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No. 4741

BEHAVIOR MANAGEMENT TECHNIQUES USED BY TEACHERS OF
EMOTIONALLY/BEHAVIORALLY DISORDERED STUDENTS
IN VARIOUS EDUCATIONAL SETTINGS

DISSERTATION

Presented to the Graduate Council of the
University of North Texas in Partial
Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

Leigh A. Elizondo, B.S., M.Ed.

Denton, Texas

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The purpose of this study was to delineate the differences between the types of behavioral management techniques used by teachers of students with emotional/behavioral disorders. This study was guided by five research questions. These questions addressed the use of behavioral management techniques by teachers when grouped by (a) educational settings [i.e., self-contained, resource, residential treatment center, hospital], (b) in-school or off-campus settings, (c) the number of years teaching emotional/behavioral disordered populations, (d) educational levels [i.e., elementary, middle, high school, multi-level], and (e) the highest degree earned.

A review of the literature revealed 3 theoretical educational perspectives consistently used with students with emotional/behavioral disorders. Behavioral techniques from each perspective were identified. Eight items from

each theoretical perspective were randomly chosen to represent each respective area, resulting in an instrument with 24 items.

Subjects were drawn from a population of teachers who currently work with students with emotional/behavioral disorders. These teachers were current members of the Council for Children with Behavioral Disorders, a division of the International Council for Exceptional Children. A total of 404 surveys were mailed with 348 (86.1%) returned.

A descriptive analysis was conducted to determine the participant's age, gender, degree held, teaching experience, grade level taught, and educational setting. One way analysis of variance procedures were used to determine significant differences among group means within each theoretical model. Differences identified were subjected to a post hoc analysis to determine which groups differed significantly.

Findings led to recommendations for further research. Preservice training should include immersion in multiple models and the techniques that are derived from those models. Secondly, inservice training should be viewed as a valuable way to expand the repertoire of behavioral

management techniques needed by teachers across educational environments.

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To my mother, Shirley Elizondo, for all of the love and support you have given me throughout these difficult years. And to my sisters, Jo Beth and Vicki, as well as my Grandparents, Robert and Gladys Birt, for their enduring devotion.

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CHAPTER I

INTRODUCTION

Classroom management techniques to control student behavior have been used by teachers for decades (e.g., Hewett, 1968; Kazdin, 1977; Nelson & Rutherford, 1983; Oliva & Pawlas, 1997; Redl, 1959). Precision, application, and other alternatives concerning these techniques, however, have had to change as behaviors in educational settings have become more overt, disruptive, and aggressive. Shifts have occurred in other areas as well. Changes in theoretical orientation occurred as educators were seen as being responsible and in control for student learning (Seip & McCoy, 1982). As a result of philosophic variations and student behavior in the schools, teachers began to incorporate techniques from numerous disciplines (e.g., psychological, social learning, behavioral, ecological, sociological) to modify and control behavior.

Teachers of students who experience emotional or behavioral disorders (E/BD) attempt to modify pupil behavior that is inconsistent with social mores or interferes significantly with learning. A repertoire of behavioral interventions is useful in managing the inappropriate behaviors of these students. Because teachers are

responsible for decisions regarding which behavior to change and must have the ability to choose, implement, and evaluate results, it is important that management programs provide both the teacher and the student a variety of options in order for them to experience success. Deficits in providing appropriate applied behavioral technology in serving populations with E/BD have caused concern within the field (Kazdin, 1977; Nelson, 1988). The exacerbation of this issue may be caused by (a) a lack of updated information, (b) limited use of a variety of intervention techniques, (c) inappropriate utilization of existing techniques, (d) interventions in restrictive settings, or (e) lack of generalization to other settings (e.g., unnatural settings) (Alberto & Troutman, 1995).

Purpose of the Study

The purpose of this study was to identify the types of behavioral management techniques currently used by teachers of students with E/BD. Objectives of the research project were to determine differences, if any, in the behavioral management techniques implemented by teachers of students with E/BD when compared (a) across differing educational settings; (b) by in-school and off-campus settings; (c) by years of teaching populations with E/BD; (d) across elementary, middle, high school or multi-level settings; and (e) by educational degree.

Significance of the Study

This study examined behavioral management techniques used in various settings by teachers of students with E/BD. Implications relative to this study include: (a) assessing the types of management techniques currently utilized by teachers of students with E/BD, (b) determining how often the techniques are used, and (c) outlining skill-deficit areas for inservice and preservice training. Analysis of these techniques is important in assessing, designing, and implementing effective programs for students with E/BD.

Limitations of the Study

The examination of behavioral management techniques in this study included three principal limitations. The first was the inclusion of only three major educational perspectives. The perspectives used in this study were (a) psychodynamic, (b) behavioral, and (c) ecological. These models were chosen because of their predominate use with E/BD populations (Coleman, 1995; Rizzo & Zabel, 1988; Rhodes, 1974). Another limitation was that the behavioral management techniques were specific only to the texts and papers reviewed in the literature (e.g., Alberto & Troutman, 1995; Coleman, 1995; Cheney & Morse, 1972; Hallahan & Kauffman, 1997; Hobbs, 1966; Macht, 1990; Rhodes, 1974), thus limiting interpretation to only those techniques listed in the survey instrument (see Appendix A).

Finally, the survey sample consisted of teachers selected from the membership of the Council for Children with Behavioral Disorders (CCBD), a division of the International Council for Exceptional Children (CEC). All CEC members who were identified as being CCBD division members and special education teachers were determined to be eligible for this study. According to the United States Office of Education's (1996) Eighteenth Annual Report to Congress, the nation's public schools employ 29,779 special education instructors to teach students with serious emotional disturbance. Through the use of descriptors special education teacher and CCBD, a computer search of CEC's database files yielded the names of 4,859 teachers of students with E/BD. This represents approximately 16.3% of the national total of teachers of students with E/BD. Because a comprehensive, national list was not readily available and also because of economic constraints, this list of teachers of students with E/BD having membership in CCBD was deemed adequately representative of the national population.

Definition of Terms

Behavioral management techniques: Intervention techniques (e.g., time-out, individual therapy, proximity control) from various educational perspectives (e.g., psychodynamic, behavioral, ecological) used by teachers and

professionals to understand, predict, and treat deviations in human behavior (Alberto & Troutman, 1995).

Behavioral perspective: An educational model, derived from social learning theory, which makes three assumptions about all behavior, both adaptive and maladaptive. It is assumed that behavior is (a) learned, (b) quantifiable, and (c) observable (Alberto & Troutman, 1995; Coleman, 1995; Hallahan & Kauffman, 1997). Behavioral views of E/BD focus on the relationships among the antecedent, the behavior, and its consequences and the individual's responsibility for his/her own behavior.

Ecological perspective: An educational treatment model which assumes that behavior is a result of the interaction between the individual and his/her environment. Emotional/behavioral disorders arise from a "lack of fit" or adaptation between the individual and the environment (Evans, Evans, & Schmid, 1989; Learner, Hess, & Nitz, 1991; Rizzo & Zabel, 1988).

Educational setting/continuum: Location at which where delivery of educational service is provided (Bullock, 1992a). Educational service continuum typically follows a seven-tiered alternative system.

Emotional/behavioral disorder: It is common for children and youth with emotional or behavioral difficulties to be included under the term serious emotional disturbance

(SED). The federal definition for serious emotional disturbance according to the Individuals with Disabilities Education Act (IDEA) of 1997 is 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, which adversely affects educational performance:

- (a) An inability to learn which cannot be explained by intellectual, sensory, and 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; or
- (e) A tendency to develop physical symptoms or fears associated with personal or school problems.

(ii) The term includes children who are schizophrenic. The term does not include children who are socially maladjusted unless it is determined that they are seriously emotionally disturbed. (pp. 13-14)

For the purpose of this study, the terms serious emotional disturbance and emotional/behavioral disorders are used synonymously.

Hospital setting: This educational setting is a part of a public or private hospital system and serves the educational needs of children and youth with behavioral or psychological problems. The hospital educational setting is presented in conjunction with 24-hour monitored psychiatric care (Hallahan & Kauffman, 1997; Rizzo & Zabel, 1988).

Psychodynamic perspective: An educational treatment model concerned with the interplay of personality development, inner processes, and unconscious motivational forces. Emotional/behavioral disorders emerge when there is a deviation from the "ideal" patterns of development of the personality or self (Cullinan, Epstein, & Lloyd, 1983; Hallahan & Kauffman, 1997;).

Residential treatment center: A publicly or privately owned residential facility that boards students on a long-term basis (i.e., longer than 6 months). This is the most restrictive educational setting in that total environmental control and programming are provided 24 hours per day across all areas of the student's life (Rizzo & Zabel, 1988).

Resource setting: An educational setting that provides part-time small-group or individualized instruction in an additional class that differs from the regular classroom

setting (BULLOCK, 1992a). Educational services are provided by a special education professional in the public school for one or more classes per day.

Self-contained setting: An educational setting that isolates students from his/her same age/grade peers (BULLOCK, 1992a; HALLAHAN & KAUFMAN, 1997). Students may receive educational services in this setting due to (a) the child's disruptive behavior, (b) an increased need for structure in the classroom, and/or (c) additional social skills instruction.

Special education teacher: The teacher for all children and youth with disabilities is termed the special education teacher. Direct or indirect instructional and/or behavioral techniques may be offered to students (e.g., crisis teachers) (BULLOCK, 1992a). These teachers also provide instructional support in a variety of educational settings (e.g., resource, self-contained, residential treatment, hospital).

In addition to the aforementioned definitions, terminology of specific behavioral management techniques has been delineated for the Behavior Management Survey (BMS). These definitions appear as part of the survey instrument (see Appendix A).

CHAPTER II

REVIEW OF LITERATURE

Several theoretical models have been used in the education and treatment of students who experience emotional and/or behavioral disorders (Eysenck, 1973; Feagans, 1972; Gallagher, 1988; Matus, 1990, Morse & Smith, 1980; Oliva & Pawlas, 1997; Rhodes, 1974; Rhodes, 1980; Walker, Greenwood, & Terry, 1994). In his study of child variance, Rhodes (1974) discussed the difficulties of model design and implementation in relation to specific theories. Without a theoretical basis, however, it would be impossible to visualize or guide programs, standardize methodology, or make inferences about human behavior.

Theoretical models, historical information, and behavioral management techniques and strategies embraced in these models were researched through an extensive review of the literature. Information searches were performed in the following databases: (a) Social Work Abstracts, (b) PsycINFO, (c) Dissertation Abstracts, (d) Sociofile (e) Education Abstracts, and (f) ERIC. Common keyword combinations included, but were not limited to, the terms behavior disorders or emotional disturbance and educational theories, educational perspectives, and behavior management strategies.

Other keywords were generated as the search progressed and included specific behavioral techniques and strategies. Keywords generated from these strategies included, but were not limited to, time-out, Premack Principal, group therapy, and bibliotherapy.

Theoretical Models

Theories consist of models, concepts, rules, and hypotheses (Millon, 1973; Oliva & Pawlas, 1997), and theories can be considered as dynamic. Empirical research is conducted to verify constructs within a particular theory. As changes occur, perceptions of behavior shift, causing new theories to form or existing theories to change. Although many theories are used in the education and treatment of students with emotional/behavioral disorders (E/BD), the three perspectives reflect both historical and current reasoning in selecting intervention techniques with such populations. Each of these is discussed in the paragraphs that follow.

Psychodynamic Perspective

Psychodynamic theory provides an historical milestone in the treatment of individuals with mental illness or emotional disturbances. Considered a major intervention approach since the 1930s, the psychodynamic perspective focuses on the dynamics of individual psychological activity

and their processes (Coleman, 1995; Goldstein, 1988; Rosenzweig, 1992).

Although many individuals have influenced the psychodynamic perspective, Sigmund Freud was the most predominant (Craighead, Craighead, Kazdin, & Mahoney, 1994; Ollhoff, 1996). Along with Freud, there were other followers of psychodynamics, such as Eric Erickson and Karen Horney (i.e., neo-Freudian) and Abraham Maslow (i.e., humanistic). These theorists deviated from the traditional theory of Freud and emphasized the importance of the personality and motivation. Dreikurs (1967) classified psychodynamics as an uncovering and interpreting form of therapy. Ivey and Simek-Downing (1980) stated that the world views psychodynamics as being deterministic and that mankind is impelled by unconscious forces from the past. Also, the biological background of survival and sexual needs is of great importance.

Major constructs. Rosenzweig (1992) stated that psychodynamic systems focus on the holistic experiences of the individual and incorporate the context of those experiences into the present environment. There are major constructs related to psychodynamic theory. According to some of the major theorists (e.g., Freud and Jung), the development of the individual depends largely on early life experiences and the success of critical issues in the early

stages of life. This is the point at which where the id, ego, and superego come together. The id is the original system of the personality and is the matrix within which the ego and the superego become differentiated. The id contains everything that is psychological and that is inherited, including the instincts. It is through the instincts that people act and react to the surrounding environment (Freud, 1973; Schumer, 1987).

The ego distinguishes between things in the mind and experiences in the real world. This process further promotes the aims of the id. The superego, however, acts on traditional societal values and holds the "morals" of the personality. The id and the superego are in a constant state of conflict, resulting in anxiety and tension among the id, ego, and superego. The complexity of the theory becomes evident when the therapist, counselor, or teacher begins to uncover the reasons behind the anxieties so that personal reconstruction can begin.

The main goals of psychodynamic theory are to bring unconscious thoughts and feelings into the active conscious (Goldstein, 1988). Personality reconstruction is gained by working through past issues or conflicts and continually striving to find new solutions to old conflicts. Psychodynamic perspectives are concerned with internal motivation, and explanations are sought through

interpersonal relationships. Berkowitz and Rothman (1960) were among the first individuals to use these theoretical ideals successfully in classrooms for students with emotional or behavioral disorders.

Definition of deviance. Emotional and behavioral upheavals are thought to be evident in both disturbed and nondisturbed children and youth (Hallahan & Kauffman, 1997; Morse & Smith, 1980). Differences in the magnitude or intensity are indicators that inner conflict is present. Deviance may occur due to underlying causes or symptoms such as neuroses, phobias, compulsions, or on rare occasions, psychoses. Psychodynamic reasoning for this symptomology may include childhood trauma, unfulfilled needs, or developmental lags, and treatment for these symptoms must focus on the psychic state (Craighead et al. 1994).

Advantages and disadvantages. Because psychodynamic theory was one of the first to be used in educational settings, its use was welcomed as an avenue for intervention against deviant behavior. There are several advantages to this paradigm. One major advantage is that the psychodynamic perspective has strongly influenced the field of psychological assessment (Craighead et al., 1994). Secondly, this perspective uses an internal focus for problem solving which aids in the internalizing of coping with reality (Long, 1990; Redl, 1959). Another advantage is

that, once inner conflicts are resolved, personality changes are thought to last for a longer period of time.

There are also disadvantages to this approach. Because this perspective focuses on inner processes, it takes a substantial amount of time to produce any change in behavior or personality. Further, it may be difficult to implement and evaluate many of these techniques in a classroom setting because interventions may (a) be time intensive, (b) demand extensive training to gain highly specialized skills, and/or (c) require professional counseling skills.

Behavioral Perspective

Another approach in managing inappropriate or aggressive behaviors emerges from social learning theory and applied behavior analysis (Alberto & Troutman, 1995; Bandura, 1968; Council for Children with Behavioral Disorders, 1990). The behavioral model dominated classrooms in the 1960s and 1970s and has proven useful in the treatment of children and youth with E/BD.

Theoretical and educational applications of the behavioral model remain relevant in schools and are evident through the continued use of systematic interventions (Walker et al., 1994). Hewett (1968) observed that behavioral theory makes a valuable contribution to teaching and has demonstrated its effectiveness through model programs. Difficulty occurs, however, when educators feel

uncomfortable in the transition of behavioral techniques from the animal laboratory to the classroom environment.

Major constructs. Behaviorism uses an empirical approach to effect an individual's change in behavior (Kendler, 1992). Important ideas in behavioral theory include the principles of (a) classical conditioning, (b) operant conditioning, (c) reinforcement, and (d) modeling. Classical conditioning experiments using animals (Pavlov, 1927; Watson, 1924) paired a stimulus to elicit a certain response. Operant conditioning, introduced by Thorndike (1911), stated that a certain event would be given, if and only if, a required response is made. Classrooms utilize this type of behavioral methodology most frequently. Modeling allows an individual to acquire a new behavior by observing the behavior of others (Bandura, 1968). Lastly, principles of reinforcement contend that reinforcers increase the likelihood that a behavior will reoccur. Reinforcement can increase a desired behavior or decrease an undesirable behavior through the use of conditioned or unconditioned stimuli. Techniques derived from the behavioral perspective are invaluable to today's classrooms (Downing, Moran, Miles, & Ormsbee, 1991).

Behavioral models contend that all behavior is (a) learned (Eysenck, 1973; Gallagher, 1988; Morse & Smith, 1980), (b) observable and measurable (Alberto & Troutman,

1995), and (c) does not rely on inner processes to determine behavior (Craighead et al., 1994; Eysenck, 1973). Many educational models and interventions are based upon this theory.

Definition of deviance. Within the context that all behavior, both adaptive and maladaptive, is learned (Hallahan & Kauffman, 1997; Morse & Smith, 1980) helps to explain the behavioral view of E/BD. Maladaptive responses are seen as ineffective methods of dealing with problems, and consequences for these behaviors may include reduced social interaction, failure in both school and home activities, or other erratic behavior.

Advantages and disadvantages. Since behavior technology's inception in the classroom, ethical concerns and arguments for and against strategy uses have flooded the literature (Walker et al., 1994; Whelan & Haring, 1966). Although some professionals have expressed concerns, behavior techniques are still consistently applied in educational settings with great success.

Advantages of the behavioral approach in education are varied. Intervention techniques can be learned and administered by teachers, paraprofessionals, and parents. Data can be collected and recorded easily. Teachers who work with overt behaviors use behavioral interventions to provide the means to systematically observe and collect data

on inappropriate behaviors (Walker et al., 1994; Whelan & Haring, 1966; Ysseldyke & Algozzine, 1995).

Disadvantages of behavioral techniques include (a) the variation in the knowledge and skill of the interventionist (e.g., teacher), (b) the maturation of the student, and (c) the clarification and identification of possible target behaviors and potential reinforcers. Each teacher is trained in accordance with the academic standards, philosophy, faculty knowledge, emerging research, and tradition of the university or college that they attended. Skills that teachers possess upon graduation are diverse, extending from the minimally skilled to the competent master teacher. Student maturational levels also pose a problem. Certain behavior that is acceptable at one age/grade level may not be appropriate for another. Lastly, difficulty may arise with identification of behavior and/or reinforcers.

Ecological Perspective

A variety of disciplines affect the ecological paradigm. Ecological theory has its roots in psychology, behaviorism, sociology, anthropology, and sociology, so a unitary theory of ecological perspective is difficult to determine. Each group of professionals uses the basic principles of ecological theory and blends in its own philosophical underpinnings to form an eclectic approach to the treatment of children and youth with E/BD. The

ecological perspective contends that the individual and his/her environment play dual roles (Coleman, 1995; Hallahan & Kauffman, 1997; Schmid, 1987). Behavior is seen as an interactional relationship between the individual characteristics or behaviors and environmental factors.

Although it is agreed that both internal and external forces interact with the individual, most ecological theorists have a primary discipline that provides focus and influences how human behavior is perceived. For example, the ecological sociologist looks at the social groups and/or institutions and interactional effects on individuals; the ecological behaviorist carefully observes the individual and his/her behavior across many settings; and the ecological psychologist brings the addition of internal processes of the conscious and unconscious parts of the personality.

Major constructs. The ecological stance is concerned with the interaction between the organism and its environment. Ecological theory attempts to explain reasons for human behavior with three principles: (a) the Principle of Succession, (b) the Principle of Equilibrium, and (c) the Principle of Endurance. The Principle of Succession states that an individual will use certain pieces of the environment or system with other pieces to influence future events. The Principle of Equilibrium states that humans move toward a state of minimal conflict until rapid change

or other imbalance occurs. The last principle, Endurance, posits that structures or institutions that endure through time are most able to influence the future. Thus, ecological models use the least amount of energy to maintain stasis.

Definition of deviance. Deviant or maladaptive behavior is thought to develop as a consequence of the relationship between the individual and the environment (Lerner et al., 1991). Consistent with the ecological perspective's view on deviance, it is thought that the individual's is lacking a "goodness of fit" or congruence between the individual and his/her environment (Hobbs, 1966; Lerner et al., 1991). Incongruence may come from environmental inconsistencies, cultural differences, lack of tolerance of other persons, lack of personal acceptance, or interactional deficits (Morse & Smith, 1980). Ecosystem inconsistencies are held accountable as responses to environmental stimuli (Coleman, 1995).

Advantages and disadvantages. The ecological perspective is an eclectic approach to the education and treatment of E/BD. Some advantages to this model are that the "whole" child is considered when deciding treatment alternatives (Hallahan & Kauffman, 1997). Also, many techniques from different disciplines are used so that the repertoire of agents for behavior change is increased.

Lastly, ecological theory focuses on factors that influence behavior rather than just the inner processes or behavior alone.

Disadvantages of this perspective include a complex system of intervention that may be difficult to accommodate in a school environment. Furthermore, ecological theory's dependence on other models does not lend itself to being a "true" model, separate from the others.

Educational Environments

Public policy in educating children and youth with E/BD has changed dramatically over the last 3 decades (Muscott, 1988). The initial passage of the Education for All Handicapped Children's Act of 1975 (EHA) and recent reauthorization of the Individual with Disabilities Education Act of 1997 (IDEA), guarantees the right to a free and appropriate public education (FAPE) and continues to be the fundamental framework for educating students with disabilities in the least restrictive environment (LRE). The LRE mandates that a student shall be educated with his/her nondisabled peers to the fullest extent possible. Using Deno's (1970) Cascade of Services as an initial model, policy changes and professionals in the field shaped new models for service delivery (Grosenick & Huntze, 1982; Woolf, 1990).

Cascade of Services

Services for students with exceptional needs have roots in early American education (Forness, 1981). However, it was not until the 1930s that students with disabilities began to emerge from the private sector (Doris, 1986) into institutions. These large state-funded institutions were charged with more than custodial care and began to teach students with disabilities the skills needed for them to be independent and successful. It was not until the political era of John F. Kennedy that education, especially special education, began the long climb for a free and appropriate education. Eventually, the Education for All Handicapped Children's Act of 1975 was passed to allow all students access to an education that best meets his/her individual needs. Within the parameters of this law, the LRE component played a significant role in the development of program service models across the country. The IDEA amendments reauthorized in 1997 are consistent with the original legislation enacted in 1975 and continue to support a full continuum of service model.

Least Restrictive Environment

As a response to federal initiatives and dissatisfaction with then-current service delivery models, Deno (1970, 1978) introduced the Cascade System of Educational Services. This system is designed on a

continuum that flows from least restrictive (e.g., for students who require minimal support to be successful in the general education classroom) to the most restrictive option (e.g., for students who require intensive treatment through hospital or residential services to be successful). The continuum was designed to match each individual student's needs (e.g., academic, social, behavioral) with an instructional support structure that maximizes both educational benefit and contact with nondisabled peers. This model provides that the student be placed in a regular education setting and then, if necessary, moved to more restrictive settings along a predetermined continuum of service.

In the original Deno model, seven alternate placements were available for student support. Items in this cascade, from the least intrusive to the most restrictive, include (a) regular class placement, with or without extra educational support; (b) regular class placement with supplementary instructional services; (c) part-time placement in a special class; (d) full-time placement in a special class; (e) special schools; (f) homebound instruction; and (g) hospital or residential care facilities. This continuum of service is still identifiable and serves as a useful model.

In designing educational placements for exceptional students it may be useful to define them as "schools within schools" (Sage & Burrello, 1986). Each level of placement or service offers a specialized level of structure and instruction designed to meet the individual needs of the student with E/BD. Smith (1997) states that educators in the field of behavioral disorders should intensify efforts to ensure that a continuum of services remains available to students with E/BD while simultaneously reviewing the alternate placement options being created outside of the special education structure.

Educational Settings Common to Students With E/BD

Implications related to Public Law 94-142 and the recent reauthorization of the IDEA amendments of 1997, indicate that educating students in the least restrictive environment needs to be considered when planning program models for students with disabilities (Peterson, Zabel, Smith, & White, 1983). The United States Office of Education (1996) denoted the number of students per educational level, according to the cascade of services model. The six educational placements listed in the Eighteenth Annual Report to Congress were (a) regular education class; (b) resource room; (c) separate class; (d) separate school; (e) residential facility; and (f) homebound/hospital instruction. The two most common

classroom settings, resource and separate classes, serve 61.1% of the student population with E/BD. Regular education settings are the third most common placement and serve 20.5%.

Resource setting. The goal of placement in a resource room option is to remediate behavioral, social, and academic problems that restrict opportunities for student success within a regular class setting (Glomb & Morgan, 1991). The resource room placement option provides varying amounts of time spent between regular educational environments and/or self-contained class/settings. Another advantage is that the student is allowed to focus on skill-specific academic development and emotional/ behavioral skill deficits.

Self-contained setting. Full-time special class placement is an educational environment placement option in which the student's academic, behavioral, and social needs are met in a class separate from typical learners (Gallagher, 1988; Schneider & Byrne, 1984). Traditionally, instruction is provided in the areas of academic, social, and behavioral control (e.g., social skills instruction, anger management) and occurs with 6 to 10 other students with E/BD. This setting is meant to give an intense level of environmental structure and assistance to students by specially trained professional and paraprofessional personnel (Bullock, 1992b) while allowing students the

ability to move into least restrictive settings as determined by individual student need.

Residential treatment center (RTC). Alternate living arrangements may be necessary for a small percentage of students with E/BD (Muscott & Bond, 1986; Noel, 1982). These students may exhibit a need for intensive behavioral intervention (e.g., aggression, depression) or require other services not currently available in the natural household or school setting (e.g., medication stabilization). Residential placements may include public and/or private institutions or group home settings (Seip & McCoy, 1982) that meet individual student academic, social, and behavioral needs on a 24-hour basis.

Hospital setting. Placement for children and youth in immediate psychiatric crisis may be an option for educational services on a short-term basis. Short-term placement, from a few days to several months, provides psychological support and structure for students who are depressed, suicidal, or lack behavioral control.

Intervention Techniques

Methodologies for behavior management are found throughout psychodynamic, behavioral, and ecological theories. Application and clarification of these techniques as utilized by the three dominant educational models are presented in this section.

Psychodynamic Techniques

Techniques used within the psychodynamic model focus on internal systems, developmental levels, inner perceptions, and the use of various therapies. Educational instruction with these methods aims toward increasing self-awareness, solving problems, and using coping mechanisms to manage behavior.

Group therapy. According to Luchins (1969) group therapy has been used in a variety of settings such as hospitals, residential treatment facilities, clinics, and private practices. Group therapy provides an opportunity to problem solve as well as an appropriate outlet for emotional stress (Heuchert, Morrisey, & Jackson, 1980; Kessler, 1988). Diamond and Allcorn (1987) stated that even though there are certain anxieties about participating in a group, an equilibrium can exist between group membership and self-identity that produces positive effects. In recent years, some public school programs also have offered modified group therapy programs as a related service.

Expressive therapies. Rizzo and Zabel (1988) listed several therapies that might be used in a psychodynamic setting. These techniques may include (a) art therapy (DeChiara, 1994; Thompson & Allan, 1985), (b) bibliotherapy (McCarty & Chalmers, 1997; Schultheis, 1973), (c) music therapy (Pratt, 1991), (d) play therapy (Axline, 1964), (e)

writing therapy (Anderson, 1991; Bishop, 1991), and (f) movement therapy (Boswell & Mentzer, 1995). Through the use of one or more of these therapies it is believed that a student can learn to express feelings and gain positive experiences through nonverbal, paraverbal, and verbal communication.

Humor decontamination. Managing student behavior in the classroom includes techniques designed to positively influence behavior through spontaneity of teacher responses (Emmer, 1994; Morse, 1980). Decontamination through humor is a technique that utilizes a funny comment or observation to help break up uncomfortable or potentially explosive situations (Carlson & Peterson, 1995).

Individual counseling. Assistance to students by therapeutic staff can be enhanced by participation in individual counseling (Cheney & Morse, 1972; Mayer, 1985) and may qualify as a related service under IDEA (Maag & Katsiyannis, 1996). Issues in problem identification and coping are addressed using student input and guidance from teaching, counseling, or psychological professionals. At one time this intervention technique was utilized almost exclusively in therapeutic hospital or residential treatment settings. Today there has been a wider acceptance of individual counseling, and it is delivered by certified public school personnel (e.g., counselors, special education

counselors, social workers) as part of a pull-out service in the schools (Maag & Katsiyannis, 1996).

Life Space Intervention. Changes in the last 3 decades have drastically changed the way teachers approach crisis situations with students (Long, 1990; Wood & Long, 1991). Life space intervention techniques are used to help students through immediate stressful situations and then process through a series of events to help change future situations (Morse, 1963; Redl, 1959). Life space intervention involves the use of two major areas: (a) emotional first aid and (b) clinical exploitation of life events. Emotional first aid is an on-the-spot intervention that consists of five strategies to help the student maintain self-control: (a) drain off frustration acidity; (b) support of the management of panic, fury, and guilt; (c) maintenance of communication in moments of relationship decay; (d) regulation of social and behavioral traffic; and (e) umpire services. Clinical exploitation of life events also has five major points: (a) reality rub-in, (b) symptom estrangement, (c) massaging of numb values, (d) new tools salesmanship, and (e) manipulation of the boundaries of self. Traditionally, these 10 techniques were consistently provided only to staff members at targeted residential treatment facilities or university-run programs. Today, however, certified national trainers are available to assist day treatment and school

district personnel in training and applying the techniques of life space intervention in the classroom (F. Fescer, personal communication, July 18, 1997).

Family therapy. Mayer (1985) and Long, Morse, and Newman (1980) focused on the nuclear family as a primary source of mental health. Intervention techniques to understand family dynamics include (a) probing, (b) observing, and (c) assisting or guiding family members in problem-solving processes (Cheney & Morse, 1972; Kessler, 1988; Mayer, 1985). Therapy may be provided either onsite at the psychiatric hospital or on an outpatient basis.

Crisis teachers. Crisis teachers are trained in the basics of behavior management as well as remediation of students with exceptional needs (Morse, 1980). These teachers, paraprofessionals, and administrators are staff members from other areas assigned to aid the student's regular teacher when a crisis arises.

Role-playing and sociodrama. These techniques are commonly used to re-enact social situations (Chesler & Fox, 1966; Raschke, Dedrick, & Takes, 1986) and to facilitate tension reduction through relaxation training (Jackson & Bynum, 1997) as a strategy to improve student success. Typically, students are given theoretical situations or problems that involve everyday circumstances. The students act out ways in which they would handle the situation.

Teachers and peers are available to provide immediate feedback and support to participants. Also, technology is playing an increasing important role in the classroom. Broom and White (1995) pointed out that videotaping students who are engaged in role-play situations can increase the effectiveness of the intervention by (a) incorporating self-assessment opportunities for students and (b) providing permanent product data for teachers and interventionists for future analysis.

Behavioral Techniques

Strategies based on behavioral principles are powerful vehicles for behavior change (Nelson & Polsgrove, 1984; Sprick, Sprick, & Garrison, 1993). Interventions focus on targeting a specific behavior, collecting baseline data, implementing the technique, and evaluating the results (Alberto & Troutman, 1995; Rutherford & Nelson, 1995).

Behavioral expectations. Outlining the acceptable limits of behavior provides teachers with a framework or point of reference for interpreting and assessing student conduct (Madsen, Becker, & Thomas, 1968; Petty, 1987). Most often behavioral delimiters are determined through the use of a set of classroom rules posted somewhere in the educational setting. Another method is to explain classroom expectations in conjunction with the posted rules (Sprick et al., 1993). Both verbal explanations from the teacher and

written, posted rules are proactive techniques for the successful management of student behavior.

Contingency contracts. Contingency contracts are valuable tools teachers that can use to teach or train new behaviors or decrease undesired behaviors (Homme & Tosti, 1972; Sprick et al., 1993). Specific behavioral expectations and their consequences are stated in a written document (Cipani, 1993) and are effective as a way to involve students in their own behavioral change process. Also included in the contingency contract are written statements or individual goals that denote specific rewards/reinforcements for completed contracts or negative consequences for the student's choice in not fulfilling the contract requirements (Rhode, Jenson, & Reavis, 1992). Contingency contracting allows flexibility and freedom in managing classroom behavior (Downing, 1990) and can be an excellent technique to integrate an opportunity for the student to plan and set individual behavioral goals (Ruth, 1996).

Token economy. Kayema (1980) and O'Leary and Drabman (1971) denoted that token economy systems consist of three major components: (a) specify the behavior to be reinforced, (b) tokens are contingent on emittance of desired behavior, and (c) back-up reinforcers are used to reinforce desired behavior. Stover (1994) found that token economy procedures

are useful as a method to increase desirable behavior (e.g., keeping the student on-task) as well as to decrease unacceptable behaviors (e.g., calling out without permission) in the classroom. Consistent use of this system can both enhance the classroom climate and improve instructional control.

Premack Principle. The implementation and adaptation of the Premack Principle has been an effective technique in managing behavior as well as planning and implementing instruction. Premack (1959) observed that a response of higher probability can be used to reinforce a response of lower probability. This principle is sometimes referred to as Grandma's Rule (Alberto & Troutman, 1995; Hallahan & Kauffman, 1997).

Time-out. Time-out has been a widely applied strategy in dealing with the behaviors of children and youth with E/BD (CCBD, 1990). Three types of time-out exist as options for behavioral control: (a) nonseclusionary (e.g., student is removed from activity but is still in proximity to the activity; Alberto & Troutman, 1995), (b) exclusionary (e.g., the student cannot observe others; Burchard & Barrera, 1972), and (c) seclusionary (e.g., a complete removal from the reinforcing classroom area; Cooper, Heron, & Heward, 1987; Nelson & Rutherford, 1983). The time-out technique that is used as an intervention must be a part of a total

behavioral program, and teachers should intentionally create "time rich" instructional environments that motivate students to be involved (Olmi, Sevier, & Nastasi, 1997). Thus, when time-out must be used, the student is truly removed from positive reinforcement.

Punishment continuum. Behavior-reduction strategies (e.g., differential reinforcement, time-out, response-cost, aversives) fall along a punishment continuum (Alberto & Troutman, 1995; Burchard & Barrera, 1972; CCBD, 1990). These techniques are systematically applied to remove undesirable, aggressive, or self-injurious behaviors. Although punishment techniques are the most controversial of the behavioral model, they provide options for treatment of students who are severely disruptive or are considered by professionals as a danger to self or others.

Systematic recording procedures. Monitoring student progress is essential if reliable data are to be obtained (Geik, 1992). A number of techniques are used to observe and record behavior (e.g., Cooper et al., 1987), and data gathered from these techniques are used to make decisions about treatment and interventions (Rutherford & Nelson, 1995). The most commonly used methods for recording behaviors are (a) event recording, (b) duration recording, (c) latency recording, and (d) interval recording (e.g., Ysseldyke & Algozzine, 1995). Interval recording has also

proven to be useful in gathering information in the classroom (Alberto & Troutman, 1995).

Reinforcement techniques. Reinforcement may be intrinsic or extrinsic and use various types of reinforcers (e.g., primary, secondary, conditioned, unconditioned) to increase or decrease behavior (Downing et al., 1991). Reinforcement techniques are a staple of classrooms for students with E/BD with challenging behaviors (Ysseldyke & Algozzine, 1995).

Ecological Techniques

Ecological interventions utilize a variety of techniques for educational settings. In the ecological model, behavior management programs and techniques focus on specific behaviors as a result of the relationship between the elements of the individual and his/her environment (Evans et al., 1989; Hendrickson, Gable, & Shores, 1987). As a result, a therapeutic community of some degree is found in most ecologically-based settings.

"Rap" groups. Discussion or "rap" groups are also part of the intervention continuum and are used to facilitate competence, confidence, self-esteem, communication skills, and awareness in the student (Hobbs, 1966). This type of intervention may involve the family and is designed to improve interpersonal and problem-solving skills in the student (Rockwell & Guetzloe, 1996). Positive features of

this strategy include (a) active individual participation and group involvement, (b) limited time frames, and (c) allowances for many types of problems to be discussed (Kerr & Ragland, 1979).

Proximity control. Physical proximity of the teacher for behavioral control has been used across disciplines (Gunter & Denny, 1996; Jones, 1979; Minner & Prater, 1989). Proximity control is the movement of the teacher toward the student who is misbehaving (Ysseldyke & Algozzine, 1995). This movement disrupts the cycle of misbehavior so that the student can refocus on the intended learning. It is not uncommon for this technique to be used without verbal instructions, but verbal or physical prompts may also be used in conjunction to quell inappropriate behavior in students.

Group dynamics. Group dynamics play an important role in the ecological treatment process (Charles, 1989; Siegel, 1987). Participation in group discussions helps facilitate problem solving, increase moral reasoning processes, promote self-confidence, and give an overall feeling of personal satisfaction (Heuchert, Morrisey, & Jackson, 1980). One technique that utilizes group dynamics is the Positive Peer Culture Program (Vincent, Houlihan, & Mitchell, 1994).

Reality Therapy. Reality Therapy used as an intervention technique focuses on eclectic dimensions

including both psychodynamic and behavioral schools of thought. Reality Therapy places the consequences of behavior on the individual (Coats, 1991), but it also uses cognitive processes to uncover these perceptions (Oliva & Pawlas, 1997; Williams, 1988). This strategy, according to its founder, William Glasser (1965, 1969), stresses student responsibility and assists the student in establishing rules or guidelines to be successful. Consistent with this belief, teachers are not to accept excuses from students but are to be available to suggest alternatives. This is a cornerstone of Reality Therapy because once the child has made a commitment for behavior change, there is no excuse to back out.

Structured physical learning environment for student.

The principle of a structured classroom environment has its roots in the engineered classroom (Gunter & Denny, 1996; Hewett, 1968). Pimm (1967) and Hewett (1968) stated that structuring the physical learning environment is intended to meet the needs of the total child. Methodological and thoughtful planning of the physical environment (e.g., cubicles, individual and group work areas, class routines) allows for student movement within the educational setting and is set to encourage success in the student (Charles, 1989; Gallagher, 1988; Minner & Prater, 1989; Oliva & Pawlas, 1997).

Naturally occurring reinforcement. Ecological theory borrowed the principle of logical consequences from Dreikurs and Cassell (1972). This principle is founded in the belief that behavior is shaped by the actions of the student and the response that the student receives from the environment.

Student and parent empowerment. A multitude of sociocultural factors outside the classroom impact student success at school (Sontag, 1996). Mayer (1985) and Reed (1979) stressed that the most important people in the child's life are the parents and caregivers. Effective behavior change occurs when the family unit works together with the child to reinforce desirable conduct both at home and within the school environment.

Trust in student/teacher relationships. A major principle in the ecological perspective is that learning and teaching are greatly enhanced by gaining a mutual trust (Hobbs, 1966, 1978; Oliva & Pawlas, 1997). It is thought that by gaining the child's trust, teachers can influence students in a positive manner, thus alleviating many behavioral difficulties before they arise.

Summary

Psychodynamic, behavioral, and ecological perspectives are useful in the education of students with E/BD. Each perspective provides structure for the design and implementation of behavioral management programs through a

set of basic assumptions and hypotheses. It is through these three frameworks that avenues for individual success may be explored. Although none of the three theories is a prescription for behavioral success, each perspective contributes methodology in application and outlook concerning the administration of behavior management.

CHAPTER III

METHODOLOGY AND PROCEDURES

The purpose of this study was to delineate the differences between the types of behavioral management techniques used by teachers of students with emotional/behavioral disorders (E/BD). This study was guided by five research questions. These questions addressed the use of behavioral management techniques by teachers when grouped by (a) educational settings (i.e., self-contained, resource, residential treatment center, hospital), (b) in-school or off-campus settings, (c) the number of years teaching E/BD populations, (d) educational levels (i.e., elementary, middle, high school, multi-level), and (e) the highest degree earned. This section presents the (a) research questions, (b) instrument design, (c) subject selection methodology, (d) procedures for data collection, and (e) the techniques for data analysis.

Research Questions

Consistent with the review of literature, various behavior management interventions have been used consistently in educational settings for students with E/BD. The following research questions guided the study:

Question 1: When teachers of children and youth with E/BD are grouped by the educational setting in which they work (i.e., resource, self-contained, residential treatment center, hospital), are there significant differences in their use of behavioral, ecological, and psychodynamic classroom management techniques?

Question 2: When teachers of children and youth with E/BD are categorized as working in a school setting (e.g., resource, self-contained) or an off-campus setting (e.g., residential treatment, hospital), are there significant differences in their use of behavioral, ecological, and psychodynamic classroom management techniques?

Question 3: Are there significant differences in the use of the behavioral, ecological, and psychodynamic classroom management techniques among teachers who have varying years of experience teaching students with E/BD?

Question 4: When teachers of students with E/BD are grouped by the grade level taught, are there significant differences in their utilization of behavioral, ecological, and psychodynamic classroom management techniques?

Question 5: Are there significant differences in the use of behavioral, ecological, and psychodynamic classroom management techniques among teachers of students with E/BD who have differing levels of educational degrees (i.e., bachelor's, master's, specialist, and doctoral)?

Instrument Design

Survey research is an effective method for collecting research data (McNamara, 1994; Oyster, Hanten, & Llorens, 1987). This study used a questionnaire to obtain information about the types of behavior management techniques teachers currently use with students with E/BD.

Advantages and Disadvantages of Survey Research

There are several advantages and disadvantages to survey research. One advantage is that mailed questionnaires allow for a quick response over a short period of time. Also, this type of data collection has the potential for access to a larger number of respondents than do those that are hand delivered (Drew & Hardman, 1985). Finally, tabulation of survey test results is easy to complete (Oyster, et al., 1987). Some disadvantages of survey research also exist. Disadvantages may include (a) low response rates (Kerlinger, 1986; McNamara, 1994), (b) slow response rates, and, (c) costs in both time and money.

Behavior Management Survey (BMS)

The Behavior Management Survey (BMS) (Appendix A) was developed to determine the types of behavior management techniques used in various learning environments by teachers who work with students with E/BD. Disciplines consistent with the field of behavioral disorders were reviewed for the

development of the BMS instrument. Disciplines included in the literature review were (a) education, (b) special education, and (c) psychology. As a result of the literature review process, three educational perspectives used with students with EB/D emerged: (a) psychodynamic, (b) behavioral, and (c) ecological.

The BMS instrument consisted of 24 items derived from a review of applicable literature (Alberto & Troutman, 1995; Bullock & Zagar, 1980; Morse, 1980; Rhode, et al., 1992; Rhodes, 1974; Sprick, et al., 1993; Zagar, 1981). A list of behavioral management techniques compiled from the literature was categorized by the three theoretical educational perspectives that have been consistently used with students with E/BD. Eight items from each theoretical perspective were randomly chosen to represent each respective area (Appendix B), resulting in an instrument with 24 items.

Randomization

In order to reduce systematic bias in the results of the survey, Ferguson and Takane (1989) suggested that randomization of the survey's item placement through a table of random numbers is desirable. Construction of the BMS included the use of a table of random numbers (Runyon & Haber, 1968) to assign item placement. This technique was

used to minimize any personal or subjective interference during the construction of the instrument.

Scaling Technique

Scales use symbols or numerals as a means of indicating an individual's possession of a behavior or skill (Kerlinger, 1986). The BMS uses a 7-point numerical scale ranging from never uses (1) to always uses (7) in order to differentiate teacher responses. Summative scales, such as that used in the BMS, enable the scores of items to be summed and averaged to yield individual or group scores, which may then be used for further statistical analyses (Kerlinger, 1986).

Validity

Establishing content validity was necessary to determine whether or not the instrument measured what it purported to measure (Kerlinger, 1986). The content validity of the BMS was confirmed through the expert panel process (Brink & Wood, 1988). This process included a panel of five professionals in the field of special education, teacher education, behavior management, and research. A list of panel members is found in Appendix C. Panel members were initially contacted by telephone. Upon their acceptance, panel reviewers were sent a draft copy of the BMS and were asked to indicate relevancy, clarity, and utility of each of the 24 items. Each panel member

completed the BMS and returned the instrument with additional feedback. Revisions in the original survey included some minimal grammatical modifications and structural changes. Structural alterations provided for a more distinct visual format and helped to differentiate individual survey items from one another. A final copy of the BMS is found in Appendix A.

Reliability of the Behavior Management Survey (BMS)

Reliability refers to the internal consistency or stability of the instrument. Reliability for the BMS was determined statistically by using a Cronbach's alpha coefficient (Brink & Wood, 1988). This coefficient is preferred to measure internal consistency (Waltz, Strickland, & Lenz, 1984) and correlates each item with the remaining 23 items. The Statistical Package for the Social Sciences (SPSS-PC) (Norusis, 1990; SPSS, 1990) was used to calculate the Cronbach's alpha coefficient.

A pilot study was conducted to establish instrument reliability and to facilitate readability, clarity, and ease of administration (Drew & Hardman, 1985). The statistical analysis yielded a Cronbach's alpha of 0.8475, indicating the homogeneity of the instrument items. Additional credibility for this study was gained through a project description (Appendix E) that was included in the pilot study and distribution of the survey.

Subject Selection

Subjects were drawn from a population of teachers who currently work with students with E/BD. These teachers were current members of the Council for Children with Behavioral Disorders (CCBD), a division of the International Council for Exceptional Children (CEC). Teachers were identified through a computer search of CEC's database files using the descriptors of special education teacher and CCBD. All CEC members who were identified as being CCBD division members and special education teachers were determined to be eligible for this study. A randomly selected group of 1,200 teachers was sent a letter inviting their participation (Appendix D), a study description (Appendix E), a pre-survey demographic form (Appendix F), and a postage-paid, self-addressed envelope. Respondents who returned a completed pre-survey form, who gave affirmative responses of their willingness to participate, and who identified themselves as teachers were placed on a list for possible selection. Study participants were then identified through a stratified random sampling procedure (McNamara, 1994), using a table of random numbers to ensure adequate representation from each educational setting.

Data Collection

Data were collected during April and May 1997. Each participant received a cover letter (Appendix G), the BMS

instrument, a study description, and a self-addressed, stamped return envelope. Participants were asked to respond within 2 weeks of receiving the survey. Each survey was coded to assure confidentiality yet provide a means to determine specific participant returns in the event that a followup contact was necessary. In late April, participants who had not returned the BMS were identified. Recipients of the second mailing received a cover letter (Appendix H), the BMS, and a self-addressed, stamped return envelope. The followup cover letter again requested that participants respond within two weeks of receiving the survey. All responses received by the researcher were returned via the pre-addressed, stamped envelopes provided with the BMS forms.

Data Analysis

The goal of this research study was to identify the types of behavior management techniques that teachers use across educational settings. The analysis involved a two stage process consisting of (a) descriptive statistical analyses, and (b) use of a series of one-way analysis of variance (ANOVA) to test the proposed research questions.

Descriptive Analyses

The first stage of the study provided demographic information of the respondents. Statistics include both

frequencies and percentages and are presented in tabular format.

Analysis of Variance

In the second stage, one-way analysis of variance (ANOVA) was used to test the research questions. ANOVA is a statistical technique that compares differences between means of two or more groups (Hinkle, Wiersma, & Jurs, 1988; Kirk, 1982; Norusis, 1990). When a significant F ratio was identified, a Scheffe post hoc analysis was conducted to determine where the differences existed.

CHAPTER IV

RESULTS

The results of statistical analyses of the data collected from teachers of students with emotional/behavioral disorders (E/BD) are presented in this chapter. Data for this study were collected via a 24 item survey mailed to randomly selected teachers of students with E/BD. The purpose of this research project was to identify the types of behavioral management techniques currently being used by teachers of students with E/BD.

Data Collection Methodology

Subjects for this research project were drawn from a population of teachers who currently work with students with E/BD. These teachers were current members of the Council for Children with Behavioral Disorders (CCBD), a division of the International Council for Exceptional Children (CEC). Teachers were identified through a computer search of CEC's database files using the descriptors of special education teacher and CCBD. All CEC members who were identified as being CCBD division members and special education teachers were determined to be eligible for this study. A randomly selected group of 1,200 teachers was sent a letter inviting

their participation (Appendix D), a study description (Appendix E), a pre-survey demographic form (Appendix F), and a postage-paid, self-addressed envelope. Respondents who returned a completed pre-survey form, who gave affirmative responses of their willingness to participate, and who identified themselves as teachers were placed on a list for possible selection. Study participants were then identified through a stratified random sampling procedure (McNamara, 1994), using a table of random numbers to ensure adequate representation from each educational setting.

During April 1997, the Behavior Management Survey (BMS) was mailed to 404 teachers. Each participant received a cover letter (Appendix G), the BMS instrument, a study description, and a self-addressed, stamped return envelope. Participants were asked to respond within 2 weeks of receiving the survey. Each survey was coded to assure confidentiality yet provide a means to determine specific participant returns in the event that a followup contact was necessary. By late April, 58.4% ($n=236$) of the 404 teachers had replied, and participants who had not returned the BMS were identified. A followup mailing was conducted in May 1997. Recipients of the second mailing received a cover letter (Appendix H), the BMS, and a self-addressed, stamped return envelope. The followup cover letter again requested that participants respond within 2 weeks of receiving the

survey. As a result of the initial and followup mailings, a total of 348 instruments was received by the researcher, yielding a return rate of 86.1%. All responses received by the researcher were returned via the preaddressed, stamped envelopes provided with the BMS forms.

Demographic Information of Respondents

Study participants were asked to respond to each of the demographic items included on the first page of the BMS instrument (Appendix A), by selecting the item from each group that best represented them. Demographic items included: (a) age, (b) gender, (c) educational degree, (d) years of experience teaching students who have emotional/behavioral disorders, (e) grade level taught, and (f) educational setting. Descriptive statistics of the demographic information provided by participants of this study are described in this section.

As shown in Table 1, most of the teachers responding to the survey were 31 to 40 years of age (41.7%), were female (87.6%), and had earned a master's degree (71.3%). In fact, 77.6% ($n=270$) of the participants had earned a degree beyond the bachelor's degree. Eight of the respondents failed to indicate their gender; however, all other items on the BMS instrument were completed, so these surveys were not excluded.

Table 1

Participants' Age, Gender, and Educational Degree

<u>Variables</u>	<u>Frequency</u>	<u>Percent</u>
<u>Age</u>		
20-30 years	57	16.4
31-40 years	145	41.7
41-50 years	99	28.4
51-60 years	42	12.1
60 and over	5	1.4
Totals	<u>348</u>	<u>100.0</u>
<u>Gender</u>		
Male	37	10.6
Female	303	87.1
Missing	8	2.3
Totals	<u>348</u>	<u>100.0</u>
<u>Degree</u>		
Bachelor's	78	22.4
Master's	248	71.3
Specialist	15	4.3
Doctorate	7	2.0
Totals	<u>348</u>	<u>100.0</u>

As the data in Table 2 reveal, when categorized by the number of years of experience teaching students with E/BD, the largest group of respondents reported having taught 10 or more years. Additionally, participants were asked to identify the grade level and setting of their current teaching assignment. A majority of the teachers (n=173) indicated that their current teaching environment was a self-contained classroom, while a combined grade level (6 - 12) was the most frequently reported grade level being taught. Three respondents marked other for the grade level

being taught. Two reported teaching "grades K through 12", while the third wrote, "In our school district middle school is 5-8."

Table 2

Years of Experience Teaching Students With E/BD, Grade Level, and Educational Setting

<u>Variables</u>	<u>Frequency</u>	<u>Percent</u>
<u>E/BD teaching experience</u>		
Less than 1 year	5	1.4
1-3 years	61	17.5
4-6 years	73	21.0
7-9 years	70	20.1
10 or more years	139	40.0
Totals	348	100.0
<u>Grade level</u>		
Elementary (K-5)	94	27.0
Middle school (6-8)	64	18.4
High school (9-12)	64	18.4
Combined grades (6-12)	123	35.3
Other	3	0.9
Totals	348	100.0
<u>Educational setting</u>		
Resource	96	27.6
Self-contained	173	49.7
Residential treatment center	47	13.5
Hospital	32	9.2
Other	0	0.0
Totals	348	100.0

Analysis of the Data

Participants completing the BMS were instructed to read each of the 24 items carefully before rating each technique along a Likert continuum ranging from 1 to 7. A rating of 1 indicated that the behavioral management technique was never

used in the teacher's educational setting, whereas a rating of 7 indicated that the technique was always used. The 24 items on the instrument, ranked by mean score, and respective frequencies are presented in Table 3.

Table 3

Rank Order by Mean of BMS Survey Items and Corresponding Frequencies

Behavioral Management Technique	Item	Instrument							Mean
		Never	1	2	3	4	5	Always	
Establishes clear behavioral expectations	1	2	0	2	1	11	45	287	6.74
Uses a variety of reinforcement techniques	13	2	0	6	4	15	24	297	6.71
Encourages trust in student/teacher relationships	23	2	0	4	4	16	67	255	6.60
Uses proximity control	5	1	4	0	12	24	83	224	6.45
Structures physical learning environment for students	12	3	3	6	8	35	67	226	6.37
Uses naturally occurring reinforcement	15	1	1	8	21	50	78	189	6.18
Uses Premack Principle	24	7	8	10	20	36	77	190	6.05
Provides daily routine/structure	10	12	12	9	20	24	67	204	6.01
Uses humor decontamination	7	5	10	17	42	73	100	101	5.51
Uses individual counseling	16	14	23	15	36	63	75	122	5.37

(tables continues)

Behavioral Management Technique	Item	Instrument							Mean
		Never					Always		
		1	2	3	4	5	6	7	
Uses time-out	20	15	32	19	38	65	57	122	5.20
Uses a punishment continuum	8	7	33	31	49	61	64	103	5.09
Designs/implements a token economy	14	60	19	19	26	26	44	154	4.97
Uses Life Space Intervention	17	30	32	19	33	73	94	67	4.83
Uses systematic recording procedures	9	21	39	39	51	43	55	100	4.78
Uses principles of Reality Therapy	11	32	23	21	56	87	69	60	4.70
Designs/implements contingency contracts	4	34	28	24	60	68	70	64	4.62
Provides group therapy	2	23	44	36	51	63	57	74	4.60
Involves students in group "rap" sessions	6	32	42	40	55	58	54	67	4.42
Empowers student and parents in student management plans	18	46	47	41	47	55	74	38	4.13
Uses expressive therapies	3	66	74	46	44	47	43	28	3.50
Provides opportunities for role-playings, socio-drama	22	69	63	47	71	43	30	25	3.41
Uses crisis teachers to help in difficult situations	21	140	32	25	24	30	35	62	3.37
Uses family therapy	19	201	53	27	21	13	8	25	2.18

Based upon their responses, three scores were calculated for each subject. One score was determined for each of the three theoretical models: psychodynamic, behavioral, and ecological. Each score represented a

summation of the participant's responses to the eight items that were categorized as falling under a particular theoretical model (Appendix B). The highest possible score for any of the three scores was 56, whereas the lowest possible was 8.

Five research questions were developed and analyzed using one-way analysis of variance. Prior to the completion of these analyses, a level of significance of .05 was set for all tests. When a statistical test yielded a meaningful F-ratio, a Scheffé post hoc analysis was conducted to determine which groups differed significantly. The level of significance for these tests was also set at .05. The Scheffé procedure was chosen because of its conservative nature and its ability to handle multiple pair-wise comparisons and unequal sample sizes (Kirk, 1982).

Research Question 1

When teachers of children and youth with E/BD are grouped by the educational setting in which they work (i.e., resource, self-contained, residential treatment center, hospital), are there differences in their use of behavioral, ecological, and psychodynamic classroom management techniques?

Statistical analysis. One-way analysis of variance (ANOVA) was used to determine whether the teachers, when categorized by these four educational settings, differed

significantly in their perceived use of the psychodynamic, behavioral, and ecological techniques. The ANOVA procedures yielded statistically significant F-ratios for the psychodynamic and behavioral techniques. Table 4 presents the group means by educational setting for the differing behavioral management techniques and the significance of the F-ratios.

Table 4
Utilization of Behavioral Management Techniques by Educational Setting

	<u>Educational setting</u>				<u>p</u>
	<u>Resource</u> (<u>n=96</u>)	<u>Self-Contained</u> (<u>n=173</u>)	<u>Residential</u> (<u>n=47</u>)	<u>Hospital</u> (<u>n=32</u>)	
<u>Techniques</u>	<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	
Psychodynamic	29.96	33.20	32.85	38.53	.000*
Behavioral	41.78	46.31	40.57	45.00	.000*
Ecological	43.78	45.52	43.77	46.03	.059

*denotes meaningful significance at .05 level.

To determine which groups differed in their perceived use of the psychodynamic and behavioral techniques, Scheffé post hoc analyses were conducted. The results of these tests are shown in Table 5.

Table 5
Differences in Utilization of Psychodynamic and Behavioral
 Techniques by Educational Setting

<u>Educational setting</u>				
<u>Self-</u>				
<u>Resource contained Residential Hospital</u>				
<u>Psychodynamic techniques</u>				
Resource		*		*
Self-contained				*
Residential				*
Hospital				
<u>Behavioral techniques</u>				
Resource		*		
Self-contained			*	
Residential				*
Hospital				

*denotes significant difference at .05 level.

When analyzing the scores for the psychodynamic techniques, the Scheffé analysis indicated that the responses given by teachers working in hospital settings were significantly different from those given by teachers in all three of the other educational settings. A comparison of the group means showed that respondents teaching in hospitals reported more frequent use of the psychodynamic classroom management techniques. This post hoc test also revealed that the responses from participants teaching in resource rooms varied significantly from those provided by teachers working in self-contained classrooms, with the latter group reporting more frequent use of the psychodynamic techniques.

The second post hoc test was run to determine which groups differed in their perceived use of the behavioral techniques. Significant differences were found to exist between the responses given by participants who taught in self-contained classrooms and resource rooms, self-contained classrooms and residential settings, and residential settings and hospitals. Examination of the group means showed that teachers in self-contained classrooms reported greater use of these techniques than teachers working in resource rooms or residential settings, whereas teachers in hospital settings indicated a more frequent use of the behavioral techniques than did their counterparts teaching in residential settings.

Research Question 2

When teachers of children and youth with E/BD are categorized as working in a school setting (e.g., resource, self-contained) or an off-campus setting (e.g., residential treatment, hospital), are there significant differences in their use of behavioral, ecological, and psychodynamic classroom management techniques?

Statistical analysis. One-way analysis of variance (ANOVA) was used to determine whether the teachers, when categorized as working in school settings or off-campus settings, varied in their perceived use of the

management techniques among teachers who have varying years of experience teaching students with E/BD?

Statistical Analysis. One-way analysis of variance (ANOVA) was used to determine whether there was a difference in the reported use of the classroom management techniques among teachers when categorized by years of experience teaching students with E/BD. Due to the small number of teachers with less than 1 year of experience ($n=5$), this group was excluded from the analyses. As shown in Table 7, the F-ratio for the psychodynamic techniques was determined to be statistically significant.

Table 7

Behavioral Management Techniques by Years of E/BD Teaching Experience

	<u>Years of experience teaching students with E/BD</u>				<u>p</u>
	<u>1-3 years</u> (<u>n=61</u>)	<u>4-6 years</u> (<u>n=73</u>)	<u>7-9 years</u> (<u>n=70</u>)	<u>10 or more years</u> (<u>n=139</u>)	
<u>Techniques</u>	<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	
Psychodynamic	31.74	33.41	29.96	34.39	.002*
Behavioral	44.69	44.88	44.47	43.38	.366
Ecological	43.92	44.68	44.07	45.72	.150

*denotes significant difference at .05 level.

To determine which groups differed in their perceived use of these techniques, a post hoc analysis was conducted. The Scheffé procedure indicated only one significant

psychodynamic, behavioral, and ecological techniques. The F-ratios yielded by these analyses of variance showed that there were significant differences between the two groups in the reported use of the psychodynamic and behavioral techniques. Table 6 presents by in-school and off-campus setting the group means for the differing behavioral management techniques and the significance of the F-ratios. Because there were only two groups, post hoc analyses were not needed. In both instances in which significant differences existed, teachers working off-campus reported less frequent use of the behavioral management techniques.

Table 6

Utilization of Behavioral Management Techniques by In-school or Off-campus Setting

	<u>Educational setting</u>		<u>p</u>
	<u>In-school</u> (<u>n</u> =269)	<u>Off-campus</u> (<u>n</u> =79)	
<u>Techniques</u>	<u>Mean</u>	<u>Mean</u>	
Psychodynamic	44.91	41.63	.003*
Behavioral	44.94	44.54	.007*
Ecological	32.21	34.57	.786

*denotes statistical significance at .05 level.

Research Question 3

Are there significant differences in the use of the behavioral, ecological, and psychodynamic classroom

difference among the groups, and it existed between teachers having 7 to 9 years of E/BD experience compared to those having 10 or more years of E/BD teaching experience. Although the statistical analyses did indicate one significant difference, what is more interesting in this case is the lack of differences. Essentially, when grouped by years of experience teaching students with E/BD, there were no differences in their reported use of the behavioral management techniques.

Research Question 4

When teachers of students with E/BD are grouped by the grade level taught, are there significant differences in their utilization of behavioral, ecological, and psychodynamic classroom management techniques?

Statistical Analysis. One-way analysis of variance (ANOVA) was used to determine whether there was a difference in the reported use of the psychodynamic, behavioral, and ecological behavioral management techniques among teachers when categorized by the educational level currently taught. For the analyses, the responses of the 3 teachers who marked other as the grade level they currently taught were grouped with other categories. The responses from the 2 teachers who indicated K-12 assignments were included in the combined grades category and the responses from the teacher who

taught grades 5 to 8 were included with the middle school category. A significant F-ratio was determined for the behavioral techniques. Table 8 presents by grade level the group means for the differing behavioral management techniques and the significance of the F-ratios.

Table 8

Behavioral Management Techniques by Grade level

	<u>Grade level</u>				<u>p</u>
	<u>Elementary</u> (<u>n=94</u>)	<u>Middle school</u> (<u>n=65</u>)	<u>High school</u> (<u>n=64</u>)	<u>Multi-level</u> (<u>n=125</u>)	
<u>Techniques</u>	<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	
Psychodynamic	32.72	31.22	32.22	33.84	.196
Behavioral	46.69	44.49	40.70	43.87	.000*
Ecological	45.48	45.12	44.20	44.57	.566

*denotes significant difference at .05 level.

To ascertain which groups differed in their perceived use of behavioral management techniques classified as part of the behavioral model, a post hoc analysis was conducted. At the .05 level, the Scheffé post hoc analysis indicated that there were differences among several groups (see Table 9).

Table 9

Differences in Utilization of Behavioral Techniques by
Grade Level

	<u>Grade level</u>			
	<u>Elementary</u>	<u>Middle school</u>	<u>High school</u>	<u>Multi-level</u>
<u>Behavioral techniques</u>				
Elementary			*	*
Middle school			*	
High school				*
Multi-level			*	

*denotes significant difference at .05 level.

Of the four groups, the responses from the high school teachers differed significantly from those given by the other groups of teachers. The group mean for the high school teachers was lower than the others, indicating less frequent utilization of the behavioral techniques. The post hoc analysis also indicated that there was a difference between teachers working with elementary grades compared to those working with multiple grade levels, with the elementary teachers reporting more frequent use of the behavioral techniques. Given the results of the statistical analyses and after examination of the group means, it appears that, as students age, their teachers are less inclined to employ the classroom management techniques associated with the behavioral model.

Research Question 5

Are there significant differences in the use of behavioral, ecological, and psychodynamic classroom management techniques among teachers of students with E/BD who have differing levels of educational degrees (i.e., bachelor's, master's, specialist, and doctoral)?

Statistical Analysis. One-way analysis of variance (ANOVA) was used to determine whether the teachers, when categorized by their highest educational degree attained, differed in their perceived use of the psychodynamic, behavioral, and ecological behavioral management techniques.

Due to the small size of the Specialist and Doctorate groups ($n=15$ and $n=7$ respectively), these two groups were combined.

At the 0.5 level, the F-ratios for both the behavioral and ecological techniques were determined to be statistically significant. Table 10 presents by educational degree the group means for the differing behavioral management techniques and the significance of the F-ratios. To determine which groups differed in their reported use of the behavioral and ecological techniques, post hoc analyses were conducted.

Table 10

Utilization of Behavioral Management Techniques by Degree

<u>Techniques</u>	<u>Degree</u>			<u>p</u>
	<u>Bachelor's</u> (<u>n=78</u>)	<u>Master's</u> (<u>n=248</u>)	<u>Post</u> <u>master's</u> (<u>n=22</u>)	
	<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	
Psychodynamic	31.12	33.08	34.82	.089
Behavioral	44.27	44.44	40.68	.044*
Ecological	42.90	45.37	45.95	.006*

*denotes significant difference at .05 level.

For the behavioral techniques, the Scheffé test indicated that a statistically significant difference existed between teachers holding a master's degree and those who had attained a specialist's degree or doctorate. Analysis of the reported use of the ecological behavioral management techniques revealed a difference between those teachers possessing a bachelor's degree and those having a master's degree. A summary of the post hoc tests is shown in Table 11.

These significant results point out two differing trends. Examination of the group means of the behavioral techniques, showed that the teachers holding the more advanced degrees reported less use of the techniques. In the case of the ecological techniques, however, the teachers

with the more advanced education reported a greater use of the techniques. Although no statistically significant differences were found among the groups in regard to their use of the psychodynamic techniques, examination of the group means suggests at a similar trend.

Table 11

Differences in Utilization of Psychodynamic and Behavioral Techniques by Degree

	<u>Degree</u>		
	<u>Bachelor's</u>	<u>Master's</u>	<u>Post master's</u>
<u>Behavioral techniques</u>			
Bachelor's			
Master's			
Post master's		*	
<u>Ecological techniques</u>			
Bachelor's			
Master's	*		
Post master's			

*denotes significant difference at .05 level.

Summary of the Data

This study sought to determine differences, if any, in the use of behavioral, ecological, and psychodynamic behavioral management techniques among teachers of students with E/BD. The research questions focused the data analyses on examining the utilization of these techniques when teachers are grouped by (a) differing educational settings,

(b) in-school or off-campus settings, (c) years of experience teaching E/BD populations, (d) grade level taught, and (e) highest educational degree attained. Data analyses yielded statistically significant results for all five of the research questions of this study.

CHAPTER V

SUMMARY, FINDINGS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter presents a summary of the purpose and procedures of this study, the results yielded from statistical analyses of the data, the implications of these findings, and recommendations for further research.

Summary

The objectives of this research project were to determine differences, if any, in the use of behavioral management techniques among teachers of students with emotional/behavioral disorders (E/BD) when grouped by (a) educational settings (i.e., self-contained, resource, residential treatment center, hospital), (b) in-school and off-campus settings, (c) the number of years experience teaching E/BD populations, (d) educational levels (i.e., elementary, middle, high school or multi-level settings), and (e) educational degree.

To collect data for the research project, the Behavior Management Survey (BMS) was developed (Appendix A). This instrument was comprised of 24 items and used a 7-point

numerical scale ranging from never uses (1) to always uses (7). The survey items were drawn from three theoretical educational perspectives that have been used consistently by teachers of students with E/BD. These perspectives were (a) psychodynamic, (b) behavioral, and (c) ecological. Eight items from each perspective were randomly chosen to represent each respective area (Appendix B).

The content validity of the BMS was confirmed through the use of a panel of experts. This panel consisted of five professionals in the field of special education, teacher education, behavior management, and research (Appendix C). Following the confirmation of the instrument's content validity, a pilot study was conducted to establish reliability. The statistical analysis of this data yielded a Cronbach's alpha of 0.8475, indicating the homogeneity of the instrument items.

After determining content validity and reliability, the BMS was mailed to a stratified random sample of special education professionals affiliated with the Council for Children with Behavioral Disorders (CCBD), a division of the International Council for Exceptional Children (CEC).

A total of 348 instruments was received by the researcher, yielding a return rate of 86.1%.

Most of the teachers responding to the survey were 31 to 40 years of age (41.7%), were female (87.6%), and had earned a master's degree (71.3%). In fact, 77.6% of the participants had earned a degree beyond the bachelor's degree. When categorized by the number of years of experience teaching students with E/BD, 40.0% of the respondents reported having taught 10 or more years. A majority of the teachers (49.7%) indicated that their current teaching environment was a self-contained classroom, while a combined grade level (6-12) was the most frequently reported grade level being taught (35.3%).

Findings

In response to the identified objectives of the study, five research questions were developed and used to provide direction for the study. Data analyses yielded statistically significant results for all five of the research questions of this study.

Research Question I

Using Research Question I as a guide, the researcher sought to determine whether there was a difference in behavioral management techniques used by teachers of children and youth with E/BD in differing educational settings (e.g., resource, self-contained, residential treatment, or hospital). The significant F-ratios yielded by the ANOVA procedures indicated that there were indeed meaningful differences in the teachers' reported use of the psychodynamic and behavioral techniques. No significant differences among the groups were found in the reported use of the ecological techniques.

A Scheffé post hoc analysis and examination of the group means indicated that teachers working in hospital settings reported greater use of the psychodynamic behavioral management techniques than did teachers in all three of the other educational settings. These data also indicated that participants teaching in resource rooms reported less use of the psychodynamic behavioral management techniques than did teachers working in self-contained classrooms.

The second post hoc test was run to determine which groups differed in their perceived use of the behavioral techniques. Significant differences were found to exist among participants who taught in self-contained classrooms and resource rooms, self-contained classrooms and residential settings, and residential settings and hospitals. Comparisons of group means showed that teachers in self-contained classrooms reported greater use of these techniques than did teachers working in resource rooms or residential settings while teachers in hospital settings indicated a more frequent use of the behavioral management techniques than did their counterparts working in residential settings.

Interestingly, in both cases in which statistically significant F -ratios existed, post hoc examinations of the data pointed toward more frequent use of the behavioral management techniques by instructors working in more restrictive environments. The psychodynamic techniques were reportedly used more frequently by teachers in self-contained classrooms as compared to their in-school counterparts teaching in resource rooms. The results for off-campus teachers coincided with the in-school teachers'

results, with the teachers working in hospitals utilizing these techniques more often than did respondents teaching in residential settings. This same pattern emerged when examining the data from the behavioral techniques.

Research Question 2

Based upon Research Question 2, the study was directed toward ascertaining whether use of behavioral management techniques by teachers of children and youth with E/BD varied by in-school (e.g., resource or self-contained) or off-campus (e.g., residential treatment or hospital) educational settings. Significant differences were identified between the two groups in the reported use of the psychodynamic and behavioral techniques. In both instances, group mean comparisons showed that teachers working on-campus reported greater use of the behavioral management techniques.

Research Question 3

Research Question 3 provided direction in seeking to establish differences, if any, in the types of behavior management techniques used among teachers when grouped by the total number of years teaching students with E/BD. When categorized accordingly, a statistically significant

difference existed among the groups in their reported use of the psychodynamic behavioral management techniques, with the most experienced teachers (10 or more years of experience) showing a greater utilization of those techniques than did their counterparts who had 7 to 9 years of experience.

Research Question 4

In accordance with Research Question 4, the researcher next sought to determine whether teachers of children and youth with E/BD utilized behavioral management techniques differently in elementary, middle, high school, and multi-level educational settings. Analyses found no significant differences in the reported use of psychodynamic and ecological techniques, but a meaningful F-ratio was produced when the behavioral scores were analyzed.

Of the four groups, the high school teachers responding to the survey reported less use of the behavioral classroom management techniques than did teachers working with each of the three other grade levels. A significant difference also existed between teachers working with elementary grades compared to multiple grade

levels, with the elementary teachers reporting more frequent use of the behavioral techniques.

Research Question 5

Lastly, the research was focused upon discerning whether there were differences among the educational levels of the teachers participating in the study (i.e., bachelor's, master's, specialist, doctoral) and the types of behavioral management techniques used. ANOVA procedures yielded notable differences in the reported use of behavioral and ecological techniques.

A statistical difference existed between teachers holding a master's degree and those who had attained a specialist's degree or doctorate, with the teachers holding the more advanced degrees reporting less use of the behavioral techniques. Analyzing the reported use of the ecological behavioral management techniques revealed a significant difference between those teachers possessing a bachelor's degree and those having a master's degree. In this case, the teachers with the more advanced education reported greater use of the techniques.

Implications

Findings from this study could affect three areas of teacher education in the area of E/BD: (a) preservice teacher training, (b) inservice education, and (c) assessment.

Preservice Teacher Training

On a daily basis, teachers of students with E/BD are faced with situational challenges involving student behavior. For these teachers successfully to aid students with these intense needs, they must have a broad base of knowledge about educational models and their role in the educational process. According to the findings in this study, teachers are using behavioral management techniques from a variety of educational models. It is necessary that the teachers of tomorrow be familiar with a host of educational models and be able to use a variety of behavioral management techniques from those models.

In addition, insights gained from studying the rank order of the grand means of each of the 24 behavioral management techniques could be useful. This information could provide teacher educators with an additional indicator of what techniques are consistently being used,

or not used, and it could be beneficial in compiling the skill deficiency areas of those individuals who are seeking to become teachers of students with E/BD.

Another possible implication of this study could arise from the indication of significant differences in the reported use of behavioral management techniques across educational settings. Information gleaned from this study suggests that teachers who are working in more restrictive environments such as self-contained classrooms on-campus and hospitals off-campus utilize behavioral management techniques differently from their counterparts in resource rooms and residential settings. As educators grapple with the concept of inclusion of all students in single-setting classrooms, all teacher educators must recognize this disparity and be prepared to address the potential need for greater behavioral management training in their curricula.

Inservice Training

Inservice education can be seen as an important vehicle for impacting teacher change (Maeroff, 1993). In special education, inservice training has focused on techniques that are both generic and specific to areas of disability. Results of this study indicate that the

training needs of teachers who work with students with E/BD may vary, depending upon the environments in which they teach and their differing educational and professional experiences.

Teachers in self-contained classrooms use behavioral management techniques differently from teachers who are involved with students in resource rooms or in separate campus facilities. This differing use of behavioral management techniques across educational settings could be indicative of varying inservice needs. Again, this could be especially true when considered in conjunction with the movement to place include all students in single-setting classrooms. Many teachers--special educators and general educators alike--may find themselves in dire need of expanding their repertoire of behavioral interventions if they are to cope with the needs of students with E/BD.

In addition, high school teachers in this study differed from all other groups in their reported use of the classroom management techniques classified as part of the behavioral model. This strongly suggests that an emphasis must be placed on the students' ages and developmental

needs when developing inservice programs encompassing behavioral strategies for teachers.

Lastly, this research project produced results implying that teachers with varying educational and professional experiences differ in their utilization of classroom management techniques. The participants of this study having the most experience teaching E/BD populations (10 or more years) reported more frequent use of the psychodynamic techniques than did teachers with 7 to 9 years of experience. In addition, teachers possessing master's degrees used the behavioral techniques more often than teachers with more advanced degrees and more frequently employed the ecological techniques than did teachers who had earned bachelor's degrees. The varying educational and professional experiences of the respondents and the differences reported in their utilization of the behavioral management techniques serve to reinforce the need to include a broad scope of techniques when conducting inservice programs targeting classroom management techniques.

Assessment

The Behavior Management Survey (BMS) was developed to assess the types of behavioral management techniques that are used by classroom teachers who work with students with E/BD. This survey has used a multimodel approach, incorporating techniques used in three educational models or theoretical underpinnings (i.e., psychodynamic, behavioral, ecological). Although these three models are neither new nor all-inclusive in the field of special education, this instrument offers researchers and practitioners a single mechanism that can be used to investigate the utilization of techniques from these three models.

Recommendations

Based upon this study, recommendations for further research can be made. Expanding or replicating this study to include the populations of both general and special education teachers and their perceptions of the types of behavioral management techniques currently being used with students with E/BD could give further insight. It would also be interesting to ascertain if whether, globally,

educators are generalizing such techniques across educational settings.

APPENDIX A
BEHAVIOR MANAGEMENT SURVEY (BMS)

BEHAVIOR MANAGEMENT SURVEY (BMS)

I. Demographic Information

Name: (optional) _____

Best Mailing Address: (optional) _____

City/State/Zip: (optional) _____

Job Title: _____

Directions: Please check one item from each numbered group that best represents you.

Age group:

- _____ (1) 20 – 30
- _____ (2) 31 – 40
- _____ (3) 41 – 50
- _____ (4) 51 – 60
- _____ (5) 61 or older

Gender:

- _____ (6) Female
- _____ (7) Male

Highest degree held:

- _____ (8) Bachelor's
- _____ (9) Master's
- _____ (10) Specialist
- _____ (11) Doctorate

Number of years teaching experience with students who have emotional/behavioral disorders:

- _____ (12) Less than 1 year
- _____ (13) 1 – 3 years
- _____ (14) 4 – 6 years
- _____ (15) 7 – 9 years
- _____ (16) 10 or more years

Current grade level taught:

- _____ (17) Elementary (K – 5)
- _____ (18) Middle School (6 – 8)
- _____ (19) High School (9 – 12)
- _____ (20) Combined grades (6 – 12)
- _____ (21) Other: _____

Educational setting in which you currently teach:

- _____ (22) Resource
- _____ (23) Self-contained
- _____ (24) Residential Treatment Center (long term)
- _____ (25) Hospital (short term)
- _____ (26) Other: _____

II. Classroom Management Information

Directions: Listed below are 24 management techniques that teachers frequently use in educational settings. Each technique is followed by a clarifying statement and a rating scale. You should carefully read each management technique and the clarifying statement following it and THEN use the rating scale to indicate how often you use the technique. The extreme left "Never Use" means that you do not incorporate this technique into your management plan; the extreme right "Always Use" means that this technique is regularly/consistently used as a part of your management plan. YOU SHOULD DECIDE HOW FREQUENTLY YOU USE EACH TECHNIQUE AND CIRCLE THE NUMBER ALONG THE CONTINUUM WHICH BEST REPRESENTS HOW FREQUENTLY YOU USE THE TECHNIQUE.

1. Establishes clear behavioral expectations

Behavioral expectations are described as setting limits for acceptable student behavior

Never Use						Always Use
1	2	3	4	5	6	7

2. Provides group therapy

Group therapy is based on a relationship between the teacher and a group of students as part of a structured teacher-directed verbal exchange in which school or social problems are discussed.

Never Use						Always Use
1	2	3	4	5	6	7

3. Uses expressive therapies

Expressive therapies are creative activities that encourage social or emotional expression through art, music, and play.

Never Use						Always Use
1	2	3	4	5	6	7

4. Designs/implements contingency contracts

A contingency contract states a specific behavioral expectation, consequence, and reward in a written document for a student.

Never Use						Always Use
1	2	3	4	5	6	7

5. Uses proximity control

Proximity control uses body language and the physical proximity of the teacher to the student as a technique to modify student behavior.

Never Use						Always Use
1	2	3	4	5	6	7

6. Involves students in group "rap" sessions

Rap sessions are meetings led by staff or peers that focus on individual student and/or group concerns.

Never Use						Always Use
1	2	3	4	5	6	7

7. Uses humor decontamination

Humor decontamination uses humorous statements to diffuse tense or anxious situations.

Never Use						Always Use
1	2	3	4	5	6	7

8. Uses a punishment continuum

A punishment continuum is a series of techniques designed to decrease inappropriate behavior. Techniques include extinction, time-out, or controlled aversives.

Never Use						Always Use
1	2	3	4	5	6	7

9. Uses systematic recording procedures

Systematic recording procedures are methods of data collection (e.g., frequency recording, duration recording) used to document student behavior. These procedures denote how often or how long a target behavior occurs.

Never Use						Always Use
1	2	3	4	5	6	7

10. Provides daily routine/structure

Routine/structure incorporates social, school, and home environments into predictable daily occurrences to minimize student disruptions and stress.

Never Use						Always Use
1	2	3	4	5	6	7

11. Uses principles of Reality Therapy

Reality Therapy aids a person by helping to correct faulty perceptions within his/her environment through the use of contingency contracts and counseling awareness techniques.

Never Use						Always Use
1	2	3	4	5	6	7

12. Structures physical learning environment for students

Physical environment engineering uses schedules, routine, and/or classroom materials/furnishings to minimize student disruptions

Never Use						Always Use
1	2	3	4	5	6	7

13. Uses a variety of reinforcement techniques

Reinforcement techniques can increase or decrease the likelihood that a behavior will occur. Types of reinforcement include using primary reinforcers (e.g., food), secondary reinforcers (e.g., smiles), or a combination of both.

Never Use						Always Use
1	2	3	4	5	6	7

14. Designs/implements a token economy

Token economy is a system of tokens and back-up reinforcers used to motivate and encourage desirable behaviors or responses.

Never Use						Always Use
1	2	3	4	5	6	7

15. Uses naturally occurring reinforcement

Naturally occurring reinforcement is a positive or negative consequence that is present in the school, home, and/or the community environment(s).

Never Use						Always Use
1	2	3	4	5	6	7

16. Uses individual counseling

Individual counseling is a relationship between a teacher/counselor and a student designed to assist the student in problem identification and coping strategies.

Never Use						Always Use
1	2	3	4	5	6	7

17. Uses Life Space Intervention

Life Space Intervention aids in "on-the-spot" conflict resolution by utilizing verbal techniques to change student perceptions.

Never Use						Always Use
1	2	3	4	5	6	7

18. Empowers student and parents in student management plans

Student and parent involvement may be used to influence student behavior in multiple settings (e.g., home, school). One technique is through student-management plans.

Never Use						Always Use
1	2	3	4	5	6	7

19. Uses family therapy

Family therapy is an adjunct intervention that provides the family a scheduled, guided meeting to work out problems within the family unit.

Never Use						Always Use
1	2	3	4	5	6	7

20. Uses time-out

Time-out is used to reduce inappropriate behavior by denying, for a specific period of time, a students' opportunity to receive reinforcement.

Never Use						Always Use
1	2	3	4	5	6	7

21. Uses crisis teachers to help in difficult situations

Crisis teachers are auxiliary staff who assist the classroom teacher by guiding students through specific crisis situations and helping students increase appropriate coping skills.

Never Use						Always Use
1	2	3	4	5	6	7

22. Provides opportunities for role-playing, socio-drama

Role-playing/socio-drama uses reenactments or commercially available scripts of social situations as a tool for behavioral rehearsal.

Never Use						Always Use
1	2	3	4	5	6	7

23. Encourages trust in student/teacher relationships

Encouraging trust is based on the premise that the student and teacher establish open communication and respect for one another.

Never Use						Always Use
1	2	3	4	5	6	7

24. Uses Premack Principle

Premack Principle allows students to engage in a desirable activity upon the completion of a less desirable activity (e.g., math before art).

Never Use						Always Use
1	2	3	4	5	6	7

APPENDIX B

LIST OF BEHAVIOR MANAGEMENT SURVEY TECHNIQUES

LIST OF BEHAVIOR MANAGEMENT SURVEY TECHNIQUES

Psychodynamic Perspective

- Provides group therapy (Kessler, 1988; Luchins, 1969)
- Uses expressive therapies (e.g., play, music) (Axline, 1964; Rizzo & Zabel, 1988)
- Uses humor decontamination (Carlson & Peterson, 1995; Morse, 1980)
- Provides individual counseling (Maag & Katsiyannis, 1996)
- Uses Life Space Interview (Long, 1990; Redl, 1959)
- Uses family therapy (Long, Morse & Newman, 1980; Mayer, 1985)
- Uses crisis teachers to help in difficult situations (Morse, 1971)
- Provides opportunity for role-playing, socio-drama (Rasche, Dedrick & Takes, 1986)

Behavioral Perspective

- Establishes clear behavioral expectations (e.g., rules) (Sprick, Sprick & Garrison, 1993)
- Designs/implements contingency contracts (Cipani, 1993)
- Uses a punishment continuum (Alberto & Troutman, 1995)
- Uses systematic recording procedures (Ysseldyke & Algozzine, 1995)
- Uses a variety of reinforcement techniques (Alberto & Troutman, 1995; Sprick, Sprick, & Garrison, 1993)
- Uses time-out (Alberto & Troutman, 1995; CCBD, 1990)
- Uses Premack Principle (Premack, 1959; Ysseldyke & Algozzine, 1995)
- Designs/implements a token economy system (Kazdin, 1977b; Stover, 1994)

Ecological Perspective

Uses proximity control (Ysseldyke & Algozzine, 1995)

Involves students in group "rap" sessions (Hobbs, 1966, 1978)

Uses principles of Reality Therapy (Glasser, 1969; Glasser & Zunin, 1979; Oliva & Pawlas, 1997)

Structures physical learning environment for student (Coleman, 1995; Gunter & Denny, 1996)

Uses naturally occurring reinforcement (Dreikurs & Cassell, 1972)

Empowers student and parent in student-management plan (Rhodes, 1970b; Sontag, 1996)

Encourages trust in teacher/student relationship (Oliva & Pawlas, 1997)

Provides daily routine/structure (Sprick, Sprick, & Garrison, 1993)

APPENDIX C

PANEL MEMBERS AND CURRENT AFFILIATION

PANEL MEMBERS AND CURRENT AFFILIATION

Dr. Teresa Bunsen
Assistant Professor
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University of Northern Colorado
Greeley, CO 80634

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Norfolk, VA 23508

Dr. Nancy George
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Dr. L. Juane Heffin
Assistant Professor
Georgia State University
Atlanta, GA

Dr. Carol Valdivieso
Project Director
National Information Center for Children
and Youth with Disabilities
Washington, D.C. 20202

APPENDIX D
LETTER INVITING PARTICIPATION

Leigh A. Elizondo
Doctoral Candidate in Special Education
12235 Cardston Court
Tomball, Texas 77375

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February 24, 1997

Dear Colleague:

The purpose of this letter is to request your assistance in a research project that is in the planning stages. The study is designed to obtain information through a survey on the types of behavior management techniques used by teachers who work with students with emotional/behavioral disorders in a variety of instructional settings. A brief description of the project is enclosed.

If you are willing to participate in this study, please complete the demographic survey form that is enclosed and return it **NOT LATER THAN MARCH 17, 1997**. A stamped, self-addressed envelope is enclosed for your convenience.

You may expect to receive the Behavior Management Survey form in approximately one month. Thanks very much for taking the time to assist in this project.

Sincerely,

Leigh A. Elizondo
Doctoral Candidate
University of North Texas

Dr. Lyndal M. Bullock
Regent's Professor
Special Education
University of North Texas
And Research Advisor

Enclosures

APPENDIX E
DESCRIPTION OF THE STUDY

DESCRIPTION OF THE STUDY

Purpose of the Study

The purpose of the study is to obtain current information about the types of behavior management techniques being utilized by teachers who work with students who have emotional/behavioral disorders (E/BD).

Rationale for the Study

Public schools (resource room and self-contained), residential treatment centers, and hospital settings are common educational placements for students with emotional/behavioral disorders. Behavior management techniques are critical components in designing intervention plans for students with emotional/behavioral disorders, but relatively little information exists on current practices. This research project is an initial effort to determine current practice.

Population and Procedures

The Behavior Management Survey will be sent to randomly selected individuals who indicate a willingness to participate in this research project. The survey will take approximately 20-30 minutes to complete. All individual responses will remain confidential.

Outcome of the Study

The information collected and analyzed in this study will be reported in a doctoral dissertation. Information accrued will include an analysis of the types of behavior management techniques used in four different educational settings: public school resource room and self-contained classes, residential treatment centers, and hospital programs.

APPENDIX F
PRE-SURVEY DEMOGRAPHIC SURVEY

BEHAVIOR MANAGEMENT SURVEY (BMS)**Demographic Information**

Name: _____

Best Mailing Address: _____

City/State/Zip: _____

Job Title: _____

DIRECTIONS: Please check one item from each numbered group that best represents you.**Age group:**

- _____ (1) 20 – 30
 _____ (2) 31 – 40
 _____ (3) 41 – 50
 _____ (4) 51 – 60
 _____ (5) 61 or older

Gender:

- _____ (6) Female
 _____ (7) Male

Highest degree held:

- _____ (8) Bachelor's
 _____ (9) Master's
 _____ (10) Specialist
 _____ (11) Doctorate

Number of years teaching experience with students who have emotional/behavioral disorders:

- _____ (12) Less than 1 year
 _____ (13) 1 – 3 years
 _____ (14) 4 – 6 years
 _____ (15) 7 – 9 years
 _____ (16) 10 or more years

Current grade level taught:

- _____ (17) Elementary (K – 5)
 _____ (18) Middle School (6 – 8)
 _____ (19) High School (9 – 12)
 _____ (20) Combined grades (6 – 12)
 _____ (21) Other: _____

Educational setting in which you currently teach:

- _____ (22) Resource
 _____ (23) Self-contained
 _____ (24) Residential Treatment Center (long term)
 _____ (25) Hospital (short term)
 _____ (26) Other: _____

Participation in the study_____ *Yes, I am willing to participate in the study.*_____ *No, I will be unable to assist you.*

APPENDIX G

COVER LETTER TO PARTICIPANTS

Leigh A. Elizondo
Doctoral Candidate in Special Education
12235 Cardston Court
Tomball, Texas 77375

100

April 1, 1997

Dear Colleague:

Thank you for agreeing to participate in a research project concerning behavior management techniques used in classrooms for students with emotional/behavioral disorders. We believe that your participation will make a valuable contribution to other teachers and professionals in the field.

Enclosed please find a copy of the Behavior Management Survey that is designed to obtain information about the types of behavior management techniques used by educators who work in different educational environments. The survey has two sections: (a) demographic data, and (b) management technique information. For Section I, you are asked to check the one response for each area that best represents you. Section II uses a rating scale (1-7) for your response. You are asked to rate each item after reading the technique and clarifying statement according to the degree to which you use the technique in your setting.

For your convenience in returning the survey form, a stamped, self-addressed envelope is enclosed. Please return your completed survey **NO LATER THAN APRIL 18, 1997.**

We appreciate your time and effort with this research project. If you have questions or difficulty completing the survey by the deadline date, please let us hear from you (713/351-2765).

Thank you,

Leigh A. Elizondo
Doctoral Candidate
University of North Texas

Dr. Lyndal M. Bullock
Regent's Professor
Special Education
University of North Texas
And Research Advisor

Enclosures

APPENDIX H

FOLLOW-UP LETTER TO PARTICIPANTS

Leigh A. Elizondo
Doctoral Candidate in Special Education
12235 Cardston Court
Tomball, Texas 77375

102

April 25, 1997

Dear Colleague:

Thank you for agreeing to participate in a research project concerning behavior management techniques used in classrooms for students with emotional/behavioral disorders. We recognize that a teacher's time is invaluable, but we believe the few minutes spent completing the enclosed survey will benefit other teachers and professionals in the field.

The enclosed Behavior Management Survey is designed to obtain information about the types of behavior management techniques used by educators who work in different educational environments. The survey has two sections: (a) demographic data, and (b) management technique information. For Section I, you are asked to check the one response for each area that best represents you. Section II uses a rating scale (1-7) for your response. You are asked to rate each item after reading the technique and clarifying statement according to the degree to which you use the technique in your setting.

For your convenience in returning the survey form, a stamped, self-addressed envelope is enclosed. Please return your completed survey **NO LATER THAN MAY 12, 1997**.

We appreciate your time and effort with this research project. If you have questions or difficulty completing the survey by the deadline date, please let us hear from you (713/351-2765).

Thank you,

Leigh A. Elizondo
Doctoral Candidate
University of North Texas

Dr. Lyndal M. Bullock
Regent's Professor
Special Education
University of North Texas
And Research Advisor

Enclosures

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