3 Strategies of Effective Teaching Practices for Students with Emotional Behavior Disorders

Emotional Behavior Disorders

- Under the IDEA, 450,000 children and youth with E/BD are guaranteed a free appropriate public education.
- 51% of students with E/BD will decide drop out.
- Students with E/BD exhibit behaviors such as acting out, verbal or physical aggression, inappropriate feelings or behaviors, and the inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- Early identification and interventions are critical to improving outcome for children who have E/BD.

Classroom Management

Provide frequent acknowledgments to students for appropriate behaviors and help students manage disruptive behaviors.
- Proactively greet students
- Set clear student expectations
- Provide visual representation of expectations
- Use thoughtful configurations of the classroom environment
- Set consistent daily routine
- Respond positively to appropriate behavior
- Promote positive interactions
- Use multiple opportunities to express students’ thinking
- Maximize structure
- Post, teach, review, monitor, and reinforce learning
- Actively engage students in observable ways
- Respond to inappropriate behavior

Hypothesis: Teachers will use strategies for students with E/BD, which will increase student success and have a direct effect on teacher evaluations and retention

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Effective teaching strategies should be used in classrooms to increase student success. This will create effective teachers and increase the retention rate of special educators. As a means to increase retention rates for teachers, proactive teaching strategies and measurement of teacher effectiveness should also be incorporated. Teacher burn out impedes the increase of student success.

**Effective Praise**

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

- Practice Behavior Specific Praise (BSP)
- Promote self-evaluation of praise statements
- Applying cueing devices
- Positive corrective feedback
- Restate appropriate behavior
- Acknowledge positive behavior


**Academic Engagement**

Actively promote social behavior associated with academic involvement and positive classroom environments.

- Shortening task duration
- Give frequent reinforcement
- Implement the Good Behavior Game (GBG)
- Use response cards for instructional learning
- Provide multiple opportunities to promote student thinking
- Apply choral response for knowledge retention