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A Behavior Management Seminar for Special or General Education Graduate Students

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COLLEGE OF EDUCATION

This is to certify that the doctoral study by

Franklin Schindelheim

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Walden University
2010

Abstract

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Graduate Students

by

Franklin D. Schindelheim

MS, Pace University, 1974

MS, Long Island University, 1972

BBA, City College of New York, 1968

Doctoral Study Proposal Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Teacher Leadership

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Abstract

The purpose of this qualitative study was to identify the classroom management needs of graduate education students in one college, and develop a seminar that emerged from the research. Researchers have shown that professional development provided for graduate education students typically deals with curriculum and instructional methodologies rather than classroom management. However, graduate education students have expressed the need to learn more effective classroom management skills. The research questions asked what classroom management skills participants said they needed to teach in both collaborative, and special education classrooms. A grounded theory approach and the constructivist paradigm were used in the study. Interviews and focus groups employing a purposive sample of 12 graduate education students were used to determine core phenomena where participants were able to help shape and construct a seminar in classroom management. The results of the codified data concluded that participants lacked skills and wanted to be trained in the meaning of effective teacher engagement with students, collaboration with other professionals, effective use of class rules and procedures, helping students understand consequences for misbehavior, and managing classroom disruptions. The research generated a 3-hour seminar for special education or general education graduate students. The results gathered during the development of the seminar suggest that the content and presentation will help graduate education students foster social change by developing skills to effectively manage their classes. Additionally, the study can contribute to social change by affording participants classroom management skills necessary to create safe and nurturing school environments that have the potential to positively impact student achievement.

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Dedication

I dedicate this dissertation to the most important people of my life: my wife, Diane, whose patience, strength, and confidence in me has been a constant force in my existence, and my children Eric, Andrea, and Hillary and their spouses, Andrea Beth and Jeffrey, whose unfailing love, admiration, and respect have been ever present; to my grandchildren Booke and Evan, who bring sunshine to me every day; to Gloria Solomon, who is so proud to call her son-in-law a doctor; and to two people who would be glowing with pride if they were still here, Rose and Alex Schindelheim. This accomplishment is a tribute to their memory and a legacy to my heirs.

Acknowledgments

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Section 1: Introduction

Background

In 1972, reporter Geraldo Rivera took an assignment that would have profound effects on the lives of the people he was investigating, his own career, and, most importantly, the disabled citizens of the U.S. He revealed that Willowbrook State School on Staten Island, NY, employed harsh treatment of youth with mental retardation and developmental disabilities rather than providing them with the services their conditions required (Kaser, 2005). Since that report, there have been many changes in the treatment of young people with emotional problems across the local, state, and federal levels. The federal legislation that has had the most profound effect is the Education for All Handicapped Children legislation of 1975 (EAHC, PL 94-142) and its subsequent reauthorizations (Individuals with Disabilities Education Act [IDEA] of 1993-97 and 2004). Now, children with handicapping conditions are increasingly included in the general education curriculum, and the law requires qualified teachers using evidence-based instructional approaches teach them. The law also requires that disabled children, who were once ostracized from or isolated in the public schools, be treated as valuable members of an inclusive and diverse population (Manning, Bullock, & Gable, 2009).

Teacher training and staff development programs, as well as state licensing agencies, are becoming increasingly more rigorous in their requirements for licensure and certification for special education. Prior to the reauthorization of IDEA in 2004, special education certification licensure meant that teachers needed only 12 credit hours of accredited special education courses to maintain positions as licensed and certified

special education teachers (IDEA, 1997). New York requires teachers to earn course credits in specific content areas and pass two state competency exams to qualify for provisional certification (New York State Education Department, 2010, para. 3). After 3 years of full-time, satisfactory service, permanent certification is granted (NYSED, 2010). Since February 2, 2004, those seeking professional certification and licensure from the State of New York have been required to complete a master's program in a content core area from an accredited program in a state college or university (NYSED). This requirement was to fulfill the highly qualified teacher requirement of the No Child Left Behind (NCLB) legislation of 2002. Additionally, the New York State Education Department now requires that candidates must document completion of 3 years of teaching that includes participation in a mentoring program during the first year (NYSED).

Recent graduates may now obtain a temporary initial certificate to allow commencement of teaching and thus work toward meeting professional certification requirements. The option automatically terminates in 3 years (NYSED, 2010). Teacher candidates are also required to take and pass a three-exam series known as the New York State Teacher Certification Exams during the graduate course of study. These exams are (a) the Liberal Arts and Sciences Test, (b) the writing competency exam known as the Assessment of Teaching Skills-Writing, offered on the elementary and secondary levels, and (c) the Content Specialty Test (CST). CSTs are offered in Students with Disabilities, Early Childhood Education (birth-grade 2), Elementary Education (grades 1-6), and additional content-specific and enrichment areas. In addition, each teacher candidate is

now required to take a state education sponsored 2-hour course titled "Child Abuse

Recognition and Reporting "and a 6-hour training class called "School Violence

Prevention and Intervention" (*Touro College Bulletin*, 2007, p. 47). Few colleges and

universities in the New York metropolitan area offer dual certification at the graduate

level in general and special education in both early childhood education (birth-grade 2)

and elementary education (grades 1-6) (p.48). Touro College Graduate School of

Education and Special Education is one of the offering institutions. The college is

chartered by the Board of Regents of the State of New York and is accredited by the

Middle States Commission on Higher Education (p. 1).

Inspiration for this inquiry has arisen out of my involvement with graduate

students seeking masters' degrees in special education at Touro College Graduate School

of Education and Special Education in New York City. As an assistant professor of

education and special education, I see many graduate students in their own classrooms as

well as in mine. I often witness the struggles and frustrations many of them endure

because some of the schools they work in are underperforming (Hord, 2009), and the

despondency that sets in is also see their excitement and jubilation when peers and

administrators support them. This support arises out of a sense of mutual respect, strong

morale, and a feeling of empowerment because a community is willing to pool its

resources to create a healthy educational environment.

Researchers have suggested that teachers form a sense of leadership where they

and their administrators are developing methods of sharing leadership in more effective

schools (Lambert et al., 2002). These methods are giving way to reform necessary to

meet the urgent needs of 21st century education (Lieberman & Miller, 2004). Special

education as a collaborative force is increasingly on the forefront of this reform

(Turnbull, Turnbull, & Wehmeyer, 2007). Empowered teachers typically choose to work

to develop meaningful educational curricula and programs for all of their students

(Weinbaum et al., 2004). Teachers need to be prepared for this new paradigm of

leadership and reform by acquiring the skills needed to build healthy collaborative

classrooms where children can flourish. This project led to the creation of a seminar

entitled "A Behavior Management Seminar for Special and General Education Graduate

Students" (See Appendix A).

Definition of the Problem

The problem addressed in this study is that special and general education teachers

have to deal effectively and positively with disruptive students. According to New York

City Department of Education (2008) statistics, about 70% of professional development

(PD) currently offered to teachers is in curriculum development, 20% in special

education curricula and mandates, and 10% in behavior management (*Professional

Development Opportunities*, 2008). Researchers have shown that elementary teachers

may lack sufficient training in behavior management and need to learn how to control a

classroom (Desimone, Smith, & Ueno, 2006; Kuchinsky-Fier, 2008). A national study

commissioned by the United States Department of Education(DOE) published in 2004

revealed that 450,000 students in the United States in special education programs had

been diagnosed with emotional disorders. Although special education services mandated

on a student's Individual Education Plan (IEP) are necessary for emotionally disordered

(ED) students, their disruptive behavior may create problems for the teachers that deal with them (Wagner, Kutash, Duchnowski, Epstein, & Sumi, 2005). As long as these placements occur, teachers with emotionally and behaviorally disordered (EBD) students in their classes need proactive ways to ensure healthy classroom environments (Avtgis & Rancer, 2008; Erklenz-Watts, Westbay, & Lynd-Balta, 2000; Marzano, 2003a).

The kinds of students special education is intended to help include those with (a) specific learning disabilities, (b) speech or language impairments, (c) intellectual disability, (d) emotional and behavioral disorders, (e) other health impairments, and (f) other disabilities combined (USDOE, 2005). Collaborative classes are specifically designed to incorporate students with disabilities identified on IEPs and students in general education (Kuchinsky-Fier, 2008). Graduate students in the Touro program are seeking to fulfill degree requirements in curriculum development for inclusion classes. However, they are not specifically trained to handle the daily crises and disruptions of the EBD child (Marzano, 2003a, p. 11). Student outbursts can disrupt what had been an otherwise positive classroom environment.

Since many teachers seeking a master's degree for certification at Touro will eventually work in the New York City area (*Touro College Bulletin*, 2007, p. 36), this project was designed to fill the gap of staff development in behavior management. These teachers have taught or will teach children who may exhibit disruptive behavior caused by (a) specific learning disabilities, (b) speech or language impairments, (c) intellectual disability, (d) emotional or behavioral disorders, (e) other health impairments, (f) or other disabilities combined (USDOE, 2005). Collaborative classes were specifically created to

incorporate students with disabilities identified on IEPs, and students into the general education population.

Many factors contribute to the problem. Among these are lack of teacher preparation for or experience dealing with the EBD child (Gregory, Skiba, & Noguera, 2010; Heward, 2004; Turnbull, Turnbull, & Wehmeyer, 2007) and inclusion students in the general education population who do not understand the behavior of the EBD child (Peck, Staub, Galluci, & Schwartz, 2004; Turnbull et al., 2007). This study enabled me to contribute to the body of knowledge by creating a PD seminar that offers specific techniques and strategies to preservice and working teachers in ways to deal with the EBD child in the collaborative classroom.

Evidence of the Problem at the Local Level

In September 2007, administrators at the Graduate School of the Touro College Division of Education and Special Education, recognizing the need for supportive PD, established the Touro College for Teacher Support and Retention (see Appendix B). The focus of the center is to support the counseling and stress management needs of graduate special education students and to develop ways to maintain positive behavior supports in their special education classes. Two former New York City guidance counselors, and New York State certified mental health professionals, were assigned the task of codirecting the center. "The center offers direct support through guest lectures, open seminars, and workshops for new teachers studying at Touro College" (*Touro College Bulletin*, 2007, p. 72). In establishing the center, the college recognized that the problem of retention of new teachers needed to be addressed by colleges. In surveys of graduate

students, 85% reported that classroom management and stress reduction were priorities

for new teachers entering the profession (Lehrer & Stein, 2007). The services offered by

the center include hands-on training workshops and seminars by knowledgeable

practitioners in the field. Additionally, the center offers graduate education students PD

activities designed to improve teacher retention and performance.

As a way of reaching out to the public schools that partnered with the college in

accepting graduate student teachers, the Touro Center held a PD day on June 4, 2009, one

designated as a full day of staff development by school Chancellor Klein. Public School

58 in Staten Island, New York, had its training from Touro College staff. The day was

titled *PS58/Touro College Partnership Professional Development Day* (Lehrer & Stein,

2009). After meetings with the principal and Touro administrators, they decided that 3

hour and a half workshops were to be offered at the site and all teachers and para

educators attend. The workshops addressed areas of classroom management, literacy, and

technology. Each participant (see Appendix C) rated not only the presentations and

presenters, but offered suggestions for ensuing PD topics. Of the 110 participants

attending the class management workshop, all gave it a 100% approval rating.

Additionally, 80% requested more behavior management techniques in future training

workshops and seminars (Lehrer & Stein, 2009).

New York City teachers must be certified and credentialed to work in New York

State; the problems of New York City schools are unique. There are over 600 schools and

1 million students in the city. Sixteen percent (157,000) receive special education

services (NYCDOE, 2010). Teachers have consistently maintained that they lack

sufficient training to deal with crises and disruptions of children with special needs (*United Teacher*, 2008). According to IDEA (2004), the behavior disruptions of EBD students may be a manifestation of their disability, and suspension and discipline procedures needed to be modified to accommodate that student.

Elementary principals in urban schools have expressed a need for their teachers to increase skills in managing classroom disruptions to reduce suspensions (Marzano 2003b; Monroe, 2009; Noguera, 2009). Special education as well as general education teachers welcome support in the form of PD (Lambert et al., 2002; Lieberman & Miller, 2001; Noguera, 2003; Sherrod, Getch, & Ziomek-Daigle, 2009: Smith, Rowley, & Kristie, 2005). Effective special education teacher preparation is crucial to the success of 21st century education (Smith, Robb, West, & Tyler, 2010).

Boyd et al. (2008) found that teacher preparation in New York City colleges share similarities in their core curricula. In a mixed methods study involving statistical sampling of graduate teachers and interviews and surveys of college administrators, the researchers found that classroom management and special education courses and programs were the least prevalent course modules in New York City teacher training institutions. They found that 12 out of 26 institutions offered courses in special education, and 11 offered coursework in classroom management as elective coursework, while methods of learning and development courses were the most prevalent being offered in 24 of the 26 institutions (p. 331). They recommended that teacher-training programs maintain specific core areas of studies relative to their geographical region in New York City. The researchers maintained, "Such approaches also respect the local nature of

teacher education. What is true for New York, a highly regulated context for teacher education, is not necessarily true of Florida, where less regulation exists" (p. 340). In addressing the aspects of the large urban district, Boyd et al. recommended programs that were geared to the needs of the diverse student population and found designing more programs that are imaginative, that link research with accountability in New York City colleges may represent opportunities for improved faculty development in the local schools. They further recommended that teacher preparation institutions should sufficiently prepare teachers to deal with students in the diverse fabric of New York City and adhere to New York State learning standards. Evidence of the problem at the local level, as suggested by the research, prompted me to develop what Boyd et al. called an imaginative PD seminar for graduate education students. After completion of a qualitative project study involving interviews and focus groups that assessed the behavioral management needs of graduate education students, the course is now offered as a PD seminar in the Touro College Center for Teacher Support and Retention.

Evidence of the Problem from the Professional Literature

The latest Youth Risk Behavior Surveillance System from The Centers for Disease Control and Prevention (2007) stated that teachers must be offered staff development that specifically addresses school violence and at-risk behavior. The results of a survey of teachers in 14,041 schools in the United States had an 81% response rate. The responses indicated that teachers believed schools should develop programs and policies for students in high-risk situations, develop guidelines, create guides and instructional materials, and create PD programs for teachers.

Without the support of PD, especially in classroom management skills, new teachers are susceptible to stressors that may lead them to leave teaching. "Professional development is the primary means for deepening content knowledge among current teachers. Furthermore, participation in PD activities is one way states can ensure that teachers are highly qualified" (Smith et al., 2005, p. 126). The burnout they experience is defined as "a three-dimensional syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that occurs among individuals who work with people in some helping capacity" (Maslach, 1982, p. 3). Of the variety of reasons new teachers quit after a short time, classroom management difficulty is high on the list. According to Darling-Hammond (2000), 95% of beginning teachers will remain in the profession for 3 years if they are offered PD support; of those, 80% will remain for 5 years (p. 156). Through workshops and seminars, novice teachers can refine their newly acquired skills, and engender enthusiasm that encourages them to continue to teach.

Cochran-Smith and Lytle (1999) viewed PD as a community of teacher learners where professionals are encouraged to build upon the knowledge that was gained in the training and develop their own inquiry stance by questioning and exploring new techniques. In determining this, teachers need to collaborate with professionals in their learning community (Darling-Hammond, 2010). Conroy, Sutherland, Snyder, and Marsh (2008) stated, "Teachers sometimes need a person outside their classroom to teach them classwide interventions and help them discover how to implement these strategies in their classrooms" (p. 30). Lindsey, Roberts, and Campbelljones (2005) stated that learning communities are needed to expand teacher knowledge.

The preeminent question for the inquiry of this paper was what teachers needed to learn to help the socioemotional well-being of their students. This project study explored and defined the relatively new concepts discussed by Reutebach (2008) of response to intervention (RTI) and concentrated on ways to help EBD students. Specifically, it assessed the perceived needs of preservice and working teachers in a master's program in special education in a New York City college.

Definitions of Terms

Attention deficit/hyperactivity disorder (AD/HD): A condition marked by a persistent pattern of inattention and hyperactivity/impulsivity that is more frequently displayed and severe than that which is typically observed in individuals at a comparable level of development (American Psychological Association [APA]*, 2000, p. 85).

Asperger's Syndrome: A mental condition that presents significant social functioning, but does not cause significant delays in language development or intellectual functioning (Hyman & Towbin, 2007, p. 242).

Autism Spectrum Disorder (ASD): The subtypes of ASD are autistic disorder, Asperger's syndrome, Rett's syndrome, childhood disintegrative disorder, and pervasive developmental disorder—not otherwise specified (PDD-NOS). These disorders are differentiated from one another primarily by the age of onset and severity of various symptoms (Heward, 2006, p. 264).

Coteaching or collaborative team teaching: A general education and a special education teacher delivering seamless instructional services in an inclusion classroom. (Heward, 2006; Jennings, 2007).

Emotional and behavioral disorder (EBD): Disorders where students "manifest specific characteristics over a long period that will adversely affect [their] educational performance" (Turnbull, Turnbull, & Wehmeyer, 2007, p. 184).

Emotional disturbance: A condition exhibiting one or more of the following characteristics over a long time and to a marked degree that adversely affects learning:

(a) an inability to learn that cannot be explained by intellectual, sensory, or health factors; (b) an inability to build or maintain satisfactory interpersonal relations with peers and teachers; (c) a general pervasive mood of unhappiness or depression; or (d) a tendency to develop physical symptoms or fears associated with personal or school problems. (USDOE, 2005)

Positive behavior support: A proactive data based approach to ensure that students acquire needed skills and environmental supports (Turnbull et al., 2007, p. 436).

Professional development: A systematic learning structure that enhances the skills required for success in the workplace (Lieberman & Miller, 2001).

Professional development seminar: A class where participants learn how to create "activities, tools, and contexts that blend theory and practice" (Darling-Hammond, 2007, p. 72).

Response to intervention (RTI): RTI is a tiered approach to the early identification and support of students with learning and behavior needs. The tiers consist of

(a) primary prevention at the school/classroom level for all students, (b) secondary prevention that involves interventions for at-risk students in the general education and inclusive classroom, and (c) tertiary prevention that develops

individualized systems for high at-risk students in the special education

continuum. (RTI Action Network, 2008, para 4)

Significance

Promoting emotional and social well being in schools is an ongoing challenge.

Because of the burdens of society that are placed on parents and which are manifested in

their children's behavior, many youngsters are increasingly disruptive (Arcia, 2007;

Monroe, 2009). Weare (2000) suggested that schools today are faced with a world of

political and social unrest, fragmented family structures, increased use of drugs and

alcohol, and a myriad of other societal factors. Nevertheless, schools should "ensure that

they allow for a reasonable amount of autonomy . . . and value cultural, social, and ethnic

diversity" (p. 28). Weare added that schools are witnessing more children challenged

with emotional and behavioral disorders, and it is essential that schools maintain and

promote emotional health of their students.

Special education has made progress in this country (Turnbull, Turnbull, &

Wehmeyer, 2007). No longer are disabled citizens relegated to the institutions like

Willowbrook. At the same time, teachers are faced with the responsibilities of educating

a greater diversity of students in a least restrictive environment (LRE) where they are

asked to teach the disabled population in a general education classroom (Heward, 2004).

However, many educators are not prepared for this task (Hoppey, Yendol-Silva, &

Pullen, 2004). Heward (2004) observed, "General education teachers are understandably

wary of having children with disabilities placed in their classes if little or no training or

support is provided" (p. 19). Both general education and special education teachers need

the tools to deal with special education students in an inclusive classroom (Kuchinsky-Fier, 2008). Brownell and Chriss (2001) found that little research documents the effects of behavior modifiers and behavioral interventions in the inclusive classroom (p. 6). Many teachers never receive the proper training or time to develop a strong system of behavior management techniques. Other researchers have suggested that more could be done at the preservice and university level to prepare teachers for classroom management, especially when dealing with students with special needs (Hoppey, Yendol-Silva, & Pullen, 2004).

Research Question

To address the local problem of developing a seminar for graduate students in special education, the research question was "What techniques and strategies offered in a seminar to Touro College graduate students will contribute to their expertise as special education teachers?" The answer was generated by qualitative research that involved asking students what they wanted to learn about how to deal with disruptive children. I addressed the problem by developing a seminar in behavior management techniques for preservice and working teacher graduate students who are or may attain positions as collaborative team and special education teachers in inclusive classrooms.

Marzano (2003a) suggested that common disruptive behaviors typically take the following forms: (a) disobedience, manifested by oppositional behavior or disrespect for authority, (b) violent and physical confrontations with peers, and (c) abusive (vulgar or profane) language. These disruptive behaviors are addressed through the research offered in this project.

Review of the Literature

This section reviews (a) theoretical framework of child development, (b) RTI, (c) classroom management theorists, (d) emotional/behavioral disturbance, (e) interventions, (f) collaborative team-teaching (CTT), and (g) PD, as they relate to a seminar on behavior management. Some topics were chosen to support the necessity of a PD seminar in behavior management. Others were chosen to support the behavior management strategies and techniques that are presented in the study. To search for pertinent literature, I used the following databases: *EBSCO, ERIC, Pro-Quest Central, and PsychArticles*. I used the following Boolean search terms: *professional development, response to intervention, special education, emotional behavioral disorders, classroom management theorists, collaborative teaching, inclusion, intervention strategies, behavior intervention strategies, teacher retention, teacher burnout, educational theorists, and educational philosophers*.

Theoretical Framework

Special education is grounded in the theoretical framework of two seminal theorists: Piaget and Vygotsky. Piaget (1921) developed the concept of stages and growth in childhood development, and Vygotsky explored disabilities and educating children with disabilities (Vygodskaya, 1999). Understanding child development is essential for comprehending the full scope of where special education is today (Turnbull, Turnbull, & Wehmeyer, 2007). The most comprehensive theories of child development were suggested by Piaget and enhanced by Vygotsky (Vygodskaya, 1999). The first developmental psychologist to recognize that disabled children needed to be in school

programs that addressed their individual needs was Vygotsky. He organized and contributed to the First Congress on Special Education in Russia, where he presented a collection of articles about teaching and raising children with disabilities (p. 329). The presentation was praised by his peers for its innovative and enlightened techniques. In 1929, he helped create the Experimental Institute for Special Education, where he became a lifelong consultant and advisor (p. 331).

Piaget (1928) introduced the developmental theory of moral reasoning as he determined how children progress in their reasoning skills. He defined the concepts of logical reasoning and "mental reversibility" (p. 163), where children at different stages of development could reason in logical blocks of concepts and thereby think independently. His concept of "incapacity of formal reasoning" or "childish" (p. 234) reasoning that was less rigorous than the adult's inductive reasoning may be the basis for many early childhood programs today

> If this be the case, we must expect childish reasoning to differ very considerably from ours, to be less deductive and above all less rigorous. For what is logic but the art of proof? To reason logically is so to link one's propositions that each should contain the reason for the one succeeding it and should itself be demonstrated by the one preceding it, at any rate, whatever the order adopted in the construction of one's own exposition, it is to demonstrate judgments by each other. (Piaget, 1928, p. 1)

Piaget's theory of child development has been used to explain the logic of childhood reasoning and the importance of educators' awareness of that logic.

Vygotsky (1934), reflecting many of Piaget's developmental theories, developed his theory of proximal development, which posited that children effectively learn from each other through mediation and socialization. Vygotsky viewed learning as a complex process that needed to be broken into stages in childhood before it became a fluid activity. He also posited that interactions people have could affect their learning process. According to Vygotsky, the zone of proximal development is the potential for learning and is based on social and problem-solving skills. He asserted that learning was shaped by outside forces such as parents, peers, and friends and was a collaborative effort whereby greater learning could occur. Children, he said, can learn by involvement with their peers, but they are motivated through collaboration with adults, namely parents and teachers. Neo-Vygotskyian Karpov (2006) said that parent/child communication is essential at the earliest stages of development and that this essential communication link is necessary so children do not lag behind in their socioemotional development (p. 42). Vygotsky stated that when students are not motivated through the collaborative process, they might lose interest in higher order learning and thinking skills, thereby developing learning hindrances (Gindis, 1995; Reed, 2007).

Fox and Riconscente (2008) said that Vygotsky and Piaget both believed that metacognition (knowledge of one's thought processes) and self-regulation (deliberate control of one's thoughts and actions) are aspects of human behavior. They further maintained that metacognition was an important part of children's thinking and development and that both components were important in the development of children. Whereas Piaget visualized self-regulation as a natural outgrowth of child development,

Vygotsky saw metacognition and self-regulated learning in academic contexts (Zimmerman, 2008). Vygotsky further maintained, "The intellectualization of intelligence is not achieved until adolescence and requires the exposure to scientific concepts provided by the school institution" (Fox & Riconscente, 2008, p. 375). Piaget regarded metacognition as innate and believed that it developed through various stages of growth. Vygotsky (1978) emphasized school as an institution that shaped behavior and said it was in school that a child best learns to control his behavior and responses. "Play continually places demands on the child to act against immediate impulse. . . . A child's greatest self-control occurs in play. He achieves the maximum display of willpower" (p. 99). The interaction of children in schools where play is part of everyday routines helps the child self-regulate behavior

Fox and Riconscente (2008) synthesized the ideas of Piaget and Vygotsky in maintaining that school plays a significant role in the development of the child, not only for the cognitive realm of knowledge development, but by adults transmitting socialized acculturation (p. 387). They further added that Vygotsky's qualitative observational studies of children in formal schooling environments heightened their development of higher mental functions, whereas Piaget's observational research saw peer interaction as the most important facet of children's development.

Response to Intervention

Estimates of behaviorally challenged students in the United States vary. Researchers have estimated that 9-10% exhibit some form of behavioral disorder (Turnbull, Turnbull, & Wehmeyer, 2007), while other researchers have estimated even

higher percentages. Wagner et al. (2006), in a national study of special education

services, reported that as much as 14-22% of students are emotionally or behaviorally

disabled, but that they do not have special education IEPs. As high as the figures are,

only 8.1% of students classified with emotional or behavioral disorders are in special

education programs (U.S. Office of Special Education Programs, 2004).

Typically, responses to emotionally disruptive and learning disabled students in

the general education curriculum have been to refer the students to school assistance

teams consisting of school psychologists, educational evaluators, and school social

workers where they can be evaluated for special education services, usually self-

contained classes (Reutebach, 2008). This special education placement was usually based

on a discrepancy model that has been employed since the advent of special education

legislation. Researchers have suggested that class bias, unreliable age assessments, and

state formulas for testing students have distorted the appropriateness of placement into

special education programs (Turnbull et al., 2007). The discrepancy model is slowly

giving way to the relatively new concept of RTI. The problem presented with these new

models of responses to interventions is that staff may not be adequately prepared, new

teachers may not be specifically instructed in these techniques, and many may continue to

refer problem children to the testing teams of school psychologists, speech therapists,

social workers, educational evaluators and consultants before exploring scientifically and

research-based intervention strategies for themselves (Rosenberg, Sindelar, & Hardman,

2008). As recently as 2004, special education legislation has been updated and

reauthorized to be in alignment with NCLB laws (Turnbull et al., 2007, p. 21). Turnbull

and Rutherford (2006) noted, "Children with disabilities now will be expected to receive the accommodations and adjustments necessary to participate in local and state assessments under NCLB" (p. 66). The law further expounds on the necessity to maintain the principle of "zero reject" and nondiscriminatory evaluations. NCLB and IDEA both require stakeholders (educators, intervention specialists, local education agencies) to use scientifically based interventions to assist in providing the most appropriate educational environment for all students.

Educators need to be aware of the rapidly changing special education laws, especially when it comes to the interpretation of the 2004 reauthorization of IDEA as it relates to NCLB legislation. This law allows local educational agencies (LEAs) to use RTI to determine if a student has a disorder related to performing certain academic tasks (Turnbull et al., 2007, p. 111). An agency can now offer research-based interventions to schools and districts to provide response to interventions for dealing with students who may be at-risk in academic, social, and or emotional areas. Insuring that these provisions are met, educators are now required to devise research-based interventional models that address the entire spectrum of needs that students may manifest (Sugai & Horner, 2008). Research-based interventions that strive to maintain students in the general education environment have replaced discrepancy models of placement into special education (Feifer, 2008).

Responsiveness to intervention as a formulaic practice did not arise out of a vacuum. Referrals to special education programs grew exponentially after the 1980s (Feifer, 2008). It is not clear that those referrals were based on the correct guidelines for

determining that a child needed special services. Researchers have posited that those

referrals arose out of poor teacher preparation in dealing with students with special needs

(Abebe & Hailemariam, 2008), racial disproportionality (Gregory, Skiba, & Noguera,

2010; Skiba & Simmons et al., 2006; Turnbull et al., 2007), and class bias and cultural

dissonance (Cartledge & Kourea, 2008; Stanovich, 1999). Those researchers suggested

that working with children with emotional and behavioral disorders is stressful and that

their disruptions should be immediately addressed in the classroom. Effective

implementation of RTI models can only develop if adequate preparation of special

education teachers is in place (Brownell, Sindelar, Kiely, & Danielson, 2010). Teachers

must have the necessary administrative and collegial support in addition to a strong PD

system to validate effective responses to interventions (Fuchs et al., 2003).

Classroom Management Theories

Edwards (2007) said that teachers who know various behavior theories will be

more adept in choosing the ones that conform to their teaching styles. He added that those

who plan to apply the theories should read widely about methods before adapting them

for their own use (p. 34). Edwards maintained, however, that the theorists themselves

often contradict their own theories, so teachers should use caution in accepting suggested

practices that may be controversial (pp. 34-35).

There are many theories of classroom management. Twenty-first century

education and the reform associated with it accentuate the "responsibility models" of

Curwin and Mendler (2001, p. 168). Early models of discipline were known as

"obedience" models (Burke, 2007, p. 7), autocratic systems whose proponents were

Skinner, Watson, and Pavlov. These researchers saw the student as needing to be

compliant, with the teacher as authority. Later models of classroom management stressed

the student's role as a partner with the teacher in developing responsible school behavior.

Proponents of the responsibility models of discipline are Curwin and Mendler (2001),

Kohn (1996), and to a lesser degree, Canter (1992). Although these theorists all

maintained that rules, rewards, and consequences are necessary components of classroom

management, they have given the processes they developed different names. Nonetheless,

all the theorists felt that students need a positive learning atmosphere to effect positive

behavior in schools (Edwards, 2007).

Dreikurs (1957) asserted that when teachers apply punitive means to manage

behavior, the practice does not allow students to analyze their misbehavior and

understand why it was wrong. He was more concerned with the underlying motivations

of behaviors than reward and punishment. McManus (1995) and Kohn (2006) noted that

punishment does not add to good behavior and said it reinforces students' belief that

adults are "treacherous" (Kohn, 2006, p. 7). Dreikurs postulated that many teachers

maintain three teaching styles, two of which are negative in their approaches to classroom

management. He termed these autocratic, a style that presented forcefulness and implied

punishment. The second style he called permissive, which he viewed as manifestations of

obsequiousness and timidity. The style he recommended was dubbed democratic, a style

good teachers strive to maintain (p. 93). He said that a great deal of disruptive student

behavior is based on children's "mistaken goals" (p. 176). Dreikurs categorized these as

(a) attention-seeking—engaged in by students who will do nearly anything to gain a

teacher's notice, (b) power-seeking—characterized by students who try to usurp a teacher's power, (c) revenge seeking—students who seem to want to exact revenge for being punished for their misdeeds, and (d) inadequacy—those consumed by feelings of inadequacy and failure. These behavior patterns, when not addressed by the teacher, may all lead to frustration and stress within the CTT classroom (Edwards, 2007).

Kounin's (1970) study of 49 first and second grade children presented major implications for classroom management. He maintained that good teachers had a sense of "withitness." He coined this word to describe the trait some people have that seems to make them better teachers. Dreikurs (1957) echoed the same observation when he said good teachers could feel the tempo of the class. Marzano (2003a) cited meta-analytic studies that concluded that there is a 42% decrease in disruptive behaviors when teachers have the attribute of "withitness" (p. 67). What he did not describe, however, was how a teacher could acquire this attribute, one that appears to be an innate personality trait.

Skinner's (1971) theory of behavior modification presented important implications for educators. Skinner's theory of praise as a positive reward (p. 87) was the first time teachers recognized that intrinsic rewards were as important as material rewards (p. 88). Skinner maintained that when students' inappropriate behavior is ignored, it may often be weakened to the point of disappearing. He further asserted that good behavior increased in frequency as inappropriate behavior diminished (p. 117). What teachers should understand is that inappropriate behavior will often diminish to the point of disappearing, but they will have to maintain consistency in their approaches to ignoring

the inappropriate behavior. When teachers are consistent, they will maintain better

control of their classes (Marzano, 2003b).

Kohn (2006), who refuted the discipline models proffered by Canter (1992),

Dreikurs (1957), and Jones (2001), asserted that models that contain the word discipline

are not working (p. 20). Influenced by the ideas of Piaget, he supported constructivism

and progressive education and said, "Children learn with and from one another in a

caring community, not only in an academic setting, but in a moral one as well" (2008,

para. 6). He maintained that children would reap greater educational rewards through a

constructivist approach that uses active learning and collaboration, rather than through a

teacher-centered environment. The recurrent theme of his theory is that students need to

be involved in learning that excites and stimulates. Edwards (2007) maintained that there

are similar concepts of classroom success through teacher preparedness and motivation.

Kohn (2006) differed from the others in his concept of rewards and discouraged giving

them, seeing this as exacting temporary compliance. "Rewards, like punishment, can only

manipulate someone's actions. Neither rewards nor punishments do anything to help a

child become a kind or caring person" (p. 34). Kohn averred that discipline models

promoted in books by Canter and Canter (1992) and Curwin and Mendler (2001) do

things to children and not for them. Kohn viewed Dreikurs' theory of *Logical*

Consequences as nothing more than meting out punishment in a logical fashion (p. 42).

Although Kohn is a proponent of not using any form of specific disciplinary procedures

in schools, Marzano (2003a, p. 28) cited 1997 meta-analytic studies by Stage and Quiroz

of over 5,000 students in 99 studies that found some form of discipline is needed in

schools. Edwards (2007) maintained that there are similar concepts of classroom success through teacher preparedness and motivation offered by Kohn as well as other classroom management theorists.

A key element of Jones' system of classroom management was the concept of spatial placement of teacher and student. The Jones Model developed in 1987 and updated in 2001, maintained that classroom structure and consistency in instructional methods lead to well-managed classrooms. His concepts of "camping out" (Jones, 2001, p. 96) and hand and body language involve the teacher's dominant physical presence in the classroom.

Emotional and Behavioral Disorders

According to the USDOE (2005), approximately 457,731 (0.7%) of students age 6 through 21 in special education nationwide were classified as having an emotional or behavioral disorder. To receive services under IDEA, the disordered behavior has to interfere with the child's learning; therefore, not every child with an emotional/behavioral disorder should receive special education services. *The Diagnostic and Statistical Manual of Mental Disorders* (DSM –IV-TR, 2004) contains a description of the standard classification system for mental illness and emotional/behavioral disorders. There are five causes for children and adolescents being classified as having emotional/behavioral disorders, one of which is having an anxiety disorder said to be the most common childhood disorder, and characterized by excessive fear, worry, or uneasiness (Turnbull et al., 2007). Posttraumatic stress disorder (PTSD), another type of anxiety disorder, may occur after witnessing, experiencing, or participating in a traumatic occurrence,

especially if it is life-threatening (U.S. Department of Health and Human Services, 2003).

Perry (2002) found that symptoms of PTSD include impulsivity, distractibility, retention

problems due to hypervigilance, dysphoria (a state of feeling acutely hopeless), emotional

numbing, social avoidance, disassociation, sleep problems, aggressive play, regressed or

delayed development, and school failure (p. 246). In addition, the researcher found that in

controlled studies 50 to 90% of children exposed to traumatic events develop PTSD. The

more traumatic the event, the more likely a person will develop PTSD. Often children

manifest symptoms of PTSD after suffering from abuse and neglect. They may exhibit

physical, emotional, behavioral, and other symptoms (Landsverk, Burns, Stambaugh, &

Reutz, 2009). Verduyn and Calam (1999) found that while girls tend to internalize

problems associated with abuse and neglect, boys tend to externalize behaviors that may

add to classroom disruptions.

Not all students manifesting symptoms of emotional and behavioral disorders are

diagnosed and placed in special education programs (Turnbull et al., 2007, p. 185).

Students with other disabilities may also manifest emotional and behavioral disorders

(Heward, 2006). The incidence of comorbidity, where a student may present more than

one disorder, is common (Consoli, Deniau, Huynh, Purper, & Cohen, 2007; Kelly et al.,

2003).

Oppositional defiant disorder (ODD) is a pattern of hostile, negative, disobedient,

and defiant behaviors (APA, 2000). Conduct disorder is a persistent pattern of antisocial

behavior that significantly interferes with classroom decorum (APA, 2000). Because

conduct disorders and oppositional defiant disorders are representative of externalizing

behavior patterns, this project study addressed the behavior disruptions and outbursts of students with these disorders (Turnbull et al., 2007). Two thirds of students manifesting externalizing behavior disorders usually have learning disabilities in reading and/or mathematics (Nelson, Benner, & Cheney, 2005). Additionally, the learning-disabled student may express disruptive behavior because the disability may present frustrations that are caused by difficulties in learning (Gagnon et al., 2008; Nelson et al., 2005). The CTT classroom includes general as well as special education students. Turnbull, et al. (2007) suggested that many inclusion students express externalizing behaviors that must be addressed by the classroom teacher. Turnbull et al. further asserted that these behaviors may be a manifestation of their disabilities or may be transitional behaviors not associated with a particular disability; nonetheless, the behaviors still need to be addressed**.**

Interventions

Research into classroom interventions for students with emotional difficulties is available to educators. The issue is that current research needs to align itself with NCLB legislation and the reauthorization of IDEA (2004). The laws mandate that all instructional personnel be highly qualified and licensed according to appropriate state standards (IDEA, 2004).

Researchers have shown that teachers need to use the latest research-based techniques for handling disruptive students. They have indicated that functional behavior analysis (FBA), where disruptive behaviors are analyzed and addressed, has proven effective for developmentally disabled students (Langdon, Carr, & Owen-DeSchryver,

2008). Teachers are taught to analyze precursor behavior, and apply an effective intervention. Lohrmann et al. (2008) researched school personnel resistance to behavioral interventions and found that school personnel need to buy in to school-wide behavioral interventions if the interventions are to be effective. The Canter and Canter (1992) model of assertive discipline also requires that it be school wide. Another effective strategy is grouping for instruction (Castle, Baker, Deniz, & Tortora, 2005). Castle et al. suggested that a more unified group promotes better behavior. Classroom teachers and evaluators are now using developmental behavior checklists and other methods to improve behavior (Bontempo et al., 2008). Using more positive rather than punitive methods with disruptive students can create a better attitude toward school and learning (Frederickson & Losada, 2005).

The use of rules and consequences is a recurring theme in classroom and behavior management theory. Marzano (2003a) cited 10 meta-analytic studies of 636 students that showed a 28% decrease in classroom disruptions when rules are made clear and the teacher is consistent (p. 14). Wong and Wong (2009) asserted the same concept in discussing rules and consequences. Tobin, Sugai, and Colvin (2000) said that staff development regarding discipline referrals and classroom and schoolwide rules is essential for maintaining positive support in schools. They further maintained that teachers' uses of rules should be consistent to be effective (p. 110). Taylor-Greene et al. (1997) and Canter and Canter (1992) suggested that school-wide rules need to be established and taught through PD. They also maintained that rules must be made clear to

students because teachers cannot take students' knowledge of rules for granted. The rules should be enforced consistently.

Marzano (2003a) reported that in 87 meta-analytic studies that involved 4,560 students the most important factors in classroom behavior management were following rules and procedures, applying disciplinary interventions, and having positive teacher-student relationships (p. 8). Marzano concluded that being aware of these elements and consistently applying agreed-upon procedures significantly decreased disruptions the school year. Teachers that used the strategies saw disruptions decrease by almost half (p. 10).

A component in expecting the best from all students is developing a system of positive behavior support (PBS). Contrary to the Canter and Canter (1992) study, other researchers suggested that school-wide punishments and strict disciplinary procedures no longer work (Burke, 2006; Kohn, 2006; Sugai & Horner, 2008). Noguera (2003) reported that over 6,000 schools in 37 states were employing positive behavioral support, and the results were promising. Gagnon et al. (2008) maintained that schools following the rigorous disciplinary procedures of NCLB, where infractions are reported and addressed, are using PBS throughout the day and are finding the process seems to thwart misbehavior.

Discouraging negative behavior is a linchpin of the PBS system. Teachers are finding it beneficial to use this approach to minimize disruptions (Marzano, 2003a). Teachers need to understand that when designing a PBS, misbehavior, whatever the cause, needs to be addressed. Miller (2003) said that student misbehavior and

maladjustment are conceptualized as a "circular causation" (p. 26). In this process,

parents may perceive the teacher caused their child's negative behavior. The next step is

the school blaming the parent, ending with environmental factors causing the negative

behavior. He maintained that circular causation is common, and breaking the cycle is

necessary to create a positive atmosphere where students can flourish. Conroy,

Sutherland, Snyder, and Mars (2008) concluded that effective instruction is necessary for

maintaining positive support within schools and suggested that implementation of PBS

requires close supervision and monitoring of behavior, reiteration of classroom rules, and

increasing praise.

A promising technique for the behaviorally challenged student is a behavioral

intervention plan ([BIP] Turnbull et al., 2007, p. 190). The BIP is a behavior assessment

of the EBD student, often in collaboration with other service providers and intervention

specialists. Researchers working for The Council for Exceptional Children (CEC) (1998,

2008) recommended verifying the seriousness of the problem and listing the kinds of

discipline that have been used to correct the behavior. If the student continues to

misbehave, a functional behavioral assessment (FBA) done by service providers and

teachers should describe the problem behavior in concrete terms rather than the general

"Sally A. is aggressive." A concrete description is "Sally A. hits other students during

recess when she does not get her way." Then determine answers to the following: "Is the

behavior linked to a skill Does the student have the skill or fail to perform it

consistently?" (para. 16). The CECs researchers further maintained that data analysis

should include a data triangulation chart to help identify possible stimulus-response

patterns, predictors, maintaining consequences, and likely function(s) of the problem

behavior (para. 20). The CECs researchers also suggested using a "problem behavior

pathway chart" to sequentially arrange information on setting antecedents, the behavior

itself, and consequences of the behavior that might lead to its maintenance (para. 27). The

final recommendation was formulating and testing a hypothesis. This includes

manipulating conditions that may affect behavior, such as changing a disruptive student's

classroom placement, developing advance organizers, and more frequent parent contact

(CEC, 2009, para. 31). Couvillon et al. (2009) suggested that planning for behavioral

intervention must be enhanced and continually updated to conform to NCLB and IDEA

regulations. They also suggested that staff and faculties working with disruptive students

need regular updates in effective creation of BIPs. Lane, Mahdavi, and Borthwick-Duffy

(2003) studied 80 general education teachers in California and concluded they wanted not

only help dealing with disruptive students, but also wanted in-class support from school

assistance teams as needed.

Schoolwide positive behavior support (SWPBS) is proving effective. Horner et al.

(2009), in a 3-year longitudinal mixed methods study, reported up to 50% reductions in

referrals. In an experimental trial randomized at the school level, it was found that

students are 35% less likely to be referred for discipline than those in comparison schools

when using SWPBS (Bradshaw, Mitchell, & Leaf, 2009). Additionally, school staff and

faculties reported improved perceptions of school safety (Horner et al., 2009), as well as

overall school organizational health in its adoption (Bradshaw, Koth, Bevans, Ialongo, &

Leaf, 2008). Sugai and Horner (2008) found that SWPBS is not an intervention as much

as a school-wide philosophy of presenting supports to maintain an atmosphere of safe and

positive behavior throughout the school (p. 69). Cooper (1994) cited numerous studies

that have shown that schools can actually exacerbate behavior problems in students.

Schools developing a schoolwide positive behavior support system should create a

consistent way to treat the behavior of ED students and ameliorate the frustrations that

may cause their outbursts and crises. Maintaining SWPBS in school buildings can be

achieved through regular PD as well as a firm knowledge base of behavioral management

techniques.

　　　　Sherrod, Getch, and Ziomek-Daigle (2009) reported a three-tier approach for

Positive Behavior Support (PBS) for thwarting unwanted behavior. Tier 1 is for everyday

disruptions. Tier 1 interventions may include BIPs and individualized instruction for the

at-risk student. Tier 2 addresses more frequent classroom disruptions and may involve

collaboration from other professionals. The third tier is for the seriously disruptive

student. This tier is used when the first two tiers are ineffective, and the child may need

to be assessed for special education services.

Collaborative Team Teaching (CTT)

The concept of inclusive education in a collaborative classroom is relatively new. Villa and Thousand (2005) found that inclusion education met with much resistance until the reauthorization of IDEA in 1997. By 2004, when IDEA was again reauthorized to comply with NCLB legislation, inclusion was becoming recognized as the standard for special education. Collaboration, however, is placing more responsibilities on teachers. McLaughlin (2006) averred that schools "are increasingly blurring the line between special and general education. . . . Special education teachers must improvise [their] roles and responsibilities" (pp. 30-31). Many school administrations are now using coteaching for at-risk and special education populations. Kuchinsky-Fier (2008), in a study using 49 New York City collaborative team teachers in 14 schools, found that without necessary administrative support staff and PD, the teachers reported a sense of incompetence when dealing with their special education students.

Collaborations based on research can contribute positively to educational reform. Teams of trained teachers could teach both at-risk and special education students in the general education population if they had the training and support (Heward, 2006). Dana and Yendol-Hoppey (2009) discussed the concept of "practitioner inquiry" (p. 3), where teachers bear the responsibility for determining what their students need through systematic collaborative PD. Teachers, in collaborative efforts with researchers, administrators, and other colleagues can then effect positive student outcomes.

Jennings (2007), employing an extensive research base, found that inclusion and collaborative coteaching lead to success and illustrate that collaboration is successful. In support of Jennings' findings, was a study that concluded special education students in one Montana school district made 2 to 3 year academic improvement when included in general education classes (Fishbaugh & Gum, 1994). It was also found that students with severe disabilities did not impinge on instructional time of general education students (Hollowood, Salisbury, Rainforth, & Palombaro, 1995; Hunt, Soto, Maier, & Doering, 2003). Researchers have conclusively demonstrated that students with disabilities perform better when included with typically developing children (Bruder, 2010). As early as 1990, in a quantitative study, Deno, Maruyana, Espin, and Cohen concluded that special education students with mild disabilities in inclusion programs performed better on reading assessments. Other researchers have shown the effects of inclusion teaching teams on students with and without disabilities and concluded the collaborative team model was associated with an increase in academic skills (Hunt et al., 2003; Voltz & Collins, 2010).

Innovative behavior management techniques may offer the best possible intervention strategies for students (Hunt et al., 2003). Teachers should know the best ways to teach special education students before they are placed into programs and possibly more restrictive environments (Reutebuch, 2008). Coteaching and collaborative team approaches are proving to be effective when developing evidence-based responses to interventions. Many local educational agencies are employing the integrated co-teaching model (Kuchinsky-Fier, 2008). Often, special education and general education

teachers are paired to create a seamless classroom environment. This team approach is considered a viable response to intervention with scientifically based research to support it (Hunt et al., 2003; Jennings, 2007; Kuchinsky-Fier, 2008). The importance and value of collaboration is a strong theme of PD, and teachers should be encouraged to form relationships with other teachers and seek to consult with the school psychologist, social worker, and administrators. Researchers found that consultation with school ancillary professionals assists teachers in developing meaningful curricula and interventions for their students. Couvillon, Bulllock, and Gable (2009) found that although functional behavioral assessments and behavior intervention plans have been used for students with emotional and behavioral difficulties, teachers might not be familiar with the process and need to consult with other professionals to assist in their creation (p. 221).

Recognizing the importance of differentiating instruction in the successful collaborative classroom where special and general education students learn in a seamless educational environment, researchers are developing new collaborative methods of instructional technology and innovation. Rock, Gregg, Ellis, and Gable (2008) devised the REACH method of differentiated instruction, an acronym used to remember the sequence of actions to take. REACH comes from "(a) Reflect on will and skill, (b) evaluate the curriculum, (c) analyze the learners, (d) craft research-based lessons, and (e) home in on the data" (p. 34). The researchers suggested that on-going formative assessments of pupil behavior need to be accomplished in order to seamlessly incorporate all the students into the inclusive classroom Niesyn (2009) devised a system of strategies for the general education EBD student in grades K-3. In a qualitative research study

employing observations of classrooms and teacher interviews, the researcher pointed out

the need for rewards, praise, transitions (students are aware of period and time changes),

frontloading correct responses (students are cued to offer correct responses to teacher

questions), and planners (students can maintain tangible planning charts, and instructional

modification and teachers are trained in differentiating instruction for the at-risk student),

as possible ways to address the EBD student (p. 228). Peer tutoring continues to be an

effective way for the EBD student to learn, as it gives him or her a sense of

empowerment—as either a tutor or tutee—and helps provide feelings of accomplishment.

This arrangement has been used for over 30 years (Spenser, Simpson, & Oatis, 2009),

and is still effective with emotionally challenged students.

The reauthorized IDEA has posed a difficult question to educators about how may

they best incorporate their at-risk and special education students into the general

education curriculum, and in doing so, how teachers can be prepared to work together in

that arrangement. In a doctoral dissertation, Kanellis (2008) used statistical analysis to

study perceptions team teachers had of the collaborative classroom environment and

suggested that efficacy of a successful team arises out of a firm belief in that program.

After performing one way ANOVA and *t* testing, Berry (2007) created observable

checklist tools for mathematics teachers to use in their collaborations together. The

results "tested and refined tools that the teams produced which expressed their ways of

thinking, and then shared interpretations of the teams" (p. x). The goal was to see how

collaborative teachers viewed their students.

Other researchers indicated that although coteaching is relatively new in special education, much research is needed in order to effectuate success. Kloo and Zigmond (2008) reported that coteaching does not necessarily create success. "Simply putting two teachers [one trained in general education, one trained in special education] in a room and telling them to work together does not accomplish the lofty goals described by advocates of co-teaching" (p. 20). They also stated, "Co-teaching must be dynamic, deliberate, and differentiated" (p. 22). They added that successful teaching arises out of a commitment to those goals.

Research is ongoing when it comes to teacher attitudes toward inclusion. Jacobs (2008) discussed the implications of teacher attitude and inclusion in her dissertation and asked, "What are the attitudes of teachers toward the inclusion of students with disabilities in the elementary general education classroom?" (p. 47). Her research, built on qualitative grounded theory, involved in-depth interviews and observations in teachers' classrooms and yielded mixed results. Many instances found teachers uncomfortable in the collaborative situation, while others showed teacher satisfaction.

Coteaching within the general/special education classes is relatively new and is presenting challenges to administrators. Kuchinsky-Fier (2008) reported that 64% of teachers working in collaborative teams said they received little if any PD. The researcher concluded that effective collaborative teams need to be identified at least 6 months prior to a new school year. Furthermore, Kuchinsky-Fier suggested that after the collaborative teaching teams are identified, specific training in the areas of instructional methodologies and classroom and behavioral management should ensue. Much research will be needed

to make sure that collaborative teaching teams perform optimally to insure the success of their classroom collaborations.

Professional Development

Manning, Bullock, and Gable (2009) stated that the 2004 reauthorization of IDEA requires highly qualified teachers to receive preservice training for special education. The researchers added that although the law presents theoretical footings for the training, teachers are not receiving practical applications. Special education as well as general education teachers have listed behavioral and classroom management as their top priority in preservice training (Rock et al., 2008). Regan (2009) noted that teachers need to be reflective practitioners when dealing with the EBD student. They must first reflect on their own attitudes and professionalism. They also need to employ a sense of trust with their students, offer a sense of belonging, and know the latest resources.

Gregory, Skiba, and Noguera (2010) maintained that for zero tolerance, as prescribed by NCLB, schools have been disciplining and suspending students at unprecedented rates. The numbers are alarming, and there is an increase of black and Latino males along with students with various emotional disabilities who are subject to zero tolerance. Gregory et al. further asserted that the process has created a prison system in some underserved schools. Investing in caring educators who see discipline as exclusionary and harmful may be what is needed to give these children a reasonable chance of academic and social success (Noguera, 2003).

Hargreaves (2003) averred that top down and heavily laden standards are creating a "bellyful of requirements and restrictions" (p. 96) in the poorer schools, while the more

affluent schools act as "tourists" in the knowledge society. He maintained that underserved schools need to be offered the same resources as affluent schools. Educational reformers are saying that schools must invest in all students and expect the best from all, not the worst from some. Researchers suggested that PD that teaches strategies and interventions is one way to ensure teachers know how to give students opportunities to succeed in all socio-economic areas (Dana & Yendol-Hoppey, 2009; Hargreaves, 2003; Marzano 2003b). Hord (2004) said that school leaders encourage an inquiry stance in their professional and staff development for their learning communities. Hord's concept of inquiry as stance refers to teacher collaboration within schools and districts. The researcher maintained that through collaboration, teachers learn by immersing themselves in current educational theory.

Little research is available about relieving teacher stress through PD. Researchers suggested that teacher stress is brought about by a confluence of many factors (Hargreaves, 2003; McManus; 1995; Rose & Meyers; Rosenberg et al., 2006; Sergiovanni, 2005). Many of those cited maintain that rigorous and sometimes unrealistic standards brought about by district, state, and federal mandates are often the cause of stress. Sergiovanni (2005) averred that teachers are fraught with administrative mandates that are too rigid and unrealistic. Many teachers lack collaborative relationships with their colleagues that would help to effect change. He further maintained that key elements in effecting change within the schools are teacher leadership and professional development programs that offer evidence-based strategies. The effective school leader can create

"communities of practice" (p. 48) by concentrating on these efforts and introducing effective staff and professional development programs.

Promoting emotional and social well being in schools has been an ongoing challenge for PD implementation. Because living in society today can be difficult, many youngsters are increasingly manifesting more socially and emotionally challenged behavior (Skiba et al., 2006; Turnbull et al., 2007). PD that specifically deals with disruptive behaviors has often been subordinated to a minor role, (Professional Development Opportunities, 2008) and often as a secondary component of areas of curricula growth, yet many teachers would like to learn ways to manage their classrooms (Marzano, 2003a). In a mixed methods dissertation study utilizing interviewing and observational techniques as well as surveys offered to an entire faculty, Roadhouse (2007) found that teachers in a suburban school district in Louisville, Kentucky, trained in commercially packaged classroom management techniques of Canter, Jones, and Montessori (2007, p.2) reported fewer office referrals of disruptive students. In addition, student test scores improved.

The Elton report commissioned by the British Department of Education Services in 1989 (Cole, 2007; Cooper, 1994; Jennings, 2007; Miller, 2003) was the first substantive investigation of the need for teachers to learn ways to manage discipline and disruptive behavior. In the Elton study, 56 schools were studied to determine the need for staff training in behavior management. The report concluded that although most classroom disruptions consisted of minor offenses that were handled by a trained staff

and cooperative parents, faculties still needed extensive training to handle these everyday disruptions.

PD aimed at teachers who deal with the socially and emotionally disturbed student is an intervention that promises positive outcomes for the participants and students (Bruder, 2010; Kanellis, 2008; Melnick & Meister, 2008; Weare, 2000). Gearing this training to teachers who deal with students has been a reliable method for providing positive learning communities for the emotionally challenged youngster. Weare (2000) maintained, "The Elton committee commented that it would reduce disruption and violence in schools if all teachers were taught to be more competent in classroom management and pupil motivation" (p. 53). Other researchers noted that classroom disruption and lack of positive behavioral interventions are major contributing factors in barring positive learning communities (Avtgis & Rancer, 2008; Clausen & Petruka, 2009; Darling-Hammond, 2007; Edwards, 2007; Goddard, O'Brien, & Goddard, 2006). Gehrke and Murri (2006) found that teachers leave the profession during the first 5 years because of concerns with classroom management. In addition, they reported a lack of support in the areas of instructional methodologies, inability to adjust to instructional environment, and a lack of sufficient training and staff development.

School leaders are now required to develop viable PD activities to address the needs of 21st century education (Blanton & Pugach, 2007; Cochran-Smith & Lytle, 1999). Educational seminar development has been stressed as a PD tool since the 1980s. In a study published in 1982, Emmer, Sanford, Clements, and Martin found that teachers derive benefits in their classroom management skills by attending even two brief half-day

seminars and if they are given materials like manuals and guides (as cited in Marzano, 2003a). In a quantitative research study published in 2005 of over 200 teachers in three schools, Barton-Atwood, Morrow, Lane, and Jolivette found that teachers perceived their intervention skills as improved after participating in a one-day workshop that concentrated on training them in 12 strategies for social adjustment for students exhibiting EBD and antisocial behavior. Their findings included, "A brief workshop was effective in changing and improving multiple components of teacher behavior" (p. 440). The researchers further suggest that teachers working in both high- and low-risk schools may benefit from the training.

Inquiry as a theme for PD is now considered an effective standard in staff and faculty training (Dana & Yendol-Hoppey, 2009; Lambert et al., 2002; Weinbaum et al., 2004), and more school leaders are using inquiry methods for PD. Desimone, Smith, and Ueno (2006) found that poorer teachers did not derive the full benefits of PD and that better teachers benefited more. Low performing teachers need opportunities to observe successful teachers and to practice ways to improve their effectiveness.

Implications

Special educators, by virtue of IDEA and NCLB legislation, need to be highly qualified teachers. Their training in handling students with disabilities makes them vital components of the educational system that they work in. Students in the many categories of special needs should have the same opportunities to learn and thrive as other students. Effectively training teachers in dealing with students with disabilities in general education, as well as the special education continuum, is crucial to educational success in

the United States (Brownell, Sindelar, Kiely & Danielson, 2010). With the stringent requirements of NCLB and IDEA, special education teachers, as well as those in general education, need additional resources for helping their students meet their goals.

Summary

To create a positive atmosphere for learning, teachers need to know how to work with all kinds of students, those with typical attributes as well as those with special needs. Coteaching, with a general and a special educator in the same classroom, is one approach to serving all students better. The collaborative classroom has all kinds of students. While this model reflects the ideals of collaboration, students who have emotional outbursts can disrupt an otherwise placid classroom. The research for this project should help teachers learn ways to deal with disruptive behaviors, how to form alliances with specialists who understand children who are emotionally fragile, and to supplement the behavior management skills and knowledge their PD may not provide.

Social Change

The reauthorization of IDEA (2004) requires schools to include special needs students in regular classes. Collaboration, or coteaching, promoted in IDEA is now recognized as a positive way to teach students with disabilities in the general school population (Heward, 2004; Turnbull et al., 2007). Teachers in a collaborative classroom need the latest research-based methods of classroom discipline to manage their classes in the most positive atmosphere possible. The investigation begun in this project study will contribute to the research needed to foster positive social change in the schools and the

educational community that envisions collaboration as a necessity for educational success in the 21st century.

Transition

This section dealt with the necessity of PD for teachers that deal with children with emotional behavioral disorders. The need for teacher training and staff development was supported by the review of literature, as was the local problem of lack of specific training in behavioral management for special education graduate students in Touro College. To address the problem, a project in the form of a seminar in classroom and behavior management was completed. The next section presents the procedures and qualitative design used in developing a classroom management seminar. In addition, the section presents the data collection and sampling methods used for this qualitative research. The third section is a presentation of the project. Section 4 presents my reflections in creating this project study.

Section 2: Methodology

Introduction

The purpose of this study was to address an identified problem in a New York

City college by creating a seminar in behavior management techniques for graduate

students. The results of the qualitative data gathered in this project study guided the

direction of the project. Information presented in PD was derived and formed after the

qualitative research data were analyzed for emergent themes. Hatch (2002) stated, "It is

characteristic of qualitative research that studies change as they are being implemented"

(p. 9). Hatch further averred, "Qualitative researchers do not begin with a hypothesis to

retain or reject" (p. 10). A goal of this research was to derive patterns of ideas from the

participants using grounded theory (Merriam, 2002, p. 10). This kind of approach is used

to build a substantive theory, which is distinguished from a grand or formal theory.

Substantive theory is local and deals with "particular real world situations." (p. 7).

Qualitative research guided this project study toward determining what behavioral

interventions and techniques proved effective for preservice and working teachers

Research Methodology

A grounded theory approach and the constructivist paradigm were used in the

study. "Constructivists assume a world in which universal, absolute realities are

unknowable, and the objects of inquiry are individual perspectives or constructions of

reality" (Hatch, 2002, p. 15). Hatch also said that researchers involve their participants as

coresearchers in constructing their studies. Guba and Lincoln (2005) noted that

hermeneutic principles are used in the methodology that guides the research of the

constructivist. A seminar in behavior management strategies is grounded in the theories

of seminal classroom management theorists, yet the participants will be able to add the

"contextual detail and sufficient representation" (Hatch, p. 16) that would be needed to

evolve a system of behavior strategies that would be advantageous to them.

In their definition of grounded theory, Auerbach and Silverstein (2003) stated,

"The grounded theory method allows the researcher to begin a research study without

having to test a hypothesis. Instead, it allows [him or] her to develop hypotheses by

listening to what the research participants say" (p. 7). They added that grounded theory is

so named because it grounds the participants in the development of hypotheses, and

further maintain that the data analysis procedure called axial coding is used to develop

hypotheses from what the participants say. Creswell (2003) named this philosophical

assumption "social constructivism" (p. 20) and said, "Constructivist researchers often

address the 'process' of interactions among individuals" (p. 21). Specifically, I sought a

pattern of meaning from the participants in this study.

The graduate preservice and working teachers were asked to express the

behavioral intervention needs they believed they should have to positively effect learning

environments in their classrooms. Interviews with graduate preservice and working

teachers were conducted using open coding where relevant data were analyzed for

emergent themes and main ideas (Merriam, 2002). Strauss and Corbin (1990) said that

open coding presents an opportunity to take apart participants' ideas and code them for

ideas. They view this as an axiological assumption that allows the researcher to discuss

values that help shape participants' interpretation as well as their own. Understanding of

these meanings implies the need for "interpretative constructivists to figure out what the shared meanings are in some particular group" (Rubin & Rubin, 2005, p. 29). The particular group cited by the researchers for this study was graduate education students.

By analyzing the data in this project, I was able to understand the behavioral interventions that preservice and working teachers see as necessary to maintain good classroom management. Denzin and Lincoln (2000) noted, "Constructivism adopts a relativist ontology (relativism), a transactional epistemology, and a hermeneutic, dialectical methodology. Users of this paradigm are oriented to the production of reconstructed understandings of the social world" (p. 158). I explored the perceived needs of teachers to control disruptive behavior in their classes, a process that may be viewed as a reconstructed understanding of teachers' social worlds.

Qualitative research was appropriate because I wanted to learn which behavior management strategies work in classrooms. Creswell (2003) noted that qualitative research is as important as quantitative research and should be viewed "without apology" (p. 8). He added that qualitative research represents an important and legitimate role in social science and that qualitative researchers explore a phenomenon that is useful for developing new ideas and concepts (p. 9). I chose qualitative research for this study to determine what skills participants thought they needed to be able to manage disruptive behavior in their classrooms.

Research Questions

Effective classroom and behavioral management skills are necessary for teachers and administrators to maintain order in schools (Marzano, 2003a). To address the local

problem of developing a seminar for graduate students in the field of special education, the research question presented was "What techniques and strategies offered in a seminar to Touro College graduate students will contribute to their expertise as special education teachers?" In determining the design of this seminar, I performed qualitative research through the use of interviews and focus groups that addressed the research question through the following subordinate questions:

1. What problems in behavior management do you encounter when you are teaching in a collaborative class with special ed. and general ed. students?

2. What strategies did you notice the collaborative teachers used?

3. When we talk about collaborating and teaming, do you think you will be sufficiently prepared to work with other professionals?

4. Do classroom disruptions contribute to teacher stress?

5. Do teachers believe that they have the skills to manage disruptive classroom behavior?

Participants

Selection Criteria

To select participants, I solicited graduate students in a general education and special education masters' degree program at the Staten Island, New York campus of Touro College. A standard script (see D) was employed. Along with clarifying their voluntary participation for my study, I asked them to sign an informed consent if they wished to participate (Appendix E). The participants were told their participation was

voluntary and without compensation and it would contribute to research on behavior

management techniques that could be offered in a seminar.

Access to Participants

I am the coordinator and an assistant professor of education at the Staten Island

campus of Touro College of Education and Special Education and have access to

participants. IRB approval (see Appendix F) was obtained from Touro College (IRB

Protocol Number: F-10). Additionally, IRB approval (see Appendix G) from Walden

University (06-01-10-0405785) was also obtained. The participants were chosen from

two sections of EDSE 600, History and Philosophy of Education. The rationale for this

choice was that all students attending Touro College for their certification must take this

core class. They are all either preservice or working teachers seeking New York State

certification as special education teachers.

Participant Selection

A purposive sample of 12 was selected from the two sections of EDSE 600 who

are concentrating in grades 1-6. According to Merriam et al. (2002), it makes little sense

to draw a random sample. Those researchers suggested that a purposive sample "seeks to

understand the meaning of a phenomenon from the perspectives of the participants" (p.

12). The participants in this project all shared a common interest: to be state-certified

special education teachers. The informed consent letter that outlined the intent of the

study was distributed to the students in their respective .The letter asked students whether

they were specializing in grades 1 through 6. After selection, they were identified as T1,

T2, T3, and so forth, for individual interviewees, and F1, F2, F3, and so forth, for focus

group participants.

Participants were told that their participation was optional and that the results

might contribute to the body of knowledge about behavior management techniques in

collaborative classes. They were told they would be able to review their transcribed

remarks to check for veracity, that their interview transcriptions would be anonymous,

that they would be stored electronically for 3 years, and at the end of the 3 years, it would

be destroyed. Rubin and Rubin (2005) asserted that the interview process should be

enjoyable to the interviewees, and they should have time to reflect on their responses (p.

101). In deriving the optimal behavior management techniques that the participants want

to have in a workshop, I strove to make the interview situation a comfortable experience

for interviewees and made them believe their responses were important components in

the design of the seminar.

<div align="center">**Data Collection**</div>

The data consisted of tape-recorded interviews of the individual and focus group

responses, a method espoused by Auerbach and Silverstein (2003). After the data had

been collected, they were coded and structured to determine the priorities of the

respondents. "Structuring and coding underpin the key research outcomes and can be

used to shape the data to test, refine, or confirm established theory, apply theory to new

circumstances, or be used to generate a new theory or model" (Briggs & Coleman, 2005,

p. 359). It is essential that data could be coded for emergent themes that would add to

establishing the seminar model.

Interviews took place within a 4-week period in the summer of 2010. The participants were interviewed individually and in focus groups, and I recorded field notes for later interpretation. Janesick (2004) recommended the use of field notes while tape recording interviews (p. 20). The individual interviews were allotted 60 to 90 minutes and took place in the library of P.S. 42 located at 188 Genessee Avenue on Staten Island, New York.

Focus groups consisted of two groups of six participants each. The groups met twice during the 2010 summer semester at Touro College on Staten Island, New York. The research date range was June 5, 2010, to July14, 2010. Focus group data are important in deriving secondary sources of data. Hatch (2003) maintained that many researchers use focus groups as a way of supplementing individual interviews. The research deals with collaborative teachers in special education settings; therefore, it is important for participants to share their experiences. "It is the interaction among those participating that gives focus group data their unique character" (p. 132). Janesick (2004) suggested that focus groups allow researchers to focus on a topic. In addition, she recommended the use of focus groups for obtaining data in the social sciences and maintained that the focus groups include a trained moderator who asks a specific set of questions that later becomes a transcript of the group interaction.

I used the Janesick (2004) field note guide (see Appendix H) for recording what Janesick described as "Notes to self" and observational data. The tape-recorded interview data were transcribed later. The interviews were digitally audio taped on a digital voice recorder. After the data had been recorded, they were digitally transcribed using Preferred

Dragon Naturally Speaking 10 software. The software digitally transcribed the recordings

and inserted the transcriptions into Microsoft Word 2003. After the interviews were

transcribed, I proceeded to color-code them (see Appendix I).

Data Analysis

Strauss and Corbin (1990) suggested that open coding organizes phenomena;

axial coding puts the data together; and selective coding describes an interrelated set of

categories that emerge from data. In discussing a study on counselor identity Strauss and

Corbin further cited that the researchers used a variety of coding methods such as open,

axial, and selective coding in developing and synthesizing grounded theory.

After the interviews had been coded for emergent themes, I developed a

qualitative analysis of the coded themes through careful interpretation rather than

counting codes. Creswell (2003) suggested that counting codes, rather than looking for

themes of the codes implies a quantitative analytical study. "A count conveys that all

codes should be given equal emphasis, and it disregards that the passages coded may

actually represent contradictory views" (p. 152). Rubin and Rubin (2005) noted that

qualitative interviewing is not about "counting" (p. 202) and maintained that the goal of

interviewing is to refine complexities within the data. Systematic coding for emergent

themes, and not code counting was necessary in deriving the essence of the interview

data.

The process that evolved from the interviews and focus groups contributed to the

development of a training seminar. I analyzed the interview and focus group data using

"open coding" (Creswell, 2002, p.64) where the data were coded for its major themes. A

constant comparative approach was used in analyzing the data. To create the categories, I evolved the open codes to axial coding, where an open coding category was identified as the core phenomenon, and categories evolved from the core phenomena. The data were consistently analyzed and compared until the core phenomena were saturated. "Using the constant comparative approach, the researcher attempts to 'saturate' the categories-to look for instances that represent the category, and to continue looking (interviewing) until the new information obtained does not provide insight into the category" (Creswell, p. 100). The interview data were analyzed and the emergent themes below were the basis for a seminar in behavior management for special education and collaborative teachers.

The interview questions were exploratory, with questions "designed to encourage informants to go more deeply into a topic" (Hatch, 2002, p. 109). I used probes to shape the direction of interviews. Rubin and Rubin (2005) viewed probes as helping the interviewees answer questions and elaborate on the various types.

1. Continuation: Encourage the interviewee to keep talking.

2. Elaboration: Ask the interviewee for more detail.

3. Attention: Convey that the interviewer is listening carefully.

4. Clarification: Ask the interviewee to clear up points that may be difficult to follow.

5. Steering: Attempt to put the interviewee on the correct path.

6. Sequence: Ask the interviewee to elaborate on a systematic process.

7. Evidence: Ask how the interviewee knows about a subject.

8. Slant: Lets the interviewer interpret how interviewees see their world. (p.145)

The probes allowed me to derive "units of meaning" (Cavanagh, 2010, para. 1) within the

interviews and focus groups. These codes produced themes that allowed me to establish

the emergent themes and core phenomena.

Table 1

Emergent Themes

Core phenomena	Unit of meaning example	Emergent theme	Code
Theoretical framework Professional development	"They kind of sense if there's going to be a problem. They are usually on top of that type of difficulty." (T1) "This worries me. Maryann's been teaching for 10 years. How am I supposed to feel?" (T2)	Teacher engagement	TE
Collaborative team teaching	"These two teachers were masterful at handling the behavior problems with this class." (T1) "You know, collaborate with my colleagues, manage my class, and be effective all day, and be able to handle disruptions whenever they happen." (T2)	Collaboration in the classroom	CC
Response to Intervention Interventions	"Well the first thing I have trouble with is establishing simple routines with the kids." (T1) "Yes. The zone of expert teaching where I am able to handle all the difficulties, and I have all the tools necessary to be a good teacher." (T2) "I learned some excellent behavior interventions from a veteran teacher when I was student teaching." (F1) "As soon as they all are clapping, I yell freeze. They all give me their attention, and I'm able to get them back on task." (F1)	Classroom rules and procedures	RP
Emotional behavioral disorders	"Then she begins to plead with him. She's saying 'Ronald please sit down…How many times do I have to ask you?'" (T1) "I think every teacher has problems with disruptions at one time or another." (T2) ". . . and be able to handle disruptions whenever they happen." (T2)	Classroom disruptions	CD
Classroom management theorists	"Believe me, if I had some strong behavioral strategies to use, they would have come in handy with that class." (T1) "Sure. When you want attention, never yell." (F3)	Consequences for misbehavior	CM

I saw teacher engagement (Marzano, 2003a) as a concern to the participants. They often referred to the way the teachers interacted and how they engaged their students. It appeared that they were concerned with the way teachers responded to their students. Teacher engagement (TE) seemed to emerge as a theme in the interviews. The following interview segment represents a unit of meaning for the emergent theme of teacher engagement, "They kind of sense if there's going to be a problem. They are usually on top of that type of difficulty." The topic *teacher engagement* can be elaborated upon in a seminar. Teacher engagement may involve the roles teachers assume in the lives of children. It can also imply that effective teachers are constantly aware of new laws and technological innovations that contribute to their profession. Seminar participants are made aware of the rapidly changing special education laws, especially as they pertain to the interpretation of the 2004 reauthorization of IDEA as it relates to NCLB (2002) legislation and RTI (Turnbull et al., 2007, p. 111). The emergent theme of teacher engagement revealed how teachers can use research-based interventions to assist them in maintaining positive classroom management.

Collaboration (Kuchinsky-Fier, 2008) was a common emergent theme in the interviews and focus groups. In representing collaboration, I used the symbol (CC). As a unit of meaning, I chose the following example, "These two teachers were masterful at handling the behavior problems with this class." The interviewee was observing the collaborative teaching team, and seemed to be interested in their style when they worked collaboratively. Teams of trained teachers could teach both at-risk and special education students in the general education population if they had the training and support (Heward,

2006). Based upon interview and focus group responses, teacher collaboration became a topic of the seminar.

Participants discussed rules and procedures (Canter & Canter, 1992) in the interviews and focus groups. This theme was color-coded, and I used (RP) as a code. The unit of meaning chosen as an example was, "Well the first thing I have trouble with is establishing simple routines with the kids." The need for rules and procedures is an important topic in a seminar of behavior management strategies. Participants seemed to believe that effective teachers had a firm set of rules in place, and that theme emerged throughout the research. Behavioral theorists who set forth classroom procedures as components of their respective theories were also included in the seminar. Edwards (2007) suggested that teachers who know various behavior theories will be more adept in choosing the ones that conform to their teaching styles, but those who plan to apply the theories should read widely about methods before adapting them for their own use (p. 34). Classroom management theories that present procedures and rules were part of the seminar.

Finally, classroom disruptions (Marzano, 2003a) appeared to be an emergent theme in the research. I chose CD as a code and found the following unit of meaning as an example, "Then she begins to plead with him. She's saying 'Ronald please sit down. How many times do I have to ask you?" The interviewee was concerned about disruptive behavior, and the feelings he had about handling that kind of behavior emerged throughout the interview. The seminar covers causes of classroom disruptions and crises and how the participants may effectively deal with them. Not all students manifesting

symptoms of emotional and behavioral disorders are diagnosed and placed in special education programs (Turnbull et al., 2007, p. 185). Students with other disabilities may also manifest emotional and behavioral disorders (Heward, 2006). For these reasons, seminar attendees are trained in handling everyday classroom disruptions caused by students who may be in a crisis.

The following illustrates how the themes emerged:

Date 6/7/10

Time 10:30 am

Place: Teacher's Lounge at P.S.42, 131 Genessee Avenue, Staten Island, New York

Interviewee: T1 (Don), male, age 45, (career changer) completing certification requirements as special education teacher-elementary grades. Some experience as substitute teacher in CTT and special education classes.

Interviewer: FS (Frank Schindelheim)

FS: Thanks for coming in this morning for this interview. Also, thanks for signing the consent form. You know I can't proceed with any research unless I get a signed consent form. The university where I am doing the research requires a consent form.

T1: Yeah. I am aware of ethics rules. And I will gladly sign anything else if you want me to.

FS: No… That's about all I will need. I would like to ask you a question about classroom management.

T1: Sure. What is it?

FS: OK. What problems in behavior management do you encounter when you are teaching in a collaborative class with special ed. and general ed. students?

T1: Well, let me just elaborate on what I am involved in this semester.

FS: Sure.

T1: In addition to substitute teaching at various elementary schools, I am completing 150 hours of field experience for my state certification as a special ed teacher. So, I am watching…observing a third grade CTT class. The class has two teachers. Debbie W. is special ed, and Lynette B. is the general ed teacher. CC

At this point, his cell phone rang and he answered it, explaining to the caller that he would speak to him at a later time. I asked him to turn off his phone for the remainder of the interview. I realize that this is something that I should have told him before the onset of the interview.

T1: Where was I? Oh. When I first began observing the third grade class, I was a bit skeptical. I was wondering what advantages two teachers had offered a class. After all, from my own experience as a youngster and a student, I really didn't get to see a regular size class, you know, about 30 kids with two teachers. I thought it was overkill. CC

FS: (after a brief pause) What do you mean by overkill?

T1: Well. I really questioned why special ed kids needed to be mixed in with general ed kids. You know. They bring a lot of stuff to the table.

FS: Stuff?

T1: You know. They often have difficulties and problems that can't be handled in

a larger group. CD. Anyway, I realize now, after several weeks of observing the class that I was wrong. The first thing I noticed in the class was that you really couldn't notice a difference in the kids. . . . Kids are kids. You know what I'm saying. You see these third graders could have been any 8- and 9-year olds in any class. These two teachers were masterful at handling the behavior problems with this class CC

FS: What do you mean by "masterful"?

T1: I'll give you an example. They were involved in a science lesson. The lesson was about Isaac Newton and his law of gravity. The kids seemed pretty intent on what Lynette was teaching. Her motivation involved throwing various objects on the floor. She was standing in different parts of the room, and had the kids doing it too. TE.

FS: What was that?

T1: She was giving the kids various objects of different weights and sizes and having them record their results. Well, about 10 minutes into the lesson, there's a disruption in the back of the room. It seems one of the kids just about had it. He is a kid with ADHD, and he was acting up. Well, the other teacher, Debbie, immediately goes over to him and quietly says something to him. I mean she was so quiet when she spoke to him; no one even gave it a thought. The rest of the class keeps going on with the lesson. I mean it. This was poetry. You know what I mean, the way they didn't even miss a beat. The kids had a great lesson in science, and the disruption was contained. TE, CC, CD, RP, CM.

FS: I like the way you describe the teacher's handling the behavior disruption as poetry. Do you think you can handle the disruptions the same way?

T1: Well, obviously those teachers know their students. You can sense that they really work together. I am getting a lot from observing them. I can tell you that they have their classroom routines down pat. You asked me what problems I encounter when I teach a collaborative class. Well, the first thing I have trouble with is establishing simple routines with the kids. RP.

FS: Can you elaborate on some of these routines?

T1: Maybe something as simple as lining up to go to another activity. I find that a routine that simple could be a problem. That's usually the time kids fidget and fool around….you know fight and scream at each other…just general chaos. CD, RP.

FS: Do the teachers that you observe have these difficulties?

T1: No! It seems that they are just intuitive. They kind of sense if there's going to be a problem. They're usually on top of that type of difficulty. TE.

FS: When you substitute teach, do you encounter other difficulties?

T1: Subbing is the kind of job that demands that we really know how to manage a class. Besides the everyday routines I told you about, I find that kids usually challenge me because I'm not their regular teacher. You know. They'll come into the room and disrupt the lesson or not pay attention. I remember one incident where I was subbing in a fourth grade special ed self-contained class, and one of the kids began yelling uncontrollably. I had no idea what was happening, and the paraprofessional that worked in the room was late. I really felt helpless. Here were these 10 kids, totally out of hand, because one of them was having a meltdown. Believe me, if I had some strong behavioral strategies to use, they would have come in handy with that class. TE, CC, CD, RP, CM.

FS: What strategies did you notice the collaborative teachers used?

T1: It seems that kids know the rules. When you go into the room, the first thing you see is a poster with classroom rules. The kids seem to understand the rules and follow them. I don't know how they do it, but the teachers just look at the rules and the kids respond. They have this air about them. You know what I mean. RP, TE.

FS: No tell me what you mean.

T1: Well it's almost like they anticipate the behavior of the students, and respond to them before the kids could act out or create a disruption. When I substitute, I think of some of those strategies the teachers use. I only wish there was a course or some kind of program that would teach us-subs and new teachers, some of the strategies that the veteran teachers use. TE.

FS: Can you elaborate on any other problems you anticipate that you may face in a collaborative classroom?

T: Well, I can foresee relationship problems.

FS: Like what?

T1: You know, I'll be going into a classroom with another teacher. I will need to collaborate, and share ideas for curriculum. I often hear that there are problems with two teachers in a collaborative classroom. Sometimes there's personality conflicts and friction between them. Sometimes they're on different playing fields when it comes to educational philosophy…You know, like enforcing classroom discipline, and things like that. I think that's what I worry about when I'll be teaching my own class. CC.

FS: When we talk about collaborating and teaming, do you think you will be sufficiently prepared to work with other professionals?

T1: Wow. I never really gave preparation as a teacher too much thought. I thought that when I get my state licensing and certification…that's it. Here I am, ready to be a classroom teacher. But so much more goes into the mix. You know, like working with another teacher on curriculum. Even discipline. Who is responsible to be the disciplinarian…almost like good cop, bad cop? The good thing about becoming certified is you have to complete 200 hours of practicum. That's a lot of time watching kids in their classrooms, interact and learn. I learned a lot this semester, but I think I'll learn a lot more when I am in my own classroom interacting and teaching kids, and collaborating with another professional. Hopefully, I'll be teamed with someone who is a veteran so I will be able to learn from them. One of my biggest fears is not being able to offer the students a good, valuable education. I suppose I am afraid to fail. CC, TE.

FS: What do you mean by fail?

T1: Teaching is a huge responsibility. I don't want kids going home and saying o their parents "Mr. — is a terrible teacher. He doesn't teach us anything. The rough kids always give him a hard time. I can't learn in his class." All of those things mean failing to me. I think that would devastate me. TE.

FS: Can you describe ineffective techniques that you have witnessed to address classroom disruptions?

T1: Well… (Long pause). The art teacher came in to relieve the teachers because they had a preparation period. And this student, Ronald…He begins to become real

antsy… you know, he can't sit still. He is disruptive. He is hitting other kids. It's like his meds didn't kick in yet. I know that the kid is diagnosed as ADHD on his IEP. And he's like totally flipping out. At this point, he's all over the room. Well the first thing the art teacher does is yell at him. The more she yells, the more disruptive he gets. Then she begins to plead with him. She's saying "Ronald please sit down: How many times do I have to ask you?" The kid totally ignores her. It's like she doesn't exist. Finally, the principal came into the room. He must have heard the noise and came into the room. The next thing I knew was the principal went over to the youngster and whispered something into his ear…..real soft…..nobody could hear. And the kid just sits in his seat and begins his art project. TE, CC, CD, RP, CM.

FS: What do you think the principal whispered into the child's ear?

T1: I actually asked him. He told me that he went over and said "Ronald I would appreciate if you could do some work. I know you can. You just need to be calm." Then he said that he complimented him for behaving nicely, and that he knew he could behave nicely. TE, RP.

FS: Why do you think that strategy worked?

T1: Because by complimenting the kid, the principal showed that he respected him. I think he gave the kid a dignified way out of the predicament. I think there are too many teachers like that art teacher. They shoot from the hip and don't really understand what makes a lot of these disruptive kids tick. TE.

FS: That's interesting. My particular field of interest is in classroom management, especially handling disruptive behavior of kids in collaborative classes. This research that

I'm involved in will contribute to the field. You are giving me some important information. I'll keep you informed about the research, and feel free to e-mail or call me when you may need some suggestions.

T1: Thanks a lot. I need all the help I can get. I love teaching, but sometimes it becomes frustrating and anxiety producing. I will take you up on that offer.

FS: Well that about wraps up our session. After I do this research assignment, I'll get in touch with you and share the results. Is there anything else you'd like to add?

T1: No. Not really. I just want to add that I really do need some help and would really appreciate anything you can do. I really can't wait to meet with you and discuss the results of your research.

FS: Great. Thanks for coming in.

The procedure for obtaining data from the participant interviews and focus groups was similar. I transcribed the interviews, and performed a coding analysis of the data. Five prominent themes emerged from the interviews and focus groups. The participants alluded to, and referred to their own feelings of success or lack of success in their classrooms. Many were apprehensive, and indeed nervous about the journey that they were embarking upon. As the data were analyzed, I ascribed the code, TE-teacher engagement. The next concept that prevailed in interviews and focus groups was classroom disruptions-CD. The participants were concerned about disruptive behavior and wanted to know current strategies and techniques that would aid them in maintaining good classroom management skills. The third emergent theme that the participants wanted addressed was use of effective rules and procedures-RP. Collaboration with other

professionals was an important theme that emerged from the interview and focus group data. The symbol used for collaboration was CC. Many of the participants expressed that there were no real consequences for misbehavior when students were disruptive. The symbol CM was used.

The following interview segment illustrates how one participant, Dawn (T2), a graduate student concentrating in special education in grades K-6, cited the five themes, and their importance to her as a teacher:

FS: Do the teachers that you observe have these difficulties?

T2: I think every teacher has problems with disruptions at one time or another. I noticed one of the cooperating teachers; may I tell you her name? CD

FS: Sure, just her first name.

T2: Her name is Maryann. Well I mean she's really strong. She handles the kids really well. But about a week ago, she was noticeably upset. I asked her during a prep period what was bothering her. She said that she really wonders if she's a teacher or a cop. She told me she was tired of disciplining the same kids for the same infractions. She felt that she wasn't getting anywhere. She wasn't getting parental or administrative support. She just felt so helpless. This worries me. Maryann's been teaching for 10 years. How am I supposed to feel? TE

FS: What do you feel could have been done to help her?

T2: I think teachers need to have their teaching constantly reinforced. I feel that teachers should be trained in an ongoing manner in their profession. I know that you explained to us that you are researching various ways of handling kids in the

collaborative classroom. To tell you the truth, I think we need this training all of the time. I know it's difficult for administrators and principals to do it. Isn't it a sign of success if we don't go to the principal with our problems? CM. I hope that when I teach, I will be skillful enough to close my door and be in the zone. TE.

FS: The zone?

T2: Yes. The zone of expert teaching where I am able to handle all the difficulties, and I have all the tools necessary to be a good teacher. You know, collaborate with my colleagues, manage my class, be effective all day, and be able to handle disruptions whenever they happen. RP, CC, CD.

The focus groups for the research were conducted on two separate occasions. The first group of five met on Tuesday, June 29, 2010, in the library of P.S. 42 on Staten Island, New York, at 7: 00 PM. The group interaction lasted for approximately 30 minutes. The second group was held 1 week later at the same location and time. This group consisted of three participants. The focus group interaction is illustrated below. The participants of this group were three females. All were in the process of attaining certification as special education elementary teachers. Ava (F1) is a full time third- grade teacher with 2 years classroom experience. Lauren (F2) is also a full-time teacher with 3 years experience. She currently is a collaborative team teacher in a fifth grade class. Jackie (F3) is a full-time education student who works as an occasional substitute on the elementary level.

FS: Good evening, and thanks for agreeing to participate in this focus group discussion. As I previously mentioned, I am doing research in classroom and behavior

management. I will be asking you to reflect on some key questions for my research. I understand you've been sharing some information with some of the other participants in the research, and that's good. Collaboration is a key component, and talking to you as a group is a way that you can collaborate on some of your responses. I gave each of you a list of questions, and during this group interview, I would like you to reflect on the questions as I will read them to you:

1. Do you believe that a seminar in behavioral management techniques for graduate preservice and working teachers will improve skills in managing disruptive behavior?

2. How do you perceive ED students?

3. Do you believe that teachers have control of student behavior?

4. Do classroom disruptions contribute to teacher stress?

5. Do teachers believe that they have the skills to manage disruptive classroom behavior?

F3: I don't know where to begin. I subbed this afternoon in a self-contained third grade special ed. class. They gave me a para who was supposed to help. All she did was stay with one student and not even offer to help with the problem kids. TE.

F1: You subbed in a special ed class without another teacher?

F3: Usually when I sub in a class that has so many emotionally disturbed kids, they'll put another teacher in the room. Today, they said that budget cuts prevented them from hiring someone else. In response to your first question, I got no support at all in handling classroom disruptions. They expect us to learn all the tricks in college and

graduate school. I never, even once, had a class that taught me what to do when a student is in a crisis. RP.

F2: My school once offered a workshop in handling behavior problems. It was offered by a psychologist who was very good at telling us that we needed help in maintaining classroom decorum, but never showed us how. The school probably paid the guy a fortune. When we were given evaluations, we all agreed that the workshop was pretty awful. TE.

F1: I learned some excellent behavior interventions from a veteran teacher when I was student teaching. She had excellent control of her students. My staying in her room was a definite plus. I still use some of her tricks. TE, RP.

FS: Can you share those tricks with us?

F1: Sure. When you want attention, never yell. Just clap (clapping on the tape in a rhythmic fashion). Soon they begin to imitate the clapping. As soon as they all are clapping, I yell "Freeze." They all give me their attention, and I'm able to get them back on task. RP.

Validity

Merriam (2002) suggested several components for evaluating good qualitative research. I used those methods (see Appendix J) to assure the accuracy of data of the interviews and focus groups that followed to assure accuracy of findings. Creswell (2003) noted that validity in a qualitative study may be viewed as having quantitative equivalents. Lincoln and Guba (1985) suggested that terms that describe a valid qualitative study could be *credibility, transferability, dependability*, and *conformability*

and maintained that the terms contribute to the "trustworthiness" (p. 89) of a qualitative study.

I used the above-mentioned processes in the interview and focus groups stage of the research. Creswell (2003) stated, "These ideas are translated into practice" (p. 207). He further added that insuring validity of the study requires

Prolonged engagement and persistent observation in the field.

Triangulation where researchers use multiple and different sources.

Peer review or debriefing.

Clarifying researcher bias.

Member checking, where the researcher solicits participants' views.

Rich, thick descriptions.

External audits, where an outside consultant reviews the material. (p. 208)

While performing the qualitative analysis, I made sure that I followed Creswell's suggestions in insuring the validity of the study.

Reliability

Creswell (2003) suggested that reliability can be achieved in qualitative studies in several ways: detailed field notes, good quality recording equipment, and a good system of transcription. "One of the key issues is determining what exactly the codings are agreeing on, whether they seek agreement on code names, the coded passages, or the same passages coded the same way" (p. 211). Carefully examining coded data added to the reliability of the study.

Merriam (2002) suggested that the researcher is the primary instrument of the data, and the researcher can become more reliable through training and practice. She declared that strategies used in validity are the same for reliability for qualitative research. Recommended methods of reliability are "triangulation, peer examination, investigator's position, and the audit trail" (p. 27). I used all of the cited methods to achieve reliability.

Summary

This section dealt with the methodology for using interviews and focus groups with graduate students to determine their priorities for learning how to manage behavioral disruptions (Hatch, 2002; Janesick, 2004; Merriam & Associates, 2002). Many issues of importance arose in the individual interview and focus group settings. It was my task to ensure that my questions to the participants were aligned with the objective, which was to create a seminar in behavior management for graduate students in a master's degree program. This was a daunting task, yet as the process proceeded, it was evident that the respondents wanted to learn about effective classroom and behavior management. The research question was broad and generalized in its scope, while the subordinate questions were more focused on particular areas. Rubin and Rubin (2005) discussed this notion, "A central principle in wording main questions is to start out broadly to help you learn more about the topic and then rework the questions as you learn more to come up with narrower and more specific inquiries" (p. 159). Interviewee T4 evidenced an example of how I was able to focus a respondent to a specific question when I asked her the broad question:

FS: What techniques and strategies offered in a seminar (to Touro College graduate students) will contribute to your (their) expertise as a special education teacher?

T4: That's a pretty tall order, but I can tell you that when we're asked to collaborate in other classrooms, the only knowledge and skills we learn are from more experienced teachers. Hopefully they'll be good teachers.

FS: Do teachers believe that they have the skills to manage disruptive classroom behavior? (Participant T4, June 1, 2010)

In the above interview segment, it was evident that the respondent's response evolved into a subordinate question, which asked her to elaborate if she thought teachers had skills to manage disruptive behavior.

Ascribing colored fonts to similar ideas and thoughts expressed by the participants allowed me to visually analyze emerging themes (Rubin & Rubin, 2005). Hence, when participants discussed notions of educational theories and philosophies, and concepts of professional development in their responses, I ascribed the code of TE (blue font) as an emerging theme of teacher engagement. When participants discussed working with other professionals, an emergent theme arose that I called collaboration in the classroom. I used the code of CC (purple font). The participants continually referred to RTI, and interventions they saw in classrooms. I called the emergent theme that arose from these references classroom rules and procedures, and I used the code of RP (green font). Participants often referred to disruptions caused by students who may be emotionally disordered. An emergent theme arose that I called classroom disruptions. I used the letters CD (brown font) for this code. The final emergent theme derived by the

research was consequences for misbehavior. I used the code CM (red font). The core phenomenon derived from these coded responses suggested that seminar participants needed training in classroom management theorists. As the interviews and focus groups proceeded, I saw patterns emerging from sentences, exclamations, and words the respondents used. These patterns were titled *units of meaning* (Cavanagh, 2010). These patterns ultimately led me to code the units (table 1). I used the various colors when analyzing the emerging themes to clarify and organize the codes. Adding colored fonts to the codes allowed a more efficient way of referring to the codes.

The field notes afforded me the opportunity to delve into the minds of the participants. As interviews and focus groups proceeded, I became more adept at observing nuances and gestures of the participants. Hatch (2002) said:

> It is impossible for researchers to remember all that is done and said in any social setting, and it is impossible for the researcher to make a complete record on the spot of the rapidly changing events in that setting. (p. 83)

My goal was to produce an accurate account of what the participants were saying, and what they were implying through gestures and body language. I tried to be as accurate as possible when recording and transcribing the interviews. Hatch further stated, "It will be impossible to record everything that is said, important sentences, phrases, and words should be written down as they are spoken" (p. 83). The field note guide was a valuable tool when I needed to understand the essence of a response. In the following example, I jotted that the interviewee was pounding on the table. This was not evident in the recording:

Maybe something as simple as lining up to go to another activity. I find that a

routine that simple could be a problem. That's usually the time kids fidget and

fool around…you know fight and scream at each other…just general chaos

(Participant T1, June 7, 2010)

It was obvious that the respondent was exhibiting some stress when he related the

incident. Referring to my field notes assured me that I was deriving the essence of that

interview segment, and it made the emergent theme of procedures (RP) more evident.

The interview participants all shared a common bond; they were all pursuing

masters' degrees at Touro College. They were representative of the group aimed at the

project study. Hatch (2003) suggested that individuals should be selected for qualitative

research based upon the researcher's experience and observations. I chose the selected

group of graduate students because some were not yet employed in the teaching

profession, and some were already situated in their careers. The focus group participants

were chosen the same way that individual interviewees were selected. They all "shared

characteristics and experiences" (Hatch, 2003, p. 134). Most focus group participants

were strangers to each other, yet they were all graduate students seeking the same goal—

attainment of masters' degrees in Touro College.

The research gathered from the interviews and focus groups was enlightening.

The participants expressed desires to learn how to manage their classrooms. They were

concerned about the needs of their students. This fact was evident throughout the

interview and focus group situations. Most were grateful that the seminar developed from

their responses would help other teachers.

After the qualitative research had been completed, I developed a seminar in behavioral management techniques to deal with behavioral disruptions and how teachers use proactive tools to address these problems. The tools are representative of successful behavioral interventions.

It is hoped that the investigation begun in this project will substantiate the necessity of PD in behavioral and classroom management for preservice and working teachers in general education and in both collaborative and special education classes. Another value of this research is that it may effect social change at the school as well as in the community as teachers and students experience greater success and satisfaction. The ensuing sections of this project study address how the seminar was created using evidence-based research, and my reflections in completing the project.

Section 3: The Project

Introduction

The product developed from the research is titled, A Behavior Management

Seminar for Special/General Education Graduate Students. The seminar consists of a 3-

hour scripted PowerPoint presentation that is offered to graduate education students at

Touro College (Appendix A). The qualitative research took place from June 7, 2010,

through July14, 2010. Interviews and focus groups were conducted with a purposive

sample of 12 participants. The participants were all preservice and working elementary

teachers. I set out to determine their priorities and classroom management needs. The

qualitative research determined emergent themes from "units of meaning" (Cavanagh,

2010, para 1) derived from participant interviews and focus groups. Five major themes

arose from the research: teacher engagement, collaboration in the classroom, classroom

rules and procedures, consequences for misbehavior, and classroom disruptions.

One goal of the project was to train preservice and working elementary teachers

in classroom and behavior management techniques and strategies that are useful in

collaborative as well as special education classes. Another goal was to offer them a sense

of empowerment through active and positive professional engagement with their classes.

The final goal of the project was to synthesize the work presented by seminal classroom

management theorists into meaningful and useful tools that the participants might use in

their classrooms.

The seminar was designed to be a motivating and influential force on its

participants. Katzenmeyer and Moller (2001) stated, "There is probably not another

profession that provides more practice in influencing than teaching" (p. 7) and that

involvement in a PD workshop "encourages sharing and problem solving through

collegial relationships among and between teachers and other stakeholders" (p. 44).

Participant sharing and collaborating in the seminar should add to the proactive teacher's

arsenal of behavior management strategies and techniques in collaborative, inclusive, and

special education classrooms.

The content of the seminar was developed out of participants' perceived needs of

classroom and behavior management strategies and was gathered through interviews and

focus groups in a qualitative research setting. Through the qualitative research, the

expressed needs were analyzed and prioritized. The content of the seminar was derived

from the research generated in this dissertation. The rationale for the project is that it

presents a component of PD that is necessary in today's rapidly changing educational

environment.

Review of Literature

The following Boolean search terms were explored in the review of literature in

this section: *evidence-based seminars, teacher empowerment, teacher engagement, RTI,*

parent/teacher relationships PowerPoint seminar, teacher stress, cultural diversity, and

motivational presentations. The search terms were placed into the following educational

databases: *EBSCO, SAGE, ERIC, and Pro-Quest Central*. When key items were found, I

reviewed the journal articles and books that were relevant to this section's review of

literature.

Evidence-based seminars and workshops that combine the theoretical with practical elements have proven successful. In a quantitative grounded research study of preservice teachers, Kaufman and Moss (2010) found that participants wanted hands-on classroom management techniques, the theoretical basis that grounds those approaches, and help bridging the gap between theory and practice. Participants in educational seminars are more actively engaged in the seminars when they are involved in planning aspects of the PD (Duncan, 2008). Classroom management workshops as a PD tool have proven useful with preservice and new teachers. There is often a disparity between what is learned at the university level and what is learned in classrooms (Duncan, 2008). New teachers often enter the profession using strict discipline models acquired in college courses. Kaya, Lundeen, and Wolfgang (2010) suggested that classroom management workshops are needed for new teachers to help acquaint them with more humanistic approaches to classroom disruptions. Little, if any, specific strategies are offered student teachers within their college curricula, and classroom and behavior management workshops are needed to give them confidence teaching (Reupert & Woodcock, 2010). The beginning of the school term is an ideal time to offer the seminar. Roscoe and Orr (2010) said that classroom management skills, workshops, and seminars are especially important in preparing teachers for the first days of school. Wong and Wong (2009) said that teachers feel more confident when they have proven classroom management strategies to use at the beginning of a school year.

The qualitative research undertaken in this study actively engaged participants from the inception stages of planning to the final presentation stage. Engagement of

preservice and working teachers in a seminar that introduces them to classroom management techniques and strategies adds to their arsenal of successful classroom interventions, where they can proactively engage their students in stress-free educational environments. Hahs-Vaughn and Yanowitz (2010) found that teachers who engage in research at the school and preservice levels often express feelings of success and job satisfaction. The participants in the research referred to stressful situations that were induced by disruptive behavior. Several said they felt preparation in classroom management would add to their success in the classroom. Another participant maintained that if she were involved in planning a seminar in classroom management techniques, she would feel less restive and more confident in her behavior management skills. Research participant F2 reflected:

> To tell you the truth, I think we need to be involved in planning these workshops from their inception. I know I would feel a lot more confident and relaxed if I had been involved in planning a workshop for kids with disruptive behavior. At least I would understand that other teachers feel as stressed as I do with some of the kids. (Focus group interview, June 10, 2010)

Mitchell, Reilly, and Logue (2009) said that preservice and new teachers need to collaborate with other professionals to develop skills for handling everyday classroom problems. The participants often expressed concerns about their own feelings of empowerment and engagement. Marzano (2003a), in a meta-analysis of 10 research studies involving 356 participants, found that teachers who believed they were actively engaged in their profession reported 28% fewer disruptions in their classrooms in a

school year than those who did not perceive themselves as engaged. Participants often reported differences between what they learned about classroom management in their university coursework and what they learned in real classrooms. This was evident in participant T5's response:

> I really want to know what goes on in real classrooms. Somehow, what I have read in textbooks seems so alien to what have seen when I observed veteran teachers. When you are sitting in your undergraduate or graduate class, the professor usually offers theories as to why kids misbehave. I want to learn techniques that I can use. (Participant T5, June 17, 2010)

Kaya, Lundeen, and Wolfgang (2010) found that with support from university faculty and mentors in PD, substantive and crucial gains in classroom management skills become evident, and participants felt less stress. When teachers use reactive, rather than proactive behavior management strategies, they report significant increases in stress factors (Clunies-Ross, Little, & Kienhuis, 2008). A focus group participant reported an observation she had made in a veteran teacher's classroom. The teacher was generally considered an ineffective teacher by other colleagues:

> I couldn't believe it. She went to Thomas, a second grader, and began yelling because he didn't finish his math assignment. The child began to cry, and she continued yelling. I swear I saw veins in her neck. She really needed to cool off. (Focus group participant F10, July 14, 2010)

The seminar devotes 1 hour to effective teaching styles and proactive strategies. These strategies and techniques were discussed in section 1 of this paper. An essential

element of the seminar is presenting the delivery of effective teaching styles. Research

has shown that teachers who use active listening skills deliver exciting and motivating

lessons, and exhibit proactive classroom and behavior management techniques have

significantly higher success rates (Charles, 2007; Edwards, 2004; Marzano 2003a;

Marzano, 2003b). These success rates are attributable to the concept of teacher and

student engagement. Meta-analytic studies performed in seven different studies supported

the notion that successful classroom managers have seen a 23% increase in student

engagement and achievement (Marzano, 2003a). Research derived in this project study

found that participants were concerned about student success, and the direct correlation it

had with successful teaching. A focus group participant (F7) expressed his concerns

about student/teacher success:

> I had the opportunity to observe two classes this semester. One was a third grade
>
> class, and the other was a fifth grade. The third grade teacher constantly
>
> complained about the failure rate of her students. In fact, I remember when she
>
> gave a math test. The kids obviously weren't prepared because most of them
>
> failed. The teacher said that she expected that from them. The fifth grade teacher
>
> was always engaging the kids. They loved this guy, and it was obvious. He
>
> excited them with great lesson intros. You know—motivations. He said he
>
> expected a lot from them, and they gave it to him. They loved this guy. I see why.
>
> (Focus group participant, F7, July 14, 2010)

The seminar will include strategies to participants that will enable them to explore

their own sense of engagement with their students. Katzenmeyer and Moller (2001) said

that teachers need to continually explore self-assessment to help them become more involved with their students. They averred that when teachers acknowledge others perspectives such as their students, they become better classroom leaders. Other researchers have concurred with that notion. Edwards (2004, p. 4) maintained that effective teachers need to understand their students backgrounds so that they can establish positive classroom atmospheres.

Teaching style and delivery of instruction offer participants a chance to reflect on their own methods in their classrooms. Role-plays will be used in the seminar as tools for the participants to reflect on the various styles illustrated by Canter and Canter (1992, 2001). Incorporating a sense of dramatic flair along with imagination into lesson delivery affords students an opportunity to succeed in their efforts (Pogrow, 2010). Pogrow referred to this lesson delivery as *outrageous content instruction* (p. 22). He added, "It does not take a master teacher to develop and deliver such lessons and units" (p. 23). Vygotsky (1978) developed the concept of teaching with dramatic and playful flair where he documented the critical importance of play and social interaction amongst children. Participants in the seminar will be made aware of the evolving nature of educational technology, and how they need to incorporate technological innovations into their teaching. "The task of fashioning the YouTube generation into learners interested in your school's curriculum and instruction is a daunting one" (Pogrow, 2010 p.23). Seminar participants will discuss the possibility of incorporating innovative technologies into their lesson presentations to aid them in generating excitement into their classrooms.

The research generated in this project study supported the notion that when teachers use positive behavioral strategies and interventions with their disruptive students, attitudes that are more positive prevail about school, and better chances for academic success ensue (Frederickson & Losada, 2005). A focus group participant reflected this idea when she was discussing her observation in a special education classroom:

> I will never forget the time I was observing a fourth grade self-contained class. Many of the children had ED diagnosis on their IEPs. I saw some of their outbursts when they were in gym or at lunch. Usually, the people watching them would yell at them, and they would get worse. Their teacher complimented them and always praised them. They were always so well behaved because of that. (Focus group participant F4, July 1, 2010)

The use of praise is a powerful factor in behavior management. Classroom management theorists recognized this, and incorporated the notion of praise within their theories (Canter, 1992; Jones, 2001; Skinner, 1971). The concept of praise and reinforcement of positive behavior is covered in the seminar, and participants will learn various ways of positive recognition.

Teachers working in collaborative classrooms are concerned about the service delivery model of instruction for their inclusion students. In the interview and focus group research, participants referred to the procedures they needed to know when dealing with the collaborative class. Rao (2009) referred to the *crosscatagorical approach* to service delivery, one that involves grouping disabled students according to their

instructional reeds rather than their categorized disability. The natural outgrowth of the crosscatagorical approach is RTI where the teacher needs to develop curriculum models that may help the struggling student remain in the general education class (RTI Action Network, 2008). Research participants often had difficulty with this concept. Participant F5 expressed these concerns:

> I learned about the fundamentals of RTI, but I haven't been specifically trained to use it. I know we have to now develop interventions for disruptive kids as well as the LD student. I would love PD that at least covers that area. (Focus group participant F5, July 1, 2010)

> RTI is a new and evolving concept and seminar attendees will have the opportunity to explore the latest evidence-based research in this three tiered service delivery method of interventional instruction. Buffum, Mattos, and Weber (2010) said that RTI is "a radical departure from how schools have functioned for the past century that they are uncomfortable and unwilling to commit to the three-tiered level of change necessary to succeed" (p.11). A task of the seminar is to explain the system of RTI, and ensure that participants understand the necessity of this new and innovative intervention. Participant F9 further added:

> It's (RTI) probably another thing they want us to know, how to follow state mandates, and forget about really helping the kids. (Focus group participant, F9, July, 14, 2010)

Seminar participants will understand that the use of RTI can offer successful interventional tools that are research-based and successful. "RTI should not be a program

to raise student test scores, but rather a process to realize students' hopes and dreams"
(Buffum, Mattos, & Weber, 2010, p. 16). The concept that teachers cannot allow students
to fail will be reinforced throughout the seminar. Participants will be made aware of the
importance of RTI as an interventional model.

The roles of parent/teacher relationships are an important component of the
seminar. Participants are made aware of the meaningful relationships involved in
maintaining classroom management skills. This was evidenced in an interview:

> Do you know that every time this teacher wanted the students' attention, she said,
> "Whose parent am I calling today?" That was ridiculous, wasn't it? (Participant
> T2, June 7, 2010)

Parent involvement, especially at the elementary level, is paramount to a child's success
in school (El Nokali, Bachman, & Vortruba-Drzal, 2010; Staples & Dilibirto, 2010). This
has proven true when dealing with children with disabilities. Staples and Dilibirto (2010)
suggested that parents of disabled children need to be involved in their children's IEP
planning sessions, as well as all aspects of the child's socioemotional development within
the school. They said that schools need to establish clear lines of communication and
develop specific programs that foster parent involvement. Parent involvement, and
parent/school relationships are covered in this seminar. Participants are shown techniques
in developing open lines of parent communication, such as letters home and positive
ways to call parents (Canter & Canter, 1993, 2001; Schindelheim, 2004; Wong & Wong,
2009).

The participants in the research also referred to stress factors in classrooms and often expressed feelings of helplessness when they encountered disruptive students. Teacher empowerment leads to job satisfaction and less job stress (Davis & Wilson, 2000). The participants expressed that they needed ownership of their profession, and the only way to attain ownership was through hands-on training. Rebora (2008) said that the empowered teacher feels ownership of his/her profession. One way to feel ownership is through meaningful PD. Behavior management interventions for disruptive behavior is a way of offering teachers a sense of empowerment. In one group session, participant F3 expressed feelings of stress and fear when facing classroom disruptions:

> Do I feel I am in control when I walk into a classroom as a sub? No. I really feel scared. If the administration doesn't tell me about the class, and I walk into the room, and a child is disruptive or misbehaving, I feel scared and helpless. I would love to have had training in handling a situation like that. (Focus group participant F3, July 1, 2010)

A prevalent theme that teachers are concerned about is classroom control. Mitchell, Reilly, and Logue (2009) found that teachers were more confident, exhibited less stress, and believed they did a better job when they engaged their students. Preservice or new teacher stress was a common theme in the research. F4, a focus group participant, said, "I can't help getting nervous when I think that I'll be alone with my class. The very thought of it stresses me out" (June 14, 2010). Lambert, McCarthy, O'Donnell, and Wang (2008) found that situational stress, that is, stress caused by certain situations such as meeting a class for the first time or substituting in a new venue, can

often diminish when a teacher is well prepared and establishes a comfort level with a class. Other researchers found that stress and burnout are prevalent in teaching, "Teachers' professional functioning may be affected by perceived inequalities between classrooms with respect to such factors as number of children with special needs, adult assistants in the classroom, and teacher duties that take place outside of the classroom" (McCarthy, Lambert, O'Donnell, & Melendres, 2009, p. 289). Teacher withdrawal and stress is often an insidious process that may occur when interventions are not offered to them. Katzenmeyer and Moller (2001) referred to this withdrawal, "Unfortunately, the symptoms are hard to detect, because teachers who begin to withdraw become quiet and blend in with a compatible group of peers" (p. 63). Seminar participants will be offered strategies to combat stress factors that may impinge on their functioning. These strategies include: respecting students' space (Jones, 2001); catching students being good (Canter & Canter, 1992); using praise as positive reinforcement (Canter & Canter, 1992, 2001; Skinner,1971); using effective teaching skills (Curwin & Mendler, 2001); planning for crises and disruptions (Canter & Canter, 1992, 2001); fostering a healthy classroom atmosphere (Kohn, 2006); and keeping the excitement alive all year (Curwin & Mendler, 2001; Jones, 2001). The seminar covers the stressors that affect teacher productivity and tells where any teacher may get help to alleviate classroom stress. Participants in the seminar are made aware of the service providers such as school psychologists, learning consultants, and guidance counselors that are available to help them as well as their students during stressful periods (Clunies-Ross, Little, & Kienhuis. 2008).

Kohn (2006) said rewards and punishments do not encourage learning. The seminar participants are made aware of Kohn's approaches, and are encouraged to approach their classroom management objectives with that in mind. They will be made aware that although Kohn's approaches have been widely used, and students with special needs often need parameters that typically developing children may not need (Turnbull, et al., 2007). Seminar participants will be taught that punitive actions of any form are no longer used in schools. They will be made aware that research strongly suggests that punishment does more to hurt a child, than help him (Bryner, 2005; Marzano, 2003a). Sample responses to children in crises will be presented where there is absolutely no implication of exacting punishment.

Seminar participants will be taught the concept of *cultural proficiency* espoused by Lindsey, Roberts and Campbelljones (2005) where, "The choice you make to align your leadership actions with the five principles of cultural proficiency communicates a strong message throughout your school's community that you value diversity and fully expect that every individual will do the same" (p. 53). Interviewee T5 expressed concerns about cultural responsiveness when she discussed a behavior strategy that she had witnessed:

> I was observing a fourth grade class a few weeks ago where the teacher asked a boy to look at her when she spoke to him. Each time she admonished the child, he would look at the floor. He would not look at her. I remember reading about cultural awareness, and how we as teachers need to be aware of our students' cultures. Obviously the teacher needed to be reminded of that. The child was

showing her respect, and not disrespect. He was of Asian descent. I remember

reading that certain cultures encourage children to look down when they are being

admonished by a teacher. This is a sign of respect. I reminded the teacher of that

fact afterwards. She was grateful that I told her. (Participant T5, June 17, 2010)

Teachers who demonstrate respect "honor cultural diversity, affirm strengths, and treat

students and families with dignity" (Turnbull, et al., 2007, p. 97). This concept of respect

will be a key factor throughout the seminar presentation.

The seminar includes a PowerPoint presentation that I created. The presentation is

not only evidence-based and grounded in research, but may also be viewed as

motivational, particularly for teachers of students with disabilities. Coleman (2009) said,

"PowerPoint is widely available, easy to use, and offers a number of features that

teachers can use to make interesting instructional presentations including animated text

and the ability to record speech" (p.4). Other researchers (Savoy, Proctor, & Salvendy,

2009) found that college students typically prefer PowerPoint presentations to standard

lectures. In a quantitative study using a sample of 62 college students, they found that

although students may retain 15% less information during the lecture segments of the

PowerPoint presentations, they prefer the PowerPoint presentation as a motivational tool

over traditional lecture formats. Yilmazel-Sahin (2009) reported that lecturers using

PowerPoint presentations need to be judicious in using it to avoid PowerPoint overload.

To avoid such overload, the presentation should be not only informative, but also exciting

and motivating.

An important facet of the seminar is that it must be presented in a lecture format and supplemented by PowerPoint. Mayer, Griffith, Jurkowitz, and Rothman (2008) support learning theories that students perform better when they are motivated. However, they found that when presentations are rich in interesting details, participants lose retention due to the richness of the details. They suggested that PowerPoint presentations be economical in their richness of details. This is a reason that the presentation is synthesized with a cogent and vital lecture format. Mickiewicz (2008) averred that PowerPoint presentations have to be economical in their design and exciting in their concepts. Reading the slides to the audience is counterproductive, and slides should only supplement an exciting lecture. The presentation created in this project study is exciting and motivating, with enough details to offer participants a substantive and powerful presentation.

The Behavior Management Seminar

The seminar presented in this project study is designed for graduate students specializing in special education at Touro College. The seminar will begin during the spring semester of 2011. Students attending EDSE 600-History and Philosophy of Special Education will be offered the seminar in a 3-hour session. Technological resources such as a laptop computer and a presentation projector are required. The participants will be required to use the practices in their own classrooms.

Slide one is a description of the seminar. This slide is displayed as participants enter the room.

Slide two is biographical information and a picture of presenter.

Slide three is labeled *Teacher engagement.* This slide asks participants if they can name one descriptive word that represents what a teacher means to them. At this point, the teacher engagement story is related to the participants.

Slide four is titled *Students perceptions of their teachers*. The group is asked to share descriptive phrases and words that they think the word *teacher* represents.

Slide five shows an animation of a cartoon character titled *Super Teacher* that I created for the seminar. This is a cartoon depiction of a caped super hero with the letter *T* emblazoned on its chest. The cartoon is meant to elicit discussion from the groups about how teachers need to take on multiple roles, and in doing so is perceived as larger than life to their students.

Slide six bullets the responsibilities of a teacher.

Slide seven shows the three types of teaching styles that Skinner, Dreikurs, and Canter talk about. This is the part of the seminar where I role-play the three styles, and participants from the audience role-play disruptive students. This is a hands-on segment of the seminar where the participants practice effective teaching styles.

Slide eight is titled *Collaborative team teaching*. When this slide is displayed, I explain IDEA laws, mandates, and how inclusion in the general education curriculum is mandated for many students with IEPs.

Slide nine discusses the research on collaborative team teaching and inclusion.

Slide 10 is displayed. I introduce the participants to RTI, and the school's responsibility in ensuring that the three-tiered system takes place.

Slide 11 discusses Dreikurs, Skinner, Canter, and Jones, and their concepts of rules and procedures in the classroom. Again, I role-play with the participants until they are comfortable with establishing rules and procedures in their classrooms.

Slide 12 presents a discussion of rules, rewards, and consequences developed by Canter. I ask the participants to develop their own system of rules, rewards, and consequences, and further explain that Canter recommended that teachers post their rules in their classrooms.

Slide 13 shows what Canter's components of rules, rewards, and consequences look like.

Slide 14 presents the important Skinner concept of extinction. I explain when negative behavior is ignored it often goes away. Another role-play is introduced where I am the teacher and a seminar participant plays a disruptive student.

Slide 15 presents participants to the *Jones model*. I explain that Jones was a proponent of classroom physical management, and how he espoused Kounin's theory of *withitness*. I explain that Jones felt that good teachers had their fingers on the pulse of their classrooms and understood the needs of their students.

Slide 16 discusses the psychological development of the child, and how through Dreikurs' use of *Logical consequences*, many disruptive behaviors and activities can be addressed by the teacher.

Slide 17 is titled *Causes of misbehavior and classroom disruptions*. I discuss typical and atypical classroom disruptions or crises, and how those events can create stressful situations within the classroom.

Slide 18 discusses the prevalence of emotional behavioral disorders in schools. I cite research on its prevalence in schools in the U.S.

Slide 19 is titled *Building bridges for the child with EBD*. This slide introduces participants to researched interventions that have proven successful with the emotionally disordered student.

Slide 20 presents the participant to the important use of structure and rules with the emotionally disordered student.

Slide 21 discusses the need for visual supports and schedules. I explain that research has shown that children with EBD need organizational skills that often involve sequencing of tasks, visual calendars, written schedules, and written notification of changes and transitions.

Slide 22 discusses the various ways of providing accommodations for the EBD students. It is here that I discuss establishing rules, clear expectations, use of visual supports, decreasing stress, supervising unstructured time, development of a circle of friends, and working collaboratively with parents and caregivers.

Slide 23 explains how to manage stress for the teacher and the student. Various cool down strategies are discussed and demonstrated such as deep breathing exercises to help the student vent his emotions.

Slide 24 presents a stop sign with the words *Avoid confrontations.* I discuss how to avoid power struggles with the disruptive student. Additionally, I discuss how to divert the attention of an emotionally disordered student who may be in a crisis.

Slide 25 is titled *Handling a classroom disruption*. Here is where teachers are taught how to address problems when they occur in their classrooms. The important concepts of investigate, respond, and communicate are discussed and demonstrated through role-plays.

Slide 26 is titled *Strategies that are guaranteed to work*. The participants are offered evidence-based strategies that have proven successful.

Slide 27 is titled *Establish partnerships*. This slide illustrates a cartoon of three students along with an illustration of teachers, parents, and the school.

Slide 28 again presents proven strategies to use with students who may cause disruptions.

Slides 29 and 30 are the referenced articles and books that were used in the presentation.

Participants are allowed a question and answer period at the conclusion of the PowerPoint presentation.

Project Evaluation

After the seminar is introduced as a supplemental instructional vehicle for graduate students, I plan to do a quantitative analysis to test the effectiveness of the seminar and several hypotheses. It is suggested that the statistical study undertaken be a transformative quantitative study (Creswell, 2003) to determine whether graduate education students attending a masters' program at Touro College Graduate School of Education and Special Education will be better prepared to handle classroom disruptions after participating in a seminar in behavior management skills. The independent variable is *a behavior management seminar for graduate education/special education preservice and working teachers*. The dependent variable is *behavior of elementary students in*

special education and collaborative education classes. Additionally, I suggest that the *t*

test for independent samples (Gravetter & Wallnau, 2008) be used as the statistical test

because there will be a comparison between two samples. The *t* test will help determine if

the two sets of data from survey results follow a normal distribution. The population

mean and standard deviation are not identified, so the *t* test will compare two sets of data

within an independent-measures research design. This design fits because it uses two

independent samples to determine whether the treatment (the seminar) has any effect by

identifying the mean differences between the groups. In this case, the groups will consist

of pre-seminar attendees and the same participants who will have attended the seminar.

Project Implications

The seminar created in this project study was intended to add to the classroom

management skills of preservice and working teachers who may not be prepared to

manage elementary students in collaborative and self-contained special education classes.

It is anticipated that the completed project grounded in evidence-based qualitative

research will be used as a standalone PD seminar for all graduate education students at

Touro College Graduate School of Education and Special Education. Research has shown

that classroom disruptions and teachers' lack of adequate behavior and classroom

management skills have led to increased teacher attrition. This has been a particularly

difficult problem with new teachers (Davis & Wilson, 2000). It is hoped that after

completion of the seminar, participants will be inspired to continue to develop behavior

and classroom management skills. These acquired skills can lead to successful

classrooms, where all children can learn in a diverse and educationally healthy

environment that will contribute to the fabric of educational excellence in schools and

foster positive social change within those schools. The next section of this dissertation is

a reflection of my experiences in creating the project.

Section 4: Reflections

I began my career in education on September 5, 1968. I had majored in psychology at the City College of New York and wanted to be a social worker. After working with street gangs and troubled youth on New York's Lower East Side, I was convinced that social work was the career for me. I had been a musician throughout my own youth, and thought that my knowledge and love for music would help me in dealing with youngsters who were often in trouble and calling out for attention. Social work was put on the back because I chose teaching as a career option.

I was not prepared for teaching when I began that career. I took the necessary courses for New York City certification and embarked on a career as a music teacher at P.S. 110 on Delancey and Lewis streets in lower Manhattan. The first assignment in that school was to teach music to a junior guidance class. Special education services did not exist at that time. The class consisted of 14 sixth grade students who, because of emotional difficulties, could not be included in the regular education classes. They were considered outcasts by the students and teachers. They were often deemed uneducable, and my job was to teach them music.

I recall that the first few weeks in that class were intolerable. I was trying to teach rote curriculum, and they were not accepting any of it. I brought in a saxophone one day and demonstrated the quality and tone of the instrument. In a few moments, some of those students began clapping and tapping pencils to the rhythms I was producing. It dawned on me that I was motivating them in an unconventional way. Each time I demonstrated a different musical instrument, excitement emerged from that classroom. I

get money for rhythm instruments for them and by the end of the school year, that junior

guidance class had become the P.S. 110 Rhythm Band and demonstrated their talent

throughout New York City. Within a short time, many of those youngsters were

recognized for their talents and abilities in music, and there was noticeable improvement

in their behavior and academic achievement. I believe it was at that time that I realized

that a good teacher could make profound differences in the lives of students. There were

many other successes in a career that spanned decades and I was often called upon to

present staff development topics about motivating students to succeed.

After spending productive years as a music teacher, I became a New York State

certified guidance counselor. This aspect of my career allowed me to interact with

students in small groups and individually. I used the same innovative techniques in

counseling troubled students as I had in teaching them. Again, I realized that the adults in

children's lives played a vital role in maintaining their educational and emotional

successes. Expertise in dealing with children in crisis afforded me the opportunity to

present seminars and courses to teachers, administrators, and pupil personnel teams

throughout New York City. My experience led to my becoming a crisis team leader in a

New York City school district. Responsibilities included leading a crisis team of trained

counselors and psychologists. We were often called upon for bereavement counseling in

schools when a staff member or student had passed away. However, no training in the

world had prepared me for a crisis that occurred on February 26, 1993, the first terrorist

attack on the World Trade Center. That day is indelibly etched on my mind and the minds

of thousands of others. My team was called upon to attend to the counseling needs in a

school that had sent two kindergarten classes to the Twin Towers on a class trip. On that day, I first recognized the profound effect that a teacher had on the lives of her students.

I vividly remember later asking the principal of the school that sent the classes on the field trip to tell me about the teachers. The trauma of the event was evident as he explained that the teacher stranded on an elevator in the Twin Towers suffered from claustrophobia. He added that although she was a terrific teacher, her agony was evident when she was in small, tight places. I recalled how this woman must have felt in a smoke-filled elevator stuck between floors of a burning building—all the while having to tend to 25 helpless kindergarten children. When we learned that the children were rescued, we breathed a collective sigh of relief. The crisis teams went to meet and assess the passengers of the returning school buses after their long, harrowing experience. I remember walking up the school bus steps when a somewhat small, older woman leapt out of the front seat when I introduced myself as the crisis team leader. I explained that we were there to help the teachers and children. She admonished me with, "We don't need any help. I can handle this myself. Do you realize that I was stranded in a dark, smoke-filled elevator with my children for over 6 hours? And do you know that I taught them today's lessons as well as some songs." At that point, the children began singing "The Wheels on the Bus." I think that if I had never realized before how important a teacher is in a child's life, it came to me full force in that moment. I knew there and then that she was the teacher who suffered from claustrophobia. This woman was able to leave her problems and anxieties outside of the elevator doors and tend to her needy flock of children during critical and harrowing moments. That incident instantly propelled the

teacher to the rank of hero. She and her colleagues were recognized by the media for their

acts. I was asked to appear on TV and radio shows to discuss those events. I often speak

of the teacher's coolness and responsibilities in my presentations and workshops. When I

discuss teacher engagement and professionalism, that story often arises. That teacher's

courageous and selfless acts are an example of teacher professionalism and engagement. I

integrate that story throughout my seminar presentations. The story reminds participants

just how important they are in children's lives and how they cannot allow their personal

problems and fears to interfere with doing their jobs of taking care of children's needs.

The seminar developed in this project study is meant to be a building block in the

professional development continuum for preservice and working teachers who attend

Touro College Graduate School of Education. Through extensive research in this project

study as well as anecdotal experience, I created a professional development module that

is meant to excite and motivate participants to the best of their abilities. It is meant to

stimulate new teachers and revitalize veteran and more experienced teachers. In 2004, I

wrote a strategy manual for a workshop and expressed some important observations

about teachers:

> Vital teachers keep their classes motivated. These are the people that enjoy their
>
> profession, and their students know that fact. They involve the kids in ways that
>
> are often fun, yet always respectful and courteous. They maintain students' trust
>
> and respect, and every day their kids know a little more about themselves and the
>
> subject than the day before. Their students are learning. I also recognize the fact
>
> that classrooms are not utopias. Some children come to school with emotional

baggage. We as educators cannot deny these children. Often they are in need of support that we alone cannot offer them. Many children have special needs and have been diagnosed as such. With the thrust of inclusion and collaborative education, it is incumbent upon the teachers to keep their classrooms structured and exciting, so the potentially disruptive child can be a vital part of the class and develop into a successful and contributing member of the classroom environment. (Schindelheim, 2004, pp. vii-viii)

At the conclusion of my doctoral studies, I will be presenting the seminar to graduate education students seeking certification as New York State special education teachers. As a teacher trainer and staff and PD specialist, I have had the experience of training both preservice and working teachers. The research generated in this study validated the necessity of behavior and classroom management training for education professionals. Additionally, the research in this project study will provide participants with proven behavior and classroom management theories. They will understand that solid researched-based theoretical constructs add to their proactive professionalism.

Project Strengths

The seminar presented in this project is an interactive, hands-on staff development activity in which participants share knowledge and information. They will be able to make the connection between the attributes of a good teacher and the concept of teacher leadership. Katzenmayer and Moller (2001) found that involvement in a PD workshop "encourages sharing and problem solving through collegial relationships among and between teachers and other stakeholders" (p. 44). It is essential that the participants

realize that they are stakeholders in their students' success. They can only realize this when they participate in collegial development where they share experiences and techniques. When discussing the qualities of a good teacher, they begin to realize that just as the teacher in my anecdote had nuances and insecurities, they need to overcome their own personal problems for the benefit of their students. The seminar will provide the necessary tools for collegiality that teachers need. Katzenmeyer and Moller further added, "They are willing to explore new strategies and to expose their own insecurities about their teaching practice" (p. 57). The seminar will focus on the leadership necessary to maintain excellent teaching skills. It will also show the participants that they are human, with all the necessary insecurities that are indigenous to them.

The exploration of teacher leadership, specifically in my doctoral studies, has made me a more enlightened professional development specialist. I now enjoy sharing the research that I am involved with, and emphasize the necessity of a strong teacher researcher network. Roger's (2004) work on teacher as researcher has motivated me to incorporate this concept into the professional development seminar. When I present the workshop, the concept of teacher empowerment through shared research will be woven throughout the presentation.

Project Limitations

The nature of austerity within school and district budgets limits the use of professional development for ongoing trainings. School budgets have been cut due to economic uncertainties and fiscal restraint (Boyd, et al., 2008). Educational administrators and college preparation programs have been forced to make difficult decisions about training preservice and working teachers (Rosenberg, Sindelar, & Hardman, 2008). Often local educational administrations must make difficult decisions when it comes to PD (Darling-Hammond, 2010). The project created from this research is aimed at a specific and vital population, special education teachers. Policy decisions will require administrators to choose training programs that have proven to be valid and effective and will have the most benefit for faculties. Fiscal constraints are making demands on local educational agencies that may later prove to be mistakes (Boyd, et al. 2008). The agencies need to choose their PD activities with those constraints in mind, yet ensure that their faculties are offered the most effective PD activities available to them (Darling-Hammond, 2010). Budgeting for this seminar may exceed PD budget allocations, and may limit successful implementation. The evidence-based research in this project has shown that special education graduate students need to know classroom and behavior management techniques. Touro College will be using the seminar as part of its graduate education requirements. It is hoped that when the preservice and working teachers display their behavior management skills in their respective districts, administrators will recognize the benefits of effective behavior management workshops and request them for their PD programs. Additionally, it is hoped that they understand the

necessity of teacher training programs that address the needs of the disruptive student in the collaborative and special education classroom.

Ways to Address the Problem Differently

Using technology is an important in PD programs today. More teachers are using technology in their classrooms and are becoming more comfortable with its use (Gray et al., 2010). Educators are relying more on the Internet and its ability to save time when doing research. Polly, Mims, Shepherd, and Inan (2010) noted that virtual learning is helping to transform teacher preparation and training and that virtual faculty development programs were becoming more prevalent in U. S. schools.

The seminar I developed uses PowerPoint slides. Developed as a presentation package in the late 1990s, PowerPoint has become a standard presentation method (Polly et al., 2010). The researchers added that most training programs now use video and video conferencing technology along with PowerPoint presentations. An important recommendation for this project would be to videotape the presentation and make it available on the Internet. Another recommendation would be to develop a video conferencing meeting and offer the seminar to teachers and administrators who want a seminar in behavior and classroom management techniques. To effectuate meaningful collaboration in PD, online learning communities of teachers sharing similar interests be developed (Duncan-Howell, 2010). Additionally, Duncan-Howell found respondents in a British study reported that short duration workshops were effective if they were designed to teach particular skills or strategies rather than a syllabus or curriculum. Duncan-Howell also suggested that short-term collaborative virtual workshops worked as well as

live workshops. She suggested that several components be present for an online

workshop or seminar to be effective and recommended the following:

1. Present in the classroom.

2. Provide new ideas and techniques by a specialist from a particular area.

3. Allow participation and creativity

4. Allow participants to present as well as observe. (p. 330)

An important recommendation for the seminar to work would be follow these

guidelines to ensure that participants have the same training in either an on-line or video

format.

What I Learned as a Scholar, Practitioner, and Project Developer

The research begun in this project study will continue as the seminar is presented

in different venues. The research that evolved from this project has shown that a behavior

and classroom management seminar that is evidence-based is needed for staff

development in 21st century schools. As a practitioner, I observe teachers in their

classrooms. I witness the phenomenon of students learning in different venues. I have

seen profoundly disabled youngsters prodded into learning new tasks as their teachers

took pride in their newly acquired skills. I had also seen students with severe emotionally

challenged behavior respond to their teachers in positive ways when they were treated

with respect and dignity. I have witnessed gifted students pursue new ways to develop

and thrive under the tutelage of their gifted teachers. The thrust of education in the 21st

century is collaboration (Kloo & Zigmond, 2008; Kress & Protivnak, 2009; Lieberman,

2001); this implies that all stakeholders have a vested interest in creating safe and healthy environments for all students in a culturally rich and diverse educational community.

Development of this project has been an ongoing and incremental process. Before I began this project study, I had developed curricula materials for the New York City Board of Education. In the 1990s and early 2000s, I was a crisis team coordinator of a large school district. On September 11, 2001, New York City, as well as the entire country, was subjected to a crisis of major proportions. The need for classroom and behavior management seminars arose from my observations of teachers and students who were devastated by that tragedy. Teachers needed as much support as children did.

Most teachers handled the crises that arose from that tragedy in a loosely cobbled fashion, not having any training in supporting those in their charge whose lives were devastated. Staff development specialists were called upon to develop training modules to assist teachers and administrators in dealing with crises and behavioral disruptions that were prevalent after the 9/11 tragedy. Although many of the training modules were not research and evidence-based, teachers were glad for any help from seasoned practitioners in how to deal with the tragic events. The processes of this study were thoroughly researched and prioritized and fit the NCLB requirements for scientifically based research. Teachers who need to know how to manage their students with special emotional needs will have a tested method for doing it effectively.

Reflections on What I Learned

Research in classroom and behavior management was both enlightening and often frustrating. Preservice and working teachers are often laden with PD activities that they deem either unimportant or superficial. By researching their specific behavior management needs for their classrooms, I believe I was able to make the individual and focus group interviews as stress-free and comfortable as possible. Because of that, I created an effective staff development module based on responses provided under optimal conditions for professional interactions that reinforced the participants' understanding that they were the important stakeholders in the research. This could not have been accomplished without a strong, formative educational program established by Walden University. The coursework offered in the Ed.D program truly reflected the ideals of educational excellence. Each course built stepping-stones to successive coursework and ultimately to a doctoral dissertation. Each course allowed the students to reflect upon the social change that could be generated by the research candidate.

Katzenmeyer and Moller (2001) reflected, "Teachers are emerging as leaders who influence practice in the schools" (p. 91). In developing a seminar on behavior management, I want to offer participants a way to bring the strategies into their schools, and share what they have learned with their colleagues. The participants need to practice the strategies, and share them with others. The seminar is a starting point that needs to be followed up by sharing. Katzenmeyer and Moller add, "The type of professional development needed for the complexity of school reform demands more, not less, time" (p. 108). Meaningful PD in classroom and behavior management will present

opportunities for teachers to learn from each other, and scaffold their knowledge. Their collaborative sharing will present opportunities to share newly acquired skills. Edwards (2007) said, "Classroom procedures are created to enhance learning, not just manage student behavior" (p. 141). The seminar was developed to enhance classroom management skills of its participants, as well as enhance what they have learned.

Implications, Applications, and Directions for Future Research

The behavior management seminar for preservice and working teachers developed in this study will be offered to graduate students in the MS program of the Touro College Graduate School of Education and Special Education. After the seminar, it is hoped that the preservice and working teachers will use their new skills in the classroom. After developing a hypothesis that tests the effectiveness of the seminar, participants will share the information in workshops in their schools and collaborate with others to create healthy socio-emotional educational environments where all children can thrive.

Researchers have suggested that more PD activities be devoted to classroom and behavior management (Hunt, et al., 2003; Jennings, 2007; Kuchinsky-Fier, 2008). The seminar is meant to be the first step in the development of a meaningful PD module in classroom and behavior management. The 21st century presents unprecedented challenges to the educator. Teachers must be vitally aware of the prevailing attitude of society that schools are not doing enough to educate students (Noguera, 2003, 2009). In this era of pervasive violence, cyber-bullying and homegrown terrorists, educators of today must be able to address the needs and demands of students growing up in these hectic times.

Teachers are the catalysts of social change. They are given the responsibility of educating students in least restrictive environments where all can thrive. They must be offered the best evidence-based tools in professional development to help them foster that social change.

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Appendix A: The Project

Introductory script and PowerPoint presentation

Many of you probably don't remember exactly what event happened on February 26, 1993. For me it was a life-changing event. At the time, I was a crisis team leader for a rather large New York City school district. A crisis team is the emergency response team for schools. Most of the time they aren't needed, but when they are called, they may need to put out the emotional "fires" –grief counseling, crisis management, that may occur in schools. This particular day was the classic dark, overcast, and snowy day that is common in New York City in late winter. At about 2:55 I received a page over the intercom to come to the office. When I got there, the secretary handed me the phone. The female voice on the other side was terse and urgent. "Frank, get over to PS 95. I already called your team members and they'll meet you there." Before I could respond, she said that there was a terrorist bombing at the World Trade Center and we had two kindergarten classes there on a field trip. I proceeded to get over to the school as fast I could. When I got to the school, I was stunned to see news crews arriving and unpacking their equipment. This, along with the hysterical rush of parents and families caused quite a scene.

My training proceeded to take over. I met with the eight other members of the crisis team (counselors and psychologists), and we formulated a plan. Obviously, we needed to counsel and console family members, and derive a plan to handle the press. There seemed to be a never-ending procession of news reporters and camera crews. The first thing that I needed to do was consult with the school principal. Jim Filatro was the

principal. Jim explained to me that he had received a cell phone call from teacher Lucille

Russo (cell phones were in their infancy back in 1993, but he was astute enough to send

one of the new phones he had just received with Lucille). Lucille related that she and her

class of 25 children, two aides, and three parent escorts were on the 105th floor

observation deck waiting for the emergency services to arrive. She further explained that

there was no power, and smoke was billowing up to the deck. Filatro was fast becoming

an emotional wreck. I told him to contain himself and asked him where the other class

was. At this point, he broke down. "Frank" he said, "Ann Marie Tesoriero and her class

are stuck in the elevator between the 101st and 102nd floors." He then said, "Of all the

teachers to be stranded in a smoke filled blackened elevator, it had to be her!" I asked

him what he had meant by that, and he blurted out, "She's a neurotic. She has

claustrophobia! How can she ever handle that situation?" Well, ladies and gentlemen,

with that said I knew it was going to be a very long and trying night.

We received the news at about 9 p.m. that evening that the kids were rescued and

on their way home. The relief and excitement were palpable. I knew that we couldn't

bring the kids and adults into the school without assessing and debriefing them. Surely,

the onslaught of press and anxious family members could add to the fragile state that they

were in. I decided to have the team meet the two buses at a different location. As we

waited for the buses to arrive, it reminded me of a surreal movie that could have been

directed by Stanley Kubrick. There we were, waiting on a cold, snowy night on a desolate

corner of Brooklyn for this precious cargo. As the buses slowed to meet us, I couldn't

help but think of how ironic it was that two school buses filled with schoolchildren were

so silent. I proceeded to climb the steps of the first bus when a woman jumped out of her seat in the first row, and asked me who I was. I told her who I was, at which point she promptly dismissed me and said that she was the teacher and she was in charge. As soon as she said those words, I realized that this was the teacher that caused Jim so much worry. You see—in the 6 hours that she was stranded with 24 children, two aides, and three parent chaperones, she was able to sit the children in a circle; teach them songs; review lessons, and make sure all their needs were addressed—all this while in a blackened, smoke filled elevator. How's that for a "neurotic, claustrophobic" teacher?

The teachers received awards for their bravery. We were all featured on network TV shows. And some even went on to become college professors-but I think I will always remember the definition of a teacher when I recall what that woman did. She was able to leave all of her emotional baggage and personal problems behind, because she needed to take care of people that she was responsible for. That is a teacher!

Slide 1

A SEMINAR IN BEHAVIOR
MANAGEMENT FOR GRADUATE
STUDENTS IN
SPECIAL/GENERAL EDUCATION
AT A NEW YORK CITY COLLEGE

Professor Franklin Schindelheim
Co-Director Touro College Center for
Teacher Support and Retention
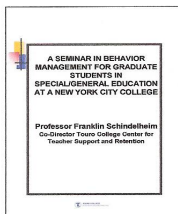
Title Slide

Display as participants enter room

Slide 2

CENTER FOR TEACHER SUPPORT AND RETENTION

Presenter biography

Display when participants are seated

Slide 3
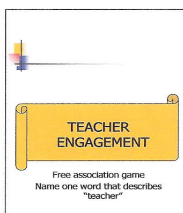
TEACHER
ENGAGEMENT

Free association game
Name one word that describes
"teacher"

Ask participants of they can name one descriptive word that represents what a teacher means to them. Proceed to relate story (see script at beginning of presentation).

Slide 4
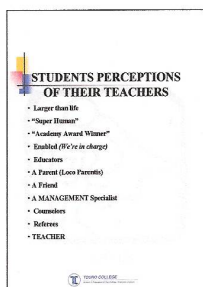
After descriptive phrases and words are shared by the group, display this slide, and explain that "teacher" has been often described as the displayed descriptive words.

Slide 5
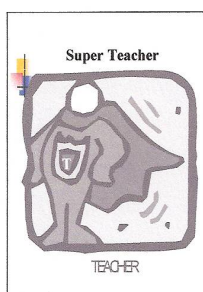
This is an animation slide of a character called "Super Teacher". The presenter explains that this is a perception that children have of good teachers.

Slide 6
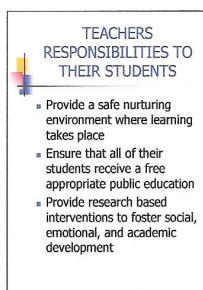
This slide explains the responsibilities of a teacher.

Slide 7

After a brief introduction of two classroom management theorists; Lee Canter, and Rudolf Dreikurs, the presenter introduces the participants to their three teaching styles. This is done through a role-play where the participants get to portray students in their respective classes.

Slide 8

Explain the IDEA law, and how the thrust is now on inclusion in the general education classroom. Explain the responsibilities of the general education and special education teacher in the collaborative classroom.

Slide 9

Cite research that supports inclusive classroom environments.

Slide 10

This slide offers a brief description of RTI, and the teacher's and school's responsibility in ensuring that the three-tiered system takes place.

Slide 11

Introduce the participants to Lee Canter, Rudolf Dreikurs, B.F. Skinner, and Frederic Jones. Explain that participants will see effective demonstrations of each style, and that they should try to synthesize components of each in their teaching styles.

Slide 12

This slide introduces the participants to Canter's concept of rules, rewards, and consequences.

Slide 13

This slide demonstrates what the three components of *Assertive Discipline* may look like.

Slide 14

This slide introduces B.F. Skinner. Explain that he developed the concept of *behavior modification*.
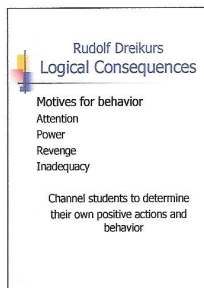
Slide 15

Frederic Jones model concerns the teacher's physicality in her room. Demonstrate some of the procedures.

Slide 16
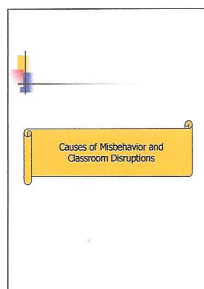
Rudolf Dreikurs was concerned about the psychological development of the child through his theory of *Logical Consequences*, and incorporated many child development theories into his techniques.

Slide 17

This is the part of the presentation that deals with the causes and reasons for disruptive behavior.

Slide 18

Participants are presented with statistics that show the prevalence of emotionally disturbed students in U.S. schools. The presenter discusses special education placements, as well as EBD placements in collaborative and general education classes.

Slide 19
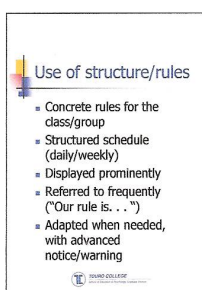
Building Bridges for the child with EBD

- Improve communication skills
- Help improve social relationships
- Help increase flexibility
- Manage challenging behavior
- Stress management

TOURO COLLEGE

The next group of slides presents strategies and techniques in dealing with the EBD child.

Slide 20
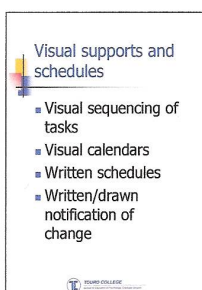
Use of structure/rules

- Concrete rules for the class/group
- Structured schedule (daily/weekly)
- Displayed prominently
- Referred to frequently ("Our rule is. . . ")
- Adapted when needed, with advanced notice/warning

TOURO COLLEGE

The presenter discusses the importance of rules in the classroom and school. Studies are cited that have shown that teachers have reported significantly less disruptions when a system of rules is in place in their classrooms.

Slide 21

Visual supports and schedules

- Visual sequencing of tasks
- Visual calendars
- Written schedules
- Written/drawn notification of change

TOURO COLLEGE

These research-based interventions have proven effective when dealing with students with EBD.

Slide 22

Special education personnel need to be familiar with the accommodations afforded children displaying EBD. The BIP (Behavior Intervention Plan) is introduced. The presenter explains that the BIP can only be accomplished through the collaboration of concerned professionals.

Slide 23

These strategies afford the teacher and student ways to avoid conflicts that may escalate into crises.
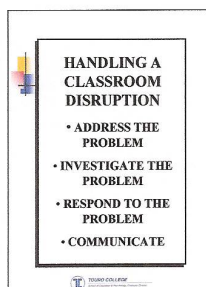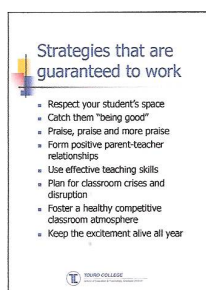
Slide 24

The participants are offered strategies and techniques that show them how to avoid confrontations.
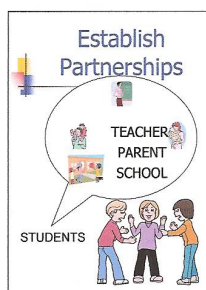
Slide 25

Demonstrate how these strategies work. Select participants to role-play students as the next series of slides appear.

Slide 26

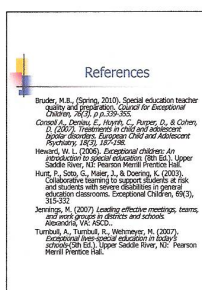Continue role-play with different participants.

Slide 27

This slide shows the partners necessary in establishing healthy relationships.
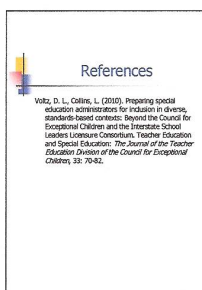
Slide 28

The slide is a demonstration of research-based methods that help in maintaining a healthy classroom atmosphere.
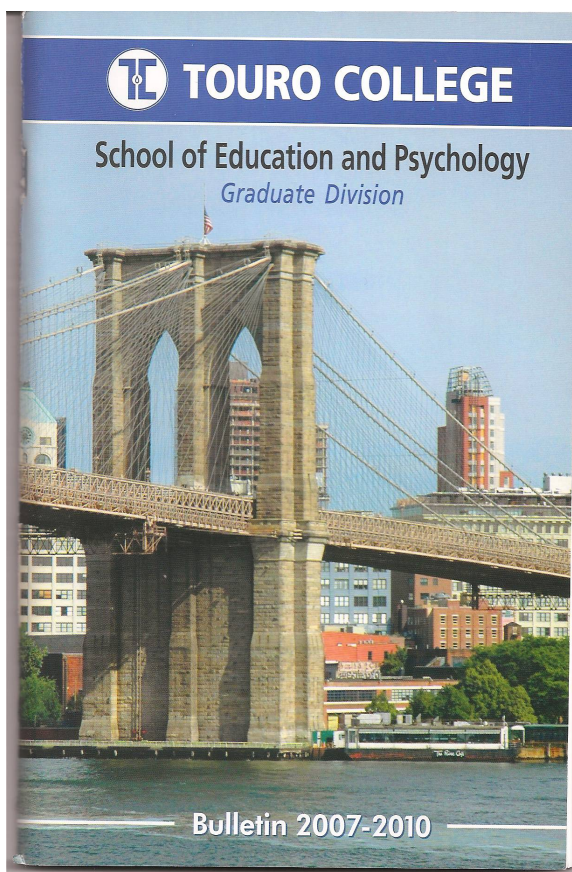
Slide 29

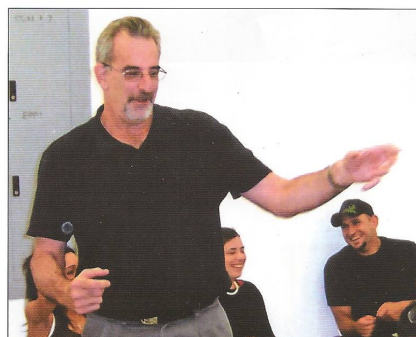
Display References slides.

Slide 30

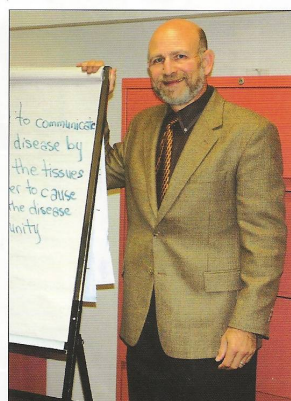Appendix B: Touro Center for Teacher Support and Retention

CENTER FOR TEACHER SUPPORT AND RETENTION

Franklin Schindelheim, Co-Coordinator of the Touro College Center for Teacher Support and Retention

In recognition of the nationwide problem of retention of new teachers, Touro College has created the Center for Teacher Support and Retention. The Center offers direct support through guest lectures, open seminars, and workshops to new teachers studying at Touro College. In addition, the Center offers outreach services to the wider teaching community, including New York City public and private schools. Services provided by the Center include stress reduction and stress management training. The Center for Teacher Support and Retention is coordinated by two highly experienced retired New York City guidance counselors who have many years of experience in providing stress reduction and stress management workshops to teachers in the New York City school system.

Carl Kornell, Co-Coordinator of the Touro College Center for Teacher Support and Retention

Appendix C: P.S. 58 Staff Development Evaluation, June 4, 2009

New York City Department of Education
Public School 58
The Space Shuttle Columbia School
Galaxy Of Bright Stars

"A

Touro in Partnership – Professional Development Workshop Evaluation Form

Thank you for participating in the Touro College Partnership in Education Professional Development Series.

In the table below, please enter a number from 1-5 or NA (Not Applicable) according to the rubric.

Name of Workshop: *Inclusion*

5 – Strongly Agree   4- Agree   3- Neutral   2- Disagree   1- Strongly Disagree   NA (Not Applicable)

	Question	Technology in Instruction	Literature and Connections	Inclusion in Education	~
1	This workshop was both interesting and informative.			5	
2	The material covered is applicable to my work. (Please enter NA if you do not teach this content area.)			5	
3	The workshop presenter taught the content and skills effectively.			5	
4	I will use what I have learned in the workshop in work with my students. (Please enter NA if you do not teach this content area.)			5	
~					

5. Please write general comments below:

6. Please list below topics of workshops that you believe would be of interest to you and your colleagues.

Stratigies for intergrating special students
Stress relief

Appendix D: Participation in Research Script

Good day, I would like to share some information with you. As you know, I am the coordinator of the Staten Island campus of Touro College. As assistant professor of education, some of my responsibilities include teaching classes in classroom management, and introduction to students with disabilities. I am also currently completing doctoral studies at Walden University. My doctoral dissertation is a project study titled A Behavior Management Seminar for Special/General Education Graduate Students.

That is the reason I have come to your class today. I would like to invite you to participate in my study. I will be conducting interviews and focus groups throughout the summer session. Through these interviews, I will be doing qualitative research that will determine the behavior management strategies and techniques that elementary teachers believe they need for success in their classrooms. To participate in the study, you need to specialize in childhood education-grades 1-6. Additionally, you cannot be in any of my classes if you choose to participate. So, if you would like to participate in this study, please see me in my office after class so that you can sign a consent form and I can make an appointment with you to participate in an interview or focus group.

Appendix E: Invitation/consent

CONSENT FORM
Franklin Schindelheim
(718) 301-2023
franklis@touro.edu
Dear educator:
You are invited to take part in a research study that will assess the needs for a behavioral and classroom management seminar for graduate education students at Touro College. You were chosen for the study because you are currently a preservice or working teacher in special education. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.
This study is being conducted by a researcher named Franklin Schindelheim, who is a doctoral student at Walden University

Background Information:
The purpose of this study is to create a seminar in behavior and classroom management techniques for graduate students at Touro College's school of Education and Special Education.

Procedures:
If you agree to be in this study, you will be asked to:
    Participate in an interview about views on classroom management.
    Participate in a focus group about views on classroom management.

Voluntary Nature of the Study:
Your participation in this study is voluntary. This means that everyone will respect your decision of whether or not you want to be in the study. No one at your school or college will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind during the study. If you feel stressed during the study you may stop at any time. You may skip any questions that you feel are too personal.

Risks and Benefits of Being in the Study:
There are no risks for participants in this study. The potential benefit is the creation of a seminar in behavioral management for special education and general education teachers.

Compensation:
There is no compensation for your participation in this study.

Confidentiality:
Any information you provide will be kept confidential. The researcher will not use your information for any purposes outside of this research project. In addition, the researcher will not include your name or anything else that could identify you in any reports of the study.

Contacts and Questions:
You may ask any questions you have now. Or if you have questions later, you may contact the researcher via Franklin Schindelheim-(917) 379-6570, frankschin@aol.com. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 1-800-925-3368, extension 1210. Walden University's approval number for this study is **06-01-10-0405785** and it expires on **May 31, 2011.**
The researcher will give you a copy of this form to keep.

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By signing below, I am agreeing to the terms described above.

Electronic signatures are regulated by the Uniform Electronic Transactions Act. Legally, an "electronic signature" can be the person's typed name, their email address, or any other identifying marker. An electronic signature is just as valid as a written signature as long as both parties have agreed to conduct the transaction electronically.

Printed Name of Participant

Date of consent

Participant's Written or Electronic* Signature

Researcher's Written or Electronic* Signature

Appendix F: IRB Approval Touro College

Designated Officials
Bernard Lander (Ph.D.), President
Touro College
Signatory Official

LaMar P. Miller (Ph.D.), Dean
Graduate School of Education
Director, Lander Center for
Educational Research
Human Subjects Administrator

IRB Members
J. Theodore Repa (Ph.D.), Professor
Graduate School of Education
IRB Chairperson

Nancy Feldman (Ph.D.)
Associate Professor,
School of Social Work

Rosemary Flanagan (Ph.D.)
Associate Professor,
Graduate School of Psychology

Richard Green (M.A.)
Instructor,
Undergraduate Division

Aliza Holtz (Ph.D.)
Assistant Professor,
Lander College for Women

George Jordan (M.D.)
Physician, *(external member)*

Michael Llorenz (LL.B.)
Assistant Professor,
Lander College for Women

Lawrence Raful (J.D.)
Dean,
Jacob Fuchsberg Law Center

Nilda Soto Ruiz (Ph.D.)
Professor,
Graduate School of Education

Moshe Sherman (Ph.D.)
Associate Professor,
Graduate School of Jewish Studies

Richard Williams (Ph.D.)
Assistant Professor
School of Business

05/14/10

Franklin Schindelheim
12 Seaman Court
Old Bridge, NJ 08857

Subject: IRB Protocol Number: F-10
Title of Protocol: Seminar in Behavior Management Strategies for General/ Special Education Graduate Students Attending a New York City College
Approval Date: 05/14/10
Approval Expiration Date: 05/13/11

Dear Mr. Franklin Schindelheim:

The referenced IRB Protocol has been **approved**.

The approval of your protocol runs for one year. If your research continues beyond this approval period, you must submit a continuation review request well in advance of the expiration date.

The following requirements also are associated with this approval:

• At item #12, on the secure storage of study material, specify further to whom the study material is to be made available. -- Where he writes, "made available for review by Walden University and Touro College," add that accessibility of this information be only to the student investigators or members of the research team certified to work with human subjects to be further specified by Franklin Schindelheim.

• Before making any changes to the research described in the approved protocol, you must first notify and obtain approval from the IRB.

• Any untoward results with subjects must be reported by you as quickly as reasonably possible to the IRB Chair (or, in his absence, to the IRB Interim Coordinator) by phone or email depending upon the urgency of the situation. When necessary to eliminate apparent immediate hazards to the subjects, you may temporarily initiate appropriate changes to the protocol pending IRB review and approval of those changes.

LaMar P. Miller, Dean
School of Education
lpmiller@touro.edu
(212) 463-0400 x 5561

J. Theodore Repa, Chair
IRB # 1
theodore.repa@touro.edu
(212) 463-0400 x 5285

Ekaterina Meydani, Coordinator
IRB # 1
kate.meydani@touro.edu
(212) 463-0400 x 5547

Appendix G: Walden University IRB Approval

Dear Mr. Schindelheim,

Date :	Tue, Jun 01, 2010 12:06 PM CDT
From :	**IRB@waldenu.edu**
To :	franklin.schindelheim@waldenu.edu
CC :	DoctoralStudy@waldenu.edu, diana.greene@waldenu.edu
Attachment :	Schindelheim_Consent_Form.pdf

This email is to notify you that the Institutional Review Board (IRB) has approved your application for the study entitled, "A Behavior Management Seminar for Special/General Education Graduate Students."

Your approval # is 06-01-10-0405785. You will need to reference this number in your doctoral study and in any future funding or publication submissions. Also attached to this e-mail is the IRB approved consent form. Please note if this is already in an on-line format, you will need to update that consent document to include the IRB approval number and expiration date.

Your IRB approval expires on May 31, 2011. One month before this expiration date, you will be sent a Continuing Review Form, which must be submitted if you wish to collect data beyond the approval expiration date.

Your IRB approval is contingent upon your adherence to the exact procedures described in the final version of the IRB application document that has been submitted as of this date. If you need to make any changes to your research staff or procedures, you must obtain IRB approval by submitting the IRB Request for Change in Procedures Form. You will receive an IRB approval status update within 1 week of submitting the change request form and are not permitted to implement changes prior to receiving approval. Please note that Walden University does not accept responsibility or liability for research activities conducted without the IRB's approval, and the University will not accept or grant credit for student work that fails to comply with the policies and procedures related to ethical standards in research.

When you submitted your IRB application, you made a commitment to communicate both discrete adverse events and general problems to the IRB within 1 week of their occurrence/realization. Failure to do so may result in invalidation of data, loss of academic credit, and/or loss of legal protections otherwise available to the researcher.

Both the Adverse Event Reporting form and Request for Change in Procedures form can be obtained at the IRB section of the Walden web site or by emailing irb@waldenu.edu: http://inside.waldenu.edu/c/Student_Faculty/StudentFaculty_4274.htm

Researchers are expected to keep detailed records of their research activities (i.e., participant log sheets, completed consent forms, etc.) for the same period of time they retain the original data. If, in the future, you require copies of the originally submitted IRB materials, you may request them

from Institutional Review Board.

Please note that this letter indicates that the IRB has approved your research. You may not begin the research phase of your dissertation, however, until you have received the **Notification of Approval to Conduct Research** (which indicates that your committee and Program Chair have also approved your research proposal). Once you have received this notification by email, you may begin your data collection.

Both students and faculty are invited to provide feedback on this IRB experience at the link below:

http://www.surveymonkey.com/s.aspx?sm=qHBJzkJMUx43pZegKlmdiQ_3d_3d

Sincerely,
Jenny Sherer, M.Ed.
Operations Manager
Office of Research Integrity and Compliance
Email: irb@waldenu.edu
Fax: 626-605-0472
Tollfree : 800-925-3368 ext. 1341
Office address for Walden University:
155 5th Avenue South, Suite 100
Minneapolis, MN 55401

H: Field Note format

Notes to self	Observation
Here you can include your own concurrent thoughts, reflections, biases to overcome, distractions, insights, etc.	Here you should include exactly what you see and hear from the objects, people, and/or settings you are observing.

Adapted from Janesick, V. J. (2004). Figure 2.1 in *Stretching exercises for qualitative researchers*. (2nd Ed). Thousand Oaks, CA: Sage.

Appendix I: Example of Color-coded Data

T1: Subbing is the kind of job that demands that we really know how to manage a class. Besides the everyday routines I told you about, I find that kids usually challenge me because I'm not their regular teacher. You know…they'll come into the room and disrupt the lesson or not pay attention. I remember one incident where I was subbing in a fourth grade special ed self-contained class, and one of the kids began yelling uncontrollably. I had no idea what was happening, and the paraprofessional that worked in the room was late. I really felt helpless. Here were these 10 kids, totally out of hand, because one of them was having a meltdown. Believe me, if I had some strong behavioral strategies to use, they would have come in handy with that class. TE, CC, CD, CM.

FS: What strategies did you notice the collaborative teachers used?

T1: It seems that kids know the rules. When you go into the room, the first thing you see is a poster with classroom rules. The kids seem to understand the rules and follow them. I don't know how they do it, but the teachers just look at the rules and the kids respond. They have this air about them. You know what I mean. RP, TE.

FS: No tell me what you mean.

T1: Well it's almost like they anticipate the behavior of the students, and respond to them before the kids could act out or create a disruption. When I substitute, I think of some of those strategies the teachers use. I only wish there was a course or some kind of program that would teach us-subs and new teachers, some of the strategies that the veteran teachers use. TE.

FS: Can you elaborate on any other problems you anticipate that you may face in a collaborative classroom?

T: Well, I can foresee relationship problems.

FS: Like what?

T1: You know, I'll be going into a classroom with another teacher. I will need to collaborate and share ideas for curriculum. I often hear that there are problems with two teachers in a collaborative classroom. Sometimes there's personality conflict and friction between them. Sometimes they're on different playing fields when it comes to educational philosophy…You know, like enforcing classroom discipline and things like that. I think that's what I worry about when I'll be teaching my own class. CC

Appendix J: Validity and Reliability in Qualitative Research

Strategies for Promoting Validity and Reliability

Strategy	Description
Triangulation	Using multiple investigators, sources of data, or data-collection methods to confirm emerging findings.
Member checks	Taking data and tentative interpretations back to the people from whom they were derived and asking if they were plausible
Peer review/ examination	Discussions with colleagues regarding the process of the study, the congruency of emerging findings with the raw data, and tentative interpretations.
Researcher's position or reflexivity	Critical self-reflection by the researcher regarding assumptions, worldview, biases, theoretical orientation, and relationship to the study that may reflect the investigation.
Adequate engagement in data collection	Adequate time spent in collecting data such that the data becomes "saturated." This may involve seeking discrepant or negative cases of the phenomenon
Maximum variation	Purposefully seeking variation of diversity in sample selection to allow for a greater range of application of the findings by consumers of the research
Audit trail	A detailed account of the methods, procedures, and decision points in carrying out the study
Rich, thick descriptions	Providing enough descriptions to contextualize the study such that the readers can determine the extent to which their situation matches the research context, and, hence, whether findings can be transferred.

Adapted from Merriam, S. B., & Associates (2002). Table 2.2 in *Qualitative research in practice. Examples for discussion and analysis*. San Francisco, CA: Jossey-Bass.

Curriculum Vitae

Franklin David Schindelheim
frankschin@aol.com

Education

Walden University. Ed.D. (Teacher Leadership) (December, 2010)

Pace University. M.S. (Educational Administration and Supervision) (1974)

Long Island University. M.S. (Guidance and Counseling) (1972)

C.C.N.Y. (Baruch School of Business) B.B.A. (Industrial Psychology) (1968)

Experience

2/03-Present. Assistant Professor-Touro College (Grad. dept. of ed. & psychology)

3/05-present. Co-Director-Touro College Center for Teacher Support and Retention

9/05-present-Coordinator Staten Island, NY campus for Touro college

9/05-Present. Practicum and Field experience Professor-Touro College

9/05-present. Educational Consultant (grant & curriculum writer)

9/92-1/04. Chairperson, Guidance and Crisis Leader-NYC District 21

10/01-1/04. Instructor, After School Professional Development Program-NYCDOE

9/95-6/00. Executive Producer, WNYE-TV and CUNY-TV

9/95-1997. Chairperson-Public Relations, NYC BD of Ed. Division of Guidance.

9/92-1997. NY City Bd. of Ed. Crisis Response Team.

1993-1996. On-air consultant for *Good Morning America* (WABC)

 Good Day New York (Fox 5) *Children and Adolescents in Crisis*

 5/93-Present. Author, NYC Bd. of Ed Handbook for Special Ed. Guidance Counselors

1968-1992. Instrumental and vocal music teacher, NYC Bd of Education.

Area of research

 Area of research is in special education professional development; specifically behavior
and classroom management strategies and techniques for teachers of collaborative and
self-contained classes. Development and creation of evidence-based seminars that deal

with students who may exhibit disruptive behaviors due to manifestations of their disabilities.

Publications and Awards

Scholars for Change Video, Walden University-Honorable Mention

Communicator Award: Executive producer-"Challenging our Children for the 21st Century" Educational Video Series/Lowenstein Foundation and NYC Board of Education

Producer "Call on the Counselor" video for NYC Board of Education, 1997

Producer, writer "Seasons of Peace"—Child Abuse video for NYC Board of Education, 1999

Producer, writer, and host for "Schools 2000" television series, WNYE-TV

"Outstanding Achievement" award, NYC Board of Education, June 1996.

Memberships

Kappa Delta Pi (Walden University chapter)

ASCD-member

CEC–member