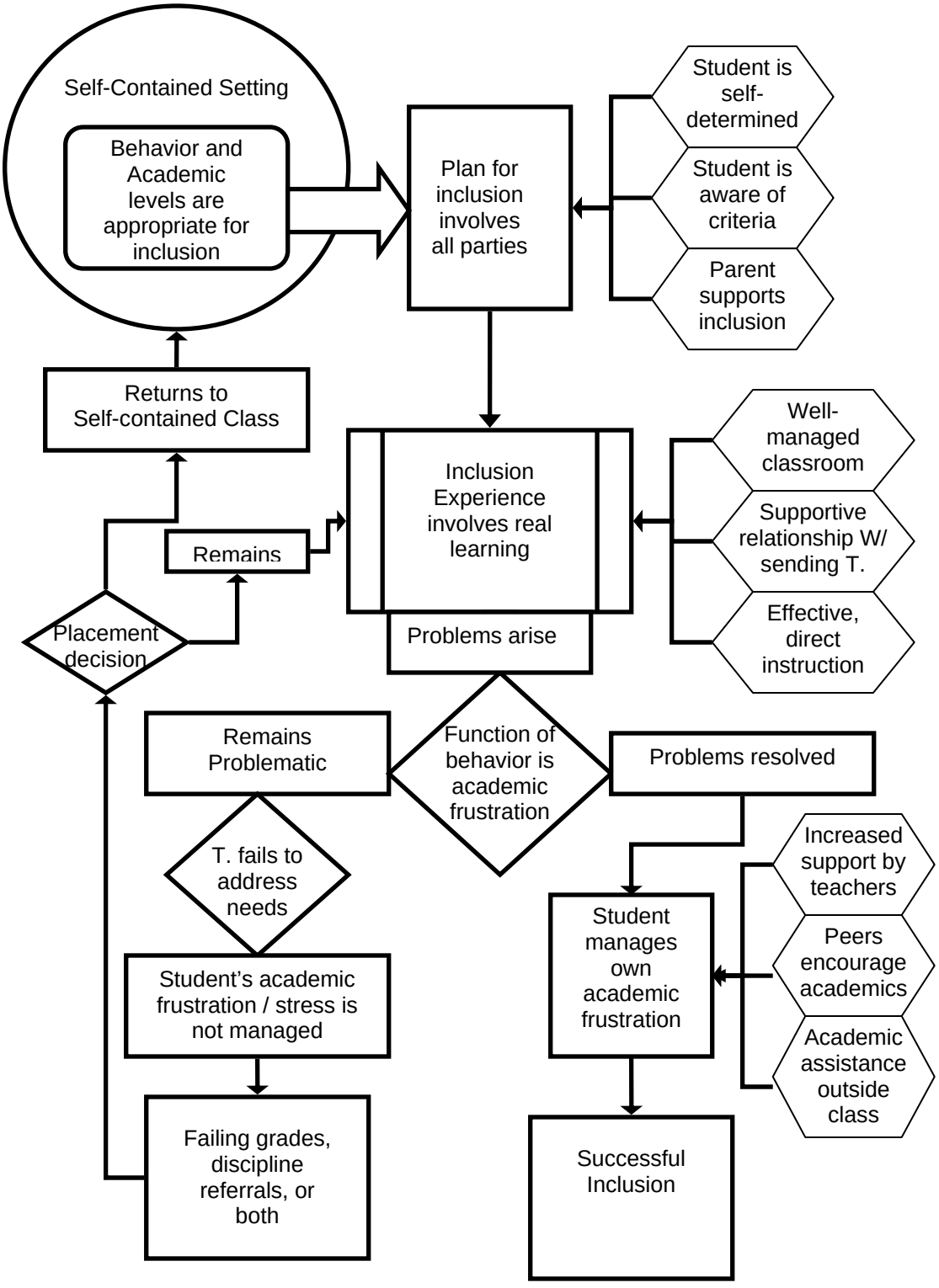

Figure 4: Conceptual Design of Grounded Theory

In describing the Conceptual Design of Grounded Theory flowchart, the students in this study all began at the upper left corner of the diagram in a self-contained setting. At some point, their teacher examined their academic and social abilities and determined they were an appropriate candidate for inclusion. Parents were notified of the change. The self-contained teacher arranged a time and place for the student to meet the receiving teacher. Some meetings were formal, and other times these meetings were quick and unplanned. The successful students displayed a higher sense of self-determination, and they were more aware of school-wide supports available to them in case they ever ran into trouble (e.g., guidance counselor, paraprofessional, etc.). The successful students also had parent involvement in the inclusion process (e.g., they attended the meeting, contacted the inclusion teachers, etc.).

The inclusion experience involved real learning for all of the participants except one. The successful students reported that their inclusion classrooms were well-managed by their new teachers. Successful students also reported that their teachers provided them with effective direct instruction. These students in this study all felt supported by their self-contained teacher as they made this transition, but the successful students said that they were allowed to go back and visit their self-contained teacher for encouraging words and assistance throughout their inclusion period.

It is important to mention that all students in this study experienced some sort of problem with their inclusion experience at one time or another. The decisions and actions taken after the onset of problems had a huge impact on the success or non-success of that child. All of the students reported that their behaviors were related to academic frustration. When each of the six students were faced with difficult tasks, the manner in which they handled their stress/frustration

made a great difference. This decision diamond was a decision (conscious or unconscious) made by the student. Outcomes were either problems that remained or problems that were resolved.

Successful students reported that when problems came about, they relied more heavily on the supportive relationship with their self-contained teacher, inclusion teacher, or paraprofessional. Teachers who recognized academic needs of these students assigned peer tutors or peer mentors to help with understanding and ease frustration. On two occasions, successful students went after school for academic assistance.

The final decision diamond on the flowchart represents the placement decision that was made after each of the three non-successful students had a failing grade, office discipline referral, or both. This decision was based on social validation, or a judgment made regarding the value of inclusion for the particular child. *Social validation* was defined as the "qualitative and subjective perceptions of: (a) individuals connected to general education placement expectations and targets; (b) the inclusion process itself; and (c) the outcomes associated with inclusion" (Simpson, 2004, p. 26). Social validation included various perspectives: teachers, student, parents, and peers. In this case study, considerations were made to determine if the quality of life would be better for the child to remain in the inclusion setting or to return to the self-contained class. In Jessica's case, teachers thought that her failure to pass her Reading class was insignificant when compared to the social growth she had made in general education among her non-disabled peers. In the other two cases, academic improvement and appropriate behavior were determined to be more important than being educated among their non-disabled peers. Therefore, Terrence and Justin were returned to the self-contained classroom.

Relationship of the current study to previous research

As noted throughout this dissertation, previous research was used to build a conceptual framework for the questions on student interviews and teacher surveys. This study compared the emic and etic perspectives for students with EBD as they transitioned to inclusion. Such a study had not been documented among any of the reviewed literature in chapter 2. The relationship of the results and Grounded Theory to extant literature will be presented in three sections: (a) findings that support existing literature, (b) findings that contradict existing literature, and (c) findings that add to the existing literature.

Findings that support existing literature

In order to address the relationship of findings with relevant literature, a comparison was made among the most frequent interview and survey responses according to the three categories of the conceptual framework: systems of behavioral support, classroom ecology, and relationships. The most frequent responses from students and teachers were listed on the next page in Table 15, according to the identified facilitative element with the related author and date of publication.

Table 15: Elements that facilitated inclusion as reported in relevant literature

Element that facilitated inclusion for students in this study:	Author of article	Year
Plan for inclusion	McGregor & Vogelsburg	1998
	Smith-Davis	2003
	Neary & Halvorsen	1995
Peer relations are supportive	Smith-Davis	2003
	Soodak	2003
Provide academic support or accommodations and modifications	Keenan	1997
	Hamill	1999

Much of the relevant literature discussed in Chapter Two had been presented in professional journals as scholarly writing, but none of the articles involved interviews with students or case study formats. In fact, Brantlinger and colleagues (2005) published an article in the Journal of the Council for Exceptional Children describing the challenges to qualitative methods in special education research. The field of research associated with students who have emotional and behavioral disorders has traditionally been a quantitative one, rising out of positivism and behavioral analysis. Therefore, this study was not an attempt to replicate any previous or related work because case studies of students with EBD were few in number, and case studies involving inclusion experiences usually involved students from other disability categories (e.g., mental retardation, learning disabilities, etc.). There have been previous case studies on students with EBD in special education research but they focused on different experiences (Brantlinger, et al., 2005).

While researching related literature after the analysis was completed, a qualitative study completed by E. Paula Crowley (1993) was discovered. In this study, students with EBD were interviewed and observed and the results were described ethnographically. The students in this study were described as aggressive and angry. The focus of the study was on student perception of teacher behaviors and attitudes. Specifically, students were asked about teacher helpfulness and unhelpfulness. The students perceived teachers' rigidity and use of discipline as unhelpful, but they appreciated specific aspects of teacher-student communication and flexible academic/behavioral program implementations. Some of these findings may have closely resembled results from this study.

Mastropieri, et. al., (2005) reported their results from case studies on co-teaching in the content areas. The title implied the authors would discuss "successes, failures, and challenges", however, the positively worded format focused mainly on success. Results were classified in three main themes: (a) academic content, (b) high stakes testing, and (c) co-teacher compatibility. This research team's findings asserted that teachers (general education and special education) who communicate well together will be more successful as co-teachers.

The most extensive piece of literature that stressed having a plan for inclusion was Gail McGregor and R. Timm Vogelsburg's (1998) book, *Inclusive schooling practices: Pedagogical and research foundations.* Here the authors stressed that all parties must be committed to the philosophy of inclusion, and that the teacher's philosophical stance was paramount in order for inclusion programs to be successful.

Students in this dissertation research study benefited from a simple planning step. In cases where students were successful, they participated in the planning phase, went to meet their new teacher, and had a sense of self-determination in this endeavor. The non-successful students

felt that they were not involved in the process to be included and reported a sense of confusion with the transition. In describing their *Self-Determination Theory,* Richard Ryan and Edward Deci (2000) remarked that "social contexts catalyze both within- and between-person differences in motivation and personal growth, resulting in people being more self-motivated, energized, and integrated in some situations domains and cultures than in others" (p. 68).

Faculty who responded to the surveys reported that student's behavior was a main concern. It was discovered through analysis that the behavior of concern was related to academic frustration. Schools must follow the regulations associated with IDEA '97 and the newer IDEIA 2005. These regulations require both academic and behavioral support.

None of the studies in relevant literature documented problems with inclusion for students with EBD. In this dissertation research study, students had the most difficulty managing academic frustration. In fact, all three students who were non-successful documented problems based on academic failure. Only one student (Jerome) acted on his frustration and had a behavioral outburst directed at his math teacher. Justin's behavior of putting his head down and refusing to participate might have been classified as passive-aggressive. Jessica's behavior was not mentioned as a problem, but she was placed in the non-successful group because of her F in Reading for the whole year. Jessica did not mention her failing grade during the interview.

In the *Twenty-Third annual report to congress on the implementation of the individuals with disabilities act,* the authors address predictable failure by stating "When we can predict the academic and social failures of students with behavior problems, we then have much of the information necessary to prevent more serious academic and social problems from developing over time" (U.S. Department of Education, 2001, p. 65). Developing a set of prevention strategies and positive interventions to alleviate student's academic frustration is an imperative.

Results from this study revealed a mismatch between student perceptions and teacher perceptions. Students felt that their biggest barrier to successful inclusion was academic performance. They really desired to learn. Those successful students who reported feeling like they had deep understandings were clearly proud of their accomplishments. The non-successful students who became frustrated with academic tasks blamed the lack of academic support for their subsequent failure. Eleanor Guetzloe (1999) wrote that schools have failed to prepare students with disabilities, their peers, the faculty, or the environment before placing a student with a disability in the general education classroom.

Polly Nichols (2000) recommended that academic and behavioral support be addressed through a multidimensional approach to functional behavior assessment and interventions. She proposed that students should learn to think clearly, solve problems, and self-regulate the intensity of their emotions. Clearly, this would have helped the non-successful students in this study. Nichols added that it is the teacher the student sees every day that has the best opportunity to help change inappropriate behavior. In this case, it would have been the general education teacher. Nichols felt that teachers must become partners in caring for students and the most powerful interventions would be those that can be shared with parents and other community members in a cooperative network of support for each young person. Nichols supports the idea of analyzing behavior based on three domains: thoughts, emotions, and actions. Students with externalizing behaviors due to academic frustration require this type of analysis.

The mismatch between student and teacher perceptions occurred where students thought they needed academic support to perform their tasks (and became frustrated), and the teachers perceived the student's behavior as inappropriate and nothing more. If the student continued

with externalizing behavior due to academic frustration, the teacher had them removed from class. Teachers need to be more cognizant of student's function of behavior.

Schools in this dissertation research study were found to be non-compliant with IDEA '97 in providing adequate academic support for some students, especially in this area of academic frustration. In addition, some supports that were available to these students were ineffective and parents were unaware of their ineffectiveness. Steven Coats (2003) reported the results of his dissertation study that analyzed teacher attitudes towards inclusive education for students with EBD. The findings showed that general education teachers' attitudes emitted hostility, anxiety, and negativity toward the inclusion of students with EBD. Even if the teachers in this study appeared positive and willing toward the student, pervasive negativity toward students with EBD may have caused some interventions with academic support to be overlooked.

Nancy Mamlin (1999) reported the results of her research study on the systemic factors that explained the failure of schools to understand and implement inclusion. She described a culture of segregation, or sorting by ability, that worked to keep the most difficult students out of inclusion. She also stated that leadership by the school principal in directing the school's inclusive vision was essential for inclusion to be maintained at the level it was implemented. This culture of separation and distant leadership was evident at Discovery Middle and the faculty attitudes seemed to reflect erosion in attitudes toward School-wide Positive Behavioral Supports as well as inclusion.

Teacher training may have had some affect on the inclusion process at the schools in this research study. For example, one school had a teacher who was on the second year of the beginning teacher program, which may have been an indicator for concern with employment in the school district. Michael Marshall (2005) reported that even outstanding schools in the United

Kingdom have problems with inclusion. A study was conducted with 42 schools, previously judged to be 'outstanding' at providing services to children with special needs. The U.K. report listed inconsistent training, accreditation issues, and gaps in coverage as major issues for the decline in effectiveness.

In this study, successful students were found to be more aware of the hidden curriculum, and likewise teachers did not understand what was precipitating the non-successful students' inappropriate behavior. Thomas Farmer (2000) reported on the social dynamics of aggressive and disruptive behavior in schools. A considerable effort was made to investigate the general social climate in the classroom to see if it supports problem behavior. He discovered that teachers who are effective at managing behavior often use an invisible hand to manipulate the classroom climate. For this to occur, master teachers inflated the social influence of certain students based on their prosocial behavior. This positive influence was reinforced and then the teacher enlisted successful student's support in sanctioning the behavior of their peers. This manipulation of the hidden curriculum by the teacher is a classic example of the development and maintenance of positive social structures. When teachers were unaware of this hidden curriculum and social structure context, inappropriate behavior may have been more influential in the classroom dynamics.

The findings of this study add important information to the concepts of mentoring and supportive relationships. Keating, et. al., (2002) presented results from a study on mentoring at-risk youth and reported that both teachers and parents noted a significant reduction in the occurrence of externalizing behaviors in the classroom and at home. Significant relationships have a positive effect on the concept of self and social regulation.

Findings that contradict existing literature

As determined through an analysis of relevant literature from chapter 2, some elements that facilitated the inclusion of students with EBD were thoroughly described by researchers. These elements became the conceptual framework for this study. Participants (students and teachers) in this study did not mention: (a) discipline system, (b) school climate, and (c) teacher training. All of these concepts were from the "systems" category. In this study, the perception of individuals embedded in the emic perspective was not able to 'view' the systems perspective. One reason for this might have been that the interview and survey questions did not elicit 'systems style' responses. This lack of support for the systems view was not seen as the result of a limitation in this study, but only as an odd result.

In this study, problems were revealed that were inherent with the school-wide discipline system, unsupportive school climate, and lack of teacher training. Each of the three schools had implemented School-wide Positive Behavior Support, but the level of success and consistency varied greatly from school to school. In addition, it was also found that literature on the school-wide systems that was so prevalent in the literature review of Chapter 2, could not espouse that all teacher's philosophies and beliefs would be in line with the organizational mission and vision. This is sadly true for School-wide Positive Behavioral Support as well as for the schools that participated in the inclusive design program.

Findings that add to the existing literature

From the results of this study, it appeared that an individual's locus of control had a mammoth effect on their ability to succeed during a time of transition from a self-contained class to a general education setting. Marsh, Craven, and Debus (1999) had already determined that a student's academic self-concept and internal locus of control were significant predictors of a student's success at inclusion. Therefore, determining the student's locus of control was not an intended outcome of this study. However, the number of questions on the student interview that related to attributions of success or problematic inclusion could elicit a picture of each student's locus of control as external or internal.

Loretta Autry and Michael Langenbach (1985) researched the construct locus of control in the context of self-responsibility for behavior. Their early work on self-monitoring revealed that strategies for regulation of behavior could be successful in two ways: student-monitored and adult-monitored. Their assertion that all students, with proper training, could achieve self-regulation through self-monitoring was once thought to be only applicable to students with an internal locus of control.

The students in this study who had an internal locus of control were, not surprisingly, more successful than those who had an external locus of control. It was also not surprising to hear that those students who were not successful blamed others for their problems.

The student's locus of control seemed to predict whether the student had an academic or social focus when attending their inclusion classes. Jessica, who failed Reading for a whole year, had a social focus and she described a high level of need for socialization in her inclusion classes. Lakeisha, who was successful both academically and behaviorally, focused on

academics even while socializing. Her activities often involved studying with friends outside of school. Terrence reported very little socialization with peers; his behavior could have been classified as internalized or withdrawn. Terrence depended on his mother for socialization when she took him to soccer practice. Jerome, who was non-successful both academically and behaviorally, was very concerned about fitting in with his peers. He was worried about "sticking out". For him, it was easier to get mad at the teacher than to admit that he could not perform the academic tasks. Undoubtedly, all of the students in this study could have benefited from self-monitoring strategy instruction.

Recommendations for educators

Teachers cannot overlook the educational perspectives from their students. When students felt their teachers really understood them, related to them, and met their academic and behavioral needs they performed better. A common thread among teachers who successfully included students with EBD was that they individually addressed the needs of their students. Teachers agreed that the quiet, calm approach to correcting student behavior worked best for their inclusion students, but they also mentioned that this was not necessarily their *modus operandi* in the classroom. Teachers went out of their way in order to create a supportive environment for their inclusion students that involved showing a high level of willingness, providing a warm, inviting classroom, and using an assortment of motivational elements.

Educators should attempt to familiarize themselves with the elements listed in the generated themes from the literature review (Appendix F). These factors were noted by researchers and scholars in the field and appeared in peer-reviewed documents. However, the scholarly perspective from the literature is notably different from the emic perspectives that were described by students and teachers.

A wide variety of students participated in this study, further demonstrating the need for individualization. Some students were observed during their interviews to be highly distracted and yet others were unable to comprehend the interview questions. Some students answered their interview questions completely while others simply shrugged their shoulders and withdrew. This wide variety coincided with the nature of students with EBD. They were all very different and individualistic. What worked for one child, did not necessarily work for the next. Therefore, a fixed structure or one-size-fits-all approach to inclusion would not benefit these

students. Any plans for inclusion need to be as individualized as these students were, in order to be effective.

Finally, this study emphasized the value of reflecting on the emic perspective. Looking at things from a student's perspective may help to develop deeper understandings with each student. Teachers might benefit by sitting in their student's desks and looking around their classrooms from the student's viewpoint. Another strategy might be to consider their classroom routines, procedures, and transitions from the student's perspective. In addition, when all else fails, teachers should ask the student what they think about a certain phenomenon. Ask students, "What do you think about my class and the activities we do during instruction?" Teachers might be pleasantly surprised at the results.

Suggestions for additional research

As stated previously, a wide variety of students participated in this study. Part of the variety was due to student demographics and their associated school locations, but another element of student diversity came from the nature of the emotional or behavioral disability. As reported in Chapter 4, students came to be identified as emotionally handicapped through various means of identification and through very different case histories. Some students were diagnosed by an outside physician or psychiatrist (e.g., ADHD, oppositional defiant disorder), and others were deemed eligible for special education services through specific learning disabilities or gifted programs and had emotional handicapping conditions or behavioral difficulties as a secondary disability. There are still other subgroups of students with EBD who were not part of this study. Further research may be warranted on the ability of students in these various subgroups to participate successfully in general education through inclusion programs.

Other areas of future research may include an investigation of academic supports for students with behavior disorders. This investigation might seek to determine to what extent the student's achievement level might hinder or help with inclusion. This phenomenon might be closely allied with a student's ability to manage their emotions and tolerate academic frustration. An additional query might be to determine the amount of academic support provided to students with EBD. Finally, an investigation into the philosophical differences observed among full-time supported behavior teachers may be warranted. It would be interesting to determine the full-time SB teacher's philosophical stance and compare that to the type of students (ADHD, oppositional, attention seeking, avoidance, etc.) that were successfully reintegrated from their caseload into general education.

Discussion

The study centered on a small population of six students and their teachers that had much to say about their experiences with inclusion. The students represented a tiny fraction of the population of middle school students with Emotional and Behavioral Disorders, but they were a demographically representative sample of students who experienced successful and problematic inclusion. Their associated schools characterized a wide variety of schools in enrollment and demographics but were also representative of middle schools in the southeastern United States.

The literature review reported historical background and significant studies from documents ranging from peer-reviewed journals, to text chapters, and books. Over 50 of these documents and their summarized findings provided the basis for the conceptual framework that was used to structure the interviews, surveys, and other related sources of data. The resulting analysis provided a useful tool to identify variables that were common among all four subgroups. Themes identified from the emic perspective (students and inclusion teachers) were also substantiated by self-contained teachers and behavior specialists as well as the results from the review of literature. This perspective provided a basis for the development of grounded theory.

Supportive Relationships

Supportive relationships with parents and teachers were vital to student success. All students reflected positively on the supportive roles of their significant adults. In most instances,

mothers (or maternal grandmothers) were given credit for providing structure at home and for supporting the school by attending important events (e.g., conferences, assemblies, games). Students acknowledged their teachers for being helpful, encouraging, tough, and understanding. ESE teachers appreciated the willingness of general education teachers who wanted to 'take on' students with challenging behavior in their classes. Likewise, general education teachers appreciated the support offered by the ESE teacher. Collaborative relationships among ESE and general education teachers facilitated student success.

Students also responded positively to the importance of friends who supported their educational endeavors. A supportive peer network was determined through the interviews to be very different from simply enjoying the inclusion experience due to the context of social acceptance. Students who had developed positive peer networks reported the following influences: (a) understanding classwork and directions, (b) improving study habits, (c) assisting with homework, and (d) "normalizing" their behaviors. Teachers appreciated the effect of positive peer relations and used this to their advantage by utilizing peer tutors and peer mentors.

Avoid/manage academic frustration

Students in this study were very aware of their academic deficits when the initial transition began. They expressed the desire to really *understand* the material, rather than have a teacher make modifications to their assignments. Students did not want an easier assignment than their non-disabled peers did. However, if effective instruction and assistance from the

teacher failed to help them understand the material, the successful students realized they had to manage their emotional reactions to academic frustration.

Classroom ecology and the school environment played an important role to the students in this study. Students appreciated quiet work periods, direct and effective instruction, positive and effective classroom management, and a bell schedule that allowed them to transition from class to class with their non-disabled peers. These results were not the expected results. In fact, this researcher would have expected results such as cooperative strategies and flexible schedules. Interestingly, these students valued a highly traditional setting with events they could predict, anticipate, and count on. The students seemed more confident when they were faced with routine expectations. Teachers also felt that a quiet and calm approach was best when working with their inclusion students. Teachers also recognized the need to provide small measures of success with frequent positive feedback. Teachers further reported that a quiet, purposeful setting was the supportive environment for students with EBD. This environment also promoted higher levels of motivation and a sense of belonging.

Self Determination with inclusion process

In this study, students who played a part in the decision to begin inclusion were generally more successful than the students who played little or no role in the inclusion process. Students that were fully aware of the criteria for remaining in General Education classes were more successful. These students also had a better understanding of the inclusion teacher's expectations and procedures.

Students also reflected on the importance of school-wide systems. They desired to know the processes and criteria for inclusion as well as the systems of support at the school level. When teachers provided systems of support and clearly defined the processes and expectations for inclusion, students were successful. The systems of support varied from school to school and depended on the size and climate of the school.

Serendipitous Findings

Emic v. etic perspectives

Interesting results emerged that were related to the emic and etic perspectives. Where students focused more often on classroom ecology and relationships, teachers were more concerned with other teachers' support and willingness as well as systemic perspectives like collaborative planning. In addition, students and teachers in describing their emic perspective did not recognize the value of the systemic characteristics as identified in the relevant literature. This difference was thought to be due to the nature of each participant's viewpoint. The perspective from the literature review provided an outsider's view of this phenomenon. The teachers' point of view more closely matched the view from relevant literature than the students' perspective.

Student generated definitions of success

When students were interviewed, they all reflected on success experiences. All six students felt they were successful to a certain extent, regardless of the criteria for success or non-

success that was determined in this study. In addition, it really became evident that all students felt they had been successful even though in some cases students who had trouble were returned to the self-contained setting. Those students who failed at their attempted inclusion still considered themselves successful for merely making the attempt. When asked about problems with inclusion, the non-successful students tended to blame others and did not take responsibility. The successful students talked about their problems and shouldered the responsibility for their problems themselves. All students who participated in this study had a very practical, fluid definition of success.

APPENDIX A: UCF IRB APPROVAL

Revised 12/04

THE UNIVERSITY OF CENTRAL FLORIDA
INSTITUTIONAL REVIEW BOARD (IRB)

IRB Committee Approval Form

PRINCIPAL INVESTIGATOR(S): Cheryl Young **IRB #: 05-2295**

PROJECT TITLE: From Seclusion to Inclusion: A Comparative Case Study of Students with Emotional and behavioral disorders in Middle Schools

[X] New project submission [ ] Continuing review of #_

Chair

[X] Expedited Approval
Dated: 18 Feb 2005
Cite how qualifies for expedited review: #7

IRB Co-Chairs:

Signed: Sophia F. Dziegielewski
Dr. Sophia Dziegielewski

APPROVED WITH CONTACT INFO. TO BE ADDED TO CONSENT FORMS

[ ] Exempt
Dated: _____
Cite how qualifies for exempt status: _____

Signed: _____
Dr. Jacqueline Byers

[X] Expiration Date: 17 Feb 2006

[ ] Waiver of documentation of consent approved
[ ] Waiver of consent approved

NOTES FROM IRB CHAIR (IF APPLICABLE): First Review. See attached clarifications needed. 10 Jan 2005 S. Dziegielewski.
Second Review - approved for expedited but needs to add contact information of researcher & IRB to consent forms - see attached for specifics. S. Dziegielewski

University of Central Florida

Office of Research

April 7, 2005

Cheryl Young
129 N.E. 10th Avenue
Cape Coral, FL 33909

Dear Ms. Young:

With reference to your protocol #05-2295 entitled, "From Seclusion to Inclusion: A Comparative Case Study of Students with Emotional and Behavioral Disorders in Middle Schools" I am enclosing for your records the approved, expedited document of the UCFIRB Form you had submitted to our office. **The expiration date for this study will be 2/17/06 based on one year from the contingent approval date.** Should there be a need to extend this study, a Continuing Review form must be submitted to the IRB Office for review by the Chairman or full IRB at least one month prior to the expiration date. This is the responsibility of the investigator. **Please notify the IRB when you have completed this study.**

Please be advised that this approval is given for one year. Should there be any addendums or administrative changes to the already approved protocol, they must also be submitted to the Board through use of the Addendum/Modification Request form. Changes should not be initiated until written IRB approval is received. Adverse events should be reported to the IRB as they occur.

Should you have any questions, please do not hesitate to call me at 407-823-2901.

Please accept our best wishes for the success of your endeavors.

Cordially,

Barbara Ward

Barbara Ward, CIM
IRB Coordinator

Copy: IRB file

C. UCFIRB Form

05-2295

The complete IRB packet must be submitted by the 1st business day of the month for consideration at that monthly IRB meeting. Please see page 6 of this manual for detailed instructions on completing this form.

1. Title of Project: **"From seclusion to inclusion: A comparative case study of students with emotional and behavioral disorders in middle schools"**

2. Principal Investigator(s):

Signature:	D. Boote for C. Young	Signature:	
Name:	**Cheryl A. Young**	Name:	
	Mr./Ms./Mrs./Dr. (circle one)		Mr./Ms./Mrs./Dr. (circle one)
Degree:	**M. Ed.**	Degree:	
Title:	**Doctoral Candidate**	Title:	
Department:	**Educational Foundations**	Department:	
College:	Education	College:	
E-Mail:	**CherylY38@earthlink.net**	E-Mail:	
Telephone:	**239 549-0606 (office)**	Telephone:	
Facsimile:	**239 549-2806**	Facsimile:	
Home Telephone:	**239 574-8760**	Home Telephone:	

3. Supervisor:

Signature:		Degree:	**Ph. D.**
Name:	**David N. Boote**	Title:	**Assistant Professor**
	Mr./Ms./Mrs./Dr. (circle one)	Telephone:	407 823-4160
Department:	**Educational Studies**	Facsimile:	**407 823-5144**
College:	**Education**	E-Mail:	**DBoote@mail.ucf.edu**

4. Dates of Proposed Project (cannot be retroactive): From: 12/1/04 **To:** 12/31/05

IRB Approval date 2/18/05 to 2/17/06

5. Source of Funding for the Project: (project title, agency, and account number) None

Project will be funded from doctoral student's personal funds.

6. Scientific Purpose of the Investigation: to generate scenarios common among students with EBD that recently moved from a separate class placement to an inclusive general education class.

7. Describe the Research Methodology in Non-Technical Language: (the UCFIRB needs to know what will be done with or to the research participants) A comparative case study with grounded theory from field analysis of mixed metehods: Observations, Interviews, & Surveys.

8. Potential Benefits and Anticipated Risks. (Risks include physical, psychological, or economic harm. Describe the steps taken to protect participant. Mimimal Risk participation: Parents, students and teachers will be assured confidentiality. Success experiences are the focus.

9. Describe how participants will be recruited, the number and age of the participants, and proposed compensation (if any): Participants will be selected through an initial survey of teachers for students with EBD; student-participants will be selected through purposive sampling.

10. Describe the informed consent process: (include a copy of the informed consent document) Teachers will sign consent, parents will be asked to sign consent, students will sign assent.

I approve this protocol for submission to the UCFIRB. Barry C. Hart 1/01/06

Department Chair/Director **Date**

Cooperating Department (if more than one Dept. involved) _____ /

Department Chair/Director **Date**

APPENDIX B: CONSENT AND ASSENT FORMS

April 4, 2005

Dear Principal:

I am a doctoral candidate at the University of Central Florida working under the supervision of David N. Boote, Ph. D., and Laura N. Blasi, Ph. D. in the College of Education. I am conducting my dissertation research on middle school students with Emotional and Behavioral Disorders who transition from self-contained ESE classes to inclusive general education. I would like to select a sample of two students from your school to conduct a comparative case-study research project. There are two other schools from which I will draw participants. The initial selection of students for this project will be conducted with the help of your self-contained teacher and/or behavioral specialist. Parental consent will be obtained before any personal information from students or teachers is collected.

I am particularly interested in conducting interviews with the two students selected. In addition, I will survey their teachers and review documents such as student cumulative folders and school climate data. This research study will utilize an emergent design which may require additional data collection as the study progresses. It is anticipated that student interviews will last approximately 30 minutes and will be tape recorded for transcription and analysis purposes only. The tapes will be stored in a locked cabinet at the home of the researcher and will be destroyed soon after transcription is completed. A quiet room or office in your school building will be required for the researcher to conduct interviews.

Teacher surveys should take about 30 minutes for your staff to complete. The records review will require access to student cumulative folders and a small desk for the purpose of viewing. All data collected will be kept confidential to the extent provided by law. Schools, teachers, and students will not be identified by name in any subsequent reports.

The direct benefit of this research is to identify phenomena that facilitate transitions from self-contained classes to inclusive education. In addition, barriers will also be identified. It is hoped that students and teachers will gain social validation by participating in this project through an understanding of the importance of this work. It is anticipated that no risk or discomfort will be encountered by students and/or teachers. In addition, students and teachers will be reminded that participation is voluntary and they may cease participation at any time during the study. No compensation can be awarded to participants.

If you have any additional concerns or questions, please call me at school (Gulf Middle School) (239) 549-0606 ext. 291, or home (239) 574-8760. In addition, you may reach me by cell phone (239) 292-9452. Questions or concerns about research participants' rights may be directed at UCF IRB Office at University of Central Florida, Office of Research, 12443 Research Parkway, Suite 302, Orlando, FL 32826. The phone number is 407-823-2091.

Sincerely,

Cheryl A. Young, M. Ed., ABD
Doctoral Candidate, University of Central Florida CherylY38@earthlink.net

Title of Project: "From seclusion to inclusion: A comparative case-study of students with emotional and behavioral disorders in middle schools"

Principal Investigator: Cheryl A. Young, M. Ed., ABD
Doctoral Candidate, College of Education
University of Central Florida

Principal of _____
Name of School

_____ (Initials) I have read the procedure described on the previous page. I voluntarily agree to allow my faculty and students to participate in this research study.

_____ (Initials) I understand that the name of my school, staff, and students or any other identifying information will not be used in any subsequent report and that this data will be removed from all report documents and replaced with codes.

_____ (Initials) I have received a copy of the procedures (including survey questions and interview protocol) as outlined above.

_____ _____
Principal's Signature Date

Initial Teacher Survey Consent Form

129 N.E. 10th Ave.
Cape Coral, FL 33909
(239) 574-8760 – Home
(239) 549-0606 – Office

April 4, 2005

Dear School District of Lee County Employee:

You have been identified through the School District of Lee County as someone who teaches students in middle grades (6-8). I am conducting research on students with emotional and behavioral disorders who transition from full-time separate classes to inclusive general education for at least 40% of their school day. This study is intended to identify phenomena that facilitate the transition from a self-contained class to an inclusive general education setting. Barriers to successful inclusion will also be identified through this project. This research study is proposed in conjunction with the University of Central Florida as part of a dissertation by Cheryl A. Young from the College of Education, Department of Educational Foundations.

I am asking that you complete and return the survey on the following page. Information from this survey will help determine a field of students and teachers who may then be asked to participate in this study. The information you provide on the survey will help clarify the level of inclusion present at your school. The survey has been estimated to take less than 30 minutes of your time. Students who are ultimately selected as participants for case study analysis may or may not be part of your program. You will not be asked to provide any personally identifying information on your students until parental consent forms have been signed.

Teachers, student-participants, and their associated schools will not be identified by name in any written report, analysis, or publication. By signing the section below, you are consenting to become part of this study and may be contacted for follow-up. Your participation is voluntary and you may cease to participate in this study at any time by simply contacting me at the above address or phone numbers. Questions or concerns about research participants' rights may be directed at UCF IRB Office at University of Central Florida, Office of Research, 12443 Research Parkway, Suite 302, Orlando, FL 32826. The phone number is 407-823-2091.

I appreciate the time and effort that you put forward as you complete the attached survey. Please sign one copy of your letter and return it with your completed survey in the enclosed postage-paid envelope within 1 week of receiving it.

Thank You Very Much,

Cheryl A. Young, Doctoral Candidate
University of Central Florida, College of Education

I consent to participate in this initial survey. I understand that I may be contacted for follow-up by the researcher. I also understand that my participation is voluntary and I may cease participation at any time by contacting her at the above phone numbers.

_____ _____
Teacher's Signature Date
I have been provided a copy of this form to keep for my records**.** _____ (initial)

Inclusion Teacher Informed Consent Letter

129 N.E. 10th Ave.
Cape Coral, FL 33909
(239) 574-8760 – Home
(239) 549-0606 - Office

April 4, 2005

Dear Teacher:

You have been identified through an initial survey as someone who teaches in a middle school (grades 6-8). I am conducting research on students with emotional and behavioral disorders who move from restrictive separate classes to inclusive general education settings. This research project is proposed in conjunction with the University of Central Florida as part of a dissertation for the College of Education, Department of Educational Foundations.

You are being asked to complete a survey on students who have been a part of your classroom as part of an inclusion program. You may also be asked to participate in an informal interview arranged at your convenience. All collected information will be transcribed, coded, and then analyzed according to approved methodology in comparative case-study and emergent designs.

Teachers, student-participants, and their associated schools will not be identified by name in any written report, analysis, or publication. It is estimated that the survey will require no more than 30 minutes of your time. Your participation in this study is completely voluntary and you may cease to participate at any time by contacting me at the above phone numbers. Questions or concerns about research participants' rights may be directed at UCF IRB Office at University of Central Florida, Office of Research, 12443 Research Parkway, Suite 302, Orlando, FL 32826. The phone number is 407-823-2091.

I appreciate the time and effort you put forward as you complete the attached survey.

Sincerely,

Cheryl A. Young, Doctoral Candidate
University of Central Florida, College of Education

I give my consent to participate in this study and agree to complete the attached survey. In addition I understand that the researcher may contact me for follow-up which may include an impromptu teacher interview at my convenience (no longer than 15 minutes). I understand that my participation is voluntary and that I may end my participation in this research project at anytime by notifying Cheryl A. Young at one of the above phone numbers.

_____ _____ _____
Signature Date Phone Number

I have been provided a copy of this form to keep for my records**.** _____ (initial)

Parent/Guardian Informed Consent Letter

Cheryl A. Young, Doctoral Candidate
University of Central Florida, College of Education
Office: (239) 549-0606 (Gulf Middle School)
Home: (239) 574-8760
Cell: (239) 292-9452

April 4, 2005

Dear Parent/Guardian:

Your child has been nominated by their teacher to participate in a study that is being conducted for dissertation research in conjunction with the University of Central Florida, College of Education. Your child's identifying information has not been shared in any way with the researcher at this time. Your child was chosen because he/she meets the criteria for this study and you, as parent, are being offered the opportunity to have your child participate.

The research project involves a case-study analysis of your child's recent transition to an inclusive learning environment with general education classes. The researcher wants to document and write about your child's transition experiences. It is important to find out what helped to make the process easier for your child. In addition, we want to determine any barriers that made transition difficult. The results of this study may someday help educators develop smoother transitions for students. Your child should also feel good about assisting with this important research and sharing their successes.

With your consent, your child will be interviewed by the primary researcher, a doctoral candidate at the University of Central Florida. The interview will be held in the school office during non-instructional time and should take less than 30 minutes. The interview will be tape recorded for transcription purposes only. Tapes will be stored in a locked cabinet at the home of the researcher and will be destroyed (crushed) soon after the process is complete.

Your child's name, the names of their teachers, and the name of your child's school will be kept confidential and will not be used in any report, analysis, or publication. All identifying information will be replaced with alternate names or codes. In addition, the researcher is requesting your permission to access your child's documents and school records such as those available in the cumulative file, their grades, and discipline information.

Your child will be allowed the right to refuse to answer any questions that make them uncomfortable, and they may stop participating in this research at any time. Your child will be reminded of this immediately prior to the interview. I have attached a copy of the interview questions for your information. Questions or concerns about research participants' rights may be directed at UCF IRB Office at University of Central Florida, Office of Research, 12443 Research Parkway, Suite 302, Orlando, FL 32826. The phone number is 407-823-2091.

Sincerely,

Cheryl A. Young, M. Ed., ABD
Doctoral Candidate, University of Central Florida

Parent/Guardian Consent Form

Title of Research:

"From seclusion to inclusion: A comparative case study of students with emotional and behavioral disorders in middle schools"

Primary Researcher:

Cheryl A. Young, M. Ed., ABD, BCABA
Doctoral Candidate, University of Central Florida
College of Education, Department of Educational Foundations

Contact Information:

Office: (239) 549-0606, ext. 291 (Gulf Middle School)
Home: (239) 574-8760
Cell: (239) 292-9452
E-Mail (office): CherylY@lee.k12.fl.us
E-Mail (home): CherylY38@earthlink.net

I give my consent for my child to be interviewed by the primary researcher in the school's office during their non-instructional time. I understand that I may withdraw my child's permission at any time during this study by simply contacting the primary researcher at any of the above phone numbers or email addresses.

_____

Child's Name

_____ _____

Signature of Parent/Guardian Date

_____ (initial) I have been provided a copy of this form to keep for my records.

_____ (initial) I have been provided a copy of the interview questions for my records.

_____ (initial) I give consent for the primary researcher to have access to my child's cumulative folder, grades and discipline information.

Please sign and return one copy of this form in the postage paid envelope provided.

Student Assent to Participate Form

Cheryl A. Young, Doctoral Candidate
University of Central Florida
College of Education

Office: (239) 549-0606 (Gulf Middle School)
Home: (239) 574-8760
Cell: (239) 292-9452

April 2005

Dear Middle School Student:

You have been selected to participate in a study that is being conducted for dissertation research in conjunction with the University of Central Florida, College of Education, and Department of Educational Foundations.

We are interested in learning about your recent success in school through a pre-tested interview process. The interview should take less than 30 minutes and will be conducted in the school office during your non-instructional time. It will be tape recorded so the researcher can type the interview later. The tapes will be destroyed as soon as possible.

Your name, the names of your teachers, and your school will be kept confidential and will not be used in any report, analysis, or publication. You may refuse to answer any questions that make you uncomfortable, and you may stop participating at any time by contacting me at the phone numbers listed below or by stopping the interview. I have also attached my business card to this paper for you to keep. Thank you for your interest in this research.

Sincerely,

Cheryl A. Young, M. Ed., ABD
Doctoral Candidate, University of Central Florida

I agree to be interviewed for this research study.

_____ _____

Signature of Student **Date**

I have been provided a copy of this form to keep for my records. _____ (initial)

Questions or concerns about research participants' rights may be directed to the UCF IRB Office at the University of Central Florida, Office of Research, 12443 Research Parkway, Suite 302, Orlando, FL 32826.

APPENDIX C: INITIAL TEACHER SURVEY

Initial Teacher Survey

Print Name: _____ Date: _____

School: _____ Phone at school: _____

1. I am a Supported Behavior classroom teacher for the School District of Lee County, Florida.

   Yes No Unsure

2. I am aware that some students can be included in general education programs at least part-time.

   Yes No Unsure

3. In the past year, I have attempted to move at least one student from a supported behavior class to general education for at least 50% of the school day (including lunch and electives).

   Yes No Unsure

4. In the past year, I have known a student from a supported behavior class who was able to participate in general education classes for at least 50% of their school day (including lunch and electives).

   Yes No Unsure

If you answered "Yes" to question 4 above, proceed to question 5. Otherwise, skip question 5 and proceed to question number 6.

5. One of the students I recall from question 4 who was included in general education classes for at least 50% of their school day continues to attend school in Lee County.

   Yes No Unsure

6. I am aware of a student from a supported behavior class who attempted inclusion in general education classes and had to return to the supported behavior classroom due to problems that occurred.

   Yes No Unsure

7. What do you consider successful inclusion to mean?
   a. Academic growth in a general/inclusive education class.
   b. Social/Emotional growth in a general/inclusive education class.
   c. A combination of both academic and social/emotional growth in a general/inclusive education class.

1. Please think about what ensures successful inclusion when students move from a supported behavior classroom to a general education setting. Can you list three things that help these students most?

   1. _____
   2. _____
   3. _____

APPENDIX D: STUDENT INTERVIEW PROTOCOL

Student Interview Protocol Name: _____
(start with introduction, greeting, etc.) Phone: _____

1. Tell me about your schedule at school? What time do you have lunch? How much time do you spend in your classes?

2. Tell me about your experiences in [name of general education teacher] 's classroom.

3. Tell me what you like best about that class? Why?

4. What is your favorite learning activity in that class? (e.g., lecture, hands-on, seatwork) Can you tell me about y favorite lesson from this class?

5. What makes someone successful in that class? (Wait for answer) Do you consider yourself a successful student that class?

6. You recently made a transition from being in (name of SB teacher)'s class to (name of general ed. Teacher class. How did that go? Was the change easy or difficult? How did you manage the change? Did anyone help you make the change?

7. If you can think of someone who helped you make that change, what has that that person has done to help you?

8. If you think about this entire school [name of school] what do you like the most? (give a list of possible answ the teachers, my friends, the interesting things we do)

9. Would you call your school a positive place? Are you glad to come to school?

10. Do you think your teachers are fair? Why? Can you explain how they were fair to you?

11. Do your teachers hold high expectations for you? Why? Can you tell me how you know they have high expectations for you? What sort of expectations do they have?

12. Do you like the environment (pretty bulletin boards, neat desks, clean bathrooms, organized bookshelves, etc.) this school? Why or why not? What bothers you most about the way your classroom looks? What do you like best about your classroom?

13. Do students at this school respect each other? Yes or No. Can you give an example of a student who was respe or nice toward you?

14. Have you had any problems with your transition to inclusion? Tell me about the problems. Why do you think had problems?

15. Do you want to attend more classes out from [name of supported teacher]'s room? Which class do you think yo might try next? Has anyone helped you plan for that yet?

16. What three things would help you to be more successful in school?

17. Do you know of anyone else who took classes outside of [supported behavior teacher]'s class. Were they successful? What helped or hurt their chance of success?

18. Thank you very much for helping us! Is there anything else you want to tell me?

APPENDIX E: FOLLOW UP TEACHER SURVEY

Follow-up Survey

Teacher's Name: _____ Date: _____

School Location: _____ Position: _____

Name of student participating in the study: _____

1. How would you describe the climate of your school toward the inclusion of students with emotional and behavioral disorders?
    a. Open and positive
    b. Willing yet apprehensive
    c. Closed and negative
    d. Other – Explain: _____
2. Your school has implemented School-Wide Positive Behavior Support. How would you rate the level of implementation at this time?
    a. Very successfully implemented
    b. Somewhat successfully implemented
    c. Not very successfully implemented
    d. Not successfully implemented at all.
3. List two school-related factors that helped this one particular student with inclusion.
    1. _____
    2. _____
4. Which of the factors listed in question number 5, was more important for this particular child's success in your classroom?
    a. Number 1
    b. Number 2
5. What teaching strategy helps this particular child learn best?
    a. Direct instruction
    b. Cooperative learning
    c. Hands-on activities
    d. Other – Explain: _____

6. Describe the behavior intervention approach you use with this particular child.

7. Is the behavior intervention approach you just described the same as it is for all students in your classroom? Yes or No. If different, please explain.

8. Can you give an example of your relationship with this student (e.g., trus honesty, etc.)?

9. What do you feel are reasons for this student's successful attempt at inclusion?

10. Have you witnessed other students who made an attempt at inclusion from a supported behavior class into a general education class? Were they successful? Give an example.

11. If a student attempted inclusion in general education but was unsuccessful, and had to return to the supported behavior environment, what was the main reason for them to return? Please explain and give an example.

Thank you for taking the time to complete this survey!

Additional comments and/or questions may be written below or on the back of this form.

Please return the survey in the postage paid envelope provided.

APPENDIX F: THEMES GENERATED FROM LITERATURE

.

Themes Generated from Review of Literature

Author(s) Date Factors Identified

Classroom Ecology

VanDover, Teresa	1996	Class Rules Clear, Posted	Procedures for Transition	Room Arrangement	Problem Solving Strategies	
Abramowitz & O'Leary	1991	Contingent teacher attention	Classroom token economies	Home-School contingencies	Group Contingencies	Time out from positive reinforcement
		Cognitive Behavioral Interventions	Self-monitoring Strategies	Self-instruction	Reductive Procedures	
Soodak, Leslie C.	2003	Explicit expectations	Fair/equitable discipline	Positive behavior support		
McFarland, Daniel A.	2001	closed task structures	limit social networking (negative)	teacher-centered tasks	relevant topics of instruction	allow students to develop power structures based on their own permissible strengths
Walker, Ramsey & Gresham	2003	Early intervention	provide academic success	effective class management		
NEFC Staff	2004	Positive use of time-out	establish/practice procedures	brief time-out	calm voice/few words	democratic discipline
Sattler, Betz & Zellner	1978	Positive Reinforcement	no use of response-cost			
Guetzloe & Johns	2004	highly organized & efficient	contract for success	maximum time spent on structured learning activities		
		success at every level	direct/active teaching			
McGregor & Vogelsburg	1998	Structured/supportie classroom	plan lessons with EBD in mind	differentiated instruction		
Neary & Halvorsen	1995	effective instruction practices	promote student responsibility			
Hamill, L. B.	1999	T. accomodates S. academics	T. manages & teaches S. behavior		carefully designed coop. learning	
Larrivee & Algina	1983	provide positive feedback to S.	refrain from criticizing	check for understanding	provide successful experiences	avoid wait time/transitions
King, I. C.	2003	Learner-Centered Principles	responsive to learner needs	14 fundamental principles		
Keenan, S. M.	1997	instructional strategies	accomodations for needs	transition plans		
PQI (NY)	2003	diverse teaching styles	standards based curriculum	routines and procedures	peer support structures	
Gunter, Coutinho, & Cade	2002	behavior management procedures	routines for classroom procedures	effective instructional delivery	structures for a wide variety of instructional activities	
Kamps, et al.	2000	Social Skills	Peer Tutoring	Positive behavior management	ratings for low to high structure	
VanDover, Teresa	1996	School-wide Discipline Plan	Support and Commitment	Rituals and Routines	Protection of rights/Responsibilities	

Systemic Factors

VanDover, Teresa	1996	School-wide Discipline Plan	Support and Commitment	Rituals and Routines	Protection of rights/Responsibilities	
Muscott, H.S., O'Brien, S. T.	1999	Service Learning Opportunities	Character Education Training			
Soodak, Leslie C.	2003	Safe/Responsive Environment	school-wide positive behavior support			
Herszenhorn & Gootman	2003	Timely consequences	Effective consequences			
Skinner, et al.	2002	Positive Peer Reporting	Focusing on prosocial behavior			
Skiba, et al.	2002	training for equity in discipline	structural reform for fair/equitable discipline policy			
Lipsky, Dorothy K.	2003	Unified system/ All teachers	goal: high achievement for all	support from district for incl.	Evaluate inclusion & regular students together	
Rhem, James	1999	High Expectations	Self-fulfilling prophecy			
Guetzloe & Johns	2004	co-teaching	teach social skills	teach conflict resolution	SW-PBIS	focus on HOW learners learn
Dymond, S. K.	2001	Climate of school	administrative leadership	staff development	teamwork/collaboration	student participation
Bauer, Robin (in G & J)	2004	good communication	support for students	support for teachers	training for EBD student learning	
Hines (NEA)	2001	class size N<28	inclusion group <25% of total	co-teachers	collaborative planning	common planning w/gen. ed.
Smith-Davis, Judy	2003	team-teaching	co-teaching	collaborative planning	communicate with services	
McGregor & Vogelsburg	1998	consultation/collaboration	training re: needs of EBD	reduced class size	appropriate amount of planning time	
		district level - strategic plan	part of district mission	funding formula supports incl.	initial costs decrease with time	shared agenda of whole school

Systemic Factors, Cont'd

Thompson, et al. (NZ)	2003	philosophy values diversity	ecobehavioral perspective	collaboration/consultation	values of culture upheld	reflection on practice
MD special education	2003	visionary leadership	protection of civil rights	adequate teacher preparation	early intervention in gen. ed.	reflected in data collection
Neary & Halvorsen	1995	zero rejection - incl. for all	student-teacher ratio <25	cert. teacher supervises para.	considered part of gen. ed class	district commitment to incl
		collaborative planning	student participation plan	supplemental services avail.	training for EBD student ability	
Burstein, et al.	2004	Commitment to incl. change	vision of incl., strategic plan	self-examination, id. Needs	professional development	allocation of resources
Hamill, L. B.	1999	can be informal or formal	scheduling adjustments	teacher collaboration		
Rife & Karr-Kidwell	1995	Shared responsibility	Professional collaboration	administrative support/coop.	positive classroom/school env.	
Hines R. A. (Best of Both)	1994	collaborative teaching	appropriate staffing	scheduling issues solved	common planning time	training/support systems
Schoenholtz, S. W.	2000	emotional counseling program	structured community building	good communication w/gen. ed.	collaborative process established	
Sheridan, S. M.	1996	Conjoint Behavioral Consultation - partnerships for proactive interventions on behavior				
Sugai & Horner	2002	School-wide expectations	explicit training for all students	school-wide discipline	schoolwide reward systems	data-based monitoring
Keenan, S.	1997	Communication networks	inservice/professional dev.	public relations	environmental accomodations	philosophy development
Rockwell, S. B.	1999	high levels of inclusive structure	lower teacher ratios	access to specialists/guidance		
PQI (NY)	2003	appropriate grade level peers	collaborative planning	integrated related services	professional development	SW-positive behavior support
		strong administrative support	parent participation	curriculum based instruction in behavior		
LRE - (CA)	2001	values/celebrates diversity	school-wide behavior planning	staff development	collaborative planning time	
Visser, J., et al.	2002	effective leader promotes incl.	teachers committed to incl.	good teaching for all (incl. EBD)	access to outside agencies to sustain success	

Relationship Factors (Teacher/student/administration)

VanDover, Teresa	1996	Build solid relationships	individual conferencing	parent-teacher relationship		
Coats, Steven Wayne	2003	Teacher Attitudes				
Soodak, Leslie C.	2003	Community Building Strategies	Facilitating friendships	collaboration		
Graham, Kristin A.	2004	Demonstrate Caring/support	Provide a place for calm			
Guetzloe & Johns	2004	high expectations	mutual respect (student/faculty)	teachers have enthusiasm	positive environment (happy?)	celebrate diversity
Hines (Mastropieri & S.)	2001	Teacher Attitudes (they want to teach EBD)		T. allows a shift in power (control) to shared power with co-teacher		
Smith-Davis, Judy	2003	Positive peer relationships	Accept/celebrate differences			
VanDover, Teresa	1996	Involved Parent w/plan	S. has a mentor relationship	S. makes a contribution	Behavior Contracting	Counseling Available
McGregor & Vogelsburg	1998	Supportive parents	Willing teachers	T. Create a sense of belonging		
Hamill, L. B.	1999	T. devoted to inclusion	administrative support			
Rife & Karr-Kidwell	1995	teacher tolerance ability	Attitudes towards incl. child	expectations for successful inc.	sense of belonging	
Keating, L. M., et al.	2002	mentoring relationships	social support questionnaire			
Bernard, B.	1990	mentoring/social support	S. has opportunity to help others	Positive peer mentoring	positive interdependence	
Hines (Best of Both)	1994	T. understands role(s)	T. willing to participate			
Schoenholtz, S. W.	2000	T. Patience	T. Perserverence	T positive regard for students	S. sense of belonging	
Soodak, et al.	1998	T. Recptiveness toward S.	T. anxiety increases with time			
Bernard, B.	1991	Resliency (protective factors)	Social competence	Problem Solving Skills	Autonomy	Sense of purpose/future
PQI (N.Y.)	2003	Caring/supportive relationship encouraged participation	high expectations socialization opportunities	participative		
Center, D. B.	1993	T. values the philosophy of inclusion for even aggressive students				
Fay & Funk	1995	Improved relationships lead to improved cooperation	Students who want to please their teacher will behave better and complete more assignments	Non verbal aspects of language are responsible for nearly 93% of communicated meaning or perceived meaning.	Page 210 of book: 10 guidelines for student/teacher interactions.	

APPENDIX G: PHASES OF THE DATA COLLECTION PROCESS

	Research activities
Phase One:	1. Conduct initial teacher survey with all ESE personnel assigned to the participating school (Self-contained teachers, behavior specialists, resource teachers, consultative teachers, etc.). 2. Collate and interpret results as they were received in the mail. 3. Follow up with teachers by phone who reported, "knowing a student who was included in general education classes." The phone contact was made with the initial teacher in order to confirm: a. nominated students met the inclusion criteria for this study. b. student demographic information for purposive sampling (race, grade, gender). 4. Wait for parent permission(s) to be returned to initial teacher. 5. Remind initial teachers and provide incentives, if necessary.
Phase Two:	2. Interview students through a semi-structured protocol at their school. 3. Conduct a records review and document significant information from the student's cumulative folder, grade, and discipline reports. 4. Provide the associated inclusion teachers (all teachers on the student's schedule) with a follow up survey with self-addressed stamped envelope.
Phase Three:	1. Collate and transcribe data in order to determine emergent methods and the need for additional information then gather that information. 2. Return to the school for an on-site visit to conduct impromptu interviews with available staff, if necessary. 3. Compare school environments using photographic records. 4. Follow up with participating teachers through phone and email communication, if necessary.

APPENDIX H: CHALLENGES AND ACTION TAKEN

Qualitative experts have stated that nearly every research study has its difficult moments; those experiences that require 'thinking on your feet', in order to preserve the credibility of the research design (LeCompte & Goetz, 1982). There were challenges that were countered with appropriate actions in order to solve threats to validity. The chart below shows the challenges that were presented during this study and appropriate actions taken.

Challenges that arose from fieldwork	Action taken
1. Principal was unresponsive to communication attempts to acquire permission in order to begin study.	Phone call to school secretary to locate permission forms and obtain the required signature.
2. Eager full-time teachers wanted to have students interviewed who did not meet criteria.	Phone call to teacher was made in order to re-explain the criteria and review possible student cases by demographics
3. Teachers gave parent permission forms to their students but they were not returned in a reasonable time.	Provide incentives to teachers (gift certificates) to reward the students who returned permission forms
4. Teachers other personnel at one school failed to get students to return permission forms even though the researcher continually reminded them.	It became necessary to construct two anonymous cases (no personally identifying information was shared) through an in-depth interview with a willing teacher.
5. The follow up surveys were not returned on time, or at all.	Email reminders were sent to all teachers on the student's schedule.

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