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Characteristics of Successful Teachers of Students with Emotional Behavioral
Disabilities: Teacher and Expert Perceptions

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Abstract

Characteristics of Successful Teachers of Students with Emotional Behavioral
Disabilities: Teacher and Expert Perceptions

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This study used a mixed methods design to examine the characteristics—including competencies (i.e., knowledge and skills), and personal attributes—of successful teachers of students with E/BD. The characteristics were examined through the perceptions of teachers of students with E/BD (teachers who are expert in E/BD, $n=14$, MEd Graduates specializing in E/BD, $n=44$), and experts in the field of E/BD (Experts in E/BD, $n=4$), as well as comparing them with the literature. All of the participants completed a survey in addition the experts in E/BD and expert teachers were interviewed and participated in focus groups. All participants rated the surveys competency categories as important, and confirmed those in the literature. Several additional knowledge and skills emerged or those in the survey were further explored, and two new competency categories emerging. Personal attributes were found to be important. Two themes emerged within the personal attributes, cognitive and affective attributes. Several specific attributes emerged within the cognitive and affective attributes respectively. Future research should continue to explore how the characteristics of successful teachers of students with E/BD can be integrated into preparation programs and professional development.

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DEDICATION

This study is dedicated to my family, grandparents, and homeland of South Africa without whom I would not be the person I am today.

To my wonderful wife and sons who have challenged me to be a better man. Your unconditional love has steadied me through many difficult times. Ben, Miller, and Elijah you had to bear the thunderstorms that came with my self-doubt and anger. I love you more than you will ever know. Your smiles, hugs and love lightened many a heavy load during the last six years. You help me keep everything in perspective, and for that I thank you. Lisa, I am forever indebted to you for loving me throughout this process. You stood by me when I wanted to quit. You encouraged me always, but supported whatever decision I chose. You push me to be my best self. I am proud to have you as my wife and friend.

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Chapter One: Introduction

The importance of identifying and developing successful teachers to work with students with Emotional and/or Behavioral Disabilities (E/BD)¹ has been well documented (Gable, 2004; Polsgrove, 2003; Simpson, Peterson, & Smith, 2011; Sutherland, Denny, & Gunter, 2005). Within this line of scholarly work, there is a call to scholars in the field of E/BD to identify and implement more specialized training, especially through the development of teacher preservice training programs that prepare successful teachers of students with E/BD (Maag & Katsiyannis, 1999; Nichols, 1991; Sawka, McCurdy, & Manella, 2002; Wrobel, 1993; Webber & Scheuermann, 1997). Over the past 60 years, researchers have developed a body of research and a comprehensive set of competencies; specifically knowledge and skills; and personal attributes needed by successful teachers of students with E/BD (Mackie, Kvaraceus, & Williams, 1957; Manning, Bullock, & Gable, 2009). The culmination of this work is the Council for Exceptional Children's (CEC) (2009) Initial Special Education Teachers of Individuals with Exceptional Learning Needs with Emotional Behavioral Disorders standards found in the book *What Every Special Educator Must Know*. The standards are comprised of groups of the competencies and personal attributes, presented in individual item statements, needed by all initial Teachers of students with E/BD.

This study will compare and contrast the perceptions of different stakeholders, including practicing Teachers of students with E/BD (expert Teachers of students with E/BD and MEd Graduates specializing in E/BD) and E/BD teacher trainers/supervisors

¹ The Individuals with Disabilities Education and Improvement Act (2005) uses the term *Emotional Disturbance*. For this paper I use the term *Emotional and/or Behavioral Disabilities (E/BD)*.

² Mental Hygiene was the approach during this time to maintaining and restoring mental

(Experts in E/BD), to reveal a more comprehensive understanding of the characteristics—including competencies (i.e., knowledge and skills) and personal attributes—of successful Teachers of students with E/BD and, finally, compare and contrast these characteristics with the existing literature.

The term characteristics, as used in this study, describes the combination of competencies and personal attributes needed by successful Teachers of students with E/BD. Two kinds of competencies were included in this study. The first, knowledge, refers to the relevant information and concepts teachers need to work effectively with students, families, and colleagues in the field of E/BD. The second, skills, refers to the teachers' ability to do, use, or engage in practices that are successful when working with students, families, and colleagues in the field of E/BD (Mackie, et al., 1957; CEC, 2009). The competencies included in this study refer to a group of knowledge and skills indicated as important by the literature for successful Teachers of students with E/BD. The term personal attributes, for the purpose of this study, refers to a group of traits within an individual. This includes both personal attributes that could be considered inherent and those that are acquired or develop over time (Diez, 2007).

Several studies related to the characteristics of successful teachers of students with E/BD do exist, both empirical and descriptive, however, there is a dearth of literature that identify the characteristics of successful Teachers of students with E/BD. Over the last 20 years, only three studies (Bullock, Ellis, & Wilson, 1994; Manning et al., 2009; Prather-Jones, 2011) have attempted to explore this area in a way that could be used to inform to teacher preservice training programs and school districts to better prepare and support Teachers of students with E/BD. Only one of these studies (Prather-

Jones, 2011) includes a focus on personal attributes. The latest CEC (2009) standards found in *What Every Special Educator Must Know* provides guidelines for the important competencies and personal attributes teachers of students with E/BD should possess. These are in written statements presented as items within the standards. These standards have not been empirically validated in their entirety. In addition the CEC standards provide little clarity on which of the items in each standards are personal attributes and which warrant inclusion and attention.

The existing literature related to the characteristics of successful teachers of students with E/BD has had a limited focus on teacher competencies since the 1980s, has been based on self-report surveys predominantly, has focused separately on the perceptions of experts and the perceptions of practicing teachers, and has relied on quantitative analysis.

In an attempt to address these gaps in the literature, this study focuses on teacher characteristics—which includes both competencies and attributes. This study uses both quantitative and qualitative data collection and analysis to compare and contrast the perceptions of three important groups of professionals in the field of E/BD regarding the characteristics—competencies and personal attributes—of successful Teachers of students with E/BD. The perceptions of this study's participants will also be compared and contrasted to the existing literature. The ultimate goal of this research is to provide recommendations for more effective preparation and support of successful Teachers of students with E/BD.

Statement of the Problem

The number of students with E/BD has consistently increased since the inception of the Individuals with Disabilities Education and Improvement Act, PL 94-142 (IDEIA) (United States, 2004). The latest data in the U.S. Department of Education (USDOE) (2008) annual report to congress on the implementation of the IDEIA shows a five percent increase in the number of students with E/BD over the 10-year period from 1997–2006. Students in this category have, and continue to experience, a higher rate of negative school and postschool outcomes than do their peers in both general and special education (Mackie et al., 1957; USDOE, 2006; USDOE, 1995). Seventy-five percent of students with E/BD are suspended or expelled, change schools up to four times due to district intervention, and are educated in more restrictive environments, with 27% being in general education for less than 40% of the day. Fifty-seven percent of students with E/BD do not complete high school and less than 20% attend any type of tertiary education (Friend et al., 2006; USDOE, 2008; Wagner, Kutash, Duchnowski, Epstein, & Sumi, 2005). Fifty-eight percent of students with E/BD report being arrested at least once since leaving school, as well as having higher rates of becoming parents out of marriage than their peers. Many students with E/BD experience household risk factors like poverty, the head of the household not having completed high school, single parent households, as well as another person in their household having a disability (Friend, et al., 2006; Wagner, et al., 2005).

Henderson and Klein (2005) reported that teachers of students with E/BD are those in highest demand. Katsiyannis, Zhang, and Conroy (2003) found more vacancies in E/BD teaching positions than in other special education positions. In the last six annual

executive summary reports released by the American Association for Employment in Education (AAEE), a significant shortage of teachers of students with E/BD has been reported (AAEE, 2004, 2005, 2006, 2007, 2008, 2009). This shortage has ranked in the top 10 of teaching areas most in demand over the last six AAEE annual executive summary reports.

Teachers in E/BD classrooms are less likely than other special education and general education teachers to be fully certified. Research has shown that only 50% of teachers in E/BD settings are fully certified (Billingsley, 2001; Center & Kaufman, 1993; Weber & Scheuermann, 1997). This critical shortage of teachers and the lack of certification, as well as higher attrition rates of these teachers, threaten the quality of programs serving students with E/BD. Researchers have argued that this ultimately threatens the educational and life outcomes of students with E/BD (Boyer & Mainzer, 2003; Center & Kaufman, 1993; Maag & Katsiyannis, 1999; Webber & Scheuermann, 1997; Wrobel, 1993).

Whelan and Simpson (1996) have argued that, “teachers and related service personnel can make significant contributions to the lives of students with E/BD, and their contributions will be magnified if the programs that prepare these personnel are based on validated models and methods” (p. 53). Simpson, Peterson, and Smith (2011) also have argued that successful teachers of students with E/BD are the core element in successful programs serving students with E/BD. They point out that the personnel in many E/BD classrooms have not demonstrated they have the necessary knowledge or skills, possess the necessary personal attributes, or have received training to be successful with E/BD students.

The changes that have resulted from the No Child Left Behind Act of 2001 and the Individuals with Disabilities Education Improvement Act (2005), along with rapid demographic changes in public schools, require scholars engaged in preservice training of teachers in the area of E/BD to critically assess the efficacy of their programs and what these programs need to include (Bullock et al., 1994; Gable, Hendrickson, & Shokoohi-Yekta, 1992; Maag & Katsiyannis, 1999). Polsgrove (2003) argued that there is a worrying lack of conformity across university programs and that this could lead to an “anything goes” philosophy. Gable (2004) expressed a fear that the current climate of E/BD teacher requirements is creating a context in which the standards demanded for those working with students with E/BD had been significantly lowered.

Gable (2004) further pointed out that, given the persistent poor school and postschool outcomes for students with E/BD, “there is scant margin for error” (p. 343). Edgar (1998, in Gable, 2004) argued that, “we have a moral responsibility to increase the goodness of fit between social institutions and the people they serve, in our case, universities, public schools, and students with E/BD” (p. 351). The presence of successful teachers of students with E/BD in the classroom who invest in the job for the long term can work to address this “goodness of fit” and increase positive school experiences and postschool outcomes for students with E/BD (Gable, 2004; Manning, Bullock, & Gable, 2009).

Competency Based Teacher Model

During the early 1960s, the field of teacher education was strongly influenced by the Competency Based Teacher Model (CBTM) (Cullinan, Epstein, & Shultz, 1986; Lessen & Frankiewicz, 1992; Shores, Cegelka, & Nelson, 1973; Wiederbolt et al., 1978),

which the federal government viewed as the best teacher education model for research and teacher preservice training of teachers in the area of E/BD (Balow, 1971; Lessen, & Frankiewicz, 1992).

The CBTM has permeated E/BD teacher research due to multiple factors and remains the dominant model used in Preservice teacher training to work with students with E/BD (Balow, 1971; Blanton, 1992; Brownell, Ross, Colon, & McCallum, 2005; Lessen & Frankiewicz, 1992; Shores et al., 1973). In the 1960s, special education teacher preservice training program funding from the U.S. Office of Education, Bureau of Education of the Handicapped relied on the production of “objective” evidence of goals set by this federal agency (Balow, 1971). This focused empirical research primarily on teacher competencies related to what teachers needed to know (knowledge) and be able to do (skills). Studies on teacher competencies were believed to be more objective with less inference from the researcher (Balow, 1971, Lessen & Frankiewicz, 1992; Shores et al., 1973). Research about personal attributes was, and continues to be, viewed as needing more researcher inference and being more subjective (Billingsley, 1993; Prather-Jones, 2011; Shores et al., 1973).

In addition to the federal funding influence on research practices, the shift of responsibility of preservice training of teachers in the area of E/BD moved from the field of psychology to colleges of education. This resulted in a strong focus on academic, curriculum, and classroom management development-related competencies (L. Bullock, Personal Communication, August 6, 2012), leaving the role and importance of Teachers of students with E/BD ’ personal attributes largely ignored.

Empirical Research Trends

Since the importance of identifying the characteristics of successful Teachers of students with E/BD was established and explored, a consistent line of empirical research studies, albeit not many, has led to an established set of E/BD teacher competencies. In the majority of the empirical studies, participants' perceptions of the competencies needed to work with students with E/BD were limited to a finite set of discrete knowledge and skill statements typically organized in to competency categories, which participants then rated in the form of items on a survey. Leading E/BD scholars have argued that Teachers of students with E/BD ' personal attributes are vital in effectively working with students with E/BD (Hewett, 1966; Knitzer, Steinberg, Where & Fleisch, 1990; Mackie et al, 1957; Nichols, 1991; Peacock Hill Working Group, 1991; Rabinow, 1960; Shores, Cegelka, & Nelson, 1973). Only a few empirical studies have attempted to identify these personal attributes (Goodman & McKinnon, 1975; Mackie et al., 1957; Prather-Jones, 2011; Scheuer, 1971) with the majority of the research focusing on competencies.

Manning and colleagues (2009) pointed out that empirical work in the area of competencies has differentiated the competencies needed by Teachers of students with E/BD. The CEC's standards for all beginning special education teachers of *What Every Special Educator Must Know* (2009) is the latest iteration of this line of research.

These empirical studies typically present the perceptions of practicing teachers of students with E/BD around the critical competencies needed by successful Teachers of students with E/BD. It is argued that when teachers believe that certain competencies are more important, then their willingness to use them is much higher (Gable, 2004; Zionts et

al., 2006). These studies typically identify the most important competencies that practicing teachers value and thus are more likely to be taken up by practicing teachers and then incorporated into preservice training of teachers in the area of E/BD (Manning et al., 2009).

Survey development and survey data. The primary data collection technique has been to survey participants' perceptions of the critical characteristics of successful Teachers of students with E/BD. The development of the surveys followed the following pattern: Initially the relevant literature was reviewed, a preliminary survey was developed and reviewed by a panel of practitioners in the field, then finalized and given to participants. The surveys provided participants with Likert-type response options, which produced a large amount of quantitative data and little qualitative data. The items on the surveys were organized into competency categories of specific knowledge and skills, with the exception two studies (Bullock, & Whelan, 1974; Mackie, et al, 1957). Two studies included surveys with open-ended questions at the end of each competency category (Gable et al., 1992) and at the end of the survey (Mackie, et al., 1957).

Three studies did not use surveys (Goodman, & McKinnon, 1975; Prather-Jones; 2011; Scheuer, 1971). Two of these used a personality inventory and other standardized measures (Goodman, & McKinnon 1975; Scheuer, 1971). Only one study in this line of research conducted interviews and focus groups to identify the characteristics of successful Teachers of students with E/BD(Prather-Jones, 2011).

The analysis of the research results of these studies was characterized by a variety of quantitative techniques, and presented in quantitative format. Some presented rank order of their major competency categories (Bullock et al., 1994; Fink & Janssen, 1993;

Gable et al., 1992; Mackie et al. 1957), while others did not rank categories, but did rank items within the categories (Cullinan et al., 1986; Dorward, 1963; Manning et al., 2009). Prather-Jones (2011) used qualitative analysis of her data and presented themes that emerged from the data. Mackie and colleagues (1957) analyzed the open-ended questions and also presented themes that emerged from the data.

A review of the empirical literature after 1980 highlights the marginalization of successful Teachers of students with E/BD ' personal attributes in the research. Prior to 1980 several empirical studies included a focus on personal attributes along with competencies (Dorward, 1963; Mackie et al., 1957) with several focusing only on the personal attributes of teachers of students with E/BD (Goodman & McKinnon, 1975; Scheuer, 1971). Since these studies only Prather-Jones (2011) has engaged in research and presented findings related to personal attributes of successful Teachers of students with E/BD. Outcomes related to both competencies and personal attributes are given only in Mackie and colleagues' (1957) research.

Frank Hewett (1966) in his position paper on preservice training of teachers in the area of E/BD discussed a hierarchy of competencies and also included teachers' personal attributes, rather than only mastery of specific competencies. The first in the hierarchy was the need for the teachers to be objective. Teachers needed to be able to develop an "objective, questioning, educational attitude toward teaching" and that, "Educational artists often prefer to radiate inspiration and personal example, rather than attempt to quantify successes and failures" (Hewett, 1966, p. 8). Another quality in the hierarchy was the need for teachers to have the ability to be flexible and be comfortable with variety. Prather-Jones (2011) in her study with practicing teachers of students with E/BD

found that the participants consistently reported that personal attributes were the most important characteristics of successful teachers of students with E/BD who stayed in the profession. These personal attributes included the teachers being intrinsically motivated, having the ability not to “take things personally,” being flexible and enjoying variety, and having a sincere interest in children with E/BD.

While research has identified a group of characteristics needed by teachers of students with E/BD to be successful there remain unanswered questions related to how different stakeholders’ perceptions of these compare and contrast with each other as well as with the existing literature. Current work is also focused primarily on competencies related to specific discrete sets of knowledge and skills, which are documented to be vital, but lacks information related to personal attributes needed. As noted there is a body of work, although small, that indicates these are important (Goodman & McKinnon, 1975; Mackie et al., 1957; Prather-Jones, 2011; Scheuer, 1971). The dominant use of surveys in the empirical studies limits the exploration of the stakeholders’ perspectives of the characteristics of successful teachers of students with E/BD to finite and discrete lists of competencies. It fails to allow an expansion or reflection beyond these lists.

Alternative data collection options may help address the limited exploration that surveys allow.

Summary and Statement of the Questions

The increasing number of students with E/BD, as well as the persistently poor school experiences and postschool outcomes for students with E/BD and the documented need for more teachers of students with E/BD who are specially trained, indicates a need to better identify the characteristics of successful Teachers of students with E/BD. At this

time there is a need for research that compares and contrasts different stakeholders' perceptions of successful Teachers of students with E/BD and includes information regarding the personal attributes of successful teachers of students with E/BD gained through research methods that do not rely upon survey alone.

Research questions. These research questions are explored in the following chapters.

- 1) What are the characteristics of successful Teachers of students with E/BD, based on the perceptions of teachers of students with E/BD (teachers who are expert in E/BD and MEd Graduates specializing in E/BD) and experts in the field of E/BD (Experts in E/BD)?
 - a. What competencies and personal attributes do practicing teachers of students with E/BD (teachers who are expert in E/BD and MEd Graduates specializing in E/BD) perceive to be important to successful teaching of students with E/BD
 - b. What competencies and personal attributes do practicing experts in the field of E/BD (Experts in E/BD) perceive to be important to successful teaching of students with E/BD?
- 2) How do the teachers of students with E/BD (expert teachers of students with E/BD and MEd Graduates specializing in E/BD) and experts' in the field of E/BD (Experts in E/BD) perceptions of the characteristics of successful teachers of students with E/BD compare and contrast with each other and with the literature?

Chapter Two: Literature Review

This chapter is divided into three sections. The first section is an overview of the demands that currently exist in the field of E/BD, including information on the students being served and an overview of the current demand for, certification status of, and preparation of Teachers of students with E/BD. The second section presents a summary of the early work as well as subsequent literature that has attempted to identify the characteristics of successful Teachers of students with E/BD. The third section synthesizes the literature. This is done initially by synthesizing the competency and personal attributes literature. The competency-specific literature is then aligned with the competencies present in the survey used in the study. The personal attributes literature will also be synthesized separately. This synthesis of the literature will be used to analyze the data from this study. The literature review will conclude with a summary of the major issues presented and how this study addresses them.

Current Demand for Quality E/BD Teaching

This section provides an overview of the number of students with E/BD being taught in schools, their school-based and postschool outcomes, household risk factors, the demand for Teachers of students with E/BD, certification of current Teachers of students with E/BD, and finally a review of the literature on E/BD teacher preparation.

Student need and outcomes. The student needs and outcomes described in this section draws directly on the outcomes of the National Longitudinal Study 2 (NLTS 2) (SRI International, 2005; Wagner, & Davis, 2006; Wagner et. al, 2006). The NLTS 2 is a follow up study from the original NLTS which have both funded by the U.S. Office of Special Education Program to assess the outcomes of youth with disabilities. Data was

collected on high school completion, employment, postsecondary school involvement, living arrangements and social engagement of students who receive or received special education services. In addition to this both collected data on students with E/BDs inclusion in the regular classroom, academic content and other school based factors. The NLTS 2 as well as reporting on these outcomes compared the outcomes with the data from the original NLTS study.

The data for school and postschool outcomes for students with E/BD, have shown significant improvement since the original NLTS (Wagner, 1995) as well as in the OSEP's 30th report to congress on the implementation of the Individuals with Disabilities Education Improvement Act (IDEIA) (USDOE, 2008). These include a positive increase in the number of students graduating (39% to 56%) (Wagner et. al, 2006), increased inclusion in regular class for more than 80% of the day (24.9% to 35.1) (USDOE, 2008), as well as maintaining high rates of employment after leaving school (47% to 60%). In addition to these there has been a notable increase in the academic focus of course taken by students with E/BSs. There has been a 13% increase in their taking science and social studies classes, and a 11% increase in their taking foreign language classes. These represent a more than 10% increase of youth taking course in these areas compared to the first NLTS study. Another promising change between the two NLTS studies is that there has been a 20% increase in students with E/BD receiving mental health services through their schools.

As Wagner and Davis (2006) in their presentation of the results state, “Thus, despite an increased exposure to best practices in the past 20 years, putting them largely on par with students with other disabilities, youth with ED have not benefited in the way

that youth with other disabilities have”. The latest data (NLTS 2), although positive, shows that there is still much to be done to improve the school and postschool outcomes for students with E/BDs (Friend, et al., 2006; Mackie et al., 1957; USDOE, 1995; USDOE, 2008; Wagner, et al., 2005).

The section will engage in an overview of the latest data from the NLTS 2 study. These data include higher rates of suspension or expulsion (75%), school mobility (attend at least 4 schools), exclusion from general education at higher rates (over 27% less than 40% of the day) (USDOE, 2008, Wagner et al., 2005), low graduation rates (43%) (USDOE, 2008; Wagner et al., 2005). After students with E/BD leave school, only 20% attend any postschool training, 75% are stopped by police for something other than a traffic violation, 58% report being arrested at least once, and lastly they report becoming parents at higher rates to their peers (Wagner et al., 2005). These students also experience significant exposure to household risk factors when compared to their peers in special and general education (Friend et al., 2006; Wagner et al., 2005). These include higher rates of living in poverty (31%), being a single parent (36%), the head of house not having completed high school (20%), and having another person in the household with a disability (40%) (Friend et al., 2006; Wagner et al., 2005).

School-based outcomes. Students with E/BD represent 0.7% or 462 021 of the total school population aged 6–21 (USDOE, 2008). The number of students being served in this category has steadily increased since the over the last 25 years. The latest USDOE (2008) report shows an increase of 80 382 (21% increase) students identified as having of E/BD over a twenty six year period from 1990–2006 (USDOE, 1995, USDOE, 2008). Students with E/BD are more likely to be male (80%) (Wagner et al., 2005). African

Americans and American Indians/Alaskan Natives are 2.28 and 1.33 times more likely than all other racial and ethnic groups to qualify for special education in the category of E/BD (USDOE, 2008; Wagner et al., 2005). This disproportional number of males and historically marginalized groups within this category has been reported consistently over time and has been written about extensively in the special education literature (Artiles, Kozleski, Trent, Osher, & Ortiz, 2010; Orfield, Losen, Wald, & Swanson, 2004; USDOE, 2005; Yates, 2008).

Discipline. Seventy-five percent of students with E/BD are suspended or expelled prior to leaving school (Maag & Katsiyannis, 1998; Wagner et al., 2005). Approximately 50% of elementary students with E/BD have been suspended or expelled over their school careers. This is four times more than their special education (18.8%) and general education (13%) peers (Wagner et al., 2005). Seventy-three percent of middle and high school students with E/BD experience disciplinary action at school which is significantly higher when compared to their peers in special education (27%) and in general education (22%) (Wagner et al., 2005).

School mobility. Students in the category of E/BD also have higher rates of school mobility. (Wagner et al., 2005). Fifty percent of students with E/BD have attended at least four schools by the time they exit the school system. This mobility continues into their higher grades. The higher school mobility of these students is reported to be due to mandated reassignment at the district level instead of grade level progression or family mobility (Wagner et al., 2005).

Inclusion in general education. The placement of students with E/BD in general education settings has shown a positive increase over the last 10 years. Students with

E/BD inclusion in the regular class for “80% or more of the day” has increased from 24.9% of all students with E/BDs in 1997 to 35.1% in 2006, and in “other settings” decreased from 18.3% to 17.5%. This positive change should be celebrated while recognizing that students with E/BDs still continue to be more likely than the majority of their peers in special education to receive their Free and Appropriate Education (FAPE) in a more restrictive setting (USDOE, 2008; Wagner et al., 2005). The latest data reports that 65% of students with E/BD received their FAPE in a general education setting for 79% or less of the school day (USDOE, 2008). When they are in general education classrooms, students with E/BD receive fewer academic support services, such as tutoring (Friend et al., 2006). General education teachers report that these students are the least desirable group of students to have in their classes (Friend et al., 2006). In addition, general education teachers report feeling underprepared to work with students with E/BD and that the success of these students is thus jeopardized (Friend et al., 2006). Although these figures are worrying the progress towards inclusions of students with E/BD should be noted, as well as their increase rate of being enrolled in core academic classes like science, social studies and foreign languages over the last twenty years.

In the 2006 school year, 27% of students with E/BD were educated in a general education setting for less than 40% of their school day, and 17.5% of them were placed in “other environments” (e.g., residential treatment centers, separate schools, correctional facilities). The only students in special education who were more likely to be educated in other environments were those in the categories of deaf-blindness (30.3%) and multiple disabilities (25.4%). Students with E/BD were the fifth-highest group to be educated in a general education setting for less than 40% of their day (USDOE, 2008).

Graduation and dropout rates. As noted positive changes have occurred in regards to students with E/BD graduating as well as staying in school and not dropping out over the last ten years. Fifty six percent of students with E/BD were reported to graduate in 2006 (Wagner, et. al, 2006). This is a positive increase from a total of 39% reported in the first NLTS (Wagner, 1995). Additionally students with E/BDs who drop out of school decreased from 69.2% in 1997 to 44.9% in 2006 (USDOE, 2008). The most current federal data (National Longitudinal Transition Study-2, 2006; USDOE, 2008) shows that students in the categories of E/BD and intellectual disabilities have the lowest graduation rates when compared to their special education and general education peers. Students with E/BDs have the highest dropout rate across all special education categories, as well as a lower graduation rate, although improvement has occurred, this is still a concern for the field (NLTS-2, 2006; USDOE, 2008).

Home and community outcomes. Thirty-one percent of students with E/BD live in poverty. This is significantly higher than their peers in special education (24%) and general education (17.9%). Additionally, 36% live in single-parent households (Wagner et al., 2005). Over one-fifth of these students live in households where the head of the house did not graduate from high school. This rate is more than double that of their general education peers (8.1%). In addition, 24% of the heads of house of these students are unemployed. This is significantly higher than their peers in special education (16.3%) and general education (9.4%) (Wagner et al., 2005). Over 45% of students in this group report having another member in their household with a disability (Wagner et al., 2005).

Postschool outcomes. After leaving school, by graduating or dropping out, students with E/BD were more likely than their peers in special education to be living in

“other” living arrangements (36%). These include being housed in the criminal justice system or mental health facilities, under legal guardianship, in foster care, or being homeless (NLTS-2, 2006). Only 30% of these students were employed after school. After students with E/BD left school, only 20% reported enrolling in any kind of secondary education. Students with E/BD were more likely than their other special education peers to report having had, or fathering, a child since leaving school (NLTS-2, 2006).

After leaving school, over 75% of students with E/BD reported being stopped by police for something other than a traffic violation. Fifty-eight percent reported being arrested at least once since leaving school. Forty-three percent reported that they had been, or were, on parole or probation since leaving school. These figures are consistent with the first wave of reported data in the NLTS-2 study (NLTS, 1987).

Demand for qualified teachers. Currently and historically, there exists a high demand for teachers who are adequately prepared to work with students with E/BD (AAEE, 2009; Henderson, Klein, & Gonzalez, 2005; Katsiyannis, Zhang, & Conroy, 2003). E/BD teaching positions have been reported to be in the highest demand compared with other special education positions (Henderson & Klein, 2005; Katsiyannis et al., 2003). Katsiyannis and colleagues (2003) reported that eight and one half percent of E/BD teaching positions were not filled compared to just over five percent in the area of learning disabilities, and just over four percent in the area of intellectual disabilities. The latest AAEE (2009) executive summary found that the need for teachers of students with E/BD was ranked fourth in the top 10 teaching areas in highest demand. The AAEE’s last six annual executive summary reports, from 2004–2009, have reported the need for teachers in this area to be in the top 10 areas with considerable shortages (AAEE, 2004,

2005, 2006, 2007, 2008, 2009). For all years except 2008, teachers of students with E/BD were included in the top five teaching areas with considerable shortages.

Teacher certification. Teachers who work with students with E/BD are less likely to be fully certified than teachers who serve students in other categories (Billingsley, 2001; Center & Kaufman, 1993; Weber & Scheuermann, 1997). Billingsley (2001) found that only 50% of teachers who work directly with students with E/BD were fully certified. Of those not fully certified, 11% were out of their field, 39% held emergency certification, and one percent held no certification. Sutherland, Denny, and Gunter (2005) in their research found that teachers of students with E/BD who were fully certified felt more confident in their ability to work with the students with E/BD when compared to those who were not fully certified.

The attrition rate of teachers who work with students with E/BD has been a consistent feature in the E/BD and special education literature. Scholars writing on the attrition of and need for more teachers to work with these students argue that these two phenomena threaten the quality of Preservice teacher training to work with students with E/BD and ultimately threaten the educational and postschool outcomes of students with E/BD (Boyer & Mainzer, 2003; Center & Kaufman, 1993; Maag & Katsiyannis, 1999; Webber & Scheurman, 1997; Wrobel, 1993).

Katsiyannis and colleagues (1997) in their national survey found that only 28 states had E/BD specific certification and nine required E/BD specific coursework. Manning and colleagues (2009) point out that very few states at this time require specialized E/BD training or certification to teach students with E/BD and tend to rely on cross-categorical special education certification (see also Maag & Katsiyannis, 1997).

Scholars argue that this could be related to the shortage of teachers to fill E/BD positions, which leads to states lowering the certification requirements (Gable, 2004; Manning et al., 2009; Polsgrove, 2003). This is supported by the considerable shortage of teachers of students with E/BD reported in the annual AAEE executive summary reports (2004, 2005, 2006, 2007, 2008, 2009) over the past six years.

Manning and colleagues (2009) point out that No Child Left Behind (NCLB) and Individuals with Disabilities Education Improvement Act (IDEIA) have mandated a focus on preparing Highly Qualified Teachers (HQT). These authors raise the concern that the requirements of HQT for students with E/BD are not clear (see also Rosenberg, Sindelar, & Hardman, 2004). This legislation and accountability has, in their opinion, led to be a vehicle for state accountability versus a means to measure the actual quality of teachers working with students with E/BD (Manning et al., 2009). Gable (2004) fears that the lowering of standards may lead, or already has led to a reduction in requirements for certifying teachers to simple background checks, and passing scores on core content areas (i.e., an E/BD content exam). This lowering of standards for teachers of students with E/BD is especially visible in urban programs serving students with E/BD where many students are taught by emergency certified staff, long-term substitutes, and are often exposed to a parade of different teachers during the school year (Billingsley, 2001; Harry & Klinger, 2006). NCLB as well as IDEIA juxtaposed with the rapid demographic changes public schools requires scholars engaged in preservice training of teachers in the area of E/BD to critically assess the efficacy of their programs (Gable, Hendrickson, & Shokoohi-Yekta, 1992; Maag & Katsiyannis, 1999).

Teacher preservice training. Leaders in the special education field with extensive experience, research, and knowledge in the area of E/BD have argued that well-prepared and successful teachers are vital to providing effective educational programming for students with E/BD (Gable, 2004; Maag & Katsiyannis, 1999; Mackie et al., 1957; Manning et al., 2009; Polsgrove, 2003; Simpson et al., 2011). Whelan and Simpson (1996), as previously noted, argued that teachers can make a significant impact on students with E/BD if they are trained in validated models and methods. Simpson and colleagues (2011) study reminded readers “teachers and other appropriately trained and qualified personnel form the core of our competent [E/BD] practice model” (p. 234).

Maag and Katsiyannis (1999), in their extensive review of Preservice training of teachers in the area of E/BD, found that the majority were cross-categorical and offered little to no specific training and/or experiences to prepare teachers to work with students with E/BD. Billingsley, Fall, and Williams (2006) also found that many teachers certified in E/BD or working in programs that primarily serve students with E/BD reported little specific coursework and few experiences that prepared them to work with these students. Cooley-Nichols (2004) attempted to understand the effects of incorporating research-based strategies and techniques designed for working with students with E/BD into teacher training. In that study, during their teacher preservice training, special education teachers directly observed students in programs serving students with E/BD and developed and implemented specific targeted behavioral plans. Participants reported positive outcomes regarding their knowledge and ability to work with students with E/BD. Maag and Katsiyannis (1997) have further argued that due to the complexity and

challenges of E/BD, “cross-categorical programs ill prepare teachers for working with students with E/BD” (p. 193).

Twenty percent of Teachers of students with E/BD, compared to 10% of other special education teachers, enter the classroom through an Alternative Route to Certification (ARC) (Billingsley, 2001). The limited research on these ARCs and their graduates, coupled with the range of quality and types of programs, has created a void in understanding whether these teachers are effective or well prepared to work with students with E/BD (Henderson & Klein, 2005; Rosenberg & Sindelar, 2004).

Cheney and Neel (in Peck, 2004) reviewed in detail the University of Washington’s preservice training of teachers in the area of E/BD program. Their review included information on courses, goals, and themes of competencies desired for program graduates, as well as information on how the program incorporates competencies related to working with historically marginalized students with E/BD. Belknap and Mosca (1999) provided a detailed description of their preservice training of teachers in the area of E/BD program and the core areas in which teachers need preparation. Belknap and Mosca (1999) and Wynne (1986) specifically referenced their use of the psycho-educational theoretical (Cantrell, Cantrell, Valore, Jones, Fecser, & CCBD, 1999) approach to develop their programs.

Articles by Montague (2002) and Lane (2002) described the components and outcomes of programs that were designed specifically to prepare teachers of students with E/BD to work with historically marginalized groups. Both programs aimed to recruit and train teachers from historically marginalized groups as well.

Summary of current demand. The realities within the field of E/BD create a context in which the most vulnerable students are least likely to get well-trained and prepared teachers. Leaders in the field have argued that well-trained and qualified teachers are key to influencing outcomes for these students (Center & Kaufman, 1993; Gable, 2004; Mackie et al., 1957; Simpson et al., 2011; Webber & Scheurman, 1997; Whelan & Simpson, 1996; Wrobel, 1993). Simpson, Peterson, and Smith (2011) have pointed out that even with mandates and overwhelming evidence that teachers are the central component of successful programs serving students with E/BD, many E/BD classroom personnel have not demonstrated the necessary competencies or have the personal attributes to be successful with students with E/BD.

What is less clear is what the characteristics of successful teachers are, and consequently, how to draw on these to develop teacher preservice training programs and professional development. The literature has displayed an alarming lack of attention to establishing what is needed to effectively prepare teachers to work with this population (Edgar, 1998; Gable, 2004; Polsgrove, 2003; Simpson et al., 2011; Whelan & Simpson, 1996). Scholars have also argued that NCLB, IDEIA, and the rapid demographic changes in public schools require scholars of preservice training of teachers in the area of E/BD to again critically assess the efficacy of their programs (Gable, Hendrickson, & Shokoohi-Yekta, 1992; Maag & Katsiyannis, 1999).

The following section reviews the literature that has attempted to identify the characteristics—competencies and personal attributes—of successful Teachers of students with E/BD.

Analysis of the Literature Regarding Characteristics of Successful Teachers of students with E/BD

That these classes be placed in charge of teachers, preferably men for boys, who *besides having all the standard qualifications . . . should possess wholesome, robust personalities* [emphasis added], and a spirit of unaffected camaraderie which will enable them to win pupils and become virtually [*sic*] interested in their welfare . . . the teaching job *is not merely that of providing a literary or industrial arts program . . . but of developing ideals, lofty ambitions and a proper morale* [emphasis added]. (J. E. W. Wallin, 1895, in Osgood, 2008, p. 55)

The above quotation indicates an early opinion of the characteristics needed by successful Teachers of students with E/BD. Scholars in the field of E/BD over the past 50 years have attempted to identify the characteristics of successful Teachers of students with E/BD, which include competencies (i.e., knowledge and skills) and personal attributes. Most importantly, this work recognizes the role and importance of teachers working with students with E/BD as well as the need for better teacher training and standards.

The review of the literature that has attempted to identify the characteristics of successful teachers of students with E/BD will begin with the early work that included a focus on competencies and personal attributes. This section will also discuss the shift in the literature from competencies and personal attributes to a focus primarily on competencies. The next section will provide a chronological review of the empirical literature from Mackie and colleagues' study in 1957 to Prather-Jones' study in 2011.

Early work: personal attributes and competencies. This section begins with an overview of how the work that attempted to identify the characteristics of successful teachers of students with E/BD began. This is followed by a discussion of the literature that emerged during the early 1960s (Kirk, 1962; Long, Morse, & Newman, 1965). A brief discussion of the Re-EDucation approach to educational services for students with E/BD is included as it highlights the early-published work on characteristics of successful Teachers of students with E/BD. This will be followed by a discussion of two articles that align with was viewed as important components in E/BD teacher preparation in this era. This section will end with a discussion on the shift of focus in regards to the characteristics of successful teachers of students with E/BD that occurred in the early 1970's.

The jumping-off point in the literature toward attempting to identify the characteristics of successful teachers of students with E/BD can be located with Mackie and colleagues' (1957) seminal research project, *Teachers of Children Who Are Socially and Emotionally Maladjusted*. This study was part of the U.S. Department of Health, Education, and Welfare's (1960) move to identify what was needed to prepare teachers to work successfully with exceptional children (special education). Mackie and colleagues (1957) described this project as "an exploratory and preliminary way, to give serious consideration to the appropriate role of the teacher in a program for the socially and emotionally maladjusted, primarily through an analysis of the specific and distinctive competencies that will be required to do a good job in this area" (p. 1). The study included a focus on the personal attributes, as well as competencies, needed by teachers.

The following core questions Mackie and colleagues (1957) focused on have driven subsequent studies in this area:

1. What distinctive qualifications are required by teachers of students with E/BD over and above those of a regular classroom teacher?
2. What specialized knowledge and particular skills, including personal attributes, are necessary for these teachers, including personal attributes?
3. What should these teachers know about related fields?

Many students with E/BD have underlying mental health and other psychological issues, which manifest in maladjusted, oppositional, or withdrawn behavior (Kauffman, 2001; Rutherford, Quinn, & Mathur, 2004). In the 1960s, it was primarily psychiatrists who dealt with mental health and psychological issues in children. These fields were formerly referred to as Mental Hygiene². Little work was done to address the mental health needs of children within schools (L. Bullock, Personal Communication, August 6, 2012). The inclusion of a focus on Mental Hygiene in the educational context was the precursor to current programs serving students with E/BD, which now directly address this area in schools (Kirk, 1962). Kirk (1962) describes the clear emergence of teachers' roles in relation to the mental hygiene of students in public schools. Kirk (1962) argued that teachers' daily contact with students was what allowed them to identify and positively influence mental health and psychological issues, and that in "every lesson we have an opportunity to develop feelings of security and adequacy in the children." (p. 353). Pate (in Dunn, 1963), like Kirk (1962), argued that Teachers of students with E/BD

² Mental Hygiene was the approach during this time to maintaining and restoring mental health, and of preventing mental disorder through education, early treatment, and public health measures.

' roles in addressing mental health and psychological issues was vital and that the shortage of competent teachers of students with E/BD had prompted "many governmental agencies to assist in recruiting and training" teachers of students with E/BD (p. 274). Kirk argued that not all teachers were willing or able to do this work, and that instead, careful selection and preparation of these teachers was needed. This echoed the participants in Mackie and colleagues' (1957) study, who stated that "no education or supervision can make a teacher of the maladjusted; there must be a personal motivation—almost to the point of a missionary point of view on the part of the teacher" (p. 30).

Teachers of students with E/BD, according to Kirk, needed to understand that positive school-based changes require a greater amount of teacher time, effort, and careful guidance for students with E/BD than for their typically developing peers. Teachers of students with E/BD also needed to be equipped with the necessary competencies to provide a quality education. Kirk argued that a focus on mental health and psychological issues should not be at the expense of academic instruction, which helps students with E/BD engage effectively in school as well as in the broader social context.

Long, Morse, and Newman (1965) in their book *Conflict in the Classroom* described the development of the Re-EDucation (Re-ED) approach to working with students with E/BD. These ideas developed out of working with teacher-counselors in Re-ED programs. Nicholas Hobbs, a pioneer in the area of E/BD disabilities and a founder of the Re-ED model, provided some outlines for the characteristics of successful teachers of students with E/BD in *Conflict in the Classroom* (Long, et al., 1965). Hobbs believed that successful teachers of students with E/BD possessed certain personal

attributes and stated, that, “for effective work with children, the worker’s personal attributes weigh more heavily than his [*sic*] professional knowledge and technical skills” (Hobbs in Long in Long, Newman, & Morse et. al, 1965, p. 287). He further states that, “...a person can be taught how to teach reading, and talk with a psychiatrist but that’s about all; the important things in the role of a teacher-counselor are in the things that he [*sic*] has learned in the living of his [*sic*] life.” (Hobbs, in Long, et al., 1965, p. 290). The uniqueness of the teacher is further highlighted by Long and Newman (in Long, et al., 1965): “As a matter of fact, some of the best teachers in the past, as in the present, are, in other realms of life, considered eccentric or painfully shy. But in the classroom, ‘oddball’ or not, many of these people seem to be able to marshal all their resources” (p. 303).

Some of the personal attributes Hobbs (in Long, Newman, & Morse, 1965, p. 286–294) associated with successful teachers of students with E/BD included “inner richness” (p. 290), the ability to be proactive and resourceful, integrity in human relationships, a tranquil spirit, and an abundance of sheer physical stamina. In addition to these, teachers of students with E/BD needed to have higher levels of self-esteem, self-awareness, and the ability to give and receive affection even when faced with persistent hostility. A consistent sense of humor and an “affinity of joyousness” were also valued by Hobbs (in Long, Newman, & Morse, 1965, p. 290–291). Like Kirk (1962), Hobbs emphasized the importance of careful screening and selection of teachers. Hobbs also believed that teachers of students with E/BD needed specific competencies, in addition to personal attributes, to teach, develop curriculum, and implement academic intervention. Further, Long stated that teachers of students with E/BD needed to know how to manage

groups of children, and how to “calm a child who has lost control and comfort a child who is afraid or despairing” (Long, 1965, p. 290). Teachers of students with E/BD, according to Long, needed to understand and collaborate with psychiatrists, psychologists, and social workers. Teachers of students with E/BD were also described as people who have a deep commitment to children, value service to others above their own gain, and can get their main satisfaction from seeing a student be open to a new experience, gain control, and develop competence and trust. Long and Newman (in Long, Newman, & Morse, 1965, p. 303–317) add that successful teachers of students with E/BD needed to enjoy teaching, get pleasure from teaching, and be able to view their success and failures objectively. This objectivity would allow them to feel hopeful and to keep learning and growing and reaching out to other professionals and peers for guidance and help.

Morse (in Long, et al., 1965, p. 321–326) described successful teachers of students with E/BD as those who were not rigid but able to enforce limits, and who were focused on learning. Morse further described the focus on learning in terms of the teachers’ abilities to individualize the curriculum based on student assessments. Thus teachers were able to adjust the difficulty level of the curriculum while continuing to provide stimulating instruction. In attempting to motivate their students, the teachers’ primary focus was on developing rapport with their students. Morse posited that building rapport was driven by teachers having an empathetic recognition of students’ feelings and being able to display flexibility.

Hobbs (1966) stated that Re-ED emerged as a reaction to the inadequate services and professionals working with students with E/BD. He claimed that the teachers were

the “heart of Re-ED” (p. 1106). The Re-ED model has shown positive success in helping students with E/BD decrease undesirable behavior as well as increase in-school and out-of-school success (Fields, Farmer, Apperson, Mustillo, & Simmers, 2006; Weinstein, 1969).

Re-ED is guided by 12 principles that drive planning and practice. These principles are organized into three belief statements: (a) we are all emotional beings who need each other, (b) growth can be enhanced, and (c) today can be used to build health (for a breakdown of the 12 statements see Cantrell, et al., 1999, and www.Re-ED.org). Cantrell and colleagues (1999) summarized three major characteristics of the Re-ED approach. The first of these characteristics is that Re-EDucators engage in “values-based decision making” (p. 9). The second characteristic is that Re-EDucators have an “open paradigm with a pragmatic bent” (p. 10). Re-EDucators are engaged in constant development and change to better serve the students and families. The third characteristic is “a shared competence model” (p. 11). Building competence in both academic and functional skills is viewed as intertwined and vital in order to positively impact the child and their ecosystem. A child’s freedom is “the size of his or her world and competencies, limited by the number and variety of settings in which the person is able to succeed” (p. 12). Finally, motivation is influenced by explicit attention to and celebration of achievements related to competencies, small and large by the teachers and school staff working in Re-ED schools and programs.

During this early era, many school and community-based programs developed programs using the Re-ED model. The model is currently used in programs across the United States. The only recorded incorporation and training in the Re-ED model into

E/BD teacher education at an institute of higher education was at the George Peabody College for Teachers in the mid-1960s. Faculty members, which included Hobbs and Long, at Peabody were awarded the initial federal grant to create experimental sites for Re-ED programs and thus its integration into teacher preservice training is logical. Unfortunately the college's influence in preservice training of teachers in the area of E/BD waned in the later years.

Although the personal attributes of teachers received a lot of attention from these early scholars, the need for effective and focused instruction was not ignored. The complex nature of working with students with E/BD and the need for a particular type of person with specific personal attributes was reinforced by these scholars, rather than promoting a focus on personal attributes being the single component of success.

The U.S. Department of Health, Education, and Welfare (1960) in its seminal research project, attempted to identify empirically the important competencies and personal attributes of successful special education teachers with specific focus on teachers different special education categories. Mackie and colleagues conducted the portion of this study that pertained to teachers of students with E/BD (Mackie et al., 1957). The results were provided to leaders in the special education field as a resource to develop more effective teacher training programs. Identifying important E/BD teacher characteristics and then using them to develop effective programs has been used consistently in the field of preservice training of teachers in the area of E/BD since that time (Bullock & Whelan, 1974; Cullinan et al., 1986; Dorward, 1963; Gable et al., 1992). Simpson and colleagues (2011) remind readers “teachers and other appropriately trained and qualified personnel form the core of our competent [E/BD] practice model” (p. 234).

Frank Hewett (1966) discussed a hierarchy of competencies that teachers of students with E/BD need to possess and that should be incorporated in preservice teacher programs. This hierarchy of competencies are listed in order of importance from basic skills to most advanced or higher-level skills that teachers of students with E/BD need to be: objective, flexible, structured, resourceful, social re-enforcers, curriculum experts, and intellectual models. Several of the competencies are directly related to teachers' personal attributes, rather than mastery of competencies. The first competency in the hierarchy is the need for teachers to be objective; to be able to develop an "objective, questioning, educational attitude toward teaching . . . Educational artists often prefer to radiate inspiration and personal example, rather than attempt to quantify successes and failures" (Hewett, 1966, p. 8). Another relevant stage in the hierarchy is the need for teachers to have the ability to be flexible and be comfortable with variety.

Braaten (1979), like Kirk (1962), Dunn (1963), and Long and colleagues (1965), argued that there is a need for well-structured E/BD preservice training programs and that teaching candidates should receive instruction on basic remediation skills and be placed in well-planned curricula. For a preservice training program to be effective, he also believed that the teaching candidates needed to have a background in psychology and described the need for careful consideration of the candidates' personal attributes. As with Long, he argued that teaching candidates should be trained in effective collaboration with other team members and leaders. He advocated that the candidates should be trained to cope effectively with job stress due to the complexities of working with students with higher levels of intense behavior.

Although personal attributes were argued to be most important in several scholars' descriptions of successful Teachers of students with E/BD, the scholars included the importance of competencies in the areas of academic instruction and assessment (Long, Newman, & Morse, 1965). Kirk (1963) incorporated the importance of both competencies and personal attributes without emphasizing either. Braaten in his description of the effective preservice training of teachers in the area of E/BD program included components that address both of these areas. Hewett's hierarchy of training placed personal attributes as an early stage in the E/BD teacher training hierarchy, but the hierarchy included other competencies. He also argued that teachers of students with E/BD couldn't be effective without both. These scholars' writings therefore incorporate a focus on and value of both the competencies and personal attributes of successful Teachers of students with E/BD. The next section discusses how this dual focus shifted toward a more singular focus on competencies—what teachers of students with E/BD need to know (knowledge) and be able to do (skills/practices)—while the role of personal attributes was largely ignored.

Shift in focus: targeting competencies. As previously noted, during the late 1950s and early 1960s several pioneers in the area of special education called for the recruitment and effective training of more teachers of students with E/BD (Dunn, 1963; Haring & Fargo, 1969; Hewett, 1966; Kirk, 1962; Rabinow, 1960). These same scholars argued that teachers working with students with E/BD needed specialized training in order to “assist children develop, not only in academic achievement, but also social adjustment and personality” (Kirk, 1962, p. 351).

Since the initial focus on E/BD teacher preservice training, there has been a distinct shift in the literature and research on the characteristics of successful teachers of students with E/BD and their preservice training. The early literature included the importance of specific competencies, as well as personal attributes (Dorward, 1963; Dunn, 1963; Hewett, 1966; Kirk, 1962; Kounin, Friesen, & Norton, 1966; Long, Morse, & Newman, 1965; Mackie et al., 1957). Several studies focused exclusively on the personal attributes needed by the teacher (Goodman, & McKinnon, 1975; Hadley, 1954; Lamke, 1951; Scheuer, 1971). In the late 1960s and early 1970s, the primary focus of teacher preservice training and related research, including in the area of E/BD, shifted to specific competencies, with little attention being given to the personal attributes successful teachers of students with E/BD (Bullock, Dykes, & Kelly, 1974; Bullock, Ellis, & Wilson, 1994; Gable, Hendrickson, & Shokoohi-Yekta, 1992).

During this time the Competency Based Teaching Model (CBTM) emerged and became the dominant model in preservice training of teachers in the area of E/BD and related research (Balow, 1971; Blackhurst, McLoughlin, & Price, 1977; Cullinan et al., 1986). The CBTM continues to be the dominant model used in teacher preservice training and research regarding the characteristics of successful teachers of students with E/BD (Brownell, Ross, Colon, & McCallum, 2005). The CBTM focuses on identifying discrete sets of competencies and personal attributes through empirical research and transmits these to preservice and practicing teachers (Blanton, 1992; Brownell et al., 2005; Gable et al., 1992). The model relies on the competencies, identified in research, that are related to teachers' observable and explicit behaviors, rather than their personal attributes which are harder to observe and less explicit (Brownell et al., 2005).

During the 1970s, the federal government was involved in large efforts and funding projects to improve public education (Lessen & Frankiewicz, 1992). The federal government emphasized the CBTM and the need for objective data to improve teacher performance and ultimately school outcomes for students (Balow, 1971; Lessen & Frankiewicz, 1992; Shores et al., 1973). Federal financial support from the U.S. Office of Education, Bureau of Education of the Handicapped to teacher preservice training programs was dependent upon objective evidence of meeting goals the USDOE set (Balow, 1971). These goals were aligned with the CBTM, which resulted in teacher education programs and researchers moving toward this model in order to access funding (Balow, 1971; Lessen & Frankiewicz, 1992). Shores and colleagues (1973) wrote that, “casual observation would lead one to believe that virtually all federally supported training programs are becoming competency based, judging from the flurry of activity and mountains of information coming out of training institutions” (p. 192). Wiederbolt and colleagues (1978) further state that during this time, “almost every university training program, state department of education, and local school district in the country has developed lists of instructional competencies that they find useful” (p. 27).

Lyndal Bullock, a leader in the area of E/BD teacher preservice training, adds that before this time period the majority of professionals working with students with E/BD were psychologists and psychiatrists in separate settings from the public schools. Those teachers who worked with these students were focused primarily on the student’s emotional and behavioral difficulties with less attention being paid to curriculum and instruction. As the responsibility and focus of special education teacher preservice training moved from the field of psychology and psychiatry to colleges of education, the

focus changed to academic curriculum development, pedagogy, and classroom management. With the increasing number of university-based special education programs, the implementation of PL 94-142, and the increase in the number of students with disabilities in the public schools, leaders in the field of preservice training of teachers in the area of E/BD began to focus on the research that identified core pedagogical knowledge and instructional practice for Teachers of students with E/BD. This research fed back into teacher preservice training programs to focus on preparing teachers with knowledge and instructional practices (L. Bullock, Personal Communication, August 6, 2012). The CBTM was a good match for these changes and has since dominated the field of Preservice training of teachers in the area of E/BD and research.

Research during this time produced a large volume of low-inference studies of teaching practice and relevant knowledge (Lessen & Frankiewicz, 1992). These studies focused on the correlation of the explicit teaching processes teachers engaged in with student achievement. These studies were seen as more objective because they had little researcher inference, or less subjectivity. These types of studies provided objective data by using quantitative methods and analysis, which met the federal requirements for funding. Research into the personal attributes of successful teachers was argued to require higher inference analysis and data collection techniques which were not considered sufficiently accurate by the federal government.

Another factor that influenced research in this time period was the assertion that personality attributes were difficult to measure and to define in observable means (Billingsley, 1993; Prather-Jones, 2011; Shores et al., 1973). Schimmoller (1981) posited

that very little empirical evidence was available to support the significance of the relationship between teachers' personal attributes and teachers' success. As a result, the competencies that were identified as important were more readily available and cited. Shores and colleagues (1973) also argued that in addition to measurement and definition issues, the relationship between student achievement and teachers' personal attributes was more correlational than causal. The federal funding influence as well as the complicated nature of researching personal attributes led to these being mostly excluded from research about successful Teachers of students with E/BD.

Summary of early work and shift in the field. Prior to the dominance of the CBTM, teachers' personal attributes were included in the research and discussions around the characteristics of successful teachers of students with E/BD. Several scholars argued that although specific competencies were important, teachers of students with E/BD ' personal attributes were more important (Long, 1965; Long & Newman, 1965; Rabinow, 1960). Rabinow (1960) stated, "we should focus on the human beings who have those qualities which result in a teaching-learning transaction with this kind of child, which is mutually satisfying. The artistry of the teacher is more significant than the trainable competencies" (p. 8). Kirk (1962) balanced this by noting that although the personal attributes were important, "academic subjects should not be neglected because the children have been conditioned to dislike school" (p. 357). Kirk believed that in order for teachers to be successful and help students with E/BD make gains, they should have specific competencies as well as have particular personal attributes. Unfortunately, since the early 1970's, the shift and narrowing in focus to identify the characteristics of

successful teachers of students with E/BD has resulted in research that has neglected the personal attributes needed by successful teachers of students with E/BD.

A chronological review of empirical studies. This section reviews empirical research that has explored the competencies and personal attributes needed by successful teachers of students with E/BD. This review is in chronological order beginning with Mackie and colleagues (1957) and ending with Prather-Jones (2011). Each article will be presented by a short description of the study, participants, data collection and analysis methods, and the outcomes of the study. The end of this section will discuss the themes within these studies.

Empirical studies 1957–1980. Mackie and colleagues (1957) conducted the first empirical study, which attempted to identify the specific and distinctive competencies and personal attributes required of teachers working with students with E/BD. The researchers and other experts in the fields of mental hygiene, and special education generated, reviewed, and pretested a list of 88 competencies with a group of teachers of students with E/BD. These competencies consisted of “knowledge of” and “ability to” statements presented as items thought to be valuable for successful teachers of students with E/BD. After completion feedback from teachers was gathered the final survey was developed. Response options to the survey items consisted of a Likert-type scale ranging from 1 (*very important*) to 4 (*not important*). In addition to the survey items, an open-ended question was included to ask teachers if they believed that there were personal characteristics needed by teachers of students with E/BD, and if so, to expand on their answers.

State directors of education were contacted and asked to nominate “superior” teachers of students with E/BD with specialized training in E/BD. Seventy-five teachers of students with E/BD chose to participate in the study. Thirty-nine were classroom teachers in day school programs, 17 were teacher-counselors, 15 were teachers in residential schools, and four were teachers in psychiatric hospitals. The age and level of the students they worked with was not specified.

The average importance of each item was calculated by multiplying the number of checks in each of the four response columns by its corresponding value (i.e., *very important* was multiplied by 4, *important* was multiplied by 3, etc.). The results were added together and divided by the total number of checks for the item. These mean scores were used to compare participants’ ratings of the items on the four-point rating scale. The mean scores for 20 of the items fell in the *very important* category (3.50 or above) and ranged from 3.50 to 3.86; the mean scores for 66 of the items fell in the *important* category (2.50–3.49) and ranged from 2.54 to 3.48; and the mean scores for two of the items fell in the *less important* category (1.50–2.49) and ranged from 1.90–2.39. None of the items’ mean scores fell in the *not important* category (1.49 or less). The average rating for all 88 items was *important*, with a mean score of 3.21 and standard deviation of 0.84. Of the 20 items that were considered *very important*, seven were knowledge or understanding competency statements and 13 were practice or ability competency statements.

Items that were related to instructional techniques or skills (e.g., relieving classroom tensions, providing successful experiences, individualizing curriculum, fostering self-discipline in children) were among the first 10 competencies ranked as *very*

important. Other *very important* items included knowledge of child development, knowledge of basic human physical and psychological needs, and the ability to differentiate between maladjustment and mental retardation. The 10 lowest-ranked items included the skills required to administer aptitude tests, individual intelligence tests, personality and projective tests, and maturity scales.

Over three quarters of the study participants believed that there were particular personal attributes teachers needed to work with students with E/BD. The personal attributes were that teachers of students with E/BD should have more than usual patience and be mentally alert, and that they needed to be more flexible, resourceful, and enthusiastic. In addition, teachers of students with E/BD needed to be emotionally stable possess personal warmth and friendliness, understanding, and sympathy along with objectivity and sensitivity to people. Lastly, several participants stated that teachers of students with E/BD needed to have a good sense of humor.

Dorward (1963) surveyed elementary-level teachers working in residential, special day, and general education classrooms about their perceptions of the most important competencies they needed to be successful with students with E/BD. She used the survey developed by Mackie and colleagues (1957) but refined and expanded some of the items that were specific to teaching students with E/BD. Her survey had 100 competency statements or items, which were organized into 11 categories. The categories were: Personal Characteristics of the Teacher; Personality Dynamics; Cultural and Social; Community Services; Mental Health Team; Public and Parent Relations; Diagnostic; Classroom Organization and Management; Teaching Techniques; Therapeutic Techniques; and Technical Knowledge. Participants were asked to rate each of the items

on a 3-point scale. The three response options were: (a) *vital* (a teacher could not be effective without these), (b) *good but not essential*, (competencies that were beneficial but a teacher could still be successful without them), and (3) *unnecessary* (competencies that were not needed).

Dorward, like Mackie and colleagues (1957), contacted state departments of education and asked them to nominate successful teachers in special day classes for students with E/BD and an equal number of regular classroom teachers. She also contacted residential schools and asked them to nominate successful teachers. The study included three groups of participants: 33 teachers from residential settings, 25 teachers from special classes for students with E/BD, and 22 general education classroom teachers. All of the participants completed and returned the survey.

The survey items were ranked within the 11 categories, but the categories themselves were not ranked by importance. In order to identify differences between the three groups of teachers a chi-square test was conducted with 3 x 3 cells at a 0.05 alpha level. To account for different sample sizes in each group, Dorward weighted the raw scores. Seventeen of the items were found to be significant, and a further 2 x 2 subanalysis was conducted.

The three groups rated 61 items as *vital*, 39 as *good but not essential*, and none as *unnecessary*. The scores from 17 items showed a statistically significant difference among the groups. The residential and special education classroom teachers rated two items as more important than the regular classroom teachers. These were: "Ability to accept pupils with violent behavior" and "Experience on clinical team with psychiatrists, psychologists, and social workers in studying disturbed children." The residential and

special education classroom teachers rated the item “Knowledge of competencies and roles expected of psychiatrists, clinical psychologists, and social workers” as significantly more important than did the regular classroom teachers.

Bullock and Whelan (1971) asked teachers working in E/BD classrooms to complete Mackie and colleagues’ (1957) Teacher’s Evaluation of Competencies checklist. The purpose of this study was to compare and assess how teachers of students with E/BD viewed the competencies that had been delineated in the earlier work. They did not adapt the checklist or response options from Mackie and colleagues’ (1957) study, nor did they include the open-ended questions that were in Mackie and colleagues’ (1957) survey. Forty-seven classroom teachers of students with E/BD working in a midwestern state were asked to complete the checklist. The recruitment procedures and selection of participants was not indicated in the article.

The data obtained from the participants was analyzed separately as well as compared to the data from Mackie and colleagues’ (1957). Four hypotheses and corollaries in the null form were investigated. The first two hypotheses compared the mean importance and items’ rank from Mackie and colleagues’ study with Bullock and Whelan’s (1971). The third attempted to identify any significant relationship between the items’ mean importance and mean perception of proficiency. The final hypothesis was to identify if there was a significant relationship between the total ranked score for the items regarding importance and proficiency. The same statistical procedures as in Mackie and colleagues’ study were used. The rank order of the items was determined for mean importance ratings. A 0.5 level of significance was established for the null hypotheses.

Bullock and Whelan's (1971) participants considered 12 of the 88 competencies as *very important* (4) compared to 22 items in the Mackie and colleagues study. Only five of the items considered *very important* in Bullock and Whelan's study were the same as those in the earlier study. The teachers in Bullock and Whelan's study did not view as many competencies as being *important*, as did the original study participants; they viewed themselves as being more proficient in competencies than the original group. Both groups tended to rank items in similar way regarding importance and proficiency. The participants on Bullock and Whelan's study saw themselves as less proficient in the items they saw as important and tended to see themselves as being proficient in items, which they viewed as important.

Scheuer (1971) attempted to examine the relationship between the personal attributes of teachers of students with E/BD, the teachers' effectiveness in the classroom, and their students' gains. Participants were recruited from a large residential treatment center for maladjusted boys in a suburban region in New York. Twenty secondary classroom teachers, four supervisors, and 160 students participated in the study.

Three measurement instruments were used in this study. The Teacher Competency checklist, developed by Mackie and colleagues (1957), was completed by the supervisors to rate teachers' effectiveness. The teachers and students completed the teacher and student form of the Teacher-Pupil Relationship Inventory (TPRI) (Barrett-Lennard, 1969). The TPRI was an adapted version of Barrett-Lennard (1969) Relationship Inventory. Scheuer worked closely with Barrett-Lennard in the development of this adapted version. The teacher form assessed the teachers' self-perceptions in relation to four variables. The pupil form measured students' perceptions of the teacher in

relationship with these four variables. These four variables were: congruence, empathetic understanding, level of regard, and unconditionality of regard

Both versions of the form had 64 items with a 6-point agreement-disagreement scale. The items were consistent but had pronoun substitution. The students' academic gains were measured using the Stanford Achievement Test (SAT).

The completed instruments were used to examine the relationship between the following:

1. The correlation between the supervisors' ratings of the teacher's effectiveness and the scores on (a) the pupil and (b) the teacher form of the TPRI
2. The correlation of the scores on the pupil form of the TPRI and the students' academic gains on the SAT

These correlations were examined using the Pearson product-moment coefficient of correlation at an alpha 0.05 confidence level. No significant correlations were found between the supervisor ratings of the teachers' effectiveness and the scores on the teacher and pupil form of the TPRI. A significant correlation was found between the scores on the pupil form of the TPRI and their scores on the SAT. This significant correlation has important implications that the effective teachers in this area are those who are seen by their students as possessing a several of personality attributes present in the TPRI. Scheuer (1971) posited that, "this in turn would imply a teacher's effectiveness is contingent both upon his possession of these attributes plus his ability to communicate these qualities to his pupils" (p. 729).

Goodman and McKinnon (1975) examined the relationship between women who chose to teach students with E/BD and their personality characteristics and teaching

effectiveness. The participants in this study comprised 34 female preservice teachers of students with E/BD who were enrolled in programs serving students with E/BD at the University of Iowa, University of Michigan, and University of Kansas. The researchers chose to include only women as they argued that the personality characteristics of successful male and female teachers of students with E/BD varied greatly (McOlsin, 1968). Twenty-two of the participants had 1-2 years' teaching experience in educational settings. Thirty-one of the 34 were already certified to teach at the elementary or high school level. All of the study participants were in programs serving students with E/BD for practicum placements for 200–300 hours. The researchers examined whether: (a) there was a significant difference between the personality characteristics of female students preparing to work in E/BD and the personality characteristics described as the norm for women; (b) there was a relationship between the participants' field supervisors' ratings of their teaching effectiveness and their personality characteristics.

Three measures were used in this study: the Sixteen Personality Factor Questionnaire, Form A (Cattell & Eber, 1967); a biographical data sheet; and a student teacher rating form. The Sixteen Personality Factor Questionnaire, Form A, provided scores for a normative group of women to compare with the participants. The biographical data sheet included questions about their professional, academic, and family backgrounds. The participants completed the questionnaire and biographical data sheet during a university-based class. The student teacher rating form, adapted from an unpublished form that had been used at the University of Iowa, consisted of five criterion variables, which were rated on a five-point scale. The authors do not provide a

description of the questionnaire or additional information on the rating form used in the study.

The biographical data sheets were analyzed for background information on the participants. For the first question, the single sample Hotelling's T^2 statistic was used to compare participants' scores with the normative group from the questionnaire. For the second question, a Pearson's correlation coefficient was calculated for each personality factor and for the teacher's effectiveness rating. The calculated score was then tested for statistical significance using an alpha 0.10 confidence level.

The biographical data sheets showed that many of the participants entered the field for interest, challenge, or desire to help students with E/BD. In addition, three of the participants had family members with disabilities.

A statistically significant difference was shown between the participants and a normative group on at least one of the mean scores of the 16 characteristics: the participants were found to be more intelligent than the normative group.

For example, the more effective teachers, based on the questionnaire factors, showed better control of their emotions and behavior, higher regard for social norms, and high scores in the personal attributes of restlessness, impatience, excitability, and being more critical of structures. Though the latter personal attributes may be seen as less desirable for work habits, the authors concluded that successful teachers might have learned to channel these into work habits that were more productive, such as alertness and action orientation.

Empirical studies 1980–2012. Cullinan, Epstein, and Shultz (1986) surveyed E/BD administrators and teacher educators about the competencies needed by teachers

working with high school students with E/BD. The researchers compiled an initial list of competencies from the literature. After this they asked 28 teachers of students with E/BD informally to comment on the comprehensiveness of the listed competencies and other issues. After this stage, 55 competencies were included and organized into eight categories. The categories were: Assessment, Behavior Management, Instructional Programming, Interactions with Parents, Interactions with Other Professionals, Administration, Knowledge, and Personal/Professional Characteristics. A seven-point Likert-type scale ranging from 1 (*very important*) to 7 (*not important at all*) was used.

Participants were asked to rate the 55 items “according to the importance to or value for the intervention effort of the rater’s own school or agency” (Cullinan et al., 1986, p. 64). A total of 36 directors at residential centers, 33 directors of federally funded projects to train teachers, and 62 administrators of local special education programs responded to the survey.

The mean ratings of each of the 55 items were calculated and a one-way analysis of variance was carried out to compare the ratings across the three groups at an alpha of 0.01. Only six of the items had a significant difference across the three groups. All three groups rated the categories of Behavior Management and Personal/Professional Characteristics as *very important*. The Administration and Knowledge categories were rated as the least important categories. Cullinan and colleagues concluded that the participants placed more value on high school teachers of students with E/BD ’ personal demeanor and their actual performance in the management of behavior than on their knowledge about the field or administration of programs.

Gable, Hendrickson, Young, and Shokoohi-Yekta (1992) developed a survey using the E/BD literature which was then reviewed by 10 experts. The final survey had 20 items that addressed specific classroom-based skills. The items were organized into six major skill categories with two-to-four subskills under them. One hundred and eleven teachers of students with E/BD and 25 E/BD teacher educators rated the importance of the items on a four-point scale of 1 (*little importance*) to 4 (*great importance*) as well as the degree to which they were trained to execute each item or skill on a four-point scale of 1 (*little or no training*) to 4 (*well prepared*). The responses were given for both groups individually and then compared and contrasted across groups. Both groups rated all of the subskill items and major skill categories, except Administrative, as *very important* (4) or *important* (3). The Behavior Management category had the highest mean score for teachers at 3.8, followed by Conferring and Consulting, which had a mean score of 3.6. The Preparation and Planning and Instruction and Teaching categories both had mean scores of 3.4, and the Assess Student Behavior category had a mean score of 3.2. The lowest mean score was for the Administrative category, at 2.7. Unpaired *t*-tests showed no significant difference between the teachers of students with E/BD and E/BD teacher educator's ratings on importance of specific skill or major skill categories. The teacher educator group rated the program preparation significantly higher than the teachers' Behavior Management and Administration categories. The teachers felt least prepared in the Conferring and Consulting and Administrative Tasks category.

Fink and Janssen (1993) identified 10 competency areas or major competency categories with 74 performance-based objectives (i.e., knowledge and skill items) distributed across these categories. They conducted an extensive literature review and had

practicing teachers of students with E/BD specify additional competencies that should be included. After this, 12 practicing teachers of students with E/BD were asked to rate the items and offer comments to the researchers. Twenty-eight practicing teachers of students with E/BD completed the final version of the survey. The participants rated each item according to their perceptions of the items' relevancy to their daily instruction. They rated the items on a scale of 1 (*not relevant*) to 5 (*most relevant*). The major competency categories were ranked using weighted means of the participants' ratings of the items within these. The major competency categories of Behavior Management, like in Gable and colleagues' (1992) study, and Social Skills Development both ranked first with weighted mean scores of 4.7. The Administration and Personal/Professional categories followed these at third with a weighted mean score of 4.2. The Curriculum category had a weighted mean score of 4.1, the Consultation category had a weighted mean score of 4.0., and the Assessment and Cognitive categories both had weighted mean scores of 3.7. The Technology category was ranked lowest, with a weighted mean score of 2.7.

Bullock, Ellis, and Whelan (1994) generated a competency list with 1,341 statements from preservice training of teachers in the area of E/BD. These were then narrowed down to 209 statements and organized into 11 categories. A group of four doctoral-level teacher trainer experts in the field of E/BD were asked to review the items for accuracy, clarity, readability, for their agreement/disagreement with the categorical placement of the items, and for any additional items. This resulted 201 items on the final survey organized into 11 competency categories.

The survey was given to 128 practicing teachers of students with E/BD. All of the participants had received E/BD-specific training and held E/BD certification. The

participants were asked to rate each item on a scale of 1 (*high*) to 5 (*low*) in relation to its importance, their proficiency with it, and how frequently they used it. The researchers highlighted the items in their survey that aligned with the Council for Exceptional Children (CEC) knowledge and skills statements for all new special educators developed by Swan and Sviris (1993).

The mean scores for the responses for each of the 201 items were calculated and ranked from the highest mean (1) to the lowest mean (5) and weighted based on importance, proficiency, and frequency. Behavior Management, had the highest mean score of 1.44, followed by Consultation/Collaboration, Screening/Assessment, Programming, and Resources with mean scores of 1.49, 1.63, 1.64, and 1.66 respectively. Parents; Evaluation, Research, Technology; General Knowledge; Foundation Information; Theory and Knowledge; and Field Experience/practice had weighted mean scores of 1.70, 1.79, 1.85, 1.97, 2.13, and 2.73 respectively.

Manning, Bullock, and Gable (2009) conducted the most recent empirical survey research related to E/BD teacher perceptions of the most important competencies needed to work with students with E/BD. The survey included 59 knowledge and skill statement items organized under six major competency categories. The statements and major competency categories were drawn from six of the 10 CEC initial special education teacher standards (CEC, 2003). The items and standards chosen were initially compared to and chosen after a thorough review of research related to critical E/BD teacher competencies as well as the Interstate New Teacher and Support Consortium standards. The standards chosen for this survey were: Instructional Strategies, Learning Environments, Language, Instructional Planning, Assessment, and Collaboration.

The participants included 128 teachers who worked with students with E/BD. The participants ranked the items under each major competency category or standard from rank order of 1 to 5 according to the importance they placed on the items. The data were organized by calculating the weighted rank order score of the items within each of the major competency category. The top five in order of weighted rank score were reported under each major competency category.

Prather-Jones (2011) explored the reasons given by experienced teachers of students with E/BD for continuing to work with students with E/BD. Her study was part of the broad body of literature that has explored the attrition rate of special education teachers. Thirteen teachers of students with E/BD who had been working directly with students with E/BD for seven consecutive years were recruited to participate in the study through Prather-Jones' professional contacts. The participants worked in public schools in a Midwest metropolitan area. All of the participants worked in public elementary, middle, or high schools. Their experience in the field ranged from seven to 28 years.

Data were collected using face-to-face, in-depth interviews with each of the participants, and follow-up focus groups. The interview protocol consisted of open-ended questions using the broad categories from Billingsley's (1993) work that looked at the external, employment, and personal factors that contributed to the attrition of special education teachers. The remaining questions focused on gathering personal and information about the participants' backgrounds, beliefs, and experiences. In addition to the interviews, seven of the participants took part in a focus group. Several participants were also interviewed twice. The follow-up interviews and focus group were used to help

triangulate the data (Creswell, 2003) as well as allow for member checking (Patton, 2002).

Both deductive and inductive qualitative analysis techniques were used to analyze the data. The deductive analysis was done using Billingsley's (1993) theoretical framework. After this, the sets of data produced were then analyzed inductively to identify patterns that emerged as strong themes in the participants' explanations. This was based on the frequency of particular types of responses, the emphasis placed on the responses, and the detail and complexity of the explanations. Data were compared across cases as well as where the participant responded to different questions or prompts. Once the themes were identified, the interviews were reanalyzed for negative or discrepant findings.

The data showed that the participants felt that having support and being a "good fit" were most important variables in the attrition and retention of teachers of students with E/BD. Support was related to support from administrative staff and as well as colleagues during the initial years of teaching. Prather-Jones (2011) did not discuss the results related to the need for support. She focused on the themes related to teachers' perceptions of what a "good fit" meant. All the participants felt that there were certain personal characteristics that help an individual teacher to be more or less successful. These included being intrinsically motivated, having the ability not to take things personally, being aware of and accepting limitations, being flexible and enjoying variety, and a having a strong commitment to working with students with E/BD. Intrinsic motivation was described as identifying and appreciating the minute achievements students made and being less reliant on external recognition. The ability not to take things

personally was described as an ability not to internalize personal attacks and more intense and sustained behavior issues. The participants felt that the ability to be aware of and accept their limitations of their work was important. That is, the participants felt they needed to maintain high expectations while acknowledging their limits in helping all students make significant gains in social, behavior, and academic areas.

The ability to be flexible and enjoy variety was described as teachers' ability to adjust and do what was needed in the moment, enjoying frequent changes. In addition, having a sincere interest in students with E/BD was described as caring for, valuing, and developing relationships. Over half of Prather-Jones' (2011) participants had careers in or expressed that they had a sincere interest in social work, mental health, or other helping professions before they became teachers of students with E/BD. Many of the participants attributed their choice to enter the field and their success as teachers of students with E/BD to their personal experiences and backgrounds prior to entering the field.

Competency standards 2008–present. This section reviews CEC's (2009) Initial Special Education Teachers of Individuals with Exceptional Learning Needs with Emotional Behavioral Disorders standards found in the book *What Every Special Educator Must Know*. These standards were developed using the literature already discussed and have had several iterations with the 2009 version being the latest.

The CEC, with leaders in the relevant special education categories, over the last two decades has identified Initial Common Core Content (ICC), a set of core competencies (knowledge and skill statements) that all initial special education teachers should possess in order to be successful. The knowledge-related competencies were those pieces of knowledge that teachers need to know or be aware of to be successful. The

skills-related competencies were the classroom practices that teachers need to use in their daily practice to be successful. Swan and Sviris (1992) completed the first set of competencies and the latest set was published in 2009. The CEC standards were developed to ensure that, “entry level personnel have the skill and knowledge to practice safely, ethically and effectively” (CEC, 2009, p. 8). This latest iteration of these competencies has been delineated into 10 standards, which are further delineated into subgroup statements referencing specific competencies. The standards in order are: Foundations; Characteristics of Learners; Individual Learning Differences; Instructional Strategies; Learning Environments and Social Interactions; Language; Instructional Planning; Assessment; Professional and Ethical Practice; and Collaboration. Incorporation of these standards by special education teacher preservice training programs is required for the programs to be accredited by the CEC and the National College Council Accreditation of Teacher Education (NCATE).

Experts from each special education category (e.g., E/BD, Early Childhood) have developed category-specific competencies under the 10 standards in addition to the common core competencies. In the E/BD category there are a total of 151 knowledge and skills statements. These 151 items are made up of the ICC for all special education teachers, with some items for teachers of students with E/BD specifically. The ICC contributes 54 knowledge-related competency items and 72 practice-related competency items. In addition to the ICC for 8 knowledge-related competency items, 11 practice-related competency items are included specifically for teachers of students with E/BD.

Summary of review of empirical studies. There were several consistent themes in the literature review related to the characteristics of successful teachers of students with

E/BD. All of the studies drew on the knowledge of practicing teachers of students with E/BD. Cullinan and colleagues (1986) deviated from this by surveying experts in the field, while Gable and colleagues (1992) surveyed and compared practicing teachers of students with E/BD and E/BD teacher educators. The most common data collection technique used was surveys (Bullock et al., 1994; Bullock & Whelan, 1971; Cullinan et al., 1986; Dorward, 1963; Fink & Janssen, 1993; Gable et al., 1992; Mackie et al., 1957; Manning et al., 2009). The surveys typically focused on the perceptions of teachers of students with E/BD by using Likert-type response scales to survey items. The survey studies were dominated by quantitative data analysis and presented the outcomes by ranking categories of items as well as items within the categories. Across the studies, behavioral management competencies were consistently ranked the highest. The early studies that attempted to explore the role of personal attributes relied on personality questionnaires (Goodman & McKinnon, 1975; Scheuer, 1971). These, like the survey-based research, relied on quantitative analysis. The quantitative outcomes explored correlations between variables on the questionnaires and other outcome measures like student achievement (Scheuer, 1971) and supervisor ratings (Goodman & McKinnon, 1975; Scheuer, 1971). Only Prather-Jones (2011) conducted a purely qualitative study. Mackie and colleagues (1957) included open-ended questions related to the important personality attributes in addition to the survey. Prather-Jones (2011) conducted interviews and focus groups to gather the data and used qualitative analysis techniques with no quantitative data collection or analysis techniques. Several studies focused primarily on competencies (Bullock et al., 1994; Gable et al., 1992; Manning et al., 2009), while others included items and categories that could be argued to fall under personal attributes

(Bullock & Whelan, 1971; Cullinan et al., 1986; Dorward, 1963; Fink & Janssen, 1993; Mackie et al., 1957). It should be noted, though, that the latter group of studies presented these as knowledge and skill competencies rather than as personal attributes as in the other personal attribute studies.

Synthesis of literature. The existing literature used to compare and contrast the data in this study is drawn from several of the previous studies discussed and is shown in Figure 1. This figure attempts to represent the competencies and personal attributes literature as having equal importance. The circle on the right shows the competency categories from the included articles. The circle on the left shows the personal attributes from the included articles.

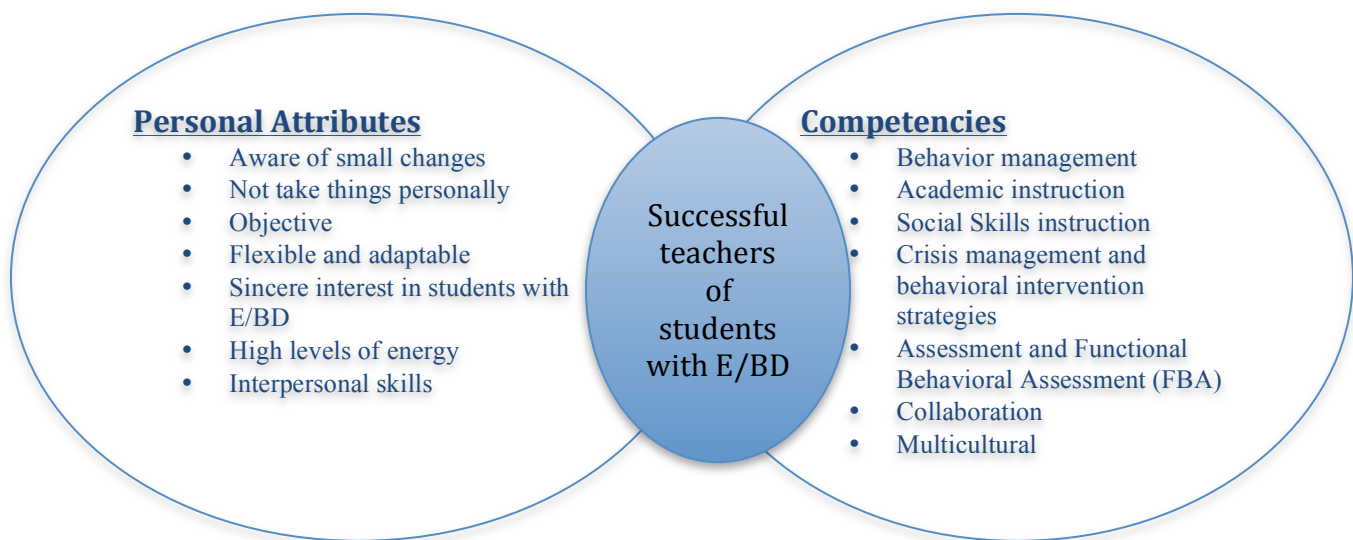


Figure 1. Synthesis of E/BD Teacher Competencies and Personal Attributes from Existing Literature

Note: Personal attributes are from Goodman & McKinnon, 1975; Long, Morse, & Newman, 1965; Mackie et al., 1957; and Prather-Jones, 2011. Competencies are from Bullock et al., 1994; Fink & Janssen, 1993; Gable, et al., 1992; and Manning et al., 2009.

Competencies. Table 1 shows the pertinent competencies of successful teachers of students with E/BD found in the literature, and their alignment with the competency categories found within the Survey of Successful teachers of students with E/BD Characteristics (the survey developed for the study). The first column provides the seven competency categories from the Survey of Successful teachers of students with E/BD Characteristics, and the second column provides specific competencies that fall within these competency categories on the survey. The remaining columns provide the specific competencies from the empirical studies (Gable et al., 1992; Fink & Janssen, 1993; Bullock et al., 1994; and Manning et al., 2009, respectively) and their alignment with the competency categories from the survey.

Studies were chosen that collected data using surveys and drew on the perceptions of practicing teachers of students with E/BD as were done in this study. The studies included in Table 2 also presented their findings without differentiating educational placement of teachers (e.g., residential, day treatment, or self-contained) or grade level of students teachers work with (e.g., elementary, middle, or high school), which allows for comparing and contrasting with the participants in this study, who have been drawn from a variety of placements and work with a variety of age groups. Dorward (1963) and Cullinan and colleagues (1986) focused on specific age groups and were therefore excluded. The studies included in Table 1 also reported outcomes by competency categories of knowledge and skill items. Gable and colleagues' (1992), Fink and Janssen's (1993) and Bullock and colleagues' (1994) presentation of rank order of the competency categories provides a further rationale for their findings of what critical competencies are according to practicing teachers. Manning and colleagues (2009) did

not rank the competency categories, but did rank items

Gable and colleagues (1992) were chosen also because they provided a model that compares and contrasts the perceptions of teachers of students with E/BD and E/BD teacher educators of the most important competencies similar to those included in this study.

It has been argued that when teachers believe that certain competencies are more important, their willingness to use them is much higher (Gable, 2004; Zions et al., 2006). The research studies included in Table 1 identify the critical competencies that practicing teachers value, and that therefore are more likely to be taken up by teachers currently in the field (Manning, et al., 2009), and that line up with the goals of this current study. Bullock and colleagues (1994) and Manning and colleagues (2009) both used the CEC standards, which represent the professional standards expected by all practicing teachers of students with E/BD. They identified what practicing teachers of students with E/BD perceived as the most important competencies within these standards based on practicing teachers of students with E/BD. Shores, Cegelka, and Nelson, (1973) argued that the comparison of experts and practicing teachers' perceptions of competencies is superior to just experts. This current study has included the perceptions of experts as well as practicing teachers of students with E/BD.

Table 1

*Synthesis of the Literature of Successful teachers of students with E/BD Competency**Categories Aligned with the Competency Categories used in Study*

Competency Categories	Gable et al. (1992)	Fink & Janssen (1993)	Bullock et al. (1994)	Manning et al. (2009)
Behavior Management		X	X	X
Academics Instruction	X	X	X	X
Social Skills Instruction		X		X
Crisis Management & Behavioral Intervention Strategies	X	X		
Assessment and Functional Behavioral Assessment (FBA)	X	X	X	X
Collaboration	X	X	X	X
Multicultural				X

Personal attributes. The studies included in Table 1 as well as the competency categories in the survey used in this study do not provide information about the personal attributes of successful teachers of students with E/BD and are limited to a finite set of discrete knowledge and skill statements' ratings and rankings. Leading scholars in E/BD have argued that teachers of students with E/BD ' personal attributes are vital in effectively working with students with E/BD (Hewett, 1966; Kirk, 1962; Knitzer,

Steinberg, & Fleisch, 1990; Lessen & Frankiewicz, 1992; Long, Mackie et al., 1957; Morse, & Newman, 1965; Nichols, 1991; Peacock Hill Working Group, 1991; Rabinow, 1960; Shores, Cegelka, & Nelson, 1973). A few empirical studies have attempted to identify these personal attributes (Mackie et al., 1957; Goodman & McKinnon, 1975; Prather-Jones, 2011). Only one study has attempted to validate the relationship between a teacher's personal attributes and student outcomes (Scheuer, 1971).

Of all the studies that explored the personal attributes needed by teachers of students with E/BD, only one (Prather-Jones, 2011) conducted a qualitative study. (Mackie and colleagues [1957] did include an open-ended question, which was analyzed qualitatively.) Table 2 presents the personal attributes found in the literature to be important for successful teachers of students with E/BD.

Table 2

Comparison of Personal Attributes of Successful teachers of students with E/BD in the Literature

Personal Attributes	Mackie et al. (1957)	Long, et al. (1965)	Goodman & McKinnon (1975)	Hewett (1966)	Kirk (1962)	Prather-Jones (2011)
Be aware of small changes	X	X				X
Be able to not take things personally	X	X				X
Be objective	X	X		X		X
Be flexible and adaptable	X	X		X		X

table 2 cont.

Personal Attributes	Mackie et al. (1957)	Long, et al. (1965)	Goodman & McKinnon (1975)	Hewett (1966)	Kirk (1962)	Prather-Jones (2011)
Have a sincere interest in children with E/BD	X	X			X	X
Have a high level of energy	X	X	X			
Have interpersonal skills	X	X			X	

Rationale for this study. The literature reviewed in this chapter suggests that although some attention has been paid to the characteristics of successful teachers of students with E/BD, studies have tended to have a narrow focus on competencies.

Early work in this field of study, which included a focus on personal attributes, was descriptive and not empirically validated. Of the studies reviewed in this chapter, only two attempted to empirically identify the competencies and personal attributes needed by successful teachers of students with E/BD (Mackie et al., 1957; Prather-Jones, 2011). Prather-Jones' study, due to its explorative nature, had the potential to identify competencies and personal attributes but the outcomes only identified and delved into personal attributes. The participants did talk about the need for competencies but this was not discussed in her outcomes. Two studies, both conducted prior to the 1980s, focused primarily on empirically identifying important personal attributes needed. Eight studies focused primarily on empirically identifying competencies needed by successful teachers of students with E/BD. The bulk of the competency studies were conducted after the

1980s and the current professional CEC standards are dominated by these kinds of competencies.

There is a gap surrounding teachers' personal attributes in the E/BD teacher literature from the past 30 years, even with the increase of students with E/BD and the demand for teachers of students with E/BD. Unfortunately the studies after Goodman and McKinnon (1975) neglected to include teachers' personal attributes and focused primarily on competencies needed by teachers of students with E/BD to be successful. These studies as a whole lacked more in-depth analysis of the competencies and relied on teacher or expert self-report through surveys, which limited the insights to quantitative outcomes. Finally, the studies and descriptions also were typically drawn from either experts in the field or teachers and only one compared the perceptions of the experts and teachers of students with E/BD (Gable et al., 1992). Manning and colleagues (2009) argued that identifying what practicing teachers perceive to be important competencies is vital as these are what they will actually implement in their classrooms. In the same way, exploring what those who are charged with training teachers perceive to be important is vital as they develop, train, and support pre-service and practicing teachers. The inclusion of both these groups, as done in this study, provides a more holistic view of what is perceived as important for teachers of students with E/BD to be successful.

The lack of research that explores both competencies and personal attributes warrants further study with both included. The primary focus of this study is to identify the characteristics—competencies and personal attributes—of successful teachers of students with E/BD by drawing on the perceptions of people working in the field, as well as by comparing these perceptions with the existing literature.

Chapter Three: Methods

A mixed methods study design was used to investigate perceptions of the characteristics of successful teachers of students with E/BD among three groups of professionals working in the area of E/BD: Experts in E/BD (teacher educators and supervisors), teachers who are expert in E/BD, and MEd Graduates specializing in E/BD who have completed their degree over the last 10 years. Their perceptions were also compared and contrasted with the existing literature. All three groups completed a survey on the characteristics of successful teachers of students with E/BD. The survey had Likert-type items and also included open-ended questions. In addition to the survey, the Experts in the field of E/BD and expert teachers of students with E/BD were interviewed individually and participated in focus groups.

Qualitative data was generated from the interviews, focus groups, and open-ended questions on the survey. Quantitative data was generated from the survey items, which were made up of knowledge and skills statements that the participants rated numerically based on what they perceived as important. The mixed methods design was selected to build on the existing E/BD teacher literature, which primarily used surveys and quantitative analysis. The inclusion of qualitative data sources allows for a more in-depth analysis to strengthen the survey data related to competencies and to explore the personal attributes participants perceived as important. Specifically, an equal priority, exploratory mixed method strategy was used (Creswell, 2003). The qualitative and quantitative analyses were given equal weight and consideration (equal priority), with an attempt to further explore participants' perceptions through qualitative data (exploratory).

The inclusion of qualitative data and analysis allowed for both inductive and deductive coding to be used for a particular group of participants, as well as for a deeper comparison within and across these groups. Qualitative analysis emphasizes words and spoken perceptions versus analysis that relies solely on numbers (Maxwell, 2005). The use of varied data sources and different groups of participants increased the amount and depth of information that could be gathered and investigated. Special education researchers have argued that qualitative research in special education is strongest when used to develop evidence based on exploration of specific contexts and individuals (Brantlinger, Jimenez, Klingner, Pugach, & Richardson, 2005), as was done in this study, which focused on three distinct groups of participants working in the field of E/BD. This is of particular importance in research on the personal attributes of teachers of students with E/BD in conjunction with competencies, which is not supported by a current empirical research base.

Research Questions

These are the major research questions addressed in this study:

- 1) What are the characteristics of successful teachers of students with E/BD, based on the perceptions of teachers of students with E/BD (expert teachers of students with E/BD and MEd Graduates specializing in E/BD) and experts in the field of E/BD (experts in E/BD)?
 - a. What competencies and personal attributes do practicing teachers of students with E/BD (expert teachers of students with E/BD and MEd Graduates specializing in E/BD) perceive to be important to successful teaching of students with E/BD?
 - b. What competencies and personal attributes do practicing experts in the field of E/BD (experts in E/BD) perceive to be important to successful

teaching of students with E/BD?

- 2) How do the teachers of students with E/BD (expert teachers of students with E/BD and MEd Graduates specializing in E/BD) and experts' (experts in E/BD) perceptions of the characteristics of successful teachers of students with E/BD compare and contrast with each other and the literature?

Study Participants

Experts in E/BD. Four experts with experience supervising and/or training teachers of students with E/BD and conducting research in the field of E/BD were recruited and agreed to participate as part of the E/BD expert group. All four experts were selected based on their extensive backgrounds and experience as well as for their reputations as leaders in the national and local field of E/BD. All four work directly with teachers of students with E/BD and were able to nominate expert teachers of students with E/BD to participate in the study. In addition, the four experts selected were also available for the researcher to be able to conduct face-to-face interviews and attend focus groups in person. This section describes each expert's current roles, experience in the field of E/BD, and educational background and certifications.

Nicholas is a faculty member at a large research university in the Pacific Northwest and has worked in the field of E/BD for 37 years. He currently teaches graduate-level classes, supervises masters and doctoral students, and conducts research in the area of E/BD. He co-directs a master's of education program for teaching children with high-incidence disabilities, and supervises the graduate students who will be working in E/BD settings. He also works with school districts and Programs serving students with E/BD as a consultant. He is a leading researcher and leader in the area of E/BD at the national and local level. Prior to his work in higher education, he was an

E/BD classroom teacher and program administrator. He holds a BA in history and political science and a MEd and PhD in special education. In the past, he had been certified as a special education teacher and an administrator.

Theresa is a faculty member at a private university in the Pacific Northwest and has worked in the field of E/BD for the past 25 years. She currently teaches and supervises students in a master's in teaching program. She provides consulting and training to school districts locally and nationwide, with programs that relate to E/BD and Positive Behavioral Support. She is actively involved in the Re-EDucation (Re-ED) and Life Space Crisis Intervention (LSCI) professional bodies. She holds local and regional leadership roles in these groups and is a certified Re-ED and LSCI trainer. She also has an active research agenda in the area of E/BD. Prior to her work in higher education; Theresa was an E/BD classroom teacher and district behavior consultant. She holds a BA, MEd, and PhD in special education. She holds an additional MEd in the area of curriculum and instruction. She is certified in special education and literacy as well as in high school psychology.

Athena currently has several roles in a school district in the suburbs of a large Pacific Northwest city. She has been working in the field of E/BD for the past 25 years. As a district special education director, she manages and supervises district special education programming. She is also the director of a therapeutic day school for students with E/BD and of a residential program for students with E/BD. Within the school district she conducts professional development for administrators and teachers on a variety of issues around behavior and E/BD. Like Theresa, she is actively involved in the national and local Re-ED and LSCI professional bodies and is a certified trainer in both areas. In

the past, she has worked as a classroom teacher, provided district behavior support, and acted as field supervisor and instructor for master's students in the area of E/BD. She has a BA in elementary and special education and holds a MEd and PhD in special education with an emphasis on E/BD. She is currently certified as a special education teacher and administrator.

Nelson is a consultant teacher in a large urban school district in the Pacific Northwest. He has worked in special education for over 35 years and in E/BD for 12 of those years. His current role as a consultant teacher involves supporting general education, special education, and teachers of students with E/BD around behavior and how to address children's needs. In this role he supports teachers in programs serving students with E/BD and oversees the placement of students into programs serving students with E/BD. He holds a BA in special education and a MEd in special education with an emphasis in E/BD. He is also certified in special education.

Expert teachers of students with E/BD. At the end of the E/BD expert interviews, the participants were asked to nominate teachers of students with E/BD whom they deemed to be highly successful and who were currently working in E/BD classrooms. A total of 19 expert teachers of students with E/BD were nominated, and 14 agreed to participate in the study. Table 3 provides information about gender, level of education, years as an E/BD teacher, classroom type and level, and location for participants in this group.

Eleven of the expert teachers were female and three were male. All hold bachelor's degrees with a variety of majors; one participant holds two bachelor's degrees. Thirteen have a master's degrees in education, 10 of these have an emphasis in E/BD.

One of the participants holds two master's degrees in education: the first in secondary language arts and the second in E/BD. All expert teachers of students with E/BD are currently certified in special education, two hold certifications in math, and one is additionally certified in biology. Five of the expert teachers work in a K–12 therapeutic day school for students with E/BD, four work in one school in a large suburban school district where Athena, a participant in the experts in E/BD group, is the administrator. Seven of the expert teachers work in self-contained E/BD classrooms in comprehensive schools (schools that serve special education students as well as typically developing students). One of the participants works in a cross-categorical class and has several students in her caseload who qualify as E/BD. The last participant currently works as a mentor-teacher for beginning teachers and has had 12 years of experience as an E/BD teacher. Seven participants work at the elementary school level and six at the middle school level; the mentor-teacher has 12 years of experience working at the elementary level. Only one of the participants has worked at more than one level (both elementary and middle school). Eleven participants work in suburban districts within a large metropolitan area in the Pacific Northwest. Two work in a large urban district, and one works in a rural district. For more detailed information about the teachers who are expert in E/BD, please see Appendix A.

Table 3

Teachers who are Expert in E/BD' Demographic Characteristics

	<i>N</i> = 14
Gender	
Male	3
Female	11
Years of Experience	
1–3	4
4–6	4
7–9	2
10+	4
Setting	
Public comprehensive school, self-contained	8
Alternative school/program	5
Other	1
Level	
Elementary school	7
Middle school	6
High school	0
Other	1

MEd Graduates specializing in E/BD. The third group of participants in this study was chosen from a database of 96 graduates (2003–2010) from a master's in education program with a focus on E/BD at a large Pacific Northwest university. They had all been invited to complete a review of the master's in education program. The program review included the same survey as completed by the other participants as well as some additional questions. They were also asked to rate how they felt that the program prepared them in regards to the items in the surveys competency categories. The completed program surveys were used as extant data in this study.

Of the 96 graduates in the database, six were not graduates of the program, one had died, one had faced disciplinary action and lost their teaching credentials, and three refused to answer the survey. Thus 85 of the eligible E/BD graduates were used to calculate the contact rate for this extant data set, with 69 completing the program review and 16 not responding, for an 82% contact rate. The 69 E/BD graduates who completed program reviews were included in the study as extant data. The program review completed was the same as the survey completed by the other participant groups.

From the 69 graduates who completed the program review, one was participating in the Experts in E/BD group, and eight were nominated by the Experts in E/BD as expert teachers of students with E/BD and volunteered to participate in that group. The data from these nine teachers were separated from the data from the other MEd Graduates specializing in E/BD. In addition, 16 of the MEd Graduates specializing in E/BD had not worked as an E/BD teacher since graduating, and their data was not used. In total, data from 44 MEd Graduates specializing in E/BD were included in the study. Table 4 provides a summary of the MEd Graduates specializing in E/BD' years of experience, work setting, and school level.

Table 4

MEd Graduates specializing in E/BD' Demographic Characteristics

	<i>N</i> = 44
Years of Experience	
1–3	19
4–6	18
7–9	4
10+	3
Setting	
Public comprehensive school, self-contained	34

Alternative school/program	7
Multiple settings	3
Level	
Elementary school	11
Middle school	11
High school	11
Multiple levels	11

Note: The survey did not include an option to identify the participants' gender.

Study Design

Approval from the University of Washington Internal Review Board (IRB) was granted before participants were recruited for the study. After all participants' consent was obtained, the surveys, interviews, focus groups, and review of the database of MEd graduates were conducted.

The expert E/BD participants were invited to participate by email (see Appendix B for the invitation email). As noted, all four of the invited experts consented to participate in the study (see Appendix C for the consent form). The experts were emailed a link to the online Survey of Successful teachers of students with E/BD Characteristics (see Appendix D) and completed the survey prior to their face-to-face interviews. One of the experts had completed the survey in the group of MEd Graduates specializing in E/BD extant data, and that person's completed survey was removed from the E/BD MEd graduate data and included in the E/BD expert data instead. Each E/BD expert was interviewed by the investigator (see Appendix E for the interview protocol). The interviews ranged from 30 min to 1 hr. 30 min. At the end of each interview, the expert nominated three to five successful teachers of students with E/BD for the expert teachers of students with E/BD group; the four experts nominated a total of 19 teachers. After all the interviews had been conducted, a focus group was held, and all Experts in E/BD

participated. The focus group was 1 hr. 30 min long. During the focus group, the survey results and possible themes from the interviews were shared. In addition the experts were asked further questions (see Appendix F for the expert focus group protocol) as well as prompted to add, edit, and comment on the findings presented to them.

Each person who was nominated as an teachers who are expert in E/BD was contacted and invited to participate in the study via email (see Appendix G for the invitation email). Of the 19 teachers of students with E/BD invited, 14 consented to participate in the study (see Appendix C for consent form). As with the participants in the experts group, all expert teachers of students with E/BD were sent a link to an online version of the survey (see Appendix D) and asked to complete it before their face-to-face interviews. Eight of the expert teachers of students with E/BD had completed the survey as part of the E/BD MEd graduate program review, and their data was removed and included in the teachers who are expert in E/BD group instead. The remaining six participants completed the survey. Once the surveys were completed, each teachers who are expert in E/BD was contacted to schedule a face-to-face interview (see Appendix H for the teachers who are expert in E/BD interview protocol). All 14 teachers were interviewed, and the length of the interviews ranged from 25 min to 1 hr. 45 min. After completing the interviews, the expert teachers of students with E/BD were invited to participate in a focus group (see Appendix F for the focus group protocol). Thirteen of the fourteen expert teachers of students with E/BD participated in one of three focus groups. The focus groups were all over 1 hr. 15 min long. During the focus groups, they were asked further questions as well as prompted to add, edit, and comment on the findings presented to them.

During this time, and upon IRB approval, the database of MEd Graduates specializing in E/BD was accessed and organized for analysis. The MEd Graduates specializing in E/BD completed the same survey as the other two groups, with some additional open-ended questions (see Appendix I). This group also answered several program-specific questions, which were not ultimately included in this study.

Instrumentation

Survey. The survey instrument used in this study, the Survey of Successful teachers of students with E/BD Characteristics, was developed by adapting the Participatory Evaluation and Expert Review for Classrooms Serving Students with Emotional/Behavioral Disabilities (PEER-E/BD), Individual form, version 4 (Walker & Cheney, 2001, 2007). First, the items in the PEER-E/BD were organized into seven major categories and relevant items were selected based on their alignment with other empirical survey research on E/BD teacher competencies (Bullock, Ellis, & Wilson, 1994; Fink & Janssen, 1993; Gable et al., 1992; Manning, Bullock, & Gable, 2009).

The major categories in the adapted survey are these: Behavior Management (nine items); Academic Instruction (four items); Social Skills Instruction (six items); Crisis Management and Behavioral Intervention Strategies (twelve items); Assessment and Functional Behavioral Assessment (nine items); Collaboration (four items); and Multicultural (three items). The items selected represent statements that encapsulate competencies that have been identified by past research as essential for successful teachers of students with E/BD (see Appendix D for a copy of the survey instrument). Table 1 in Chapter 2 demonstrates how the competency categories on the survey align with relevant empirical survey research on E/BD teacher competencies (Bullock, Ellis, &

Wilson, 1994; Fink & Janssen, 1993; Gable et al., 1992; Manning et al., 2009). After the last item in each of the seven major categories, an open-ended question invited participants to “Please add in any other pertinent thoughts and ideas” to allow for inclusion of ideas and thoughts not covered in the items in that category (Gable et al., 1992).

Interview and focus group protocols. A semistructured interview protocol was used for the interviews with the Experts in E/BD and the teachers who are expert in E/BD. Each interview included open-ended questions and additional probes (see Appendices E and H). The focus groups for the Experts in E/BD and the expert teachers of students with E/BD also followed a semistructured protocol (see Appendix F) that followed a similar format and contained similar guiding questions to the interview protocols. During the focus groups, themes that had emerged from the interviews and surveys were shared to encourage open discussion and exploration by the participants. The quantitative results from the survey were also shared. This allowed for *member checking* of the emerging themes and results for accuracy, agreement, and disagreement (Patton, 2002). During member checking, the researcher shares the initial findings with the participants to review for agreements and disagreements. The focus groups also provided an opportunity for the participants to provide additional comments and explore further the knowledge, skills, and personal attributes needed by successful teachers of students with E/BD.

Chapter Four: Results

This study investigated the characteristics of successful teachers of students with E/BD based on the perceptions of different stakeholders working in the area of E/BD. The stakeholders' perceptions of the competencies and personal attributes were compared and contrasted with each other as well as with the existing literature. The stakeholders included Experts in E/BD who were teacher educators and district supervisors, expert teachers of students with E/BD who were nominated by the Experts in E/BD, and MED Graduates specializing in E/BD with teaching experience in E/BD. The participants in all three groups completed a survey; the Experts in E/BD and expert teachers of students with E/BD were also interviewed and participated in focus groups. The results are presented in this chapter: the survey results are presented first, followed by the interview and focus group results.

Survey

Category rankings by participant group. Survey responses will be presented first for each group and then compared across groups.

Experts in E/BD. Table 5 presents the Experts in E/BD' ($N = 4$) responses on the Survey of Successful teachers of students with E/BD Characteristics. Participants rated items in each category from 1 (*not important at all*) to 5 (*very important*). Table 6 lists the seven competency categories in descending order, with the competency category that received the highest mean score across all items listed first. The items in each competency category that were rated 5 (*very important*) by all four experts are also indicated.

Table 5

Experts in E/BD' Survey Responses: Ranked Competency Category Means and Standard Deviations and Items with Mean Score of 5

Category rank (most to least important)	Importance (1 = low, 5 = high) X (SD)	Items with a mean score of 5
1. Crisis Management and Behavioral Intervention Strategies	4.958 (0.202)	1, 2, 4, 5, 7, 8, 9, 10, 11, 12 ^a
2. Social Skills Instruction	4.875 (0.338)	3, 4, 5, 6
3. Assessment and Functional Behavioral Assessment	4.778 (0.540)	3, 4, 5, 7, 9
4. Academic Instruction	4.750 (0.447)	1, 2
5. Behavior Management	4.722 (0.513)	3, 4, 5
6. Multicultural	4.583 (0.669)	None
7. Collaboration	4.438 (0.512)	None

^a See Appendix J for more detailed descriptions of the individual items.

The Crisis Management and Behavioral Intervention Strategies category had the highest mean score (4.958) and the Multicultural category had the lowest (4.538). All seven categories' mean scores ranged between 4 (*important*) and 5 (*very important*).

The third column in Table 5 lists the 24 items (out of 47) that had mean scores of 5 (*very important*) from the Experts in E/BD. The Experts in E/BD' lowest-rated item was item 7 in the Behavior Management category, which had a mean score of 4. Appendix J includes more details about each item, including their mean scores and rank within their category for all three groups anchored by the Experts in E/BD.

Teachers who are expert in E/BD. Table 6 presents the teachers who are expert in E/BD' ($N = 14$) survey responses, with the competency category that received the highest mean score listed first. The items in each category that were rated as 5 (*very important*) are also listed.

Table 6

Teachers who are expert in E/BD' Survey Responses: Ranked Competency Category Means and Standard Deviations and Items with Mean Score of 5

Category rank (most to least important)	Importance (1 = low, 5 = high) X (SD)	Items with a mean score of 5
1. Crisis Management and Behavioral Intervention Strategies	4.712 (0.269)	4, 5, 7 ^a
2. Behavior Management	4.698 (0.288)	None
3. Academic Instruction	4.696 (0.090)	None
4. Social Skills Instruction	4.661 (0.368)	None
5. Collaboration	4.464 (0.371)	None
6. Multicultural	4.333 (0.083)	None
7. Assessment and Functional Behavioral Assessment (FBA)	4.331 (0.313)	None

^a See Appendix J for more detailed descriptions of the individual items.

The Crisis Management and Behavioral Intervention Strategies had the highest mean score (4.712), and the Assessment and Functional Behavioral Assessment category had the lowest (4.331). All seven categories' mean scores ranged between 4 (*important*) and 5 (*very important*).

Two items (item 4 and item 6) in Assessment and Functional Behavioral Assessment category and one (item 2) in the Collaboration category were rated 5 by all

the teachers who are expert in E/BD. All other items across all seven competency categories received a mean score lower than 5.

MEd Graduates specializing in E/BD. Table 7 presents the MEd Graduates specializing in E/BD' ($N = 44$) survey responses, with the competency category that received the highest mean score listed first. The items in each competency category that were rated as *very important* (5) are also listed.

Table 7

MEd Graduates specializing in E/BD' Survey Responses: Ranked Competency Category Means and Standard Deviations and Items with Mean Score of 5

Category rank (most to least important)	Importance (1 = low, 5 = high) $\bar{X}$ (SD)	Items with a mean score of 5
1. Crisis Management and Behavioral Intervention Strategies	4.799 (0.737)	None ^a
2. Social Skills Instruction	4.628 (0.751)	None
3. Behavior Management	4.573 (0.688)	None
4. Assessment and Functional Behavioral Assessment	4.506 (0.487)	None
5. Collaboration	4.483 (0.845)	None
6. Academic Instruction	4.478 (0.849)	None
7. Multicultural	4.215 (0.973)	None

^a See Appendix J for more detailed descriptions of the individual items.

The Crisis Management and Behavioral Intervention Strategies category had the highest mean score (4.799), and the Multicultural category had the lowest (4.215). The mean scores in all seven categories fell between 4 (*important*) and 5 (*very important*). None of the items received a mean score of 5 (*very important*) and all but two ranged between 4 and 5. Item 7 in the Behavior Management category and item 2 in the

Collaboration category had mean scores below 4. The MEd Graduates specializing in E/BD' lowest-rated item was item 7 in the Behavior Management category, which had a mean score of 3.331.

Competency category rankings across participant groups and selected studies. Table 8 provides the rankings for the seven survey competency categories by the three participant groups, anchored by the Experts in E/BD' rankings. Table 9 also includes the category rankings from three relevant research articles that ranked their survey categories' mean scores (Bullock et al., 1994; Fink & Janssen, 1993; Gable et al., 1992).

Table 8

*Competency Category Rankings Across Participant Groups and Selected Literature
(Anchored by Experts' in E/BD Category Rankings)*

Category	Category rank					
	EE ^a	EET	EMG	Gable et al., 1992	Fink & Janssen, 1993	Bullock et al., 1994
Crisis Management and Behavioral Intervention Strategies	1	1	1	1	—	—
Social Skills Instruction	2	4	2	—	1	—
Assessment and Functional Behavioral Assessment	3	7	4	5	7	3
Academic Instruction	4	3	6	3 3 ^b	5	7
Behavior Management	5	2	3	—	1	1 4 ^b
Collaboration	6	5	5	2	6	2 5 ^b

					6 ^b
Multicultural	7	6	7	–	–

^a EE = experts in E/BD; EET = teachers who are expert in E/BD; EMG = MEd Graduates specializing in E/BD.

^b Gable and colleagues' (1992) study had a total of six categories; Fink and Janssen's (1993) study had nine categories; and Bullock and colleagues' (1994) study had 11 categories. The seven categories ranked highest (six in the case of Gable and colleagues), are included for comparison with the current participants' rankings.

To align the competency category rankings from the survey in Table 8, the research articles' competency categories and individual item descriptions were reviewed for content that matched this study's survey competency categories. Then rankings by current participants and those presented in the literature were analyzed.

Several of the competency categories from the research literature aligned with a single competency category in this study's survey. For example, in the study by Bullock and colleagues (1993), the second-, fifth-, and sixth-ranked categories Consultation/Collaboration, Resources, and Parents, respectively were similar in content to this study's category of Collaboration. Similarly Bullock and colleagues' (1994) first- and fourth-ranked categories (Behavior Management and Programming) closely aligned with this study's category of Behavior Management. Fink and Janssen (1993) had two categories with the same mean and rank (first): Behavior Management and Social Skills Development. These aligned with this study's categories of Behavior Management and Social Skills Instruction. Similarly, Gable and colleagues (1992) had two categories with the same mean and rank (third): Instruction and Teaching, and Preparation and Planning. Both of these categories aligned with this study's category of Academic Instruction.

High-ranking survey items across participant groups. Table 9 presents the agreements of the individual survey items rank order with in each category.

Table 9

Individual Survey Items with Means higher than 4.5 by All Participant Groups (Anchored by experts in E/BD category rankings)

Category

(Items with mean scores ≥ 4.5)

Crisis Management and Behavioral Intervention Strategies

1. Effective crisis prevention and early interventions are in place.
2. Crisis prevention and early intervention strategies that emphasize non-aversive strategies are used when ever possible.
3. The levels of escalating behaviors and implementation of appropriate corresponding intervention strategies are understood.
4. Post crisis techniques (i.e. debriefing, problem solving, reintegration discussions) are understood and used.
5. Post crisis techniques that focus on maintaining student dignity and rebuilding staff/student relationships are used.
6. The dynamics of counter aggression and its effects on their behavior (e.g. the conflict cycle) are understood.
7. Crisis situations are routinely debriefed and necessary adjustments to daily programs and responses are made.
8. In difficult situations, students' thoughts and feelings are related to problematic behavior.
12. BIP's are regularly evaluated for their effectiveness based on relevant data.

Social Skills Instruction

3. Students are taught effective ways to communicate their needs, feelings, and opinions.
 4. Staff are responsive to students expression of needs, feelings, and opinions in a productive way.
 5. Classroom rules and routines are taught and practiced frequently as classroom social skills.
 6. Therapeutic supports focus on strengthening social cognitive development (i.e. problem solving, increasing social awareness, and enhancing self-awareness).
-

*table 9 cont.***Category****(Items with mean scores ≥ 4.5)**

Assessment Functional Behavioral Assessments

- 5. The FBA development uses a data based assessment of behavior, including setting events, triggering antecedents, the problem behavior, and maintaining consequences.
- 7. The FBA includes data taken from the student's current setting/s.
- 9. The FBA information is integrated and coordinated with the students IEP.

Instruction, Academics

- 3. Quality instructional materials, activities, and curriculum are available.
- 4. Systematic, effective data collection occurs daily and is used to evaluate students' academic performance.

Behavioral Management

- 1. Effective and systematic data collection techniques are used to monitor and evaluate daily behavioral performance of students.
- 3. Daily scheduling of activities promotes high levels of student engagement in the activities.
- 4. Classroom rules and routines are meaningful and integrated into the classroom.
- 5. Classroom rules and routines promote student success, while minimizing opportunities for disruptive behavior.
- 6. Students in my classroom understand and can state rules, expectations, and classroom routines.
- 8. A clear management process is used to address problems early and to redirect the student to deescalate problem behavior
- 9. Therapeutic supports (i.e. problem-solving, de-briefing) are in place to help students understand how their thoughts, feelings, and perceptions may be contributing to problem behaviors.

Multicultural

None

Collaboration

- 1. The student's family and guardians are included as team members.
 - 4. The teacher is involved with other agencies or providers as necessary to provide other types of support for the student and/or family.
-

Additional comments, by participant group and category. At the end of each survey category, participants were prompted to write in any additional information that they felt pertained to the category (“Please add in any other pertinent thoughts and ideas”). These additional comments will be presented first for each group and then compared across groups. The number of additional comments per category by group will be presented with a short description or theme that emerges and some excerpts of what was written.

Experts in E/BD. Two of the four Experts in E/BD provided additional comments. Based on these comments, one new competency was added in the Social Skills Instruction category (social skills instruction needed to be relevant to the group of students receiving the instruction versus relying on existing curricula).

Teachers who are expert in E/BD. Seven of the 14 expert teachers of students with E/BD provided additional comments. The comments focused on the knowledge and skills presented in the seven competency categories in the survey, but there was no consensus. In the Academics Instruction competency category a participant commented, “Understanding and having knowledge in content area is critical. The effective EBD teacher has to be a great instructional leader.... the effective E/BD teacher needs to know how to reduce the academic achievement gap, we have to be mindful of how to provide quality academic instruction that could reduce challenging behaviors after all.” In the Social Skills instruction category another participant commented, “It is important that we start and end the day with a group meeting and social skills instruction. The lessons taught are typically determined by the immediate needs of the students.” In the Multicultural category another comment was, “I had to purchase a variety of curriculum

when I started the program because there was very little available for me.... What was available was not culturally or socially relevant to my students.”

MEd Graduates specializing in E/BD. Thirteen of the 44 participants included additional comments. The comments focused on the knowledge and skills presented in the seven categories in the survey, but there was no consensus. In the Academic Instruction category a participant commented, “In my experience, data...should be graphed at least on a weekly basis.” An additional comment in the Social Skills Instruction category supported the importance of Social Skills Instruction by stating, “Teaching these skills is integral to effective group process as well. The importance of Assessment and the FBA was also echoed in the comment, “This [FBA] is an extremely valuable tool that is used in this field.” A comment that furthered the items in the Multicultural category was, “Students do not lose their culture because they are in a public school. We don't need to "nurture" or "imitate" the culture, so much as respect it and just be aware how it is reflected in our student's behaviors and actions.”

Open-ended questions. Participants were asked to answer three open-ended questions at the end of the survey, or to write “N/A” if they had no additional comments. The questions asked participants about their perceptions of the types of experiences and classes that should be included in preservice training of teachers in the area of E/BD; to comment on specific knowledge, practice, or personal attributes that are essential to teachers of students with E/BD; and to provide any additional comments on their experiences as an E/BD teacher.

The responses were organized by participant group and then by each question. They were then uploaded to Dedoose, an online qualitative analysis tool. Each group’s

responses were reviewed for emergent themes through inductive analysis. New competencies were added to categories or new themes were added to personal attributes when more than 50% of a group's participants provided comments that aligned with each other and were relevant to competencies and personal attributes needed by the successful teachers of students with E/BD. Analysis began with the Experts in E/BD, followed by a second round of analysis for additional competencies or themes. The same procedure was then conducted with the responses from the MEd Graduates specializing in E/BD group, with the addition of the emergent competencies or themes from the Experts in E/BD being applied to the expert teachers of students with E/BD for a deductive analysis in the first round of analysis.

Experts in E/BD. Three of the four participants responded that personal attributes were most important for teachers working with students with E/BD: “Personal dispositions, as you can’t teach those”; “Trust, integrity, interpersonal skills, optimism”; “Resiliency and not personalizing events.” Two of the four participants felt that teacher training programs needed to include additional training in specific philosophies and programs for addressing children’s needs (i.e., Re-ED, LSCI, and CHAMPS). Two other responses called for additional time with other educational and related professionals in preservice training of teachers in the area of E/BD.

Teachers who are expert in E/BD. One new competency category emerged in relation to teachers’ ability to build relationships with students with a strength-based focus. Additional comments focused on defining in more detail the specific categories and items provided in the survey.

MEd Graduates Specializing in E/BD. A theme, like with the Experts in E/BD, emerged in relation to the importance of successful teachers of students with E/BD ' personal attributes (e.g., patience, flexibility, resiliency, self-awareness, value all children). Additional comments focused on the specific categories and items presented in the survey with no new themes being found.

Summary of survey results. The competencies presented in the Survey of Successful teachers of students with E/BD Characteristics were rated as important and comprehensive. One competency category was added, and one competency was added within an existing competency category. Two themes related to the preparation of teachers of students with E/BD emerged. The highest-ranked category across all groups was Crisis Management and Behavioral Intervention Strategies. The results showed alignment with the competency categories in the existing E/BD teacher competency literature.

A new competency, which added to the Social Skills Instruction category, was the need for social skills instruction to be relevant to students versus relying on existing curricula. The additional competency category that emerged was the need for the teacher to have the ability to develop strength-based relationships with students. Two themes related to the preparation of teachers of students with E/BD emerged. The first was the need for preservice training of teachers in the area of E/BD to expose preservice teachers of students with E/BD to educational programs and philosophies (e.g., Re-ED, LSCI, and CHAMPS), and the other that programs should provide more experiences for teachers to work with other professionals in the field (e.g., general education teachers, SLP, OT/PT, social workers).

The importance of teachers' personal attributes also emerged in the analysis of the results. The Experts in E/BD as a group perceived that personal attributes were the most important characteristics of successful teachers of students with E/BD, partly because they perceived these as hard to teach. The Experts in E/BD also provided some specific personal attributes they saw as important. The MEd Graduates specializing in E/BD, although not stating it as clearly as did the Experts in E/BD, also perceived personal attributes as important, as indicated by discussion of multiple personal attributes.

Interviews

Each participant in the Experts in E/BD and expert teachers of students with E/BD groups was interviewed in person. The MEd Graduates specializing in E/BD were not interviewed. The interviews ranged from 30 min to 1 hr. 30 min. The entire interview protocol can be found in Appendix E. Questions 5 through 9 were analyzed for additional information related to competencies and personal attributes of successful teachers of students with E/BD. Participants were asked to describe the characteristics of an effective teacher of students with E/BD; to provide any additional competencies in relation to the surveys competency categories; to say whether personal attributes were important and to describe these; to describe why they believed teachers of students with E/BD left the field of E/BD; and to provide any additional comments they would like to add to the characteristics of a successful teacher. The purpose of the interviews was to confirm the survey results as well as to check for additional knowledge and skills in the survey competency categories or new competency categories and to include whether personal attributes were important and if so which types of personal attributes.

All of the interviews were transcribed, cleansed, and read before they were coded. The first round of coding used inductive analysis and looked for emergent themes related to competencies, as well as personal attributes. This was followed by a cross-case, cross-question deductive analysis of themes using the new emergent themes as well as those in the competency categories. Themes, and subthemes within these, were chosen based on agreement of or similarity in responses between more than 50% of the participants in a group (Experts in E/BD: 3 out of 4; teachers who are expert in E/BD: 8 out of 14).

The new information that emerged was organized into two areas: competencies and personal attributes. Competency-related information that emerged was organized along the survey competency categories and was either added as a new competency category (if the information didn't fall within the existing competency categories) or was added as a new competency within an existing competency category. It was added as a new competency within an existing competency category when it provided additional knowledge and skills that complimented those in the category or further explored the knowledge and skills in the competency categories.

Information gathered about personal attributes was separated into themes and subthemes. For personal attributes two major themes—*cognitive* and *affective*—emerged, with several subthemes in each. Personal attributes were included (coded) as cognitive attribute themes when the attributes described were brain-based and needed by the teacher to carry out simple to complex tasks. These are the mental process of knowing, including aspects such as awareness, perception, reasoning, and judgment while focusing on a given task. Personal attributes were included (coded) as affective attribute themes when the attributes described were influenced by or resulting from an individuals

emotions, as well as being concerned with arousing feelings or emotions. It should be noted that the classification of attributes as cognitive and affective was helpful in the organization of the personal attributes but was not a primary goal of the data analysis. Identifying personal attributes in the broadest sense was the primary goal. Sample quotes that support the themes are provided below.

The following section focuses on the information that provided new competency categories and specific knowledge and skills within these, further explained knowledge and skills in the existing survey categories, and, lastly, provided information on personal attributes.

Experts in E/BD. Analysis of the Experts in E/BD' interviews supported the findings of the importance of knowledge and skills presented in the surveys competency categories, as well as provided evidence of the importance of personal attributes.

Competencies. Information that further explained or provided more detail to the knowledge and skills in the competency categories presented in the survey emerged in two categories: Crisis Management and Behavioral Intervention Strategies and Collaboration. Additional specific competencies (knowledge and skills) were added to the Behavior Management and Multicultural categories.

In the Crisis Management and Behavioral Intervention Strategies category, the importance of the teacher understanding their role in the conflict cycle (additional competency) was reinforced by three of the participants. During her interview, Athena stated that successful teachers “understand the conflict cycle and their role in that.” The importance of relationships (additional competency) in relation to the Collaboration category was highlighted by all of the participants. For example, Nicholas stated,

“relationship matters . . . students, parents, guardians, family,” and Athena stated, “they [teachers of students with E/BD] build the relationship of trust with that family.”

Three of the four participants felt that successful teachers of students with E/BD do not use a curriculum of control (additional competency) under the Behavior Management category. This was stated directly by Athena, “Well, they are not using a curriculum of control,” and was further supported by Nelson, stating, “good teachers come with the idea that it is not about control, it’s not about forcing people to do things.”

An additional competency in the Multicultural category that stood out clearly was that successful teachers of students with E/BD have an understanding of the contextual and systemic influences on difference. Theresa described it as the teacher having “a broad understanding of diversity,” while Nelson stated that “it’s hard to look at where other people are coming from and understand the conflict and the stressors that are in those lives.”

Personal attributes. Analysis of results showed that the experts in E/BD all agreed that teachers of students with E/BDs personal attributes were important. Subthemes within the themes of both cognitive attributes and affective attributes emerged.

Cognitive attributes. All four Experts in E/BD felt that successful teachers of students with E/BD had “superior metacognitive attributes”. That is, they were able to handle multiple issues simultaneously (e.g., academics, behavior, management of support staff) and respond effectively to individuals and groups of students. Theresa stated that the teacher has an “ability to track and be aware of everything but not hyper vigilant, so that you are not overreacting to things.” Nicholas further supports this theme in his

statement that successful teachers “understand the different dynamics of students and their social-emotional and behavior, understand a range of academic functioning and address that.”

Along with successful teachers having superior metacognitive attributes, all the Experts in E/BD felt that such teachers were “quick-thinking” and could “see the big picture.” For example, Nicholas pointed out that teachers “can think on their feet quickly.” Theresa describes seeing the big picture as “not be so caught up in behavioral theory, or cognitive theory, or whatever to see the whole kid and be able to ‘OK, well, what’s underneath what’s going on here?’”

Affective attributes. All the Experts in E/BD felt that teachers needed to have a “sincere interest in children with E/BD” and “see value in all children.” A sincere interest in students with E/BD is most clearly evident in Athena’s description of the teacher choosing the work: “This wasn’t the only open position. They’ve chosen this as their life’s work; they’ve picked this on purpose.” The need to see value is apparent in Nelson’s statement that “everyone has value,” and is further explored in Theresa’s statement: “They’re also able to see the whole kid . . . see strength in kids.”

Additionally, all E/BD expert participants indicated that teachers needed to have a “good sense of self” and “be emotionally stable”. Having a good sense of self was highlighted by Nelson’s description, which stated that teachers should “also have to have a level of sincerity and sincerity about yourself . . . be able to see that I like myself, I’m capable of dealing with who I am as a person, and I can give something back to you.” The need to be emotionally stable was directly stated by Nicholas, and Theresa provided more detail by saying that teachers “need to be psychologically and mentally intact.”

Three of the four participants further described effective teachers of students with E/BD as possessing the affective attribute subthemes of “confidence”, “being reflective and introspective”, “not taking things personally”, and “being aware of small changes” that occur for the students in their classes. The need to possess confidence was best supported by Nicholas and Theresa’s statements: “confidence would be one piece,” and “confident and not afraid to take a risk.” Being reflective and introspective was highlighted by Theresa describing successful teachers as “incredibly self-reflective . . . so when things don’t go right, it’s not about that kid that problem, its about what could I have done differently. So it is a habit of mind.” The need to not take things personally was directly stated in the interviews by both Nicholas and Nelson. The teacher being aware of small changes that occur with a student was best described by Athena, saying “the change is small but important,” and its importance was supported by Nelson’s response, “It’s a field where success is not measured in the standard way.”

Teachers who are expert in E/BD. Analysis of the teachers who are expert in E/BD’ interviews, as with the Experts in E/BD, supported the findings of the importance of the knowledge and skills presented in the survey competency categories, as well as provided evidence of the importance of personal attributes.

Competencies. Two new competency categories emerged from interviews with the teachers who are expert in E/BD. The first category was Relationships, and included three specific competencies related to developing relationships. The second category that emerged was Program Consistency and Predictability, with the competency for the need for teachers to provide “programming that is consistent and predictable across all domains” in the classroom.

The ability to develop relationships and the importance of “positive relationships with students” emerged in 13 out of 14 interviews. During her interview, Margaret explained, “I think for me the relationship is probably the most important thing. I think once you have a relationship, you can work with them, but if you try to do anything too significant before that happens, I don’t see as much growth.” Wendy reflected, “You have to have a rapport with your kids . . . that’s number one.” The next competency in the Relationships category, which was found in nine out of 14 interviews, was the need for “relationships to be based on strengths rather than deficits”. Barbara recommended “valuing the individual, just seeing that each individual, each person, has amazing gifts and strengths and focusing on those.” Lauren shared a similar view, stating, “So I think being able to find something that you love about every kid. Even if that something is a small thing and it rarely comes out.” The third competency, highlighted by nine of the 14 participants, was the importance of “developing relationships with families”. Candace mentioned “very close relationships with families that I work with. So what’s is the family’s vision for this child.” This was further explained by Barbara’s statement: “That you find ways to connect with the students, that you really build those strong relationships . . . Building relationships, knowing the family of the students.”

The second new competency category, Program Consistency and Predictability, applied across all domains in the classroom. The need for consistency and predictability was included in the survey’s Behavior Management category only, not in other competency categories. This need for consistency and predictability is captured in statements made by Wendy, Diana, and Lauren, presented here in order: “Structure predictability.” “Very organized. Very consistent, not rigid. Be able to follow through.”

“I would say structure and predictability is huge . . . having very clear limits . . . consistency.”

Competences that were added to the Academic Instruction, Crisis Management and Behavioral Intervention Strategies, and Assessment and Functional Behavioral Assessment categories further explained or provided more detail to the knowledge and skills presented in the survey. Additional competencies in the Collaboration and Multicultural categories provided additional specific knowledge and skills within these competency categories.

In the Academic Instruction category, three competencies were added which further explained or provided more detail to the knowledge and skills presented in the survey. Ten out of 14 participants’ statements supported each of these competencies. The first, high expectations, was given directly by Barbara: “having high expectations.” Shawn stated that teachers needed to be “expecting a lot of the students as well academically.” The importance of academic instruction, the second competency, is captured in Lauren’s statement that “most successful teachers of students with E/BD teach academics” and reinforced by April’s statement that “the academic pieces are super-important.” The third added competency in this category was that the teacher needed to be able to adapt and modify materials, curriculum, and instruction for the students. James stated that teachers “have to be willing to adapt everything you have.” Nadine provided further evidence in her response that teachers “need to be able to modify anything at any time.”

The importance of proactive Crisis Management and Behavioral Intervention Strategies was reinforced by all of the teachers who are expert in E/BD, and expanded on

and provided more detail on the existing knowledge and skills in this category. This included the need for debriefing and reflection after crisis as part of the proactive approach. Barbara referred to this as “a whole lot of coaching and problem solving, proactively,” and Diana stated that “it starts with even before they [students] come before the summer . . . don’t take anything for granted.” Ten of the participants highlighted the importance of the Functional Behavioral Assessment in the Assessment and Functional Behavioral Assessment category. April firmly believed that “the most important thing is to be able to know, do, and understand a Functional Behavioral Assessment.”

A new competency was added to the Collaboration category, which is that the teacher has to be able to recognize the strengths of paraprofessionals. Barbara directly supports this in her statement, “I build off their strengths as well.” A new subtheme that emerged in the Multicultural category, based on nine of the 14 responses, is that the teacher needs to understand contextual and systemic influences on difference. Barbara discussed this, saying, “Again I think it might be the white, dominant-culture, stereotypical good student. And you don’t fit into that, so I don’t know what to do with you. This is my student, whoever you are you are wonderful.” Shawn focused on teachers knowing their place in the system: “You being able to check yourself and know, and know about yourself and where you come from.”

Personal attributes. Analysis of the interviews found that all the expert teachers of students with E/BD agreed that personal attributes were important. Like the Experts in E/BD, two major themes—cognitive and affective attributes—with several subthemes, emerged in the analysis.

Cognitive attributes. Eight participants stated that teachers needed to have superior metacognitive attributes to be able to respond effectively to multiple areas and different levels of students as well as direct and use support staff simultaneously at any given time. Nadine expressed this as an important attribute: “having to manage everybody, like sometimes we have to manage the paraeducators and manage the group workgroups on top of like IEPs [Individual Education Plan] and things like that, so I think all of that can kind of like come together.” Wendy mentioned “knowing where all of your students are, knowing when to push and when to back off academically, emotionally, developmentally.”

Affective attributes. Four subthemes emerged within the affective personal attributes theme. One affective attribute subtheme that clearly stood out with all of the expert teachers of students with E/BD was having “a sincere interest in children with E/BD”. This is captured in Candace’s and Victoria’s responses: “Yeah, I love what I do, the students that I serve or the families that I am fortunate to be part of their lives,” and “These kids bring me so much joy every day, why wouldn’t you love being here.” Lauren and Natasha’s responses highlight their passion for working with, and appreciation for, their students with E/BD. Lauren: “I’d definitely choose the E/BD class. . . . I think they’re really misunderstood, more than another population they’re misunderstood.” Victoria: “I just fell in love with the population and found myself wanting to come back to that.”

Ten participants marked the importance of an E/BD teacher being able to “be aware of small changes”. James shared this in his response that “you have to be able to see the results through everything else. You might have those tiny bits of success.”

Wendy agreed, and stated that “little steps of success. It’s not the big steps, it’s the little steps.” Victoria describe the types of small changes in terms of “a great joy is maybe if a kid is safe for a class period.”

Another affective attribute subtheme that nine participants felt was vital was that teachers “not take things personally”. Barbara and James words were “not personalizing things” and “don’t take things personal.” Shawn expanded on this by stating that teachers needed to have “unconditional positive regard towards others. I think that part of that means you have to have very thick skin.”

The ability to “engage in self-care” was included in eight participants’ responses. Victoria indicated the importance of this: “I think that people also need to take care of them themselves, that self-care piece. You need to also take care of yourself.” Margaret provided additional support: “I think self-care is pretty huge. This gets heavy.”

Summary of interview results. Analysis of the interviews conducted with the Experts in E/BD and expert teachers of students with E/BD confirmed the importance and comprehensiveness of the competencies presented in the Survey of Successful teachers of students with E/BD Characteristics.

Several of the competency categories in the survey were further explored and given a deeper and expanded description. In the Behavior Management category, a competency emerged which further expanded and explored the specific knowledge and skills in the category, and was that the teacher avoids using a curriculum of control. Three categories emerged, which also further explored or expanded on the specific knowledge and skills, in the Academic Instruction category: high expectations, the

importance of academic instruction, and the ability to adapt and modify curriculum and instruction.

In the Crisis Management and Behavioral Intervention Strategies category, two competencies emerged which further expanded and explored the specific knowledge and skills in the category: the ability to identify one's role in conflict cycle, and to be proactive. The ability to develop relationships, as well as recognizing paraprofessionals' strengths, emerged as new competencies in the Collaboration category. In the Multicultural category, a new competency highlighted the importance of teachers having an understanding of the contextual and systemic influences around difference.

Two new competency categories emerged in addition to the categories presented in the survey. The first was Relationships, with competencies specific to the ability to develop relationships with students and with families. A third competency, within this new competency category, was developing these relationships based on strengths rather than deficits. The second new competency category, Program Consistency and Predictability, was added to describe how the teachers must possess knowledge and skills to provide predictable and consistent programming across all domains in the classroom.

Analysis of the interviews found that both groups (Experts in E/BD and teachers who are expert in E/BD) perceived teachers of students with E/BD ' personal attributes to be important. Two themes emerged within personal attributes: cognitive attributes and affective attributes. Several subthemes emerged within each of these themes. Subthemes in the cognitive attributes theme were having metacognition, being quick thinking, and being able to see the big picture. Subthemes in the affective attributes included having a sincere interest in children with E/BDs, being able to see value in all children, and being

able to identify small changes. Affective attributes that allow teachers to engage in self-care, have a good sense of self, be confident, be reflective/introspective, be emotionally stable, and not take things personally were also highlighted.

Focus Groups

Four focus groups were conducted, one with the Experts in E/BD and three with the teachers who are expert in E/BD. Each focus groups lasted over an hour, with the longest being 1 hour and 47 minutes. All four participants in the E/BD expert group attended and participated in their focus group. Thirteen expert teachers of students with E/BD attended three focus groups: four attended the first focus group; five attended the second; and four attended the third. The focus groups were conducted to engage in member checking (Patton, 2002) of the results in regards to whether they accurately represented the participants' perceptions, as well as to provide an opportunity to discuss any additional competencies and personal attributes.

At the beginning of each focus group, the participants were welcomed and informed of the purpose: to review results and check for accuracy (i.e., did the results represent their perceptions accurately), as well as to provide a time for them to provide any additional responses in relation to the competencies, and personal attributes needed by successful teachers of students with E/BD. Prior to the presentation, as well as after each result section and subsection, participants were invited and probed to respond, discuss agreements and disagreements, and provide further explanation or additional competencies, and personal attributes.

After each focus group the audio was transcribed and read through. Once transcribed the documents were uploaded to the qualitative analysis program Dedoose (as

with the interview analysis). The documents were inductively analyzed looking for agreements, disagreements, further exploration, and any additional responses in regard to the results presented. The second round of analysis used deductive codes from the competencies, and personal attributes that emerged from the survey and interview analysis.

If there were no disagreements, further explanations, or additions presented by the participants in relation to the results presented, then the results were considered to be reflective of the participants' perceptions.

Experts in E/BD. This section presents the results of the analysis of the Experts in E/BD' focus group.

Competencies. No additional competency categories emerged in the analysis of the focus group data. Knowledge and skills in the Collaboration category were further explored, and an expansion of the specific knowledge and skills needed in collaboration was provided. The specific knowledge and skills Assessment and Functional Behavioral Assessment category were also further explored.

When asked "Any other questions or thoughts . . ." on the results related to knowledge and skills, Athena responded, "We all agree," as well as "I am not surprised." Others made verbal gestures (e.g., mhhmmm) that they agreed.

In the Collaboration category the participants' supported the need for teachers to have knowledge and skills related to internal collaboration (i.e., within schools and with families) and external collaboration (i.e., with external agencies and service providers). Nicholas stated, "The collaboration one, kind of in hindsight [referring to the survey they completed]. . . internal and external. . . Within the school, within the community. There

are layers of collaboration that an E/BD teacher has to address.” Athena further explored this idea and raised the issue of different stakeholders (e.g., teachers, administrators, teacher educators) having differing perceptions of what collaboration is, while teachers might not be aware of the types of collaboration they are involved in. She stated that “when you [Nicholas] say ‘internal external,’ when we say ‘collaboration’ to teachers, what are they thinking? They’re maybe not even realizing the continuous collaboration that is happening during the day.” Nicholas and Theresa discussed how the type of collaboration that teachers engage in has been influenced by the movement for inclusion of students with E/BDs in general education classrooms, when compared to the traditional collaboration engaged in by the teacher in self-contained E/BD classrooms.

Nicholas shared surprise that no participants discussed the importance of particular mandates within special education, like assessment, IEPs, and due process. This is found in his response, “That surprised me. When you were talking to four experts, they don’t say anything about the assessment as being an important step of the process.” This is further substantiated in his statement that “it’s a little bit interesting that no theme here came out about mandated requirements and IEP development . . . understanding due process.” Nelson, in agreement with Nicholas, stated, “that is a little distressing. . . . What else is going to drive the curriculum, and where you are going with your kids?” Athena stated in response that “I would say that I can teach most anyone to write a compliant IEP, and I can check that really quickly and easily to make sure that what you are turning in is compliant.”

Personal attributes. Analysis of the focus group found no additional personal attributes or any that should be excluded. Much of the discussion revolved around how to

identify personal attributes in potential teachers of students with E/BD and how teacher preservice training programs and professional development can help teachers develop these.

Evidence of this can be found in responses like Nicholas's: "When you explained it, it all made sense. You have some good thematic pieces. You have categorized it nicely . . . those are good, you cast a wide net." Theresa in addition stated that "there was alignment I think we would all say," followed by Athena stating, "Yeah," and an agreement from Nicholas and Nelson verbalizing "mhhmmm."

Athena provided an example of how she looks for the affective attribute of a teacher "seeing value in all students". She described how she interviews for staff at her school. When candidates described students with E/BDs as "deserving, capable, interesting," she felt that the candidates' core belief systems were based on strengths rather than deficits and that the candidates saw value in all students. This, in her opinion, was vital to identifying strong candidates to work with students with E/BD.

Theresa reflected on the importance of being able to identify successful teachers', cognitive attributes, specifically metacognitive attributes, and attempting to incorporate these in teacher training programs: "It's very intriguing, if we could tap into what's going on in an effective teacher's head . . . we could teach more explicitly than we do in training." Theresa further explored the affective attribute of introspection and being reflective, linking this to successful teachers of students with E/BD being "observant and analytical to support that whole reflective piece." This, in her opinion, helped them identify the small changes in students, which constituted another affective attribute emerging in the results.

During the focus group, Nicholas raised a question as to the merging of the affective attribute subthemes of being “reflective and introspective” and being “emotionally stable”, as well as there being cognitive versus affective attributes. This interaction between Nicholas and Theresa captured this perception:

Nicholas: I don't think these are all affective, and just so for you to rethink your categorization, I think if you're reflective and introspective, you are dealing with emotions, but it's also a cognitive process.

Theresa: Yeah, that's a metacognitive process.

Nicholas additionally felt that interpersonal skills (as presented in the focus group) were a skill rather than a personal attribute. He stated, “I think interpersonal skills are skills, if you label them that way.”

Nelson discussed the importance of a teacher being emotionally stable and incorporating a focus on this in teacher training programs. He stated, “I wonder if that is something that could be more internal to the programs, that idea that you always have to be checking on your own mental health. . . . This is a very traumatic business.” Theresa supported this in her reflection on her time as a teacher: “I needed people to help me with boundaries and self-care early on, especially at 23.” Nicholas, speaking as a person who is directly involved in an preservice training of teachers in the area of E/BD program, continued the discussion on the types of personal attributes a preparation program could engage in and those that needed to be in place before a teacher began:

The first two [good sense of self, emotionally stable] are about your own development, and if by the time you get here, you don't have a good sense of self and are not emotionally stable, you've got work to do, and I can't do that work with you. I can do the bottom four [reflective and introspective, identify small changes, not take things personally, relationships].

Additionally, in relation to the preparation and support of teachers of students with E/BD, the group felt that teachers of students with E/BD needed to be trained more

in depth around educational philosophy and programs during their preparation (e.g., Re-ED, LSCI, and CHAMPS). The need for more depth was seen as crucial over the typical presentation of these in overview/survey classes. Athena and Theresa's discussion provides framing:

Theresa: And how do they define difference in the programs.

Athena: And how we can pick which one they will believe in.

Theresa: That's why there's that issue of exposure too. The university in my experience with different universities, is that they provide a survey of different ones so students could choose one. . . . Wow, I really align with one. Or Re-ED or . . . "

During this discussion, the Experts in E/BD further explored how teacher preservice training programs were limited in what they could cover. They felt that in order to successfully prepare and support teachers in all the areas needed, districts needed to provide more support and training to practicing teachers of students with E/BD. Nicholas said, "I think it is a total unrealistic expectation, that a training program prepares them to step in and do all of it. I think the overall piece of induction or apprenticeship is important." Athena supported this by stating, "When they leave their program as a teacher, they should already know what they should be doing. . . . They don't, and they need more in-the-field support."

Teachers who are expert in E/BD. This section presents the results of the analysis of the teachers who are expert in E/BD' focus groups.

Competencies. No additional competency categories emerged in the analysis of the focus group data. Natasha, with affirmation from the group replied, "I feel like most of these things, it's like, yeah, duh." This statement is indicative of how the expert teachers of students with E/BD supported the surveys competency category results.

The participants explored the accuracy of the Assessment and Functional Behavioral Assessment category receiving the lowest rating and that, although important, it was not a top priority for them. Margaret stated, “I find it interesting that the expert teachers ranked Assessment and Functional Behavioral Assessment at 7. I know I was right there with them.” To which Diana replied, “Me too. Yeah.” Shawn, in regard to the Functional Behavioral Assessment and Behavior Intervention Plans (BIP) stated, “I think the document can be as useful as you make it. If you say ah f**k it I don’t wanna use that its obviously not very useful then.” The importance of it as a way for the classroom teams to work cohesively is indicated in Shawn’s response, with others making verbal agreements, “and then when a new person comes into your room you can say ‘listen this kid does this to get this,’ and then we say this is ok because its a bridge to the function its a bridge to that consequence.” During the discussion Lauren indicated that the development of or conversations when creating the Functional Behavioral Assessment and BIP was more important the actual documents, “The conversation is the important part.”

Nadine explained that many of her students arrived with the Functional Behavioral Assessments and BIPs in place and these had likely been unsuccessful. She emphasized that her classroom procedures were more successful than Functional Behavioral Assessments and BIPs. Developing a full Functional Behavioral Assessment and BIP, in her opinion, was most appropriate for her students in the general education setting with behavior issues.

You know they’ve [prior to placement in her class] tried FBAs [Functional Behavioral Assessments]. . . . So, we just have what our classroom is. . . . I don’t go and change everyone’s FBA. . . . We have a system and that’s kind of like my

behavior system. Whereas if they were in a general education class and were having issues, they'd have an FBA designed.

The new competency category related to Relationships was supported in Margaret's response: "To me, I think I said that's the most important thing. I put that as the most important." To which Diana stated, "Yes." The role of a teacher's racial identity in the conflict cycle and crisis management was highlighted by Shawn in his response: "I like how the multicultural self-awareness ties into your crisis management. . . . you need to know how your race or ethnicity play into your role in a conflict; they are intertwined."

Personal attributes. No additional personal attributes emerged in the analysis of the focus group. Nadine statement "Oh, that's pretty cool" supports the groups position on this. When asked for any additions or exclusions from the results presented, Natasha reflected on her experiences interviewing for classroom staff and how personal attributes were important to consider. She stated, "But it's really kind of that gut feeling that you get after meeting somebody and their personalities. They can learn all those things [in reference to IEPs and other special education documentation]. . . . That's what they bring, their personality."

Teachers' ability to identify small changes was seen as important for them to continue working. This is supported in Victoria's response: "Well, I mean, I think that having kids be successful, even if its tiny, absolutely fuels my fire to keep going back."

Natasha provided a description of her own metacognitive attributes:

I think it's so true. . . . I just feel like I make a million decisions in one minute, without even maybe thinking about it either, that it's become almost natural, that you know your systems and you know kids so well and your staff, you know what needs to be done and when.

Diana stated that identifying the specific characteristics of successful teachers of students with E/BD was subjective. When the researcher stated that the results were based on teachers' perceptions across age groups and settings and showed many similarities and agreements, Diana stated, "I know! That's what I'm surprised about!" Diana, a veteran teacher who views her practice as specific to her and being subjective, acknowledged the accuracy of the competencies, and personal attributes needed by successful teachers of students with E/BD based on the results of the study.

Summary of focus group results. The participants confirmed the importance of the competencies, and personal attributes presented to them. No additional competencies and personal attributes were found in the analysis of the focus group data.

A more in-depth description of the knowledge and skills in the Collaboration category emerged. This deeper description was that collaboration has multiple layers made up of internal and external forms of collaboration. The expert teachers of students with E/BD perceived the Assessment and Functional Behavioral Assessment category as less important than the other competency categories. The experts in E/BD raised the concern that this category did not emerge as an important theme from their interviews. The inclusion of educational philosophies and programs in teacher preservice programs and the need for districts to provide more support were two other topics that emerged.

Summary of Results

The results confirmed the importance and comprehensiveness of the competencies presented in the categories on the survey. The importance of teachers of students with E/BDs personal attributes was confirmed and several additional attributes emerged.

The Crisis Management and Behavioral Intervention Strategies category received the highest ranking across all participant groups, and many items in this category received a mean score above 4.5. The results aligned with the existing E/BD teacher competencies literature.

Two additional competency categories emerged. The first Relationships, with teachers being able to develop relationships with students and families and that these be grounded in a strength versus deficit focus. The second was that the teacher possesses competencies which allow them to provide Program Consistency and Predictability across all domains in the classroom.

Several of the existing knowledge and skills in the surveys categories were further explored or defined in the findings. Teachers being able to develop relevant social skills instruction and not rely on existing curricula emerged in the Social Skills Instruction category. Teachers not using a curriculum of control emerged in the Behavior Management category. Having high expectations, being able to adapt and modify curricula and instruction, and recognizing the importance of academic instruction emerged in the Academic Instruction category. Teachers being able to identify their role in the conflict cycle, and be proactive emerged in the Crisis Management and Behavioral Intervention Strategies category. The teachers having need for additional skills and knowledge needed for internal and external collaboration was included in the Collaboration category.

The teacher being aware of and understanding the contextual and systematic influences of difference emerged in the Multicultural category. The functional behavioral assessment was perceived to be less important by the teachers who are expert in E/BD

The importance of teachers of students with E/BDs personal attributes was confirmed through the emergence of two main themes, cognitive and affective attributes, with several subthemes within each. Being quick thinking, seeing the big picture, and having a metacognitive ability were the specific cognitive attributes that emerged. Having a sincere interest in students with E/BDs, being able to see value in all children, and being able to identify small changes were the specific affective attributes that emerged. Additional affective attributes that emerged were having the ability to engage in self-care, having a good sense of self, being emotionally stable, being reflective/introspective, and being able not to take things personally.

In addition to the results related to the competencies, and personal attributes needed by teachers of students with E/BD, two themes emerged in relation to the training and support of teachers of students with E/BD. One theme was the need for teacher preservice training to include existing educational philosophies and programs (i.e., Re-ED, LSCI, and CHAMPS) as well as provide more exposure to other professionals in the field. The second theme was the need for districts to provide more support for practicing teachers of students with E/BD.

The results provide evidence of the importance and comprehensiveness of the competencies included in the survey, as well as the emergence of two additional competency categories. In addition to these findings the results clearly indicate the importance and role personal attributes in the characteristics of successful teachers of students with E/BD.

Chapter Five: Discussion

This study had two major goals: (a) to compare and contrast the participants' perceptions of the characteristics—competencies and personal attributes—of successful teachers of students with E/BD, and (b) to evaluate the accuracy of the competencies and personal attributes in the literature when compared and contrasted with these perceptions. In addition, this study looked at how the change from a focus on both competencies and personal attributes to a focus on measurable competencies has influenced current literature and preparation of teachers of students with E/BD. Two research questions guided this study: What are the characteristics (competencies and personal attributes) of successful teachers of students with E/BD, based on the perceptions of teachers of students with E/BD and experts in the field of E/BD? How do these perceptions compare and contrast with each other and the literature?

The importance of teachers of students with E/BD possessing particular competencies, and personal attributes was supported across the survey responses, interviews, and focus groups, as well as across the different participant groups.

The participants perceived the competencies presented in the Survey of Successful teachers of students with E/BD Characteristics to be comprehensive and accurate. This major finding implies that the E/BD teacher competencies presented in the existing literature are accurate and important. Study participants also perceived personal attributes as important, describing competencies and personal attributes as equally important to E/BD teacher success.

Characteristics of Successful Teachers of students with E/BD

A major finding from the data analysis was that the participants perceived specific competencies, and personal attributes as important to the characteristics of successful teachers of students with E/BD. The analysis yielded a conceptual framework which has been organized to identify the competencies and personal attributes in these characteristics. The competencies, and personal attributes that were confirmed, or emerged in the data analysis are provided in Figure 2. The italicized competencies or personal attributes in Figure two represent the additional competency categories and personal attributes that emerged in this study in addition to those in the existing literature.

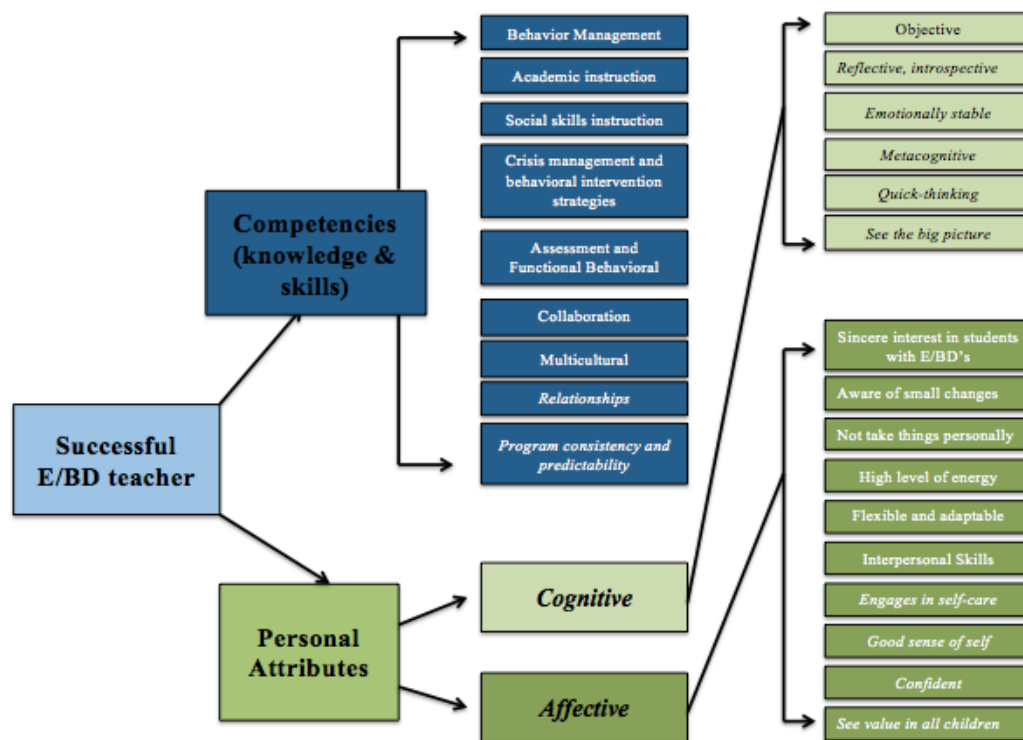


Figure 2: Conceptual Framework Characteristics of Successful teachers of students with E/BD, results and literature.

Component 1: Competencies. The results show that study participants placed a high value on the competencies that are commonly accepted as comprehensive in the field of E/BD. Across all groups, mean scores showed that all the competency categories in the survey were considered important to the success of teachers of students with E/BD. The category of Crisis Management and Behavioral Intervention Strategies received the highest ranking across all groups.

The open-ended questions on the survey, interviews, and focus groups allowed for a deeper exploration and understanding of specific types of knowledge and skills. Two additional competency categories emerged from interviews with the teachers who are expert in E/BD: relationships and programming consistency and predictability. Interviews and focus groups with both teachers who are expert in E/BD and Experts in E/BD supported the importance of competencies that allow teachers to develop positive, strength-based relationships with students as well as their families. The competencies needed for teachers to develop consistent and predictable programming for students was another new category were also included. Participants acknowledged the importance of this in the survey's competency categories specific knowledge and skill items, but it was made its own category when the analysis showed a more broad definition than the surveys competency categories were able to capture.

Several competency categories were further defined by participants who provided additional descriptions of the specific knowledge and skills needed in those categories. In the Social Skills Instruction category, the participants felt that teachers needed to develop context-specific social skills instruction instead of using existing curricula. In the Behavior Management category, the participants added that successful teachers of

students with E/BD did not use a curriculum of control. In the Academic Instruction category, the participants highlighted the need for teachers to place a strong emphasis on academic instruction, have high expectations, and be able to adapt and modify curricula for their students. In the highest-ranked category, Crisis Management and Behavioral Intervention Strategies, the participants felt that teachers needed knowledge and skills that helped them be proactive and identify their role in the conflict cycle. In the Multicultural category, the participants added that teachers needed an increased awareness and understanding of the contextual and systemic influences of difference.

Although the Functional Behavioral Assessments were viewed as important across all the data sources and groups, developing and using them was not viewed as a priority by the teachers who are expert in E/BD. The Assessment and Functional Behavioral Assessment category was rated *important* but was ranked seventh, the lowest rank, among the teachers who are expert in E/BD categories. During the interviews and focus groups, the majority of the teachers who are expert in E/BD viewed these assessments as important but time-consuming. In the E/BD expert focus group, Nelson stated, “since the 80s [IEPs, FBAs, and BIPs] has been looked upon by most people, I feel, as something ‘I’ve got to do and it has to look compliant and then I can move on and do what I have to do’.” Barbara, in the teachers who are expert in E/BD ’ focus group, added, “the FBA . . . I think it is critically important,” but went on to state, “look at lots of info, from lots of people, lots of sources, and lots of data in various places, the time-intensive piece to that to do it well, it’s probably unrealistic.” During the teachers who are expert in E/BD ’ focus group, Diana and Margaret discussed how they viewed

Functional Behavioral Assessments as important, but not a priority in comparison to the other competency categories.

In addition, although the Experts in E/BD were not as critical of Functional Behavioral Assessments as the teachers who are expert in E/BD were, Nicholas raised concern that there were no themes from the qualitative data that highlighted their importance. Athena responded that she felt she could help most people learn to write and “check that really quickly and easily to make sure that what you are turning in is compliant.” The lack of a Functional Behavioral Assessment theme in the Experts in E/BD’ data did not devalue Functional Behavioral Assessments, rather, it highlighted the Experts in E/BD focus on other areas that required more training and monitoring.

In the Collaboration category, the participants discussed additional skills and knowledge needed for the types of internal and external collaboration teachers engage in. This was perceived as important due to the influence of the inclusion model in schools, which has led to teachers having to engage in multiple layers of collaboration rather than the traditional collaboration that occurs in a self-contained E/BD classroom. The set of competencies included in the original survey did not account for this differentiation, which is important when attempting to help identify the competencies related collaboration that the E/BD teacher will need and in turn be included in the preparation and support of teachers of students with E/BD.

In addition, the initial competency category of interpersonal skills was changed to relationships based on Nicholas’s feedback in the Experts in E/BD’ focus group.

Component 2: Personal Attributes. The participants believed that specific personal attributes were important for teachers of students with E/BD. This reaffirms the

early research, which included a focus on personal attributes (Hewett, 1966; Knitzer et al., 1990; Mackie et al., 1957; Rabinow, 1960; Shores, Cegelka, & Nelson, 1973).

The data analysis resulted in the emergence of two main themes within personal attributes: cognitive and affective. Specific personal attributes were further organized as subthemes within these two themes. The following cognitive attributes were perceived as important for teachers: being quick-thinking, having metacognitive ability, and being able to see the big picture.

During the Experts in E/BD' focus group, Nicholas and Theresa suggested merging two of the affective attributes: being reflective and introspective, and being emotionally stable. They also suggested classifying these as cognitive rather than affective attributes. Figure 2 thus shows these two attributes in the cognitive attributes domain. This change aligned with the description of cognitive attributes in this study as being brain-based and needed by the teacher to carry out simple to complex tasks. That is they are less related to an individual's emotions which would lead to them remaining in the affective attributes theme. However, in a reanalysis of the data, it was clear that the participants had presented being reflective and introspective and being emotionally stable as separate concepts. For example, a person might be reflective and introspective but not emotionally stable, or a person's emotional stability might be more fluid or change based on variables in their life, while that person's ability to be reflective and introspective might be more consistent. In Nelson's interview, he pointed out that stressors can influence people's ability to be emotionally stable: "We all go through things in life and those things can last years, you go through a divorce. . . . Whatever the stressors are, and each and every one of them affects how you come to that job."

These changes led to the following list of important affective attributes for teachers: having a sincere interest in students with E/BD, seeing value in all children, aware of small changes, engaging in self-care, and having a good sense of self, not taking things personally, confident (see Figure 2).

The classification of attributes as affective or cognitive was helpful but was not a primary goal of this study. Prather-Jones (2011) argued that at this time the identification of personal attributes, in the broadest sense, in E/BD teacher literature should be the primary goal, and that the need to differentiate among they types attributes (e.g., cognitive, affective, inherent, learned), although important, is a secondary endeavor.

Implications for E/BD Teacher Preservice Training and Professional Development

Findings from this study suggest that inservice and preservice teachers of students with E/BD may need a deeper understanding to enhance their competencies and personal attributes to work in this area of special education. The addition of competency categories of Relationships and Program Consistency and Predictability warrants exploration into how these can be integrated into teacher preservice training programs and professional development. The expansion of the competencies in existing categories provides additional definitions and guidance for knowledge and skills that teachers of students with E/BD should be exposed to and trained in during their preservice training as well as in professional development.

Teachers can enhance their instruction by learning broader ways to teach social skills instruction by drawing on contextual factors that are relevant to their students, as opposed to using content from existing curricula. Additional time and emphasis could be

given to highlighting the importance of academic instruction and of high academic expectations for students in E/BD settings. In addition, providing additional knowledge and skills that help teachers adapt and modify academic content would be useful.

An emphasis on helping teachers to avoid engaging in a curriculum of control in classroom behavior management could also enhance an educator's teaching. This needs to include, as was found in the Crisis Management and Behavior Intervention Strategies category, providing exposure and training to help teachers be proactive in avoiding crises as well as identify their role in the conflict cycle. Opportunities to expose and train teachers to increase their awareness and understanding of the contextual and systemic influence of differences should be included to increase their knowledge and skills in Multicultural related competencies. This study also provided a broader definition of the levels and types of collaboration teachers need to be prepared for, which could also be incorporated into teacher preservice training programs and professional development.

The teachers who are expert in E/BD ' perceptions and use of Functional Behavioral Assessments has implications for teacher preservice training programs and professional development, given that this is a major focus of the field of E/BD. Margaret, one of the Experts in E/BD, when reviewing the results regarding a low ranking for the Assessment and Functional Behavioral Assessment category, stated her concern about "how much emphasis that received in graduate school." Further exploration is warranted into how teacher preservice training, as well as support and training provided to practicing teachers, can find strategies to help make Functional Behavioral Assessments and Behavioral Intervention Plans more user-friendly and less time-consuming.

The participants highlighted the need for training programs to include additional training in specific philosophies and programs for addressing children's needs (e.g., Re-ED, LSCI, and CHAMPS). Victoria stated, "I mean understanding that there are programs and maybe bringing in the LSCI and Re-ED, kind of a tried and true program." Lauren talked about the importance of having a shared classroom philosophy that guides the program: "I think that if it's a philosophy that is shared, I think that that is probably the more important piece. I mean it's more important that it is shared. But I personally like the Re-ED."

The participants' confirmation of the importance of personal attributes suggests that these should be included in E/BD teacher preservice training and professional development. The study provides a list of the types of personal attributes that are perceived to be important. Next steps in a preservice program might be to explore how these attributes could be integrated into the training programs. Initially, instructors might consider how these attributes might be taught, as opposed to which might need to be in a person's repertoire prior to beginning teaching.

Based on the themes that emerged in this study, the cognitive attributes may be more readily incorporated into teacher preservice training programs and professional development. The affective attributes may be less likely to be developed in teacher preservice training or professional development, but rather affirmed and strengthened. Further investigation is warranted given the importance this study found to be placed on personal attributes. Screening for personal attributes by preservice training programs and for placement in E/BD teaching positions is a way in which programs and school districts can address this. This aligns with early work in the E/BD field that placed an emphasis on

identifying potential teachers with the necessary attributes already in place (Braaten, 1979; Hewett, 1966; Long et al., 1965).

Given the broad range of competencies and personal attributes that teachers of students with E/BD need to be successful, it is unlikely that E/BD teacher preservice training programs can support, train, and develop all of these in teachers of students with E/BD. The Experts in E/BD argued that preservice training programs are limited in the amount of content and experiences they provide due to the amount of time they have with teachers. They felt that in order for teachers of students with E/BD to be successful, school districts needed to provide more support and training. Nicholas stated, “I think it is a total unrealistic expectation, that a training program prepares them to step in and do all of it. I think the overall piece of induction or apprenticeship is important,” and Athena added, “When they leave their program as a teacher, they should already know what they should be doing. . . . They don’t, and they need more in-the-field support.”

The current trend of cross-categorical training for special education teachers (Maag & Katsiyannis, 1999) and the lack of depth of candidates in E/BD position pools (AAEE, 2004, 2005, 2006, 2007, 2008, 2009) limits the inclusion of all the competencies and personal attributes. Thus preservice training programs and professional development opportunities for teachers of students with E/BD beginning to practice need to implement on going support and training that helps teachers develop the necessary personal attributes as well as the necessary competencies over a longer period of time.

Implications for Future Research

1. Differentiation among types of personal attributes. The findings of this study reinforce past research that has identified both the competencies needed by teachers of students with E/BD and the importance of personal attributes. Further definition of types of personal attributes, and which personal attributes can be taught or reinforced in teacher training and professional development, warrants further exploration. Another area that warrants further investigation is the types of personal attributes beneficial to teachers working in the field of E/BD. If personal attributes are important, as indicated in this study, further research should clarify which ones are most important for teachers of SE/BD.

2. Preparation and employment screening for personal attributes. “For effective work with children, the worker’s personal attributes weigh more heavily than his professional knowledge and technical skills” (Hobbs in Long, Newman, & Morse, 1965, p. 287). This statement, in conjunction with this study’s results, highlights the importance of teachers of students with E/BD having particular personal attributes before they reach the classroom, and the potential to account for these attributes when selecting candidates entering the field. Ways to screen candidates for particular personal attributes prior to entering teacher preservice training programs and E/BD classroom positions warrant further investigation.

3. Observation of teacher practice versus relying only on perceptions. This study’s reliance on the self-reported perceptions of the characteristics of successful teachers of students with E/BD limits the findings. A follow-up study could use the characteristics of successful teachers of students with E/BD framework developed in this

study (see Figure 2), as well as any additional literature, to observe teachers of students with E/BD in the classroom setting. This could assist in the triangulation of the findings in this study, eliminate characteristics that are not observed in the classroom, and add additional characteristics that did not emerge in this study.

4. Selection of and research on outcome measures of successful teachers.

Outcome measures for the characteristics of successful teachers of students with E/BD need to be created. These could help train successful teachers of students with E/BD and influence what should be included in preservice training programs and professional development, as well as help districts identify areas for practicing teachers of students with E/BD to improve on.

Limitations of the Study

All of the participants in this study were from one specific geographic location. All were working in the greater Seattle metropolitan area and were chosen for accessibility and a quicker and more convenient data collection and organization process. All of the Experts in E/BD currently work or had worked or studied at the same University preservice program for teachers of SE/BD. The majority of the teachers, who are expert in E/BD, and all of the E/BD MEd graduates, were graduates of the same university program. This sample of convenience limits the generalizability of this study, and there is little ability, at this time, to apply the participants' perceptions to the broader group of teachers of students with E/BD in the United States.

An additional limitation was that the teachers who are expert in E/BD were known and nominated as successful by the Experts in E/BD, with no specific criteria given by the researcher. No outcome measure or selection criteria was provided to the

Experts in E/BD to select their nominees. These limitations can be addressed in future research by broadening the geographical region from which participants are recruited, increasing the initial number of participants, and randomly selecting participants for the actual study. In addition, those asked to nominate participants could be given specific criteria and outcome measures from which to select participants in the expert E/BD teacher group.

The interviews, focus groups, and open-ended questions also imposed some limitations. The results relied heavily on the interviews, as well as on the focus groups to “member check” (Patton, 2002) the findings of the interviews. All of the data was based on self-perception, with little direct observation of the competencies and personal attributes found in the study. The data were also collected in a designated place rather than the natural field setting (Creswell, 2003). Also, the review of the focus groups’ transcripts revealed that the researcher talked for a significant amount of the focus group time and failed to sufficiently prompt, or allow, for the participants to provide additional information or further explore the topics and results presented to them.

A way to address the reliance on self-perceptions would be to include direct observation of teachers of students with E/BD in the natural setting of the classroom. The observations would provide the opportunity to triangulate the data with a different type of data that is observed first-hand by the researcher and not filtered through participants’ perceptions. The competencies and personal attributes could be recorded as they occur, and the observations could provide further exploration of topics that participants may have not included in the survey, interviews, and focus groups. A more structured focus

group protocol, increased wait time, and less participation from the researcher could also increase the information provided in the focus groups.

Conclusion

This study focused on the characteristics of successful teachers of students with E/BD, using quantitative and qualitative data sources, of three different groups working in the field of E/BD. The confirmation of the importance of and accuracy of the competencies presented was important, as this shows that the research in this area has developed a comprehensive set of the competencies currently being used in the field. The confirmation of the importance of personal attributes was also significant given its absence from the literature over the last three decades. The findings in relation to competencies and personal attributes highlighted the relationship between them. This is important, as little research over the last 30 years has looked at these in conjunction. The findings indicate the need for more research that provides attention to both of these. Teacher preservice training programs and professional development additionally need to better identify and develop the personal attributes that contribute to teachers of students with E/BD being successful in the classroom. This ultimately will improve their students' outcomes. Additionally, districts and teacher training programs need to engage in more deliberate consideration of the personal attributes of potential candidates for both programs and E/BD teaching positions

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Appendix A: Background Information Teachers who are expert in E/BD

Participant	Gender	Educational Background and Certification	Experience in E/BD classrooms	Current Placement	Geographical Location
Lauren	F	BA Psychology, M Ed focus on E/BD, Certified in Sped k-12, Biology, Math	5	Therapeutic Day School k-12, MS level.	Suburban
Margaret	F	BA Psychology, M Ed focus on E/BD, Certified in Sped k-12	3	Comprehensive ES Self Contained Classroom which serves variety of disabilities including E/BD	Suburban
April	F	BA Early Childhood, BA Sociology, M Ed focus on E/BD, Certified Sped k-12	12	Comprehensive MS, Self Contained E/BD class	Rural
Wendy	F	BA Sociology, M Ed in focus on E/BD, Certified Sped k-12	10	Comprehensive ES, Self contained E/BD class	Suburban
Tyson	M	BA History, M Ed focus on E/BD, Certified Sped k-12	8	Comprehensive MS, Self contained E/BD class	Suburban
Victoria	F	BA Political Science, M Ed focus on E/BD, Certified Sped k-12	5	Therapeutic School, Elem level (has also taught middle	Suburban

Mike	M	BA International Studies, M Ed focus on E/BD, Certified sped k-12, Math	8	school) Therapeutic School 1-12, MS	Suburban
Shawn	M	BA English, M Ed focus on E/BD, Certified sped k-12	5	Therapeutic Day School MS	Suburban
Barbara	F	BA English, M Ed Secondary LA, M Ed focus on E/BD	12	Mentor Teacher	Urban
Candace	F	BA Law and Advocacy (foreign) & Secondary Education, Certified Sped & k-8.	3 (1 as low incidence teacher)	Comprehensive ES, Self contained E/BD class	Urban
Dianna	F	BA Psychology (Foreign), M Ed focus on LD and E/BD	22	Comprehensive ES, Self contained E/BD class	Suburban
Natasha	F	BA in education in Sped and Elementary Education, Certified Elementary and Sped k-12	3	Therapeutic School, Elem level	Suburban
Nadine	F	BA & M Ed in Sped and Elementary Education, Certified Elementary and Sped k-12	5 (4 in low incidence)	Comprehensive ES, Self contained E/BD class	Suburban

James	M	BA Fine Arts, M Ed General and Special Education, Certified Sped k-12, Fine Arts	2	Comprehensi ve MS, Self contained E/BD class	Suburban
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Appendix B: Invitation Email: Experts in E/BD

Dear (Insert Expert Name)

I hope this email finds you well. As you know I am in the process of working on my dissertation. The study I am inviting you to participate will be attempting to gather perceptions based on different stakeholders in the field of E/BD perceive to be the characteristics of successful teachers of students with E/BD are. I have am asking you to participate in this study based on your extensive experience and expertise in working with teachers that work with Students labeled as having an Emotional and/or Behavioral Disability. This research is a University of Washington research study

I have attached a consent form to give you the information you will need to help you decide whether or not to be in the study. Please read the form carefully. You may ask questions about the purpose of the research, what I am asking you to do, the possible risks and benefits, your rights as a volunteer, and anything else about the research or this form that is not clear. When all your questions have been answered, you can decide if you want to be in the study or not. This process is called “informed consent” and the form is record of this. I will have a paper copy of it at the face-to-face interview and you can choose to sign it then. I will give you a copy of this form for your records.

If you choose to participate I will ask for you to participate in a face-to-face interview in a location and at a time that is convenient to you. The interviews should take approximately 45 min to 1 hour. After I have received consent I will ask you to complete a survey that will be provided to you in a format (email, paper, online) that is most convenient for you to complete. If you are a UW M.Ed E/BD graduate you have already completed this and I will ask your permission to use your completed survey. The survey will take approximately 45min to 1 hour. Lastly I will ask you to participate in a focus group with the other experts in a central location and at a time that is convenient to you. The focus groups should take approximately 1 hour to 1 hour and 30 minutes. After the face-to-face interview I will ask you to nominate 3 successful teachers of students with E/BDyou have worked with.

You can ask questions any time by emailing me at jdelpor@uw.edu or by calling (206) 229 2593. Please note I cannot guarantee the confidentiality of email. You can change your mind about being in the study at any time. Any identifying information will be kept in a secure location. Any links to you identity will be destroyed on June 30, 2015.

Yours faithfully,
John Delpor
jdelpor@uw.edu
206 229 2593

Appendix C: Consents: Experts in E/BD and Teachers who are expert in E/BD

UNIVERSITY OF WASHINGTON COLLEGE OF EDUCATION

Title of Study: Characteristics of a successful teacher of students with Emotional Behavioral Disabilities: EBD Teachers and Experts perceptions.

Participant consent to complete surveys, participate in individual interviews and a focus group

Principal Investigator:

John Delpont, Graduate Student, College of Education, (206) 221.3474;
jdelpont@uw.edu*

*Please note that I cannot guarantee the confidentiality of information sent via email.

Investigators' Statement:

I am asking you to be in my research study. The purpose of this consent form is to give you the information you will need to help you decide whether or not to be in the study. Please read the form carefully. You may ask questions about the purpose of the research, what I am asking you to do, the possible risks and benefits, your rights as a volunteer, and anything else about the research or this form that is not clear. When all your questions have been answered, you can decide if you want to be in the study or not. This process is called “informed consent.” I will give you a copy of this form for your records.

PURPOSE OF THE STUDY

This study aims to investigate the characteristics of a successful Emotional Behavioral Disorder (EBD) teacher based on the EBD teacher and Experts perceptions.

What I will do:

If you choose to participate, prior to any data collection I will give you a unique pseudonym. I will create a form that has the names of all participants and their unique pseudonym. I will only use the unique pseudonym when analyzing the data. The form with your unique pseudonym and name on it will be stored in a separate secure location and will only be used for incomplete data to identify the participants contact information.

What I will ask you to do:

1) Complete a survey “Successful EBD teacher Characteristics” that will be provided to you in a format (email, paper, online) that is most convenient for you to complete. This survey is comprised of questions that asks you to complete: i) demographic questions; ii) ranking of knowledge and skills needed to be a successful EBD teacher, and include any additional information in the categories; iii) complete open-ended questions. *The survey will take approximately 45min to 1 hour.*

If you are a graduate of the University of Washington's EBD program between 2003-2010 I will ask for your consent to use, if you completed it, the survey sent to you from the UW Special Education Department for this research.

2) Provide your consent to participate in a face-to-face interview you will engage in a face-to-face interview in a location and at a time that is convenient to you. The interviews should take approximately 45 min to 1 hour. These interviews will be recorded.

3) Participate in a focus group with the other study participants in a central location and at a time that is convenient to you. The focus groups should take approximately 1 hour to 1 hour and 30 minutes. The focus group will be recorded.

You can choose whether or not you would like to be a part of this study and have your responses to the survey, face-to-face interviews, and focus groups to be used in my data collection and analyses. If you agree to participate to be part of these activities (i.e. survey, interview, focus group) I will have a paper copy of it at the face-to-face interview and you can choose to sign it then. You will be provided a copy of this form.

RISK, STRESS, OR DISCOMFORT

Sometimes people feel uncomfortable about having their responses used in research. I have explained how I will protect the confidentiality of your research data below. If you feel uncomfortable at any time, you may withdraw from the study. You may contact me (see contact info above) if you have any questions or concerns about the study.

BENEFITS OF THE STUDY

We hope the results of this study will help teacher educators to better support prospective EBD teachers to develop the skills needed to be successful EBD teachers. You may not directly benefit from this study.

OTHER INFORMATION

Your participation is voluntary. I will remove your name and any other identifiable information about you from the study data once I have collected the data. I will assign a unique study code to your data, and link this code to your identifiable information. I will destroy this link by June 30 2015. This information, as well as the recordings from the interviews and focus groups, will be kept in a secure location. At any time, you can decide not to participate in the study. Your decision to participate or decline will in no way affect your status or relationship with the University of Washington.

Government or university staff sometimes review studies such as this one to make sure they are being done safely and legally. If a review of this study takes place, your records may be examined. The reviewers will protect your privacy. The study records will not be used to put you at legal risk of harm.

John Delport

Name of Investigator

Signature of Investigator

Date

Subject's statement

"This study has been explained to me. I volunteer to take part in this research. I have had a chance to ask questions. If I have questions later about the research, I can ask one of the researchers listed above. If I have questions about my rights as a research subject, I can call the Human Subjects Division at (206) 543-0098. I will receive a copy of this consent form."

Please check all the procedures you would like to complete:

☐ Survey

☐ I have completed the survey already. I give permission for you to use it for this research.

☐ Interview

☐ I agree to allow you to record my interview.

☐ Focus group

☐ I agree to allow you to record the focus group in which I participate.

Subject's Name

Subject's signature

Date

Copies to:

Subject

Investigator

Appendix D: Survey of Successful teachers of students with E/BD Characteristics

Survey of Successful teachers of students with E/BD Characteristics

Please read and rate each of the items below in regards to how important you believe they are to be a successful EBD teacher

The first column on the right asks you to rank the importance of each item on a 1 to 5 scale. When rating this column the overarching question is:

“How important is this item to being an effective teacher working with students labeled EBD”

The response options are:

Not important at all (1); Some what important (2); Uncertain (3); Important (4); Very important (5)

	<i>“How important is this item to being an effective teacher for students labeled EBD”</i>				
1) Behavioral Management					
1.1 Effective and systematic data collection techniques are used to monitor and evaluate daily behavioral performance of students.	1	2	3	4	5
1.2 Daily data are used to plan and evaluate instructional activities.	1	2	3	4	5
1.3. Daily scheduling of activities promotes high levels of student engagement in the activities.	1	2	3	4	5
1.4 Classroom rules and routines are meaningful and integrated into the classroom.	1	2	3	4	5
1.5 Classroom rules and routines promote student success, while minimizing opportunities for disruptive behavior.	1	2	3	4	5
1.6 Students in my classroom understand and can state rules, expectations, and classroom routines.	1	2	3	4	5
1.7 The four stages of group dynamics (forming, storming, norming, conforming) are used to manage group dynamics in class	1	2	3	4	5

*“How important is this item
to being an effective teacher
for students labeled EBD”*

1) Behavioral Management (cont.)

- | | | | | | |
|---|---|---|---|---|---|
| 1.8 A clear management process is used to address problems early and to redirect the student to deescalate problem behavior | 1 | 2 | 3 | 4 | 5 |
| 1.9 Therapeutic supports (i.e. problem-solving, de-briefing) are in place to help students understand how their thoughts, feelings, and perceptions may be contributing to problem behaviors. | 1 | 2 | 3 | 4 | 5 |

Please add in any other pertinent thoughts and ideas:

2) Academic Instruction

- | | | | | | |
|--|---|---|---|---|---|
| 2.1 A variety of instructional strategies are used daily (i.e. cooperative learning, direct instruction, group and individualized instruction, etc.) | 1 | 2 | 3 | 4 | 5 |
| 2.2 Learning activities are developmentally and cognitively appropriate and are designed so that students experience high rates of success. | 1 | 2 | 3 | 4 | 5 |
| 2.3 Quality instructional materials, activities, and curriculum are available. | 1 | 2 | 3 | 4 | 5 |
| 2.4 Systematic, effective data collection occurs daily and is used to evaluate students' academic performance. | 1 | 2 | 3 | 4 | 5 |

Please add in any other pertinent thoughts and ideas:

3) Social Skill Instruction

- | | | | | | |
|---|---|---|---|---|---|
| 3.1 Evidence-based curriculum and activities are used for social skill instruction | 1 | 2 | 3 | 4 | 5 |
| 3.2 Students learn personal/interpersonal skills in social skill instruction to help them give constructive and positive feedback to one another. | 1 | 2 | 3 | 4 | 5 |
| 3.3 Students are taught effective ways to communicate their needs, feelings, and opinions. | 1 | 2 | 3 | 4 | 5 |
| 3.4. Staff are responsive to students expression of needs, feelings, and opinions in a productive way. | 1 | 2 | 3 | 4 | 5 |
| 3.5 Classroom rules and routines are taught and practiced frequently as classroom social skills. | 1 | 2 | 3 | 4 | 5 |
| 3.6 Therapeutic supports focus on strengthening social cognitive development (i.e. problem solving, increasing social awareness, and enhancing self-awareness). | 1 | 2 | 3 | 4 | 5 |

Please add in any other pertinent thoughts and ideas:

*“How important is this item
to being an effective teacher
for students labeled EBD”*

4) Crisis Management and Behavioral Intervention Strategies

- | | | | | | |
|---|---|---|---|---|---|
| 4.1 Effective crisis prevention and early interventions are in place. | 1 | 2 | 3 | 4 | 5 |
| 4.2 Crisis prevention and early intervention strategies that emphasize non-aversive strategies are used when ever possible. | 1 | 2 | 3 | 4 | 5 |
| 4.3 The levels of escalating behaviors and implementation of appropriate corresponding intervention strategies are understood. | 1 | 2 | 3 | 4 | 5 |
| 4.4 Post crisis techniques (i.e. debriefing, problem solving, reintegration discussions) are understood and used. | 1 | 2 | 3 | 4 | 5 |
| 4.5 Post crisis techniques that focus on maintaining student dignity and rebuilding staff/student relationships are used. | 1 | 2 | 3 | 4 | 5 |
| 4.6 The dynamics of counter aggression and its effects on their behavior (e.g. the conflict cycle) are understood. | 1 | 2 | 3 | 4 | 5 |
| 4.7 Crisis situations are routinely debriefed and necessary adjustments to daily programs and responses are made. | 1 | 2 | 3 | 4 | 5 |
| 4.8 In difficult situations, students thoughts and feelings are related to problematic behavior. | 1 | 2 | 3 | 4 | 5 |
| 4.9 Behavior intervention plans (BIP) that are based on the FBA and other information gained from the assessment are developed. | 1 | 2 | 3 | 4 | 5 |
| 4.10 BIP's address triggering antecedents, problem behaviors, and consequences (ABC's). | 1 | 2 | 3 | 4 | 5 |
| 4.11 BIP's address the function of the problem behavior, skill deficits and environmental conditions that interfere with the use of positive social skills. | 1 | 2 | 3 | 4 | 5 |
| 4.12 BIP's are regularly evaluated for their effectiveness based on relevant data. | 1 | 2 | 3 | 4 | 5 |

Please add in any other pertinent thoughts and ideas:

5) Assessment/FBA

- | | | | | | |
|---|---|---|---|---|---|
| 5.1 Informal academic and behavioral assessments are frequently administered. | 1 | 2 | 3 | 4 | 5 |
| 5.2 Assessments identify and incorporate students' strengths as well as areas of concern. | 1 | 2 | 3 | 4 | 5 |
-

	<i>"How important is this item to being an effective teacher for students labeled EBD"</i>
5) Assessment/FBA (cont.)	
5.3 A complete Functional Behavioral Assessment (FBA) is in place for students.	1 2 3 4 5
5.4 The FBA's are regularly updated.	1 2 3 4 5
5.5 The FBA development uses a data based assessment of behavior, including setting events, triggering antecedents, the problem behavior, and maintaining consequences.	1 2 3 4 5
5.6 The FBA includes an assessment of the student's ecology, including family, other care providers, and relevant community connections.	1 2 3 4 5
5.7 The FBA includes data taken from the student's current setting/s	1 2 3 4 5
5.8 The FBA takes into account contributing factors from the student's history.	1 2 3 4 5
5.9 The FBA information is integrated and coordinated with the students IEP.	1 2 3 4 5
Please add in any other pertinent thoughts and ideas:	
6) Collaboration	
6.1 The student's family and guardians are included as team members.	1 2 3 4 5
6.2 The student's family and guardians are included as an integral participant of the classroom.	1 2 3 4 5
6.3 The teacher is familiar with a multi-agency wraparound approach.	1 2 3 4 5
6.4 The teacher is involved with other agencies or providers as necessary to provide other types of support for the student and/or family.	1 2 3 4 5
Please add in any other pertinent thoughts and ideas:	

*“How important is this item
to being an effective teacher
for students labeled EBD”*

7) Multicultural

7.1 You incorporate multicultural perspectives, issues and awareness into the curriculum.	1	2	3	4	5
7.2 You have access to information and materials related to a variety of cultural perspectives.	1	2	3	4	5
7.3 Your classroom curriculum and resources reflect diverse cultures and perspectives	1	2	3	4	5

Please add in any other pertinent thoughts and ideas:

- 1) What types of experiences and classes would you suggest University programs include in their preparation of special educators working with students having EBD? (If no comments type in N/A)
- 2) If you had to choose one piece of knowledge, practice, or personal disposition/s that is essential for special educators working with students having EBD, what would it be? (If no comments type in N/A)
- 3) Please share any questions or comments you have regarding this survey or about your experiences as a teacher of students with E/BD (If no comments type in N/A)

Appendix E: Interview Protocol: E/BD Expert

Background

- 1) What is your educational background, including degrees and certification?
- 2) How long have you been working with students with emotional and/or behavioral disorders?
- 3) Please describe your current role.

Competencies and personal Attributes

- 4) How would you describe an effective teacher for students labeled EBD?
- 5) You filled out the survey on what you perceived to be the most important competencies – knowledge and skills - of successful teachers of students with E/BD (*Review Survey categories with them*). Could you talk more about which competencies you think are the most important and why. Are there any other competencies knowledge and skills that you would like to add?
- 6) Do you think there are personal attributes needed by successful teachers of students with E/BD which are different in degree or kind from those needed by teachers in other areas of education like resource rooms, low incidence, or general education? Can you provide some examples?
- 7) Why do you think teachers of students with E/BD leave E/BD classrooms?
- 8) Is there anything else you would like to mention about the characteristics of successful teachers' of students with E/BD?

Appendix F: Focus Group Protocol

Intro

- 1) Participants will be welcomed
- 2) Please could we go around the table and introduce ourselves to the others in the group. Please say your name, where you work – the location and role –and your working experiences with students labeled EBD.
- 3) Facilitator will:
 - a. Present the data from the survey.
 - b. Review the data from the interviews by themes.
- 4) Are there any thoughts/questions/additions related to this information?

Focus group questions to guide discussion

- 5) What, if anything, is most rewarding working with students labeled EBD?
 - a. Examples?
- 6) What aspects, if any, of working with students labeled EBD position can be challenging?
 - a. Examples?
 - b. How do you overcome these challenges? Examples?
- 7) Many teachers leave this field. Do you have any thoughts on this based on your experience?

Competencies and personal attributes

- 8) How would you describe an effective teacher for students labeled EBD?
- 9) What do you think an effective EBD teacher needs to know and be able to do when working with students labeled EBD in relation to...
(Additional probing questions to attempt to get to EBD specific competencies and line up with survey)
 - a) Behavior and classroom management?
 - b) Instruction – academic/social skills?
 - c) Dealing with crisis?
 - d) Assessment?
 - e) Working with parents?
 - f) Working with students from non-mainstream groups?
- 10) Do you think there are personal attributes needed by teachers of students labeled EBD which are different in degree or kind from those needed by teachers in other areas of education like resource rooms, low incidence, or general education? Can you provide some examples?
- 11) Is there anything else you would like to comment on or discuss before we end the interview?

Appendix G: Invitation Email: Teachers who are expert in E/BD

Dear (Insert E/BD teacher Nominee Name)

An individual in the field of Emotional Behavioral Disorders has nominated you as a highly successful EBD teacher. The purpose of this email is to invite you to participate in my study based on this nomination. The study I am inviting you to participate will be attempting to gather perceptions based on different stakeholders in the field of E/BD perceive to be the characteristics of successful teachers of students with E/BD are. This research is a University of Washington research study

I have attached a consent form to give you the information you will need to help you decide whether or not to be in the study. Please read the form carefully. You may ask questions about the purpose of the research, what I am asking you to do, the possible risks and benefits, your rights as a volunteer, and anything else about the research or this form that is not clear. When all your questions have been answered, you can decide if you want to be in the study or not. This process is called “informed consent” and the form is record of this. I will have a paper copy of it at the face-to-face interview and you can choose to sign it then. I will give you a copy of this form for your records

The person that nominated you will have no knowledge of whether you choose to participate or not and all of your information will be kept confidential. If you choose to participate I will ask you to complete a survey that will be provided to you in a format (email, paper, online) that is most convenient for you to complete. If you are a UW MEd E/BD graduate you have already completed this and I will ask your permission to use your completed survey. The survey will take approximately 45min to 1 hour. I will additionally ask for you to participate in a face-to-face interview in a location and at a time that is convenient to you. The interviews should take approximately 45 min to 1 hour. Lastly I will ask you to participate in a focus group with the other teachers of students with E/BD in a central location and at a time that is convenient to you. The focus groups should take approximately 1 hour to 1 hour and 30 minutes.

You can ask questions any time by emailing me at jdelpport@uw.edu or by calling (206) 229 2593. Please note I cannot guarantee the confidentiality of email. You can change your mind about being in the study at any time. Any identifying information will be kept in a secure location. Any links to you identity will be destroyed on June 30, 2015.

Yours faithfully,
John Delpport
jdelpport@uw.edu
206 229 2593

Appendix H: Interview Protocol: Teachers who are expert in E/BD

Background

- 1) What is your educational background, including degrees and certification?
- 2) How long have you been teaching students with emotional and/or behavioral disorders?
- 3) How did you get into this field?
 - a. Probe: Are there any backgrounds or experiences, like work, travel, volunteering, you have had that you think may have led you to this field?
- 4) Please describe your current placement

Competencies and personal attributes

- 5) How would you describe an effective teacher for students labeled EBD?
- 6) You filled out the survey on what you perceived to be the most important competencies of successful teachers of students with E/BD (*Reviewed competency categories in the Survey with them*). Could you talk more about which competencies you think are most important for a E/BD teacher to be successful and why. Are there any additional competencies?
- 7) Do you think there personal attributes needed by teachers of students labeled EBD which are different in degree or kind from those needed by teachers in other areas of education like those in resource rooms, general education, or low incidence? Can you provide some examples?
- 8) Why do you think teachers of students with E/BD leave E/BD classrooms?
- 9) Is there anything else you would like to mention about the characteristics of successful teachers of students with E/BD?

Appendix I: E/BD M Ed Graduate Program Review

Part I – Survey

Please read and rate each of the items that follow in regards to how important you believe they are to be a successful EBD teacher and how well you believe your university program prepared you on the item. When completing the survey please let the overarching questions, italicized and bolded below, guide your answers and rate the items accordingly.

“How important is this item to being an effective teacher working with students labeled EBD” The response options are: Not important at all (1); Some what important (2); Uncertain (3); Important (4); Very important (5)

“To what degree do you feel your program trained you to engage in and/or value each of the item presented?” The response options are: I received no training (A); I received little training (B); I am not certain or do not recall (C); I was somewhat prepared (D); I was well prepared (E)

<i>NOTE: Please be sure to only select one numerical (1-5) and one letter (A-E) rating.</i>		
	<i>“How important is this item to being an effective teacher for students labeled EBD”</i>	<i>To what degree do you feel your program trained you to engage in and/or value each of the item presented?”</i>
1) Behavioral Management		
1. 1 Effective and systematic data collection techniques are used to monitor and evaluate daily behavioral performance of students.	1 2 3 4 5	A B C D E
1.2 Daily data are used to plan and evaluate instructional activities.	1 2 3 4 5	A B C D E
1.3. Daily scheduling of activities promotes high levels of student engagement in the activities.	1 2 3 4 5	A B C D E
1.4 Classroom rules and routines are meaningful and integrated into the classroom.	1 2 3 4 5	A B C D E
1.5 Classroom rules and routines promote student success, while minimizing opportunities for disruptive behavior.	1 2 3 4 5	A B C D E

	<i>“How important is this item to being an effective teacher for students labeled EBD”</i>	<i>To what degree do you feel your program trained you to engage in and/or value each of the item presented?”</i>
1.6 Students in my classroom understand and can state rules, expectations, and classroom routines.	1 2 3 4 5	A B C D E
1.7 The four stages of group dynamics (forming, storming, norming, conforming) are used to manage group dynamics in class	1 2 3 4 5	A B C D E
1.8 A clear management process is used to address problems early and to redirect the student to deescalate problem behavior	1 2 3 4 5	A B C D E
1.9 Therapeutic supports (i.e. problem-solving, de-briefing) are in place to help students understand how their thoughts, feelings, and perceptions may be contributing to problem behaviors.	1 2 3 4 5	A B C D E
Please add in any other pertinent thoughts and ideas:		
2) Academic Instruction		
2.1 A variety of instructional strategies are used daily (i.e. cooperative learning, direct instruction, group and individualized instruction, etc.)	1 2 3 4 5	A B C D E
2.2 Learning activities are developmentally and cognitively appropriate and are designed so that students experience high rates of success.	1 2 3 4 5	A B C D E
2.3 Quality instructional materials, activities, and curriculum are available.	1 2 3 4 5	A B C D E
2.4 Systematic, effective data collection occurs daily and is used to evaluate students' academic performance.	1 2 3 4 5	A B C D E
Please add in any other pertinent thoughts and ideas:		

3) Social Skill Instruction		
3.1 Evidence-based curriculum and activities are used for social skill instruction	1 2 3 4 5	A B C D E
3.2 Students learn personal/interpersonal skills in social skill instruction to help them give constructive and positive feedback to one another.	1 2 3 4 5	A B C D E
3.3 Students are taught effective ways to communicate their needs, feelings, and opinions.	1 2 3 4 5	A B C D E
3.4. Staff are responsive to students expression of needs, feelings, and opinions in a productive way.	1 2 3 4 5	A B C D E
3.5 Classroom rules and routines are taught and practiced frequently as classroom social skills.	1 2 3 4 5	A B C D E
3.6 Therapeutic supports focus on strengthening social cognitive development (i.e. problem solving, increasing social awareness, and enhancing self-awareness).	1 2 3 4 5	A B C D E
Please add in any other pertinent thoughts and ideas:		
4) Crisis Management/BIP		
4.1 Effective crisis prevention and early interventions are in place.	1 2 3 4 5	A B C D E
4.2 Crisis prevention and early intervention strategies that emphasize non-aversive strategies are used when ever possible.	1 2 3 4 5	A B C D E
4.3 The levels of escalating behaviors and implementation of appropriate corresponding intervention strategies are understood.	1 2 3 4 5	A B C D E
4.4 Post crisis techniques (i.e. debriefing, problem solving, reintegration discussions) are understood and used.	1 2 3 4 5	A B C D E
4.5 Post crisis techniques that focus on maintaining student dignity and rebuilding staff/student relationships are	1 2 3 4 5	A B C D E

used.		
4.6 The dynamics of counter aggression and its effects on their behavior (e.g. the conflict cycle) are understood.	1 2 3 4 5	A B C D E
4.7 Crisis situations are routinely debriefed and necessary adjustments to daily programs and responses are made.	1 2 3 4 5	A B C D E
4.8 In difficult situations, students thoughts and feelings are related to problematic behavior.	1 2 3 4 5	A B C D E
4.9 Behavior intervention plans (BIP) that are based on the FBA and other information gained from the assessment are developed.	1 2 3 4 5	A B C D E
4.10 BIP's address triggering antecedents, problem behaviors, and consequences (ABC's).	1 2 3 4 5	A B C D E
4.11 BIP's address the function of the problem behavior, skill deficits and environmental conditions that interfere with the use of positive social skills	1 2 3 4 5	A B C D E
4.12 BIP's are regularly evaluated for their effectiveness based on relevant data.	1 2 3 4 5	A B C D E
Please add in any other pertinent thoughts and ideas:		
5) Assessment/FBA		
5.1 Informal academic and behavioral assessments are frequently administered.	1 2 3 4 5	A B C D E
5.2 Assessments identify and incorporate students' strengths as well as areas of concern.	1 2 3 4 5	A B C D E
5.3 A complete Functional Behavioral Assessment (FBA) is in place for students.	1 2 3 4 5	A B C D E
5.4 The FBA's are regularly updated.	1 2 3 4 5	A B C D E
5.5 The FBA development uses a data based assessment of behavior, including setting events, triggering antecedents, the problem behavior, and maintaining consequences.	1 2 3 4 5	A B C D E

5.6 The FBA includes an assessment of the student's ecology, including family, other care providers, and relevant community connections.	1 2 3 4 5	A B C D E
5.7 The FBA includes data taken from the student's current setting/s	1 2 3 4 5	A B C D E
5.8 The FBA takes into account contributing factors from the student's history.	1 2 3 4 5	A B C D E
5.9 The FBA information is integrated and coordinated with the students IEP.	1 2 3 4 5	A B C D E
Please add in any other pertinent thoughts and ideas:		
6) Collaboration		
6.1 The student's family and guardians are included as team members.	1 2 3 4 5	A B C D E
6.2 The student's family and guardians are included as an integral participant of the classroom.	1 2 3 4 5	A B C D E
6.3 The teacher is familiar with a multi-agency wraparound approach.	1 2 3 4 5	A B C D E
6.4 The teacher is involved with other agencies or providers as necessary to provide other types of support for the student and/or family.	1 2 3 4 5	A B C D E
Please add in any other pertinent thoughts and ideas:		
7) Multicultural		
7.1 You incorporate multicultural perspectives, issues and awareness into the curriculum.	1 2 3 4 5	A B C D E
7.2 You have access to information and materials related to a variety of cultural perspectives.	1 2 3 4 5	A B C D E
7.3 Your classroom curriculum and resources reflect diverse cultures and perspectives	1 2 3 4 5	A B C D E
Please add in any other pertinent thoughts and ideas:		

Part II - Open-ended Questions

Question 1

What types of experiences and classes would you suggest University programs include in their preparation of special educators working with students having EBD? (If no comments type in N/A)

Question 2

If you had to choose one piece of knowledge, practice, or personal disposition/s that is essential for special educators working with students having EBD, what would it be? (If no comments type in N/A)

PART III - Post Graduation Information

Question 1

In what year did you graduate from the M. Ed program?

Question 2

Since graduating, have you worked as the lead teacher in a setting primarily for students with E/BD? (i.e. self-contained, residential, day treatment) If you select YES please go to the next question, if NO please skip to question 5.

Yes___ No___

Question 3

If you answered YES to Question 2 please provide the following information in the space below for each position you have had as lead teacher in a setting primarily for students with E/BD *Please complete this in chronological order. If you have worked in other areas please complete the information in question # 4*

Position

1 - Type of placement (public; alternative/private/both; residential)

2 - Level (Elementary, Middle, High School)

3 - Years in placement (i.e. 2003-2007)

If you have had multiple positions as lead teacher in a setting primarily for students with E/BD please provide the same information for each of these.

Appendix J: Category and Items rank and mean of Participant Groups

The seven competency categories (from the Survey of Successful teachers of students with E/BD Characteristics) in Appendix J are ordered in the first column on the right according to the Experts in E/BD competency category mean scores ranked 1-7. The other two groups ranking for competency categories are provided in the same row as the competency categories title with their mean scores in parenthesis. In the same column (i.e. column 1) under each competency category heading the item competency statements are provided in their entirety. They are presented in the original order from the survey under that category. The second column to the right of the competency category headings, and item statements provide the rank and mean for the Expert teachers of students with E/BD categories (i.e. in the same row as the category headings) and the rank and mean rating for each item. The third column provides this information for the MEd Graduates specializing in E/BD.

Rank (1 important - 5 Very Important)			
Category/Item	EE	EET	EMG
Crisis Management and Behavioral Intervention Strategies	1 (4.958)	1 (4.712)	1 (4.799)
4.1 Effective crisis prevention and early interventions are in place.	1 (5.000)	5 (4.857)	1 (4.909)
4.2 Crisis prevention and early intervention strategies that emphasize non-aversive strategies are used when ever possible.	1 (5.000)	4 (4.929)	2 (4.867)
4.3 The levels of escalating behaviors and implementation of appropriate corresponding intervention strategies are understood.	1 (5.000)	7 (4.714)	6 (4.822)
4.4 Post crisis techniques (i.e. debriefing, problem solving, reintegration discussions) are understood and used.	1 (5.000)	1 (5.000)	5 (4.844)
4.5 Post crisis techniques that focus on maintaining student dignity and rebuilding staff/student relationships are used.	1 (5.000)	1 (5.000)	2 (4.867)
4.6 The dynamics of counter aggression and its effects on their behavior (e.g. the conflict cycle) are understood.	11 (4.750)	7 (4.714)	9 (4.756)
4.7 Crisis situations are routinely debriefed and necessary adjustments to daily programs and responses are made.	1 (5.000)	1 (5.000)	10 (4.733)

Crisis Management and Behavioral Intervention Strategies (cont.)			
4.8 In difficult situations, student's thoughts and feelings are related to problematic behavior.	1 (5.000)	6 (4.787)	12 (4.578)
4.9 Behavior intervention plans (BIP) that are based on the FBA and other information gained from the assessment are developed.	11 (4.750)	11 (4.286)	8 (4.789)
4.10 BIP's address triggering antecedents, problem behaviors, and consequences (ABC's).	1 (5.000)	12 (4.286)	6 (4.822)
4.11 BIP's address the function of the problem behavior, skill deficits and environmental conditions that interfere with the use of positive social skills.	1 (5.000)	10 (4.429)	2 (4.867)
4.12 BIP's are regularly evaluated for their effectiveness based on relevant data.	1 (5.000)	9 (4.539)	10 (4.733)
Social Skills Instruction	2 (4.875)	4 (4.661)	2 (4.628)
3.1 Evidence-based curriculum and activities are used for social skill instruction	4 (4.750)	6 (4.000)	6 (4.181)
3.2 Students learn personal/interpersonal skills in social skill instruction to help them give constructive and positive feedback to one another.	4 (4.750)	5 (4.500)	5 (4.489)
3.3 Students are taught effective ways to communicate their needs, feelings, and opinions.	1 (5.000)	1 (4.929)	2 (4.822)
3.4 Staff are responsive to students expression of needs, feelings, and opinions in a productive way.	4 (4.750)	1 (4.929)	1 (4.867)
3.5 Classroom rules and routines are taught and practiced frequently as classroom social skills.	1 (5.000)	4 (4.679)	3 (4.778)
3.6 Therapeutic supports focus on strengthening social cognitive development (i.e. problem solving, increasing social awareness, and enhancing self-awareness).	1 (5.000)	1 (4.929)	4 (4.622)

Assessment Functional Behavioral Assessments	3 (4.778)	7 (4.331)	4 (4.506)
5.1 Informal academic and behavioral assessments are frequently administered.	7 (4.500)	1 (4.571)	6 (4.444)
5.2 Assessments identify and incorporate students' strengths as well as areas of concern.	6 (4.750)	6 (4.357)	4 (4.600)
5.3 A complete Functional Behavioral Assessment (FBA) is in place for students.	1 (5.000)	5 (4.429)	7 (4.378)
5.4 The FBA's are regularly updated.	1 (5.000)	9 (3.692)	9 (4.091)
5.5 The FBA development uses a data based assessment of behavior, including setting events, triggering antecedents, the problem behavior, and maintaining consequences.	1 (5.000)	1 (4.571)	2 (4.711)
5.6 The FBA includes an assessment of the student's ecology, including family, other care providers, and relevant community connections.	9 (4.250)	8 (3.929)	8 (4.311)
5.7 The FBA includes data taken from the student's current setting/s	1 (5.000)	1 (4.571)	3 (4.659)
5.8 The FBA takes into account contributing factors from the student's history.	7 (4.500)	6 (4.357)	5 (4.533)
5.9 The FBA information is integrated and coordinated with the students IEP.	1 (5.000)	4 (4.500)	1 (4.822)
Academics Instruction	4 (4.750)	3 (4.696)	6 (4.4778)
2.1 A variety of instructional strategies are used daily (i.e. cooperative learning, direct instruction, group and individualized instruction, etc.)	1 (5.000)	1 (4.786)	2 (4.489)
2.2 Learning activities are developmentally and cognitively appropriate and are designed so that students experience high rates of success.	1 (5.000)	2 (4.714)	1 (4.578)
2.3 Quality instructional materials, activities, and curriculum are available.	2 (4.500)	3 (4.714)	4 (4.400)
2.4 Systematic, effective data collection occurs daily and is used to evaluate students' academic performance.	2 (4.500)	4 (4.571)	3 (4.444)

Behavioral Management	5 (4.722)	2 (4.698)	3 (4.573)
1.1 Effective and systematic data collection techniques are used to monitor and evaluate daily behavioral performance of students.	6 (4.500)	5 (4.786)	5 (4.700)
1.2 Daily data are used to plan and evaluate instructional activities.	6 (4.500)	8 (4.429)	8 (4.511)
1.3 Daily scheduling of activities promotes high levels of student engagement in the activities.	1 (5.000)	7 (4.643)	7 (4.644)
1.4 Classroom rules and routines are meaningful and integrated into the classroom.	1 (5.000)	1 (4.929)	2 (4.844)
1.5 Classroom rules and routines promote student success, while minimizing opportunities for disruptive behavior.	1 (5.000)	6 (4.714)	1 (4.863)
1.6 Students in my classroom understand and can state rules, expectations, and classroom routines.	5 (4.750)	1 (4.929)	6 (4.656)
1.7 The four stages of group dynamics (forming, storming, norming, conforming) are used to manage group dynamics in class	9 (4.000)	9 (4.071)	9 (3.341)
1.8 A clear management process is used to address problems early and to redirect the student to deescalate problem behavior	1 (5.000)	1 (4.929)	3 (4.822)
1.9 Therapeutic supports (i.e. problem-solving, de-briefing) are in place to help students understand how their thoughts, feelings, and perceptions may be contributing to problem behaviors.	5 (4.750)	4 (4.857)	4 (4.756)

Collaboration	6 (4.438)	5 (4.464)	5 (4.483)
6.1 The student's family and guardians are included as team members.	1 (4.750)	1 (4.789)	1 (4.800)
6.2 The student's family and guardians are included as an integral participant of the classroom.	3 (4.250)	4 (3.929)	4 (3.844)
6.3 The teacher is familiar with a multi-agency wraparound approach.	3 (4.250)	2 (4.571)	2 (4.667)
6.4 The teacher is involved with other agencies or providers as necessary to provide other types of support for the student and/or family.	2 (4.500)	2 (4.571)	3 (4.622)
Multicultural	7 (4.583)	6 (4.333)	7 (4.215)
7.1 You incorporate multicultural perspectives, issues and awareness into the curriculum.	1 (4.750)	1 (4.429)	1 (4.377)
7.2 You have access to information and materials related to a variety of cultural perspectives.	3 (4.250)	2 (4.286)	2 (4.133)
7.3 Your classroom curriculum and resources reflect diverse cultures and perspectives	1 (4.750)	2 (4.286)	2 (4.133)

CURRICULUM VITA

John Lloyd Delport, Ph.D.

Education:

<u>Institution</u>	<u>Degree and Date</u>	<u>Major</u>
University of South Africa Pretoria, South Africa	B.A., 1999	Psychology and Geography
University of Cape Town Cape Town, South Africa Counseling	H.D.E, 2000	Social Studies, Guidance &
Seattle University, Seattle Washington	M.A, 2005	Special Education
University of Washington Seattle, Washington	Ph. D. 2007-Present Complete 2/7/13	Special Education

Professional Experience

September 2012-March 2013	Teaching Associate, College of Education, University of Washington, 102 Miller Hall, Box 353600 Seattle, WA 98195
September 2011 – June 2012	Teaching Associate and Field Supervisor, Secondary Special Education Endorsement Program, College of Education, University of Washington, Seattle, Washington
September 2010 – Sept. 2011	Teaching Associate, Foundations of Special Education, College of Education, University of Washington, Seattle, Washington
September 2007 – Sept. 2010	Research Assistant, Alliance of Community Teachers, University of Washington, Seattle, Washington
September 2008 – June 2009	Teaching Associate, College of Education, University of Washington, Seattle, Washington (Field supervision EBD Program)

September 2007 – June 2008	Teaching Associate, Teacher Education Program, College of Education, University of Washington, Seattle, Washington. Classroom Management, Assessment, Differentiated Instruction
September 2006 – June 2007	Special Education Teacher, Sammamish High School, E/BD Self-Contained, District Coordinator and Trainer, Crisis Management and Behavior Intervention Program, Bellevue School District, Special Education P.O. Box 90010 Bellevue, Washington, 98009.
September 2003 – June 2006	Special Education Teacher, Robinswood Alternative Middle & High School, E/BD Self-Contained, District Coordinator and Trainer, Crisis Management and Behavior Intervention Program, Bellevue School District, Department of Special Education P.O. Box 90010 Bellevue, WA 98009.
June 2001-June 2003	Special Education Teacher, North Shore Academy Elementary School, Therapeutic School, E/BD self-contained, 760 Red Oak Lane, Highland Park, Illinois 60035.
January 2001 – May 2001	Drama Teacher, Carter High School, 22 Carter Drive, Pietermaritzburg, 3201, South Africa.
January 1999 – December 2000	House Master and Coach, Wynberg Boys High School, Lovers Walk, Cape Town Wynberg, 7800, South Africa.
January 1998-December 1998	House Master, St Christopher's and Newton High School, Special Needs Boarding School, Private Bag 9080, Pietermaritzburg, 3200, South Africa.

Courses Taught

EDSPE 563 Families and Collaboration	Autumn 2012, Winter 2013
EDSPE 501 Foundations of Special Education	Autumn 2010
EDSPE 404 Exceptional Children	Winter 2010, Spring 2011, Summer 2012 & 2011
EDTEP 544 Differentiated Instruction	Summer 2010

Editorial Activities:

Guest Editor, The Routledge International Companion to Multicultural Education. Banks, James (2009)

Professional Memberships:

Council for Exceptional Children, CCBD, DISES, DDEL, LGBTQ Caucus 2008-Present.

American Educational Research Association, 2009-Present.

Crisis Prevention Institute, 2003-2007.

Honors:

2011 Nominated for Graduate Student Leadership Award, College of Education, University of Washington.

2010 Outstanding Faculty Recognition Banquet, Winter 2010, Sigma Kappa Sorority, Seattle Washington.

Grants:

2012 Financial and Equipment Sponsorship, Ben Cohen Stand up Foundation, Atlanta Georgia, \$1000

2010 & 2012 Awarded Travel grant, College of Education, University of Washington, \$750

2004 Awarded Teacher Enrichment & Innovation Grant, Bellevue Schools Foundation, Bellevue, Washington, \$1000

Publications:

McDonald, M., Tyson, K., Brayko, K., Bowman, M., Delport, J., & Shimomura, F. (2011). Innovation and impact in teacher education: Community-based organizations as field placements for preservice teachers. *Teachers College Record*, 113 (8).

Cook C. R., Volpe, R. J., & Delport, J. L. (in Press). Systematic performance monitoring in EBD using change sensitive behavioral criteria. In *Handbook of Evidence-Based Practices for Students Having Emotional and Behavioral Disorders*. In Walker, H. M, & Gresham, F. M. (Eds.).

Cook, C; Delport, J; Daikos, C. (in Press). Preliminary Study of the Confined, Collateral, and Combined Effects of Reading and Behavioral Interventions: Evidence for a Transactional Relationship. *Behavioral Disorders*.

Under Review:

Delpport, J. (in review). Community Mentor Teachers and the Preparation of Special Education Teachers to work with Historically Underserved Groups

Works in Progress

Delpport, J (in progress). Characteristics of Successful Teachers' of Students with Emotional Behavioral Disabilities: Teacher and Expert Perceptions. Dissertation.

Delpport, J. (complete, pending submission). Preservice Teachers Background Experiences with and knowledge of Diversity: A pilot study.

Delpport, J., Daikos, C; & Cook, C (in progress). Teacher Preparation in the area of Emotional and Behavioral Disabilities: A National Review.

Daikos, C., Cook, C., & Delpport, J (in Progress). Albanian Educators Perception of Student Mental Health.

Conference Presentations:

November 2008 Preparing Preservice Teachers to work with CLD learners and their Families. Delpport, J. Council for Exceptional Children (CEC), Teacher Education Division, Poster. Dallas TX.

October 2008 Alliance of Community Teachers. McDonald, M., Bowman, M., Brayko, K., Delpport, J., Shimomura, F., & Tyson, K. Bridges, After School conference, Vancouver WA,

April 2009 Reinventing what it Takes to Prepare Teachers for High Needs Schools: Community Based Organizations as Placements for Preservice teachers. Poster. Brayko, K., Delpport, J., Shimomura, F., & Tyson, K. CEC. Seattle, WA

February 2009 Innovation and Impact: Preparing Teachers for High Needs Schools by Engaging in Community Based Organizations as partners. McDonald, M., Bowman, M., Brayko, K., Delpport, J., Shimomura, F., & Tyson, K. American Association of Colleges of Teacher Education (AACTE), Chicago IL. (Discussant, Dr Ken Zeichner)

April 2010 Trying to Close the Local Knowledge Gap: 'Community Teachers' and the expansion of Participation in the Activity of a Teacher Education program. Bowman, M., Brayko, K., Delpport, J., Shimomura, F., & Tyson, K. American Education Research Association, Panel Presentation (AERA). Denver CO. (Discussant, Dr Peter Murrell)

- February 2010 Continuity of Community Based Field Experiences in Teacher Education. McDonald, M., Bowman, M., Brayko, K., Delport, J., Shimomura, F., & Tyson, K. AACTE. Atlanta, GA. (Discussant, Dr Marilyn Cochran-Smith)
- November 2011 Community Based Organization Staff as Partners in Preparing Culturally Responsive. Delport, J. CEC Teacher Education Division. St Lois MO.
- April 2011 Preparing Social Just Special Education teachers: Modeling Multicultural and Social Justice Education Principles. Delport, J. National Harbor, MD.
- April 2012 Backgrounds and Experiences with Diversity: SPED Preservice Teachers potential. Delport, J. CEC. Denver, CO.

Professional and Community Service:

- 2007-Present International Gay Rugby Association and Board, 2007-Present.
- April 2011- April 2012 CEC, LGBTQ CAUCUS Newsletter Editor
- September 2011 - Present Program Director/Head Coach, Tremors Rookie Rugby Program, Seattle, Washington.