

**EFFECTIVE TEACHING
PRACTICES TO
STRENGTHEN
OUTCOMES FOR
STUDENTS WITH
EMOTIONAL BEHAVIOR
DISORDERS**

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OVERVIEW OF STUDY

- This literature review presents...
- a) the retention rates and the subsequent problem of stress for teachers of students with E/BD
- b) presenting the effective teaching strategies that lead to better student outcomes
- c) measurement and evaluation of teacher effectiveness

HYPOTHESIS

Teachers will use the strategies for students with E/BD and it will increase student success which will have a direct effect on teacher evaluations and will in turn retain teachers in the field longer

RATIONALE

- Children with E/BD face unique challenges (Evans, Harden, and Thomas, 2004).
- Evaluation of teacher performance is reviewed by evidence of the teachers practice and their students' growth.
- Student outcomes are included in overall outcomes which creates a greater demand to prepare E/BD teachers and retain them (Ball, 2013).
- If teachers engage in these strategies there will be more successful students and teachers.

RATIONALE

- Creating more successful students results leads to effective teachers and will increase the retention rate of special education teachers (Sprouls, 2011).
- Research-based teaching strategies and measurement of teacher effectiveness is reviewed (Ball, 2013).
- The goal is to increase success of students and the increase of retention rates of teachers.
- Student outcomes will improve and teachers' evaluations will be stronger (Walker & Gresham, 2013).

METHODOLOGY

- **60 articles & researched based books**
- **10 years (2003-2013)**
- **Peer-Reviewed**
- **Research based**
- **Relevant to theme of review**
- **Reliability of the authors and studies**

RETENTION RATES

- Half of all special education teachers would leave the profession or transfer to general education within the first four years of teaching. Billingsley (2005)
- Lack of preparation and that creates stress, tension, and anxieties. (Mastropieri, 2001; Quinn & Andrews, 2004)
- Teachers who are **not** properly accredited for special education are the educators that are more likely to leave. Billingsley (2005)
- Coping strategies to deal with misbehaviors and stress. (Abrams, 2008)

3 STRATEGIES FOR TEACHING

■ Three research-based themes

- Retention of teachers of students identified as E/BD
- Best practices for teachers of students identified as E/BD
- Evaluation of teachers of students identified as E/BD

■ Research-based strategies

- Academic Engagement
- Classroom Management
- Effective Praise

ACADEMIC ENGAGEMENT

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

Strategies	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 Choral response for instructional learning	Lewis, T (2007) Miller, S. P. (2009) Shobana, M., & Haydon, T. (2011)

CLASSROOM MANAGEMENT

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.

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) Simonsen 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)

EFFECTIVE PRAISE

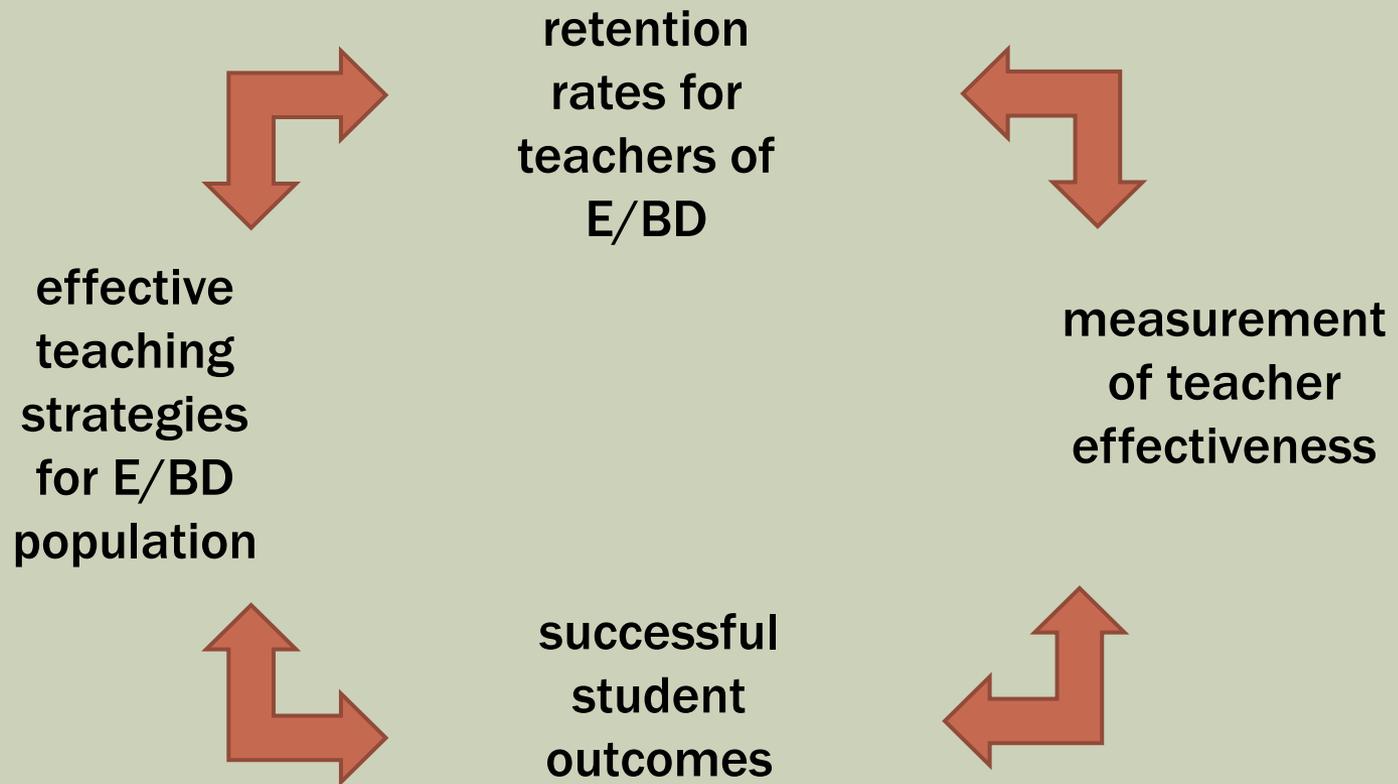
Praise is an effective strategy for promoting desirable student classroom behavior. Acknowledging appropriate behavior through praise and feedback with specific recognition of actions.

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)

MEASURING TEACHER EFFECTIVENESS

- Teachers in Michigan could soon see their jobs balance on how well they accomplish 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 (Dawsey, 2013).
- MET has a goal to help build fair and reliable systems for teacher observation and feedback in education as whole (Gates, 2010)

CONCLUDING FIGURE



SUMMARY

- 3 sub-categories of effective teaching strategies
- Effective strategies will increase retention
- Increase student outcomes
- Measurement of teacher effectiveness
- Successful student and teacher outcomes

QUESTIONS

Feel free to ask me any questions
you may have about my
literature review

If interested in receiving a copy of my literature review please
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