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Effective Teaching Practices to Strengthen Outcomes for Students with Emotional Behavior Disorders

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Effective Teaching Practices to Strengthen Outcomes for Students with Emotional Behavior

Disorders

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A Thesis Presented for Western Michigan Universities
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Abstract

Teachers of students with emotional and/or behavior disorders (E/BD) must use a variety of methodologies and interventions to address the varied academic and behavioral needs of their students (Walker & Gresham, 2013). Students identified as needing E/BD services require specific strategies that are researched based and have been proven to be successful in improving student outcomes (Kauffman & Landrum, 2009; Evans, Harden, & Thomas, 2004). After an extensive literature review from the past 10 years this paper presents some of the most frequently discussed research-based themes and subsequent interventions within the theme areas. The three most cited research-based themes presented in this paper focus on the areas of: academic engagement, classroom management, and effective praise. It is this author's hypotheses that if teachers of students with E/BD successfully implement the identified themes and subsequent interventions into their teaching repertoire students overall success will improve. This is a vital concept for current teachers of students with E/BD as they face increased accountability for student success at a time when retention rates of teachers for students with E/BD are low and teacher evaluations become more prevalent.

Effective Teaching Practices to Strengthen Outcomes for Students with Emotional Behavior

Disorders

Students with emotional and/or behavior disorders (E/BD) encounter many difficulties in all areas of their life, interactions with teachers and peers, appropriate behavior across school settings, and relationships at home with their parents (Kauffman & Landrum, 2009; Evans, Harden, & Thomas, 2004). These students have low rates of academic success and teachers are often faced with minimal proactive strategies to help them decrease the problematic behaviors (Jull, 2008). Having the ability to effectively teach students with E/BD is daunting for many teachers and can cause a significant decline in teacher health and retention for this population of students (Webber & Potts, 2008). This literature review presents: a) the current retention rates and the subsequent problem of stress for teachers of students with E/BD, b) results of an extensive literature review that presents the most cited teaching methodologies that lead to more successful student outcomes, and c) why in today's culture these two previous issues are vital for both students identified as E/BD and teachers of students with E/BD. This author hypothesizes that creating more successful students outcomes will lead to more effective teachers and will increase the retention rate of special education teachers (Sprouls, 2011). Student outcomes will improve and teachers' evaluations will be stronger.

Children with E/BD face unique challenges and benefit from teachers who use research based teaching strategies (Evans, Harden, & Thomas, 2004). Teachers play a critical role in student learning. Current problems of student based outcomes is low and will become more substantial as teachers are evaluated and student outcomes are included in overall outcomes which creates a greater demand to prepare E/BD teachers and retain them (Ball, 2013). The

intent of this paper is to review the current literature in the E/BD arena within the past ten years

to determine current and best practices of teacher for students with E/BD.

Significance of the Study

Empowerment can provide a child or student with sense of confidence, capability,

competence, and self-esteem to meet life's challenges (Denti, 2012). Part of empowering

students includes the students being taught by teacher who employ proactive management

strategies. It is important for a teacher to value students, anticipate problems, and create a

captivating learning environment to be successful with proactive teaching (Sebetka, 2012). There

are many steps toward becoming an effective and proactive teacher and there are endless ways to

implement this concept into the classroom (Sebetka, 2012; Jull, 2008; Tate, 2006). Along with

being effective classroom managers, teachers must also know how they are evaluated

(Richardson, 2003). Measurement of effective teachers is a most recent framework that is

prevalent in schools and classrooms around the country. Teachers must meet those standards

with routine and engagement for their students (Akin-Little, Eckert, Lovell & Little, 2004).

Standards-based accountability (SBA), a provision of the No Child Left Behind Act of 2001

(NCLB), has shaped the performance and workload for administrators and teachers in the United

States (Hamilton, 2007). The current status of teacher pressure and accountability stems from

programs such as NCLB and assessment scores on common core state standardized tests. The

connection to the E/BD student population is that these students are still required to meet state

standards and their scores are being evaluated by teacher performance and outcomes (Miller,

2009)). Teacher performance is more than being liked or disliked, it is configured on state test

scores, engagement of the each student, and the overall increase in students outcome over a wide

range of variability. Teachers of students with E/BD are being evaluated and their evaluations

will not show student growth causing the evaluations to be an immediate representation of teachers.

Shortage of Highly Qualified Teachers in E/BD

Special Education is federally mandated by law under the Individuals with Disabilities Education Improvement Act (IDEA) (P.L. 108-446, 2004). First mandated in 1975 as the Education of All Handicapped Children Act (P.L. 94-142, 1975), students who qualify for special education receive additional services in the education system to support their academic behavioral, and/or social needs and assist them in the success of acquiring new knowledge with added support (Gresham, 2006). However, finding highly qualified teachers to assist these students has not been an easy search (Kauffman & Hallahan, 2011; Personnel Improvement Center, 2011; Smith, Young, Montrosee, Tyler & Robb, 2011). The need to fill new special education positions is indeed causing a shortage of qualified teachers and increasing the need to fill vacated positions by previous teachers who have left the field (Kauffman & Hallahan, 2011). Billingsley (2005) reported that half of all special education teachers would leave the profession or transfer to general education within the first four years of teaching. In addition, between the years of 1998 and 2008 there was a valued projection released for a significant increase for special education teachers, 135,000 more were needed compared to how many were currently in the special education field and public schools at that time (COPSSE, 2005).

The lack of highly qualified teachers directly affects the type and quality of special services that are offered to the students who qualify (MacArthur, 2008). The problem of retaining quality special education teachers falls in two waves. The first is acquiring enough new teachers to fill the open positions, while the second part is retaining the teachers that are currently in the special education programs in the schools. Many special education teachers that

are entering the field as beginners report a lack of preparation for their new programs and that

creates stress, tension, and anxieties which leads to many leaving the profession (Mastropieri,

2001; Quinn & Andrews, 2004).

Teachers accredited to teach students with E/BD experience the greatest shortage

nationally, followed by severe/profound disabilities, learning disabilities, and multi-categorical

disabilities (McLeskey, 2004). Although E/BD is ranked as the greatest shortage, it should also

be noted that the special education field as a whole is at a higher shortage than any other

education field. Billingsley (2005) reported that teachers who are not properly accredited for

special education are educators are more likely to indicate intent to leave.

Teacher Burnout

Lambert, O'Donnell, Kusherman, and McCarthy (2006) argue that for centuries, teaching

as a profession has been emotionally taxing and potentially frustrating. Certified teachers are

spending less time teaching and more time addressing behaviors, which causes high levels of

stress and job dissatisfaction (Klassen & Chiu, 2010). Teaching is a stressful occupation, and

without proper guidance and coping skills, those feelings of stress can result in teachers not

feeling like they belong in the teaching profession, which could easily result in them leaving. It is

important for teachers of students with E/BD to know what calms them down, what strategies are

relaxing, and how they can portray a sense of stability in the classroom environment (Rutherford,

Quinn, Mathur, 2004).

Some of those strategies for teacher stress and manageability are having positive

expectations of yourself and others and identify the stressors and addresses them (Abrams,

2005). Adopting healthy diet, exercise, and rest routines are important to the well-being of EBD

teachers and developing a positive support system outside of the school family. This support

system should listen, and provide motivational feedback that is uplifting and humorous.

Managing stress and frustration "involves putting energy into changing conditions for the better

while accepting the fact that some conditions cannot be changed" (Abrams, 2008 p. 44). The

importance of understanding the E/BD student population is key to serving them in the

classroom with effective teacher techniques.

Understanding Emotional Behavior Disorders

Understanding teachers of students with E/BD, can lead to misunderstanding and lack

information (Webber & Potts, 2008). In the next section, teachers who promote student success

and how to be prepared to educate the E/BD population will be discussed in detail. The focus is

to share educators' apprehensions, concerns, and strategies related to the definition of E/BD. The

teacher education, research, and practice that is needed to raise awareness of the necessary

components of success for this population (Mathur, 2007).

Emotional Behavior Disorders

As defined by the United States Department of Education by lawful definition (IDEA, 2004)

(4) Emotional disturbance is defined as follows:
(i) the term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:
(A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
(C) Inappropriate types of behavior or feelings under normal circumstances.
(D) A general pervasive mood of unhappiness or depression.
(E) A tendency to develop physical symptoms or fears associated with personal or school problems.
(ii) Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have emotional disturbance.

Understanding children and youth with E/BD and the experiences and behaviors they attribute are fundamental components to serving them well (Wagner, Kutash, Duchnowski, Epstein, and Sumi, 2005). If teachers are not understanding the way their students learn, then they are not serving them well. The lack of knowledge on how to teach this population could cause teacher a lack of progress and could easily lead to an increase in the burn out rate of E/BD teachers. Under the IDEA 407,000 children and youth with E/BD are guaranteed a free appropriate public education (U.S. Department of Education, National Center for Education Statistics (2012). However, 51% of this student population ends with the decision to drop out. It is the highest dropout rate of any other disability category.

Early identification and interventions are critical to improving outcomes for children who have E/BD. Behaviors such as acting out, verbal or physical aggression, property destruction, and vandalism are examples of externalizing behaviors for students with E/BD (Kauffman & Hallahan, 2011). A conduct disorder, a high level of antisocial behavior that impairs a child's functioning, is the most common behavioral characteristic of students with E/BD in the school environment. According to the United States Department of Education in 2009, emotional disturbance was at 7.3% of students who were being served under IDEA. Identifying these problems early is most beneficial to the student and it has been supported with evidence that early signs of E/BD are reliably detected. However, historically teachers have been reluctant to assess young children, and often are willing to accept minor misbehaviors, until the behavior becomes severe and escalates (Miller, 2009). Evidence suggests that early identification efforts can be beneficial for student prevention, so teachers and administrators need to embrace these priorities with their full attention (Kauffman & Hallahan, 2011).

Students with E/BD, with greater frequency than most special education categories are, educated in restrictive environments, with other students who have disabilities, away from their peers and community. This is not a healthy or safe learning environment for students with E/BD and teachers have developed a foundation for both academic instruction and effective behavior management. Students with E/BD deserve the free and appropriate education that they are given, and teachers are required to provide those services for future student success.

Teacher Traits

Effective teaching differs from each category of special needs and must still be portrayed in the general education population as well (Olson, 1997). In all areas of education it is important to build relationships with your students and provide them with a reliable adult with whom they trust and form an attachment to at school (McIntrye, 1998). It seems that additional specialized skills and strategies are needed to be a successful teacher of students with special needs. According to McIntrye (1998), teachers personality traits should be respectful treatment of students, behavior management practices and instructional skills benefit the E/BD classroom. These qualities correlated with a higher probability of students attending and participating in class while maintaining appropriate behavior. Teachers of students with E/BD require sense self-awareness and increase their understanding of student impact on their emotional processes and behaviors (Richardson, 2003). Teaching a classroom of students with E/BD requires the educator to have more time and resources to teach proactively and assess the behaviors and routine of the day (Rutherford, 2004). These additional pieces to being a successful special educator are the implications that are required to having a well-operating classroom and correcting problematic behaviors.

Proactive Teaching for Teachers of Students with E/BD

Proactive teaching is planning strategies to prevent the occurrence of off-task or problematic behavior and increasing the likelihood of on-task behavior and appropriate behavior (Emmer & Stough, 2001). Each individual student is a learner and contains particular characteristics that will assist the student in academic success. According to Tate (2006), "Teachers who manage well, are able to separate the behavior from the student. They are capable of putting proactive plans in place so that the majority of potential behavior problems never actually occur" (Tate, 2006 p.1). It is the teacher's responsibility to create a proactive learning environment for students to stay engaged and reach their full learning capabilities. Proactivity is identifying about what could go wrong before it actually does, using the most highly acclaimed strategies in your classroom before the student shows signs for the need of an intervention (Tate, 2006; Denti, 2012). The number of strategies that are researched based practices for proactive teaching is vast, and all describe best practices for teachers to become proactive in their classrooms (Akin-Little, Eckert, Lovell & Little, 2004).

Being reactive in classroom situations inhibits an educator from becoming an effective classroom manager (Tate, 2006; Witt, VanDerHeyden, and Gilbertson, 2004). Part of being a proactive teacher is being aware of what a reactive teacher practices so these practices can be avoided. Reactive teachers lack of consistency, scream, encounter power struggles with students, and conduct disciplinary consequences based on emotion are all attributes of a reactive teacher. Reactive teachers respond to a student's disruptive behavior instead of setting an action plan prior to the misbehavior.

Specific attributes of teachers determine the effectiveness of their teaching and classroom management (Flick, 2011; Kauffman & Landrum, 2009; Lambert, 2006; Webber & Plotts,

2008). All effective teachers should implement evidence based practices, show respect towards

students, encourage cooperative learning, and holding students accountable (Flick, 2011).

Teachers of students with E/BD require the skills to create a positive learning environment,

provide feedback, opportunities to respond, and teach specifically in a structured and well-

organized manner (Musti-Rao & Haydon, 2011; Cook & Tankersley, 2013; Haydon,2009).   The

most cited proactive strategies for teachers of students with E/BD were classroom management

techniques, ways to keep students academically engaged, and how to effectively praise students

for appropriate behavior (Blum, 2005; Rutherford 2004; Cook & Tankersley, 2013; Carr, 2008).

Methodology

The methodology for this review was based on the need to examine and assess published

literature within the last 10 years regarding best teacher practices for teaching students identified

as E/BD and to accent the significance of investigating the impact that teachers of students with

E/BD can have on improved student and teacher outcomes.

Literature Search Procedure

This literature review consisted of sixty articles in three E/BD areas: best practices for

teachers of students identified as E/BD, retention of teachers of students identified as E/BD, and

the evaluation of teachers of students identified as E/BD. Relevant literature was searched using

Educational Resources Information Center (ERIC) and PsycInfo, use the following descriptors:

emotional behavior disorders, effective teaching practices, teacher retention, teacher burnout,

measuring teacher effectiveness, special education, academic engagement, and teaching

strategies. The search terms were combined and matched to acquire the research-based literature

that was references in this review. All articles had to be published from 2003-2013. However, if

an article was cited two or more times within the literature published within the last 10 years the

original article was reviewed. This literature review also included three books with a focus on

E/BD and had to include research-based information to meet criteria.

Criteria for Inclusion

The criteria for the information cited was (a) research-based strategies that had been

implemented, (b) studies tested and published within the past 10 years, and (c) reliability of

authors, journal, study, and results. Articles were eliminated from the review if they (a) did not

have a specific relevance to the theme, (b) were not published in a peer-reviewed publication, (c)

were not published between the years 2003 -2013. Table 1 illustrates the Search Engines used,

Search Terms, and subsequent articles that met the established criteria.

Insert Table 1 here

Defining of Themes

A review of the literature produced many research-based practices. Due to a plethora of

identified practices, the practices were grouped into three broad themes and then within each

theme area specific strategies were identified. This method produced: classroom management,

academic engagement, and effective praise. In the subsequent three sections I will define the

three themes and present specific strategies within each theme area. Accompanying this literature

review is a brochure that consists of results of the review and will be used for distribution to

current practicing educators in field of E/BD.

Classroom Management

Effective classroom management strategies in an E/BD classroom include how to keep

students academically engaged during activities and instructional periods of the days with

researched based strategies and simple implementation (Simonsen et al., 2008; Macsuga, 2011).

Teachers and mentors acknowledging appropriate behavior is a crucial aspect of classroom management effectively praising students on their behavior or success is key component to creating a safe and proactive classroom setting.

Students with E/BD commonly fail to meet behavioral expectations in the classroom environment and that is the most basic reasons for misbehavior (Witt, VanDerHeyden, Gilberston, 2004). Effective teachers, prior to the beginning of class or the start of a new year, incorporate essential classroom management practices: greeting students everyday as they enter the classroom and reinforcing classroom expectations that include respect, responsibility, and quiet voices (MacSuga & Simonsen, 2011). Visual representations, such as posting reminders around the room of expectations and schedules are positive ways to ensure student focus and engagement. Effective classroom management requires teachers to visit expectations and schedules before a lesson begins, during the lesson, and when the lesson is complete to ensure that all students are aware of the appropriate classroom behaviors every time. Classroom routines for students with E/BD provide students with a sense of structure and belonging that may not be present in other areas of their lives.

Students of teachers that create well-structured learning environment where expectations are high, clear, and fair are more likely to be emotionally and mentally connected to school (Blum, 2005 as cited in Regan & Michaud, 2011). Structured learning environments account for all areas of the : instruction, participation, and environmental features (Lewis, 2007). Thoughtful configurations of the classroom space are an important component to maximal learning for the students in an EBD program (Rutherford, 2004; Simonsen, 2008). These classroom configurations can include anything from the desk arrangements in groups or rows, whole-group or small-group areas, or blind spots in the classroom so every student can be actively engaged.

Increasing effective behavior management strategies will increase the desired behavior in the students (Shobana & Haydon, 2011).

Increasing appropriate behavior in the classroom is one challenge; however, increasing on-task behavior is another task. According to Macsuga and Simonsen (2011), students engage in higher levels of on-task behavior with proactive teaching and effective classroom management. Part of on-task behavior is the students drive to succeed. In both general and special education, teachers can assist in this drive by providing more frequent acknowledgements to students for their appropriate behaviors compared to their inappropriate behaviors. This concept is a positive to negative ratio aspect that teachers can use to monitor their statements toward their students. When students are demonstrating the correct expectation, whether it be academic or behavioral, it is key to be proactive and address that student or the whole group and acknowledge their progress with optimistic feedback. This would in turn add to the positive response side of the ratio, any negative feedback takes away from the positive reinforcement and in turn creates a skewed ratio scale.

According to Simonsen et al. (2008), there are "five empirically supported, critical features of effective classroom management: (a) maximize structure; (b) post, teach, review, monitor, and reinforce expectations; (c) actively engage students in observable ways; (d) use a continuum of strategies for responding to appropriate behaviors; and (e) use a continuum of strategies to respond to inappropriate behaviors (Simonsen et al., 2008 p.5).

Maximizing structure requires a structured learning environment that includes frequent teacher-directed activity (Simonsen et al., 2008). Part of maximizing the structure of a classroom is having thoughtful configurations of the space, having minimal environmental distractions,

such as noises, lights, or personnel interruptions. Ensuring that all pathways and isle ways are open and easy to move through so other students are not distracted by their peers.

Post, teach, review, monitor, and reinforce expectations are another key component to successful classroom management (Simonsen et al., 2008). Post the content that you wish for your students to understand and connect with, actively teach them in an engaging manner, review the material with them, and use a simple monitoring system to check for comprehension. This quick and easy way to teach explicitly, is by engaging and keeping the instruction time shorter for the students. More specifically focus lesson and observation to the knowledge being absorbed by the children. If any independent seatwork or group-work is necessary, be sure to move around the room and actively engage with your students and accentuate their learning by asking questions and reinforcing the expectations of the work time (Pauli, Mohiyeddini, Bray, Michie, Street, 2008). We as special educators will also benefit our students if we are positively interacting with all the students during the lesson. Ways to enable this sort of interaction is through physical, verbal, and visual contact during the course of your instructional period (Lewis, 2007).

Table 2 displays the components of this section and lists the research based strategies for teachers use in becoming effective classroom managers. The left hand side of the table describes the approaches and directly across is listed the researched based reference that corresponds to the findings of this literature review.

Insert Table 2 here

Academic Engagement

Baker et al. (2008) offered a broad definition of engagement that indicates "active involvement in classroom tasks and activities that facilitate learning, while inhibiting behaviors

that detract from learning" which can be implied for general education and special education

classrooms (p. 1876). In proactive classrooms teachers actively promote social behaviors

associated with academic engagement (Kern & Clemens, 2007). Deliberate academic

engagement can entail shortening task duration, providing frequent reinforcement, and matching

task demands to meet the students' skill level.

Actively engage students in observable ways, provide them with multiple opportunities to

respond and across all instructional formats (Simsonsen et al., 2008). During a lesson, providing

opportunities to respond (OTR) is simple creativity. OTR can involve anything from white

boards and dry erase markers to response cards or sticky notes. These types of OTR are feasible

to use during whole-group or small group time, and emphasize the impact of each student

thinking of a response by themselves and writing that answer down to show the thought process

they went through to produce a quality answer. Providing students with multiple opportunities to

express their thinking also provides a sense of self-worth and confidence in their intelligence.

According to Carr (2008), "students must take a step back and reflect on what and how they

learn…the teacher can guide this process by asking student to respond to questions" (p. 25).

Providing students with specific and contingent praise; implement class-wide group

contingencies, individual contingencies; using behavioral contracting and token economies are

all examples of strategies that can be used to acknowledge good behavior (Simonsen et al.,

2008). It is key to immediately address the behavior that you are recognizing and state the

expectation clearly to the student and restate what they did that you liked so they are fully aware

of the particular behavior you, the teacher, are acknowledging (Sprouls, 2011).

Providing students with specific error-correction statements, performance feedback, and

utilizing strategies that include planned ignoring, response cost, and time-out reinforcements are

ideas of Simsonsen et al. (2008), on particular strategies to respond to inappropriate behavior. It

is a proactive teaching approach to model or demonstrate behaviors that are desired by the

students such as raising the hand for a response to a question or talking softly inside. These

simply and short responses to misbehavior will demonstrate to the student that the teacher is

aware of their actions but it addressing them in a calm and moderate manner while correcting the

behavior to become acceptable (Scott, 2007).

A specific strategy used in the special education classroom is known as The Good

Behavior Game (GBG), and it has been documented to show positive effects in a variety of

outcomes such as a decrease in disruptive behavior and an increase in positive social behavior

(Poduska et al., 2008; Tingstrom et al., 2002: as cited in Cook & Tankersley, 2013). The

classroom is divided up into teams with a student leader selected by the individual groups to

keep track of behavior. It is the teachers job to describe the targeted behavior before the checklist

begins for a particular day or activity. Each team member is held accountable for their action and

will have repercussions on their teams score if they are not performing the acceptable target

behavior. Lannie and McCurdy (2007), reported from their study of 22 first grade students, the

amount of on-task behavior increased from 47% to 75.6% when the students played the GBG.

The students' level of on-task behavior during GBG with individual contingency was not as high

compared to group contingency conditions when playing the Good Behavior Game (Darch &

Thorpe, 1977 as cited in Cook & Tankersley, 2013). Results of the research and implementation

highlights that contextual interventions such as the GBG can have positive effects on academic

engagement for students with high risk disabilities.

Many teachers struggle to manage disruptive behaviors in the classroom: a failure to

properly address behavior can lead to, students losing academic instruction and falling behind

academically (Lambert, Cartledge, Heward, & Lo, 2006). Several effective classroom management strategies focus on instructional delivery and student participation adaptations to address challenging behavior. One strategy involves providing students alternative methods to participate: response cards used by the students during instruction to serve as an additional way to respond to teacher lead questioning. Second, embedding the correct information in students through errorless learning is a pre-instructional method that is used through repetition and practice (Cipani & Spooner, 1997 as cited in Haydon, Borders, Embury, & Clarke, 2009). Third, choral response is used to prompt students to respond in unison to something they already know such as an expectation, or to respond to new information that is being taught in a lesson (Armendariz, 2006). If the special educator notices that a student is not responding, the teacher can redo the request for a choral response until all students are engaged and participating. Implementing these types of strategies early will provide structure in a classroom with students identified with emotional behavior disorders. Using these instructional strategies continuously can help maintain instructional momentum and create a positive classroom learning environment (Miller, 2009).

Table 3 displays the components of this section and lists the research based strategies for teachers to actively engage students in academic instruction. The left hand side of the table describes the approaches and directly across is listed the researched based reference that corresponds to the findings of this literature review.

Insert Table 3 Here

Effective Praise

"Teacher praise is widely recognized as an effective consequent strategy for promoting desirable student classroom behavior (Gable, Hester, Rock, & Hughes, 2009 p. 195). Using a continuum of strategies for acknowledging appropriate and inappropriate behaviors in the classroom is effective classroom management (Simonsen et al, 2008). Acknowledging inappropriate behavior is a difficult task and can cause for some disagreements and tension in the classroom environment. The most beneficial way to correct inappropriate behavior is to use strategies such as planned ignoring, response cost, or performance feedback. Calmly restating the behavior that is accepted in the classroom and encouraging the student to enact that behavior the next time. Contingencies for acknowledging appropriate behavior include strategies such as contracts, token economies, and praise. Praising the behavior that is accepted and acknowledging the students behavior openly for other students to try to model the socially accepted action.

Teachers experience high level of stress and exhaustion when teaching students with significant misbehaviors (Haydon & Musit-Rao, 2011). There has been one strategy shown to have positive effects on both behavioral and academic outcomes, teachers' use of praise statements (Sutherland, Wehby, & Copeland, 2000 as cited in Haydon & Musti-Rao, 2011). A general praise statement contains no behavior identifying acknowledgment, such as "good job." Behavior specific praise (BSP) on the other hand, is a statement that contains a reward or approval paired with a verbal connection to the specific behavior, such as "I like the way you are sitting properly in your chair". Using BSP allows teachers to provide feedback to their students based on the appropriate behavior they are trying to reinforce. Some ways to know that you are creating behavior specific praise statements are linking the praise to the student behavior that you want to increase, positive and meaningful interaction between student and teacher, and the praise

statement should reveal the students' diverse skill level (Haydon & Musti-Rao, 2011). The literature shows that training and appropriate use of praise not only increased the teacher's quantitative praise statements, but also reduced the number of negative responses that teachers use toward students.

There are many specific strategies to increase behavior specific praise in the classroom such as using a self-recording system to create a baseline for you to see the progress of BSP in the classroom (Musti-Rao & Haydon, 2011). Being aware of your teaching habits can increase by using a self-evaluation strategy to monitor the behavior that we as teachers wish to exhibit. This will allow teachers to deliver optimal numbers of praise statements after they have discovered their baseline for praise.

Strategies to implement BSP's in the everyday classroom include targeting one or a few specific students to monitor throughout the day or for the duration of a lesson (Musti-Rao & Haydon, 2011). This will assist teachers in the beginning stage of behavior specific praise instruction and ignite a proactive teaching and creative environment. Other ways of giving students praise that is manageable during lesson instruction is cueing systems to remind the teacher to give out a BSP. These types of cueing devices can be timers, watches, or written cues in the lesson plan to correlate to individual learning and behavior building expectations. Another component to add to praise in the proactive learning environment is the use of peer coaching. Peer coaching is when a teacher invites a fellow colleague into their classroom to observe instruction, planning and organizing, classroom management, and use of effective praise. This teacher will then provide the active educator with feedback on their observation and increase the teachers awareness of their own personal teaching style and effectiveness on their students.

Using effective behavior specific praise is one avenue for proactive teaching and connections with students; however, also using positive corrective feedback for students' classroom engagement is important to the development of their appropriate behavior. Positive feedback is particularly absent for students who are identifies as high- risk for EBD or students who demonstrate challenging behavior (Sprouls, 2011). Teachers who engage in more positive feedback will have more students who demonstrate the appropriate behavior compared to teachers who have reactive classroom management where positive feedback is far less prevalent. Table 4 displays the components of this section and lists the research based strategies to assist the implementation of effective praise into the classroom. The left hand side of the table describes the approaches and directly across is listed the researched based reference that corresponds to the findings of this literature review.

Insert Table 4 here

Discussion

To teach students with disabilities, it requires that teachers teach well (Scott, 2006). The three themes in this paper highlight effective teaching practices that help improve outcomes for students. Academic management, classroom management, and effective praise are research based strategies that are to be implemented for students with E/BD. Using these approaches in a special education classroom enhances the likelihood students with E/BD will succeed (Wehby, Symons, Canale, 1998). The measurement of teacher effectiveness corresponds to instructional methods and connects the themes to further the enhancement of teacher success.

Best Practices and Teacher Effectiveness

Teacher effectiveness is connected to the success rates of students and is incorporated into the classroom based on the strategies of the teacher. The stress of meeting expectations

aligned with teacher effectiveness contributes to teachers' willingness to stay in the profession. If teachers are not using effective teaching strategies, the teacher retention rate will only get worse, and now teachers are being more closely monitored resulting in increased significance of teacher evaluation and student outcomes.

After approximately two years of research and a $6-million pilot program in 13 districts, the Michigan Council for Educator Effectiveness is anticipated to release its recommendations for a new teacher evaluation component to be implemented statewide (Dawsey, 2013). Teachers in Michigan could soon see their jobs based on teaching effectiveness and on their students' growth on tests (Ball, 2013). It is projected that by the year 2015, half of a teacher's evaluation should be based on classroom practices and the other half on student success determined by scores on tests, according to a panel of educational experts (Dawsey, 2013). The panel also is recommending to the state legislation that a teacher be terminated after two years of ineffective teaching ratings according to the new standard (Ball, 2013). These facts and potential for change in the education system adversely affect how teachers teach in the classroom and the importance of educating the students with effect teaching methods is important for student and teacher sustainability and growth.

Bill Gates, the creator of Microsoft, and his wife Melinda, have formed a foundation that is funding the research project called MET (Measurement of Effective Teaching) (Gates, 2010). MET has a goal to help build fair and reliable systems for teacher observation and feedback in education as whole, mostly focused on general education. They are also helping teachers improve and assisting administrators in better personnel decision making. This foundation has set aside a standard that teachers will be measured by to evaluate their effectiveness as educators. Some measurements of effective teaching they use highlight the essential elements of classroom

management, clear objectives at the beginning of each class, questioning students to increase

engagement, ending lessons with a comprehendible close, and successfully using error correction

for students. All of these measurements of effectiveness are essential components to being an

effective teacher for all students. The Gates Foundation is striving to provide teachers with

accurate evaluations of their skills that will produce more effective teachers, which in turn, will

increase student outcomes. The MET project is not specifically taking data on all the teachers in

the schools they have chosen; however, they are training administers and teachers to how to

observe classrooms with little bias and look at the overall student success in the individual

classrooms. Part of this student success is based on state test scores and the teachers ability to

increase the students outcomes from year to year.

  "There are literally thousands of interactions between a teacher and students every day"

(Gates, 2010 p. 2). Because of this fact, the MET project did not only observe the teachers

classroom effectiveness and student outcomes academically, they went straight to the source and

talked with the students. They used a tripod survey to determine the 7 C's of the classroom, care,

control, clarify, challenge, captivate, confer and consolidate. Some questions they asked where "

My teacher in this class makes me feel that s/he really cares about me" and "My teacher checks

to make sure we understand what s/he is teaching me." This importance of the students feedback

is a way for us as teachers to comprehend that idea that we can be effective in other ways besides

the direct correlation to state standardized tests. On average, most students know effective

teaching when he or she has experienced it.

  Through the Bill and Melinda Gates Foundation, the MET project has developed a

framework for schools, administrators, and teachers to use to build their focused teacher

evaluation systems. It includes three levels for particular purity in improving the evaluation

process, the first level is to measure effective teaching by setting expectations, using multiple

measures, and balance the weights (Gates, 2013). The second level is to ensure high-quality data

with monitoring validity, ensuring reliability and assuring accuracy in all data collection of

measurement. The final level to the improvement framework is to invest in improvement of

teachers effectiveness by making meaningful distinctions, prioritizing support and feedback, and

using data for all decisions at every level. This particular framework is now a researched based

practice for measuring teaching effectiveness at all education levels and could be used in your

school. Part of being an effective teacher for students with emotional behavior disorders or for

general education students is being proactive. Knowing how, we as teachers are going to be

measured, and in what ways we can push ourselves and our students to reach their maximum

outcomes academically and socially through positive interactions.

     While the MET program is extremely helpful for all educators, its focus is mainly on

general education classroom and teachers, there are other forms of self-measurement that special

education teachers can use because they are integral to their work with students (Danielson,

2009). Some professional growth plan considerations that Danielson (2009), recommends are

collegial circle, where three to eight colleagues with a common interest or case load meet

throughout the school year to discuss their professional practice, apply their learning, and review

findings with one another. This collegial circle go beyond educational meetings that are required

and expected, this circle is to enhance colleague communication and share ideas about what

strategies are working with your students and what needs some work. Another growth plan

consideration is peer coaching or teaching rounds, it is recommended that teachers are trained to

observe their peers and provide feedback through conferences before and after the observation to

offer ongoing support. It is important to have support from special educators alike and general

educators who also work with the students that are on your case load. Action research is the last

of the professional growth plan considerations and can involve collegial conversation, research,

workshops, professional reading, visitations, webcasts, or outside presenters to explore a

particular question or strategy by collecting data. Measurement is term used to assess progress

and conceptualizing the practice of special education as teachers we should simply (a) set

expectations for recognizing the individuals capabilities and disabilities, (b) work collaboratively

and effectively in responds to students' educational needs, and (c) make the organization of

schools more flexible on the students behalf (Pellegrino, 2006: Kauffman & Hallahan 2011).

Measuring teachers' effectiveness only benefits the cause of the student success. If the

field of education has a lack of effective teachers, not using effective strategies, it will increase

the behavior issues of the E/BD classroom then impeding on student and teacher success which

then results in an increase in teacher burn out. Using the literature and strategies in the classroom

will increase success and retention of teachers.

Conclusion

High teacher turnover creates difficulties for the schools, districts, and most importantly

affects the students (Wasburn-Moses, 2005). Training teachers to know how to cope properly

with stress and misbehavior by their students is crucial to student success and teacher retention.

Trying to manage a classroom with many students who have E/BD can be challenging and can

cause stress, tension, and anxiety for teachers. Using the effective teaching practices covered in

this literature review will assist special educators in and out of the classroom environment.

Teachers should have a strong sense of proactive teaching and the three components that

support the proactive strategy. Those components are classroom management, academic

engagement, and effective praise, and have been supported by classroom research. Applying

strategies such as the Good Behavior Game, opportunities to respond, and the five empirically

supported features to effective classroom management, will support teachers in managing

behavior and will also show a distinguished increase in academic success and knowledge

retention. Teachers strive for their students to succeed in their classrooms and in society.

Providing students with praise and supportive words will encourage students to work hard and

achieve recognition from those who they admire, such as teachers and educators alike.

      The overall purpose of this literature review to distinguish research based strategies that

support teachers and students with emotional behavior disorders. The strategies discussed and

defined are currently being implemented into special education classrooms and are supporting

the inclusive ideas of a proactive teaching environment. Further research and strategy

interventions will continue to improve classroom management and environments for both

students and teachers. The strategies that continue to assist teachers in effective teaching will

result in an increase in student success both academically and behaviorally. When the students

are successful it inhibits a teacher of students with E/BD to feel beneficial to their students

learning and will in turn retain teachers in the field longer.

Table 1 Literature Review Parameters

Literature Review				
Search Engine	Years	Search Terms	Number of Results	Articles that Met Criteria
ERIC (ProQuest) ProQuest Dissertations & Theses Full Text PsycINFO	2003-2013(current)	Emotional Behavior Disorders AND Effective Teaching Practices	114	17
		Teacher Retention AND Emotional Behavior Disorders	41	12
		Teacher Burnout AND Special Education	575	6
		Measuring Teacher Effectiveness AND Special Education	120	3
		Emotional Behavior Disorders AND Teaching Strategies	397	14
		Emotional Behavior Disorders AND Academic Engagement	100	7
Google Scholar	2010	Measuring Teacher Effectiveness Gates Foundation	2900	2
	2013	Michigan Measuring Teacher Effectiveness	34000	2

Table 2 Classroom Management

Concept: Classroom Management

Strategies	Reference(s)
Proactively greeting students Clear student expectations Visual representation of expectations	MacSuga, A., & Simonsen, B. (2011) Lambert, M. C., Cartledge, G., Heward, W. L., & Lo, Y. (2006)
Thoughtful configurations of classroom environment	Blum, R. (2005) Rutherford (2004) Simsonsen et al. (2008) Regan, K., & Michaud, K. (2011)
Consistent daily routine Positive response to appropriate behavior	Haydon, T., Borders, C., Embury, D., & Clarke, L. (2009)
Maximize structure Post, teach, review, monitor, and reinforce Actively engage students in observable ways Response to appropriate behavior Response to inappropriate behavior	Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008)

Classroom management includes structure and strategy and needs to be implemented consistently. Providing frequent acknowledgments to students for appropriate behaviors and assisting students to manage disruptive behavior through structure.

Table 3 Academic Engagement

Concept: Academic Engagement

Strategy	Reference(s)
Good Behavior Game (GBG)	Cook, B., & Tankersley, M. (2013) Lannie, A. L., & McCurdy, B. L. (2007).
Shortening task duration Frequent reinforcement	Baker, J. A., Clark, T. P., Maier, K. S., & Viger, S. (2008) Kern, L., & Clemens, N. H. (2007)
Positive interactions	Lewis, T (2007)
Multiple opportunities to express students thinking	Carr, S. (2008)
Response cards for instructional learning	Lewis, T (2007) Miller, S. P. (2009)
Choral response for instructional learning	Shobana, M., & Haydon, T. (2011)

Academic engagement involves classroom tasks and activities that assist in learning.
Actively promoting social behavior associated with academic engagement, and positive
classroom environments.

Table 4 Effective Praise

Concept: Effective Praise	
Strategies	Reference(s)
Behavior Specific Praise (BSP) Self-evaluation of praise statements	Musti-Rao, S., & Haydon, T. (2011) Sutherland, K.S., Wehby, J.H., & Copeland, S.R. (2000)
Cueing devices Positive corrective feedback	Sprouls, K., (2011)
Restating the appropriate behavior Acknowledging positive behavior	Gable, R. A., Hester, P. H., Rock, M. L., & Hughes, K. G. (2009) Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008)

Praise is an effective strategy for promoting desirable student classroom behavior.
Acknowledging appropriate behavior through praise and feedback with specific
recognition of actions.

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