

1-1-2013

Perceived efficacy of behavioral interventions used in behavior reassignment sites

Martha Koepke

Follow this and additional works at: <https://digitalcommons.stritch.edu/etd>

 Part of the [Education Commons](#)

Recommended Citation

Koepke, Martha, "Perceived efficacy of behavioral interventions used in behavior reassignment sites" (2013). *Master's Theses, Capstones, and Projects*. 360.

<https://digitalcommons.stritch.edu/etd/360>

This Thesis is brought to you for free and open access by Stritch Shares. It has been accepted for inclusion in Master's Theses, Capstones, and Projects by an authorized administrator of Stritch Shares. For more information, please contact smbagley@stritch.edu.

Perceived Efficacy of Behavioral Interventions Used in Behavior Reassignment Sites

By

Martha Koepke

A Thesis

Submitted in Partial Fulfillment of the

Requirements for the Degree of

Master of Arts in Special Education

At Cardinal Stritch University,

Milwaukee, Wisconsin

2013

This thesis
has been approved for
Cardinal Stritch University by

Dr. Gabrielle Kowalski

Director

Adrianna Herod

Reader

Date May, 2013

ACKNOWLEDGEMENTS

I would like to thank the Lord Jesus Christ. “Your road led through the sea, your pathway through the mighty waters -- a pathway no one knew was there!” Psalm 77:19 I can attest to Your wonderful faithfulness as You led me through!

I want to acknowledge the many people who came to my side to support me and help me. Thank you to my first teacher, my mom. Her love set me on this course. Thanks to Carol Beimborn, Maritza Diaz, Sue Fendrick, Miss Marilyn, and Asima Wise for their invaluable help and many kindnesses. Finally, I would like to thank my thesis advisor, Sister Gabrielle Kowalski. It was a blessing to be guided by you, your skill and attention to detail was much appreciated.

TABLE OF CONTENTS

Chapter 1

Introduction

	Page
Statement of the Question	9
Background to the Question	9
Statement of the Question	10
Specific Working Research Questions	11
Rationale for the Study	11
Significance of the Study	11
Assumptions of the Study	12
Limitations of the Study	12
Definition of Terms	12

Chapter 2

Review of Literature

Introduction	15
Alternative Education Defined and Identified	15
Individualized Interventions	16
Class-wide Interventions	19
School-wide Interventions	20
Outcomes: Effects of Intervention	22
Summary	25

Chapter 3

Methodology

Design	26
Participants	27
Procedure	27
Materials	28
Pilot Study	29
Data Collection Plan	29
Chapter 4	
Results	
Respondents	31
Interventions Needed and Comments	31
Interventions Needed and Available	33
Interventions: Variety, Availability and Efficacy	35
Short Term Changes in Behavior	37
Long Term Changes in Behavior	38
Interventions Found Effective	40
Individualized Interventions: Strength and Weaknesses	41
Class-wide/School-wide Interventions: Strength and Weaknesses	43
Individualized, Class-wide/School-wide Interventions: Summary	44
Chapter 5	
Summary and Conclusions	
Conclusions	45
Respondents	45
Interventions Needed and Comments	45

Interventions Needed and Available	46
Interventions: Variety, Availability and Efficacy	47
Short Term Changes in Behavior	48
Long Term Changes in Behavior	48
Interventions Found Effective	49
Individualized Interventions: Strengths and Weaknesses	50
Class-wide/School-wide Interventions: Strengths and Weaknesses	50
Recommendations for Educational Practice	51
Limitations of the Study	51
Research Needed	52
References	53
Appendix A	56

LIST OF FIGURES

<u>Figure</u>	<u>Title</u>	<u>Page</u>
1	Behavioral Interventions Needed	32

LIST OF TABLES

<u>Table</u>	<u>Title</u>	<u>Page</u>
1	Interventions Needed	33
2	Interventions Needed/Available	34
3	Interventions: Variety	35
4	Interventions: Availability	36
5	Interventions: Efficacy	37
6	Short Term Changes in Behavior	38
7	Long Term Changes in Behavior	39
8	Interventions Found Effective: Individualized	40
9	Interventions Found Effective: Class-wide/School-wide	41
10	Individualized Interventions: Strengths	42
11	Individualized Interventions: Weaknesses	42
12	Class-wide/School-wide Interventions: Strengths	43
13	Class-wide/School-wide Interventions: Weaknesses	44

Chapter One

Introduction

Statement of the Question

It appears that students with emotional/ behavioral disabilities (EB/D) are increasingly being forced out of traditional schools. By 2013, alternative schools had become that “last chance” educational experience for students with aggressive and violent behavior, and for those with chronic problems in the community, and involvement in the court system. Alternative education is a result of educational reform begun in the 1960s, yet between 1980 and the present it experienced a dramatic increase due to the public’s concern over increasing levels of school violence. Students with challenging behavior, which may include students with EB/D, have been removed from their traditional schools and placed in alternative education schools for varying lengths of time due to school safety issues. While in alternative education schools, a variety of approaches have been used to attempt to modify students’ behavior for their successful reentry into traditional schools. These behavioral change interventions continue to be implemented and also to be studied. The qualities of the interventions and the impact of their use on the needs of students with EB/D remains an essential topic of inquiry.

Background to the Question

Many attempts to prevent students with EB/D from being removed from their traditional school to an alternative education school have been shown to be unsuccessful. Once students are in an alternative education school, individualized, class-wide and school- wide behavioral interventions have been implemented to change their behavior. The value of the behavioral interventions used and their benefit to students has been researched in settings other than

alternative education schools. In southeastern Wisconsin, a large, urban, public school district has been involved in delivering educational and behavioral services to students with EB/D placed in alternative education schools. Special education teachers have developed and implemented behavioral intervention resources with varying levels of impact and benefit to meet the needs of students with EB/D within this setting.

Statement of the Question

Some alternative education schools have characteristics such as flexibility in school design, small school size with increased opportunities to build relationships of trust, and individualized instruction that address students' behavioral needs. As a veteran special education teacher working in an alternative education school, specifically a behavior reassignment site, the researcher began with a concern that the needs of students with EB/D may not be met due to the comprehensive nature of the students' needs and resource limitations within this setting. Past research has studied the effective behavioral interventions that have demonstrated benefit to students with disabilities, as well as alternative education as a setting for instruction. That literature helped to define the main research question: **Do behavioral interventions used in alternative education schools, specifically behavior reassignment sites, impact the behavior of students with EB/D, as perceived by their teachers?** Special education teachers and those making student placement decisions must be aware of the behavioral interventions provided, or not provided, to this vulnerable population within this setting. Essentially the study asked whether the behavioral interventions used in certain alternative education settings for students with EB/D benefits them, and to what extent or level of efficacy.

Specific Working Research Questions

To effectively examine the efficacy, or lack of efficacy, of behavioral interventions used in alternative education, several working questions were developed: 1. What behavioral interventions are needed by students with EB/D? 2. What resources of behavioral interventions are available to special education teachers? 3. What is the short term and long term impact of behavioral interventions on the behavior of students with EB/D? These questions helped identify components of the research question and helped inform the construction of the survey in particular.

Rationale for the Study

Academic failure, retention, suspension, expulsion or dropping out of school are all factors that may affect students with EB/D. Many of them are placed in alternative education schools for a period of time. Within that unique setting, special education teachers have an opportunity to use strategies that may change the trajectory of students' behavior. This study intended to help determine the level of benefit of the behavioral interventions that these students require. Results then can be applied within this setting to the behavior of students with EB/D to increase the option of reentry into traditional schools.

Significance of the Study

This study set out to investigate the behavioral interventions used in alternative education schools, specified as behavior reassignment sites. The study also intended to discover the level of impact these strategies have on the behavior of students with EB/D. It was expected that the study would provide significant feedback to special education teachers, staff, and administrators in alternative education schools. The researcher hoped to identify behavioral interventions that

demonstrated benefit or lack of benefit to students with EB/D. The goal was to provide insight into the resources and strategies that may enable special education teachers to better effect changes in students' behavior.

Assumptions of the Study

With strong evidence from the insider's perspective, the researcher assumed that behavioral interventions were being used with students with EB/D in behavior reassignment sites. The second assumption was that most special education teachers would recall incidents or levels of impact of the interventions on the behavior of students with EB/D. The further assumption was that all special education teachers were expected to answer the questions honestly and to the best of their abilities based on their personal experience and feelings. The study also expected respondents to engage in self-disclosure for the open-ended questions, which was important in supplementing the data and making general conclusions.

Limitations of the Study

The study was limited in size of the sample of respondents who taught in a large, urban, school system. The respondents were special education teachers in alternative education schools that were specified as behavior reassignment sites. Therefore, due to the specialized focus, a sample of this size may have resulted in findings that were true only for special education teachers in behavior reassignment sites. In addition, the type and size of an alternative education behavior reassignment site may have yielded results different from other sites of different sizes and with different characteristics.

Definition of Terms

Alternative education school is a setting other than a traditional public school. The definition

can include self-contained schools, day treatment centers, residential facilities, and juvenile justice settings. A specific type of alternative education setting is designated a behavior reassignment site.

Behavior reassignment site is the term used in a large, urban, school district in Southeastern Wisconsin for Interim Alternative Education Sites.

Behavioral interventions are defined as strategies used to help students' behavior by altering environmental factors while teaching acceptable behaviors that meet students' social and individual needs. Strategies that effect positive change, reducing inappropriate behavior or replacing it with appropriate behavior are considered to have demonstrated efficacy.

Efficacy is the power or capacity to produce a desired effect.

Interim Alternative Education Sites are defined as a setting other than the student's current placement, used for disciplinary changes in placement, that enables the student to continue to receive educational services according to his or her IEP and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

Students with emotional/ behavioral disabilities are determined to have a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers

- Inappropriate types of behavior or feelings under normal circumstances
- A general pervasive mood of unhappiness or depression
- A tendency to develop physical symptoms or fears associated with personal or school factors.
- Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under paragraph (c)(4)(i) of this section. (IDEA, 2004)

Chapter Two

Review of Literature

Introduction

The efficacy or lack of efficacy of alternative education with students with EB/D has been a topic of continuous research since the 1960s. The recognition of the behavioral needs of students with disabilities appears to guide the application of behavioral interventions. The interventions that are categorized as individualized, class-wide and school-wide are then applied and may be perceived as having benefit or lack of benefit to the students. The question which emerged was whether alternative education has demonstrated efficacy or lack of efficacy for students with EB/D as perceived by teachers. This literature review is organized according to the definition and identification of alternative education, behavioral interventions, and the outcome of the interventions.

Alternative Education Defined and Identified

The research on the efficacy of alternative education identifies the term alternative education to refer to a setting other than a traditional public school. The Common Core of Data, the U.S. Department of Education's primary database on public education, defines an alternative education school as "a public elementary/secondary school that addresses needs of students that typically cannot be met in a regular school, provides nontraditional education, serves as an adjunct to a regular school, or falls outside the categories of regular, special education or vocational education" (U.S. Department of Education, 2002, p. 55). The term can include self-contained schools, day treatment centers, residential facilities, and juvenile justice settings.

Alternative education attempts to provide structures and a curriculum that meet the needs of students at risk of educational failure (Flower, McDaniel & Jolivette, 2011; Quinn, Poirier, Faller, Gable & Tonelson, 2006; Nichols & Utesch, 1998).

Students with EB/D may enter into alternative education as a result of discipline measures within the parameters of The Individuals with Disabilities Education Improvement Act (IDEA 1997, 2004). Both Acts require the provision of a free and appropriate public education in the least restrictive environment. However, students with disabilities are disproportionately represented in disciplinary exclusions (Leone, Mayer, Malmgren & Meisel, 2000) including placement in alternative education sites referred to as interim alternative education settings (IAES). Mandates of IDEA (1997, 2004) provide for situations that could determine placement change into IAES without regard to whether the behavior is a manifestation of a student's disability. Three case examples are: a student carries or possesses a weapon; knowingly possesses uses, sells or solicits controlled substances; or has inflicted serious bodily injury upon another person, or is substantially likely to inflict an injury to self or others.

Individualized Interventions

Students with disabilities may be excluded from traditional school settings due to severe and chronic behaviors that require an individualized intervention. Before placing a student with a disability in an alternative education setting federal law (IDEA 1997, 2004), requires that a functional behavior assessment (FBA) be conducted. FBA involves analyzing the conditions surrounding the problem behavior and then using the data to develop behavior change strategies that target the behavior's function.

In 2008, Biniker and Pindiprolu, examined the effectiveness of FBA based plans with a high school student in an alternative education school for students with behavior problems. The student's chronic problem behaviors were posited to be maintained by an ineffective school behavior management model which was punitive. The student's targeted behaviors were not following directions, talking out, inappropriate language and/or yelling at others. The decision to integrate a competing behavior model flowchart aided the development of an individualized behavior intervention. A competing behavior model is a positive behavior support practice in which the function of problem behaviors is analyzed and replacement skills are introduced to "compete" and increasingly become a successful alternative behavior choice. As part of the plan, a Behavior Report Card was included so that the student could visually monitor his own progress. Antecedent strategies were addressed including a regrouping of his class schedule and work periods and options of receiving adult help and choosing assignments. Consequent strategies were implemented to reinforce appropriate behavior; if the student's appropriate behavior increased, he received specified amounts of break time and teacher praise. The decrease of the targeted behaviors demonstrated that individualized behavior intervention plans, using a competing behavior model, were integral to the development of a multi-component intervention plan to address chronic problem behaviors.

Students with E/BD may exhibit escape and/or adult attention motivated behavior as determined in the development of a FBA. With the implementation of Check In/Check Out (CICO) as a secondary tier intervention within the school wide use of positive behavioral interventions and supports (PBIS), Swoszowski, Jolivet, Fredrick and Heflin (2012) investigated the intervention's efficacy. Six students with EB/D who exhibited problem behavior maintained by adult attention or escape from demands were involved in CICO. CICO was a

process which used a daily behavior card to document student behavior and provides behavioral feedback to students. The process included twice daily meetings with an assigned teacher/mentor. At the beginning of the school day the student and mentor “checked in” to set behavior goals. Each class period teachers received and handed back the daily behavior card indicating the student’s progress toward the targeted behavior goals. After the end of day “check out,” the student took the daily report card home where it was signed and then returned the next day. Four of the six EB/D students positively responded to the intervention with significant changes in their escape or attention maintained behavior. The remaining students showed a pattern of variability that demonstrated that CICO had an uncertain level of impact on the problem behavior. The researchers posited a possible relationship between aspects of the residential facility setting and its effect on the students’ adult attention/escape behavior. The behavior was incidentally reinforced, since CICO delayed the start of the morning tasks as well as provided one-on-one adult attention.

Demonstrating the efficacy of student choice in assigned work assignments was investigated (Ramsey, Jolivette, Puckett, Patterson & Kennedy, 2010) to address increasing time on-task, task completion and accuracy for five adolescents with E/BD. The criteria for student selection for this study included teacher nomination, a diagnosis of E/BD with a psychiatric disorder, placement in a residential treatment setting, academic deficits of two grades in all subjects, and a history of inappropriate behaviors with time on-task, task-completion, and task accuracy. Sessions of Choice or No Choice were instituted for fifteen minutes twice a day during independent work time. In the No Choice condition students were randomly assigned one of two written assignments to complete first, followed by the second assignment. During the Choice condition the teachers provided both assignments to the targeted students and asked them

which they would complete first. When the student indicated his/her choice, the assignment was marked with a “1,” and then both assignments were given to the student to complete. Results of the study provided evidence that choice and the resulting autonomy, as a practicable intervention improved the academic functioning of four of the five students with E/BD.

Class-wide Interventions

Teacher and student interactions within the classroom influence student behavior in critical ways. Kennedy (2011), focused on disaffected youth placed in community day schools. Student observations and teacher interviews were done with a use of theoretical sampling to guide the data collections. Theoretical sampling is a process of Grounded Theory in which incidents, periods of time, or people are selected on the basis of their potential manifestation of important theoretical constructs. Interactions between the students and teachers were examined with a view to their outcome. The findings were that teacher and student interactions had positive impacts on student development- shifts in self-perceptions (increased self-esteem) and shifts in attitude (students wanted to keep grades up). Further questions remained, however, about the ability of positive teacher-student interaction to sustain long-term change in student behavior.

Academic and behavioral management supports in the classroom are needed to address students' behavioral needs. The efficacy of Class wide Peer Tutoring (CWPT) with secondary students in alternative education schools was evaluated by Bowman-Perrot, Greenwood and Tapia (2007). Challenges inherent to an alternative education site, such as a limited number of peer tutors available, varying ability of peers to praise progress, and the absence of typically developing peers were addressed. With these conditional limitations, two classes of students

participated in the study comparing CWPT to past conventional instruction. Results of formative assessments showed students' scores were not superior in one class and only slightly improved in the other. Class-Wide Self-Management (CWSM) was added to CWPT which was being compared to conventional instruction. CWSM is a class wide system that trains and then implements students awarding reward points to their peers based on task performance. The class that used CWPT and CWSM together reported sizable improvements and progress in most weeks of the study's duration.

School-wide Interventions

The school climate of effective alternative schools was found by Quinn et al., (2006) as one where students felt respected and treated with dignity by teachers and administrators. Students felt that the climate of their school was one in which the rules were equitably enforced, fair, and valid. Students had levels of educational expectation which were similar to peers in primarily traditional schools.

Much research considered the application of systemic processes to target the comprehensive behavioral needs of students in alternative education settings. Swaminathan (2004) promoted a development of belonging that was integral. The graduates of an urban alternative school compared their personal experiences in other schools to an effective alternative education school. The alternative school's curriculum was based on service learning. Students described the curriculum which supported connections between their in-house classes with their participation in various internships across the city. Students moved independently to these varied sites while teachers supported the organization and objective of the individual internships. Structures and practices that promoted belonging – a sense of “my place,” were identified as crucial for these students considered at- risk of school failure.

Youth expelled from schools due to committing violent acts or other serious infractions often continue risky behaviors such as experimenting with alcohol, tobacco, and other drugs, engaging in risky sexual behaviors, and other problematic behaviors. The implementation of a preventive after-school program was attempted. The program, The Village Model of Care, consisted of structured group mentoring that included remedial education services and discussions aimed at risk reduction strategies. The students' primary caregivers were also given opportunities to participate in family gatherings at school and were provided with access to community services. Implementation of the program and the use of supplemental preventive services, including the participation of the students' family, were needed to effect change (Carswell, Hanlon, Grady, Watts & Pothong, 2009).

In a significant study, the School-Wide Positive Behavior Supports (SWPBS) approach was implemented in an alternative education setting. The alternative education program served students with disabilities, with a history of physically aggressive behavior that endangered the safety of the student or others. A descriptive, single-subject case study (AB design) was used to document the effects of implementing SWPBS on student and staff behavior across baseline and intervention phases. During baseline, each class had a different set of rules and students had individualized Behavior Intervention Plans (BIPs) to which staff delivered individual supports. During intervention, SWPBS was implemented. School wide expectations were established and explicitly taught with students' BIPs linked to these new expectations. Staff behavior was evaluated by climate data gathered that described positive teacher-student exchanges. The results indicated that the targeted positive teacher-student interactions remained fairly stable with no clear changes in trend across baseline and intervention intervals. Student behavior changes were documented with physical aggression incidents across the baseline interval which showed a

clear increasing trend, and then, at intervention, there was a consistent decrease for months. SWPBS demonstrated its ability as a school wide intervention to support students with challenging behaviors (Simonsen, Britton & Young, 2010). Further applications were made of this research.

PBIS is based on a similar problem-solving model that aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors. Its range of interventions was systematically applied to students based on their demonstrated level of need. A three-tiered prevention continuum required that all students receive supports at the universal tier. If the behavior of some students was unresponsive, more intensive supports were provided in the form of a group contingency (secondary tier), or a highly individualized plan (tertiary tier). PBIS application decreased the number of safety holds used and need for out-of-classroom supports in residential and day treatment education environments. With increased concerns about students who exhibit high-risk behaviors, along with records of safety containment practices that proved ineffective, the impact of the systems-wide approach was studied. The support of positive behavior through coaching and modeling enhanced the students' treatment school- wide (Kalke, Glanton & Cristalli, 2007).

Outcomes: Effects of Intervention

Successful outcomes for students with chronic behavior problems could include reentry into traditional schools. Successful reentry, as an effect of the instruction, curriculum, behavior and social structures developed in alternative education, is the goal. Student motivation and self-esteem are critical to support academic and behavioral success upon return to regular school environments from alternative education. An alternative education program was examined by Nichols and Utesch (1998) to determine its effectiveness and impact on motivation, goal

orientation, efficacy and self-esteem. The program was academic in focus with a strong emphasis on social and behavioral skill development. Students made progress when they passed all academic classes, attended all counseling classes and displayed appropriate behavior choices. Multiple comprehensive interventions were used. The assessment upon entry and exit showed increases in the variables of student motivation and self-esteem. Students who completed this alternative program believed they would be successful when they returned to the regular school environment.

Comparisons were made by students who left traditional schools early in their lives and sometime later enrolled in a particular alternative education school that had a flexible, responsive program. Community based learning, literacy and numeracy skill building, and access to community resources formed a distinctive educational base. There were no attendance requirements and no regular starting and finishing times. The learning environment was characterized as focused on communication, empowerment, and a central belief of students that staff was dependable and active in their advocacy for students. Students' responses to a questionnaire and interview were that they had learned to solve problems, to consider the needs of others, and were prepared to renew their school-based learning journeys (McGraw, 2011).

According to Kim and Taylor (2008) outcomes that evaluate equity and benefit addressed critical frameworks of a school program. A program is equitable when it provides students with the academic rigor needed to meet the students' future goals. The program is beneficial when it engages them and teaches them to learn and apply what they know. An alternative education program was evaluated using classroom observations, open structured interviews with students, teachers and administrators, and an analysis of primary documents. The findings demonstrated consistent views that students trusted teachers and believed that students were treated with

respect, care, honesty and genuineness. However, the lack of academic rigor, because of a low-level curriculum, demonstrated inequity and failed to provide equitable educational opportunities, and students were then less prepared for transition.

In an additional study of the effectiveness of an alternative education high school, the students exhibited resistance to the structure of schooling. The resistance, described as “intellectual indignation,” was in response to the students’ concern for the lack of academic preparedness they experienced. The students expressed their fears of not being challenged as they moved through curriculum that did not progress beyond the ninth grade level. This lack of preparation for eventual reentry into regular high school at the appropriate grade level resulted in behavior that ranged from verbal expressions of disrespect to displays of passive aggressive behaviors and aggressive behavior between students and between students and teachers (Sakayi, 2001).

Factors that lead some students to drop out of school were explored by McCall (2003). In a comparative study, alternative education completers were divided into two groups based on those who went on to graduate from traditional schools and those who eventually dropped out. Noted factors of difference between these two groups were that those who disengaged were more likely to be persons of color with lower achievement scores, and they reported a need for a job to make money as their reason to leave. Parents, teachers and students agreed that the students’ relationship to the school and teachers was critical for success. Keeping these students in an alternative school could have prevented them from dropping out.

Summary

The purpose of the present study was to examine the efficacy or lack of efficacy of alternative education for students with behavioral disabilities as perceived by their teachers. Alternative education affects a growing population of students with chronic behavior problems. Some models of behavioral intervention were analyzed. The analysis demonstrated varying levels of benefit to the students. The review of the literature suggests the need for continuous research on the behavioral interventions and their benefit in alternative education.

Chapter Three

Methodology

This research was undertaken to assess the perceptions of teachers concerning the relationship between behavioral interventions used in behavior reassignment settings and students' behavior. Special education teachers were surveyed concerning their intervention choices and practices, and the impact of those interventions on students' behavior. The teacher survey included open-ended as well as scaled responses. Trends were found in the teachers' practices and perceptions reflected in the survey.

Design

A mixed method research design was selected since the intent of the study was to investigate the relationship between interventions and student behavior. The information gathered was descriptive as it compared aspects of teachers' intervention choices and their perceptions of change in student behavior. Quantitative measures were included which allowed for quantifying choices and rating data. The qualitative methods used provided themes to describe teachers' perceptions.

Questions for the survey were written with a focus on uncovering information that was addressed in the research question and working questions. The researcher's familiarity with the setting and the practices of working as a special education teacher helped to frame the content of the survey questions. The use of a pilot survey helped refine the format and question types included in the survey.

Participants

A purposeful sampling of special education teachers in behavior reassignment sites was taken from the Contracted Schools Division (CSD) of a large, urban, school district. This cluster of schools was selected based on the defined criteria of being alternative education sites for students with EB/D. Within the CSD, there were seven behavior reassignment sites, each with an average of two special education teachers. The resulting number of special education teachers within those schools was within the desired range of 10-20. This use of homogeneous sampling in selecting information-rich subjects, special education teachers working in behavior reassignment sites with students with EB/D, was reasonable to address the research question.

Procedure

The Special Education Leadership Liaison for the CSD and the administration of the school district were asked for permission to solicit teacher participation in a survey of interventions used and perceptions of student behavior. Previous Institutional Review Board (IRB) and the school district's Research and Evaluation approval insured that the teacher participants would remain free from harm. The researcher distributed a flyer and described the survey to the potential participants at a monthly group meeting of special education teachers who teach at behavior reassignment sites. The researcher then distributed the survey instrument to the targeted participants. Each special education teacher who taught in a behavior reassignment setting received a cover letter describing the study and the teacher survey. The letter assured teachers of anonymity in which individual responses could not be linked to participants' identities or site identification. Consent was implied if the teacher returned the survey. The survey was to be returned within two weeks in the provided envelope. A reminder was sent out a

week later. Teachers were thanked and received a general report of the data collected after analysis was completed.

Materials

The survey given to special education teachers attempted to describe and categorize their current practices (See Appendix A). It contained open-ended questions that asked teachers to describe the behavioral curriculum resources to which they had access and the effect of those interventions on their students' behavior. The survey had three parts. Part 1 included a checklist of examples of behavioral intervention curriculum and resources. Part 2 contained scales rating current interventions. Part 3 contained open-ended questions that asked teacher preferences for, as well as the impact of, behavioral interventions.

Part 1 asked teachers to check any and all resources that their students with behavioral disabilities needed from a list of 17 examples, with the option of adding additional items. A comment section followed. Information regarding interventions that were available for use with students with EB/D was also solicited. Part 2 asked teachers to rate behavioral interventions that they used, on a scale from 1 to 4 ranging from not at all varied to extremely varied, worse than expected to better than expected, and not at all to extremely well. Part 3 asked teachers questions regarding perceptions of the short term and long term impact of particular interventions on students' behavior, and resources they had found effective. Teachers were asked to relate the strengths and weaknesses of those interventions they have found effective. Additional space was provided for comments.

Pilot Study

A pilot study of the teacher survey was conducted. A draft teacher survey was given to special education teachers in traditional school settings for feedback on the survey's directions, item content, and participant recording procedures. Further evaluative criticism was sought concerning the types and relevance of the questions included in the survey. The feedback was considered and directed a revision. A revised draft of the survey was then sent to the Cardinal Stritch University IRB for approval.

Data Collection Plan

As the surveys were returned, the information in Part 1, the comment section, and in Part 3 of the survey, was examined for trends of common perceptions expressed by the teachers between and within the surveys. These common themes were coded and described to examine the diversity of participant accounts on the topic of behavioral interventions and students with EB/D within this population of teachers. Multiple qualitative research techniques were applied to teachers' responses. The techniques included "pawing" through the data, making comparisons across comment sections and across respondents, and searching for key words in context. The themes that emerged provided levels of clarity and agreement within the responses from the survey.

The researcher was on the staff of a school involved in the study, so every effort was made to eliminate bias. Researcher bias occurs when the researcher's knowledge of the participants influences outcomes of the study or the participant's behavior (Gay & Airasian, 2006; Mitchell & Jolley, 2013). The use of a research design in which the surveys contained no individual teacher names or demographic information allowed the researcher to score them

without knowing whose responses were being scored. To further reduce bias, the researcher used some numeric data collection methods.

The teacher survey was used for data collection with the intent of reporting teachers' current practices and perceptions as well as identifying themes from the data. The data collection plan implemented quantitative data analysis and applied qualitative research methods in which the contexts as well as the perceptions of teachers of behavioral interventions and their students' behavior were examined to suggest generalized conclusions. These generalized conclusions may inform considerations of special education teachers' practices.

Chapter 4

Results

Respondents

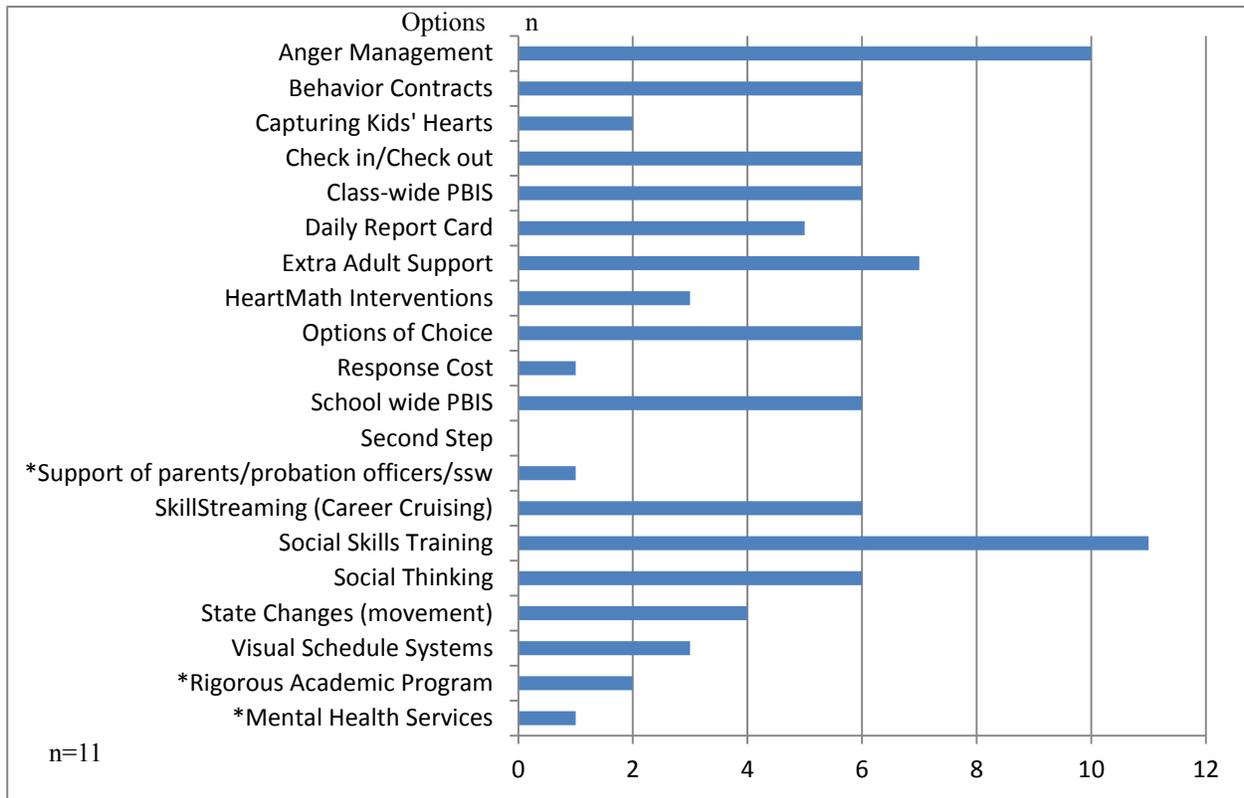
Special education teachers working in behavior reassignment sites were surveyed concerning their perceptions of specific behavioral intervention strategies, resources and approaches used for students with EB/D. The teacher survey was introduced and distributed to a total of fifteen teachers. Eleven teachers responded, a 73% return rate. One survey, perhaps inadvertently, was returned with the last page blank. Therefore, there were only 10 responses for Questions 8, 9, and 10.

Interventions Needed and Comments

Teachers were asked to inventory the behavioral intervention resources that students with EB/D need. Figure 1 displays all the options provided, and those added by the respondents, with the number of respondents.

Figure 1 Behavioral Interventions Needed

Question #1: What behavioral interventions do you feel your students with EB/D need?



Note: survey instructions check all that apply *added by respondents

In the survey, teachers had the opportunity to write short answer comments concerning the behavioral interventions that students with EB/D need. There were seven responses, which represented 63% of the eleven respondents. The analysis of the responses resulted in two themes. The first theme was mental health needs. Students with EB/D were described by a respondent as having, “anger and emotional issues that are definitely interfering with instruction and learning.” The significance of the need for mental health services was addressed by three of those who made comments. The other theme that emerged was how interventions should be delivered. Subcategories of this theme were interventions delivered by proactive instruction in

the classroom, and delivered with child specific individualization. Table 1 provides the themes on interventions needed by students with EB/D and the number of responses for each theme/subcategory.

Table 1 Interventions Needed

Theme/Subcategories	number of occurrences
• Mental Health Needs	3
• How Interventions Should be Delivered	
By instruction done proactively	1
Consistently	1
Individualized	3
n=8	

Interventions Needed and Available

Of the interventions needed by students with EB/D, teachers responded to, “Which ones do you have available?” Table 2 shows the responses teachers provided, including the number of occurrences.

Table 2 Interventions Needed and Available

Question #2 Of the interventions you feel your students with EB/D need, which ones do you have available?

Option	number of occurrences	Option	number of occurrences
Anger Management	3	Visual Schedule systems	3
Extra Adult Support	5	Daily Report Card	5
Skillstreaming (Career Cruising)	6	Second Step	2
Behavior Contracts	6	Rigorous Academics	1
HeartMath Interventions	3	Proactive Instruction	1
Social Skills Training	3	Time Out	1
Capturing Kids' Hearts	1	Suspensions	1
Options of Choice	4	None	1
Social Thinking	2		
Check in/Check out	5		
Response cost	2		
State Changes (movement)	3		
Class-wide PBIS	5		
School-wide PBIS	6		
n=69			

The teacher responses reflected inconsistencies. Interventions indicated as needed and available were not previously indicated as responses to Question #1. Responses to the question of interventions needed and available were brief and did not include the names in total by all the respondents. The written responses may not have been complete.

Interventions: Variety, Availability, and Efficacy

Part II of the survey asked teachers to rate behavioral interventions in the areas of variety, availability at the site, and efficacy (meeting the intervention's objectives).

In order to garner information concerning the variety of the interventions used, teachers were to indicate the level of variety on a rating scale: 1 (not at all varied), 2 (little variety), 3 (somewhat varied), 4 (extremely varied). Table 3 shows the results.

Table 3 Interventions: Variety

Question #3: Rate the variety of the behavioral interventions you use on a scale of 1-4.	
Rating	n
1 Not at all varied	0
2 Little variety	3
3 Somewhat varied	6
4 Extremely varied	2
n=11	

Teachers were asked to evaluate the availability of the behavioral interventions at their school on a rating scale: 1 (worse than expected), 2 (could be better), 3 (about what you expected), 4 (better than expected). The question content was reiterated in this format to provide correlational data. The responses reflected a similar response to Question #1 and #2. Table 4 indicates the results.

Table 4 Interventions: Availability

Question #4: Rate the interventions available at this school on a scale of 1-4.

Rating	n
1 Worse than expected	1
2 Could be better	6
3 About what you expected	4
4 Better than expected	0
n=11	

Teacher perceptions of the efficacy of the interventions they used were rated. Teachers indicated the intervention’s ability to meet its own objectives on a scale: 1 (not at all well), 2 (moderately well), 3 (very well), 4 (extremely well). Table 5 indicates the results.

Table 5 Interventions: Efficacy

Question #5: Rate how well these interventions meet their own objectives, on a scale of 1-4.

Rating	N
1 Not at all well	2
2 Moderately well	7
3 Very well	2
4 Extremely well	0
n=11	

Short Term Changes in Behavior

Teachers identified changes in the behavior of students with EB/D due to interventions used. In an analysis of the nine responses, two themes surfaced; short term changes in social skills and short term changes in school behaviors. The teachers' general comments regarding social skill changes were positive. Some examples were "decrease in impulsivity and in frequency," "moderate reduction of foul language and the development of some polite social skills," "students are more compliant," "fewer emotional outbursts, more on-task behaviors." The second theme that emerged was an increase in positive school behaviors. Teachers responded, "more accepting of help in and out of the classroom," "earning better grades/more credits," "decreased suspensions," "good reports from teachers and to parents." Changes in social skills and school behavior in the short term, due to behavioral interventions, were seen by 82% of the teachers surveyed. See Table 6.

Table 6 Short Term Changes in Behavior

Question #6: “What short term changes in the behavior of students with EB/D have you seen due to the interventions you’ve used?”

Theme	number of occurrences
• Positive Social Skills	9
• Positive School Behaviors	9

n=18

Long Term Changes in Behavior

Behavior reassignment sites, a form of IAES are, by definition, often a short term disciplinary placement. However, a number of students have been reassigned for multiple school years. Consequently, teachers were asked, “What long term changes in the behavior of students with EB/D have you seen due to the interventions you’ve used?” Responses to the open-ended question included two themes; teachers were unable to comment because the student was placed in the program for a limited time, and positive school behaviors were seen.

Comments concerning the limited time that students were placed in the program were made by 36% of the respondents. Teachers commented, “too difficult to tell, students are only with us short term,” and “students are at my school usually less than a year- then I never see them again.”

The second theme was increased positive school behaviors seen, long term, as a result of the application of behavioral interventions. Forty-five percent of the respondents noted, “with

consistent interventions, disruptive disrespectful behavior was greatly reduced,” “better view of their future,” and “parents/probation officers/ other adults more invested.” Table 8 shows the themes found and the number of occurrences.

Table 7 Long Term Changes in Behavior

Question #7: “What long term changes in the behavior of students with EB/D have you seen due to the interventions you’ve used?”

Theme	number of occurrences
<ul style="list-style-type: none"> • Unable to comment because student in program for a limited time 	5
<ul style="list-style-type: none"> • Increased positive school behaviors 	6

n=11

Interventions Found Effective

Determining interventions perceived by teachers as effective in changing behavior was critical to the purpose of this research. The survey asked, “What resources for behavioral intervention have you found effective?” The respondents’ choices were grouped into two categories, individualized interventions and class-wide/school-wide interventions. The resources grouped as individualized interventions were mentioned twelve times by seven respondents. See Table 8. Five respondents listed options that were grouped as class-wide/school-wide behavioral interventions that changed behavior, with eight occurrences of the specific interventions made. See Table 9.

Table 8 Interventions Found Effective: Individualized

Question #8: What resources for behavioral intervention have you found effective?	
Theme/Subcategories	number of occurrences
• Individualized Interventions found effective	
Extra adult support	5
Behavior Contracts	1
Check in/Check out	1
Daily report card	2
One-on-one/rapport	3
Options of choice	2
Visual schedules systems	1
n=15	

Table 9 Interventions Found Effective: Class-wide/School-wide

Theme/Subcategories	number of occurrences
Class-wide/school -wide interventions found effective	
Capturing Kids' Hearts	1
Love and Logic	1
PBIS	1
SkillStreaming	1
Social Skill Training	2
Trauma Informed Care	1
n=7	

Some class-wide/school-wide interventions noted in this table were not listed or mentioned by teachers to previous questions. Love and Logic and Trauma Informed Care were not listed as needed or available previously.

Individualized Interventions: Strengths and Weaknesses

Teachers identified behavioral interventions they perceived as effective in producing behavior change in their students with EB/D. The survey then asked, "What are the strengths and weaknesses of these interventions?" Regarding the strengths of the more individualized interventions, six teachers asserted, "student centered approach is appropriate for student's developmental stage," "students feel heard," and "does work – students make great strides." See Table 10. Four teachers reported the weaknesses of individualized interventions as due to the

lack of staff, of staff documentation, and follow through. Teachers said, “patience is the key,” and “requires staff documentation.” See Table 11.

Table 10 Individualized Interventions: Strengths

Survey Question #9: What are the strengths of these interventions?	
Theme/Subcategories	number of occurrences
Individualized Interventions Strengths	
Student centered	3
Flexible	3
n=6	

Table 11 Individualized Interventions: Weaknesses

Survey Question #9: “What are the weaknesses of these interventions?”	
Theme/Subcategories	number of occurrences
<ul style="list-style-type: none"> Individualized Intervention Weaknesses 	
No long term follow through	2
Staff not always available	1
Lack of staff documentation	1
n=4	

Class-wide/School-wide Interventions: Strengths and Weaknesses

Some of the interventions that the teachers found effective were characterized as class-wide /school-wide interventions. The survey inquired, of these interventions that teachers found effective, “What are the strengths and weaknesses?”

Class-wide and school -wide interventions were effective in that they kept the teacher involved in the behavior change. Teachers related that, “they could experience long term effects with adult support,” “[teachers] have to meet them where they are.” Five respondents identified strengths of class-wide and school -wide interventions. See Table 12.

Table 12 Class-wide/School-wide Interventions: Strengths

Survey Question #9: “What are the strengths of these interventions?”	
Theme/Subcategory	Number of occurrences
<ul style="list-style-type: none"> Class-wide/School wide Interventions: Strengths 	
depends on teacher/s	5
n=5	

Five teachers indicated the weaknesses they perceived in class-wide/ school -wide interventions. Weaknesses included the staff/resources needed and concerns about the impact across environments. Teachers identified weaknesses as, “requires staff planning,” and “not really seen any long term change.” Concern about the impact of these interventions on other environments was demonstrated in comments such as, “weaknesses - lack of extra adult support at home,” and “lose effectiveness long term.” See Table 13.

Table 13 Class-wide/School-wide Interventions: Weaknesses

Survey Question #9: "What are the weaknesses of these interventions?"	
Theme/Subcategories	number of occurrences
• Class-wide/School-wide Interventions: Weaknesses	
Staff/resources needed	3
Impact in other environments	2
n=10	

Individualized, Class-wide/School-wide Intervention: Summary

The teachers perceived the strengths of both individualized and class-wide/school-wide interventions to be different in their strengths but similar in their weaknesses. The more individualized intervention's strength was the student focus and corresponding flexibility of the interventions to meet the individual's needs. The strength indicated for class-wide/school-wide interventions was the teacher as primary to behavior change in those settings. The weakness both types of interventions shared was lack of staff which affected the long term benefits or the impact across environments.

The survey facilitated an examination of the behavioral interventions that have been implemented in behavioral intervention sites with students with EB/D. Special education teachers responded with their perceptions of the efficacy or lack of efficacy of the interventions to make changes in students' behavior. Chapter 5 contains a more thorough examination of the components of this research survey.

Chapter 5

Summary and Conclusions

This chapter summarizes and draws conclusions based on the results of the behavioral intervention survey distributed to special education teachers working in behavior reassignment sites. Eleven special education teachers returned the completed survey. The primary focus of the descriptive research was to garner the perceptions of the teachers concerning the availability and efficacy of the behavioral interventions they use with students with EB/D. The cross-sectional survey included questions concerning teachers' choices of behavioral interventions and their perceptions of the impact of those choices on the behavior of students with EB/D. The survey components were checklists of interventions, Likert rating scales, and open-ended responses. Mixed methods of analysis were utilized. As surveys were received, the open-ended responses were coded to aid analysis. The coding process was used to determine repeating ideas that led to the identification of emerging themes and subcategories. These themes and subcategories were considered sound if they maximized clarity and agreement among the survey responses as they were interpreted against and related to data. Quantitative data analysis further clarified the teachers' structured responses and rating scale results.

Respondents

The eleven respondents were teachers working in behavior reassignment school sites. Teachers' demonstrated strong points of view concerning the topics addressed in the survey.

Interventions Needed and Comments

Teachers of students with EB/D require resources of behavioral interventions to meet the needs of their students, as directed through the student's individualized FBA, and behavior

intervention plan (BIP) which have been developed prior to placement in a behavior reassignment site. The teachers surveyed indicated a varied list of interventions needed by their students, with all agreeing on social skill training, and most, with anger management. In the comment section that followed this option list, three of the teachers underscored the mental health needs of their students. The significance of mental health needs, social skill training, and anger management was reiterated in various ways.

The options chosen by more than half of the teachers included Social Thinking, SkillStreaming, and class-wide/school-wide PBIS. In the comment section that followed, teachers stated that the interventions should be delivered consistently and proactively. More than half of the teachers surveyed also chose more individualized interventions including options of choice, check in/check out, and behavior contracts. The more individualized interventions were to be done with child specific individualization in mind. The comments made, underscored themes and instructional practices that were significant to special education teachers and should inform the practices of implementation of the indicated approaches and strategies.

Interventions Needed and Available

Based on the survey results, when teachers were asked if the behavioral interventions that they needed were available, there were critical exceptions noted. Many of the teachers had reported a need for specific interventions in social skills training and anger management to meet the comprehensive needs of their students. Few teachers reported the availability of these resources. As stated in Chapter 2, alternative education attempts to provide structures that meet students' needs (Flower, McDaniel & Jolivette, 2011), yet there are limits in this unique setting. The resources that teachers agreed were required to address class-wide/school-wide needs were

available to some, such as SkillStreaming, class-wide and school-wide PBIS. More individualized interventions were available to many. Teachers making use of the resources at hand demonstrated levels of flexibility. The use of a variety of behavioral interventions matching students' needs reflects the skills of the teachers. The special education teachers recognized that students with EB/D require comprehensive behavior management.

Interventions: Variety, Availability, and Efficacy

Based on the survey results the teachers believed the behavioral interventions they used were, "somewhat varied" (3 on a 4 point scale). The use of a variety of interventions or strategies suggests that students' FBA/BIPs are being addressed.

Teachers were asked to rate the availability of interventions at their specific school/site. The mode was a 2 on a scale of 1-4. Teachers indicated a lack of some resources, "could be better," to meet the needs of students EB/D. The detrimental effect of not providing instruction or strategies to manage and remediate disruptive behavior could lead to the need for even more intensive supports provided in other settings such as residential facilities and in the juvenile justice system.

Teachers acknowledged that the interventions they used demonstrated efficacy (met their own objectives) only "moderately well," a mode of 2 on a scale of 1-4. It may be reasonable to assume that teachers were expressing a value judgment based on their knowledge of specific behavior program's objectives. This survey however, did not include any other question to clarify the teachers' understanding of program objectives. Determination of the objectives they considered unmet and the underlying reasons was beyond the scope of this study.

Short Term Changes in Behavior

Short term change was seen by most of the teachers in social skills and in school behaviors, following application of specific behavioral interventions. The descriptions of the short term changes, written by the teachers were specific and significant for certain individual students. Record keeping practices were also implied in the short answer responses offered. Correlation of record keeping practices as important was also seen in remarks made when teachers evaluated the strengths and weakness of interventions they found effective (Survey Question #9). There was an implication that the teachers practiced data collection and reported it as problematic when data were not collected consistently. Effective behavior management requires levels of data collection to track changes and as feedback.

Long Term Changes in Behavior

Long term change in behavior due to the use of behavioral interventions is the focus of students' placement in the IAES/behavior reassignment setting. Teachers manage many variables that affect this long term change. One variable that teachers have little control over is the duration of the individual student's placement within the behavioral reassignment school and the resulting opportunity for behavior changes. Some teachers could report no long term follow up data available on their students' behaviors. This lack of data reflects one of the challenges of working in alternative education, specifically behavior reassignment sites. However, some teachers reported an increase in positive school behaviors in the long term. These reports at first seemed to lack consistency, however as noted in Chapter 2, currently there are an increased number of students who are reassigned for multiple school years. Teachers reported that students placed in behavior reassignment sites for extended time demonstrated long range

positive school behaviors. The kinds of behavioral interventions used to produce those results would be important to recognize and could be the focus of future research.

Interventions Found Effective

Teachers documented behavioral interventions that they considered effective at impacting the behavior of their students. All interventions listed, or added by the teachers, fell into two broad categories. The first category, individualized interventions deemed effective, included interventions that provided extra adult support and even, one-on-one support, which was seen to establish rapport between the adult and the individual student. These two interventions of support were specified by many of the teachers. The other effective individualized interventions were the use of daily report cards, options of choice, behavior contracts and visual schedule systems. The second category of interventions considered effective was class-wide/school-wide interventions. As the name implies, these interventions were designed to be used with whole classes or a whole school. Teachers identified approaches such as Social Skill Training, Capturing Kids' Hearts, Love and Logic, PBIS, Skillstreaming and Trauma Informed Care as able to impact students' behavior. The teachers' evaluations of the efficacy of these strategies and approaches to meet the behavioral needs of students with EB/D supported the focus of the study. The strengths and weaknesses of these identified individualized and class-wide/school-wide behavioral interventions were then further described by the teachers.

Individualized Interventions: Strengths and Weaknesses

The strengths of the individualized interventions were in their ability to be student centered and flexible. Centering support and interventions to individual student's needs requires strategies that are more tractable. The weakness teachers noted was a lack of staff to provide the individualized supports required. Teachers also noted that the lack of staff was connected to less documentation which negatively affected prospects of long term follow through. The significance ascribed to staff involvement, documentation, and follow through is motivated by the need of students with EB/D to build and maintain interpersonal relationships with peer and teachers. Consideration of the impact of interventions on the behavior of students with EB/D supported the research reviewed in Chapter 2.

Class-wide/School-wide Interventions: Strengths and Weaknesses

All of the class-wide/school-wide interventions that teachers appraised were described as requiring teacher involvement. The strength of these interventions was the involvement of the teacher in delivering the instruction each of the approaches specified, for class-wide/school-wide behavior change. Weaknesses cited were the need for planning inherent in the approaches, the need for additional resources to promote class-wide and school-wide behavior change, and a concern about the impact of this behavior change across other environments. The uses of class-wide/school-wide approaches to mediate behavior change for students with EB/D are noteworthy. They require the least restrictive of environments-the whole class or whole school, and through teacher led instruction meet behavioral needs.

Recommendations for Educational Practice

Special Education teachers working within behavior reassignment sites with students with EB/D, require access to the resources needed to effect behavioral change. Specific behavioral interventions should be compiled and made available. This type of availability and accessibility to behavioral curriculum and strategies would be practical, although expensive. The comprehensive needs of students with EB/D in the behavior reassignment setting require teachers with knowledge of behavioral interventions, and skill in providing the services required. Across behavior reassignment sites, resources reported by the teachers as effective could be inventoried and the information shared.

Sharing the data gained in this survey would inform special education teachers and administrators of current needs and practices. Adopting a cohort structure specific to this population of special education teachers, would enable the communication of insights and the exchange of ideas gained in this setting. This interchange could provide context to the education of students with EB/D within the behavior reassignment sites and then within the larger school district.

Limitations of the Study

The survey had weaknesses as written. Some special education teachers were unfamiliar with some of the behavioral interventions listed as options. Short descriptions and explanations should have been included to increase the clarity of communication.

A further limitation of this research was the use of a cross-sectional survey without the option of verifying responses in follow-up interviews. The value of being able to clarify the meaning of the teachers' responses would expand the context of this research, adding to the

ability of the data to be generalized further. The importance of the respondents' maintaining anonymity however, due to the limited number of teachers meeting the research qualifications for this study, guided the design decision process.

Research Needed

The current study focused on assessing the perception of special education teachers. Current practices were studied to determine the efficacy of behavioral interventions used to impact the behavior of students with EB/D in behavior reassignment sites, as perceived by teachers. Further research of the use of behavioral interventions with students with EB/D should be replicated in the larger context of other types of alternative education schools. This replication of research would be instructive and may provide other insights.

References

- Biniker, K. L., & Pindiprolu, S. S. (2008). Functional assessment based intervention plans in alternative educational settings in the USA: A case study. *Journal Of The International Association Of Special Education*, 9(1), 68-77.
- Bowman-Perrott, L. J., Greenwood, C. R., & Tapia, Y. (2007). The efficacy of CWPT used in secondary alternative school classrooms with small teacher/pupil ratios and students with emotional and behavioral disorders. *Education & Treatment Of Children (West Virginia University Press)*, 30(3), 65-87.
- Carswell, S. B., Hanlon, T. E., O'Grady, K. E., Watts, A. M., & Pothong, P. (2009). A preventive intervention program for urban African American youth attending an alternative education program: Background, implementation, and feasibility. *Education & Treatment of Children (West Virginia University Press)*, 445-469.
- Flower, A., McDaniel, S. C., & Jolivette, K. (2011). A literature review of research quality and effective practices in alternative education settings. *Education & Treatment Of Children (West Virginia University Press)*, 34(4), 489-510.
- Gay, L. R., Mills, G. E., & Airasian, P. (2009). *Educational research: Competencies for analysis and applications*. (9 ed.). Upper Saddle River, New Jersey: Pearson.
- Kalke, T., Glanton, A., & Cristalli, M. (2007). Positive behavioral interventions and supports: Using strength-based approaches to enhance the culture of care in residential and day treatment education environments. *Child Welfare*, 86(5), 151-174.
- Kennedy, B. L. (2011). The importance of student and teacher interactions for disaffected middle school students: A grounded theory study of community day schools. *Urban Education*, 46(1), 4-33.

- Kim, J., & Taylor, K. A. (2008). Rethinking alternative education to break the cycle of educational inequality and inequity. *Journal Of Educational Research, 101*(4), 207-219.
- Leone, P. E., Mayer, M. J., Malmgren, K., & Meisel, S. M. (2000). School violence and disruption: Rhetoric, reality, and reasonable balance. *Focus On Exceptional Children, 33*(1), 1-20.
- McCall, H. (2003). When successful alternative students "disengage" from regular school. *Reclaiming Children & Youth, 12*(2), 113.
- McGraw, A. (2011). Shoving our way into young people's lives. *Teacher Development, 15*(1), 105-116.
- Mitchell, M. L., & Jolley, J. M. (2013). *Research design explained*. Belmont, CA: Wadsworth Cengage Learning.
- Quinn, M. W., Poirier, J. M., Faller, S. E., Gable, R. A., & Tonelson, S.W. (2006). An examination of school climate in effective alternative programs. *Preventing School Failure, 51*(1), 11-17.
- Ramsey, M. L., Jolivet, K., Puckett Patterson, D., & Kennedy, C. (2010). Using choice to increase time on-task, task-completion, and accuracy for students with emotional/behavior disorders in a residential facility. *Education and Treatment of Children, 33*(1), 1-21.
- Sakayi, D.R. (2001) Intellectual *indignation*: Getting at the roots of student resistance in an alternative high school program. *Education, 122*(2), 414-422.

- Simonsen, B., Britton, L., & Young, D. (2010). School-wide positive behavior support in an alternative school setting: a case study. *Journal of Positive Behavior Interventions, 12*(3), 180-191.
- Swaminathan, R. (2004). "It's my place:" Student perspectives on urban school effectiveness. *School Effectiveness & School Improvement, 15*(1), 33-63.
- Swoszowski, N., Jolivet, K., Fredrick, L. D., & Heflin, L. (2012). Check in/check out: Effects on students with emotional and behavioral disorders with attention- or escape-maintained behavior in a residential facility. *Exceptionality, 20*(3), 163-178.
- Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq. (1997).
- Individuals with Disabilities Education Act, 20 U.S.C. § 1400 (2004).
- U.S. Department of Education National Center for Education Statistics. (2002). *Public alternative schools and programs for students at risk of education failure (2000-01 statistical analysis report)*. Washington, DC: Author.

Appendix A

Survey

Please indicate all that apply.

1. What behavioral interventions do you feel your students with behavioral disabilities need?

- | | | |
|---|--|---|
| <input type="checkbox"/> Anger Management | <input type="checkbox"/> extra adult support | <input type="checkbox"/> SkillStreaming |
| <input type="checkbox"/> behavior contracts | <input type="checkbox"/> HeartMath Interventions | <input type="checkbox"/> social skills training |
| <input type="checkbox"/> Capturing Kids' Hearts | <input type="checkbox"/> options of choice | <input type="checkbox"/> Social Thinking |
| <input type="checkbox"/> Check in/Check out | <input type="checkbox"/> response cost | <input type="checkbox"/> state changes (movement) |
| <input type="checkbox"/> Class-wide PBIS | <input type="checkbox"/> School wide PBIS | <input type="checkbox"/> visual schedule systems |
| <input type="checkbox"/> daily report card | <input type="checkbox"/> Second Step | (other) _____ |

Comments

2. Of the interventions you feel your students with behavioral disabilities need, which ones do you have available?

3. Rate the variety of the behavioral interventions you use on a scale of 1- 4.

1- Not at all varied 2- Little variety 3- Somewhat varied 4- Extremely varied

4. How would you rate the interventions available at this school on a scale of 1 – 4?

1- Worse than expected 2-Could be better 3- About what you expected
4-Better than expected

5. Rate how well these interventions meet their own objectives, on a scale of 1- 4.

1- Not at all well 2- Moderately well 3-Very well 4- Extremely well

6. What short term changes in the behavior of students with behavioral disabilities have you seen due to the interventions you've used?

7. What long term changes in the behavior of students with behavioral disabilities have you seen due to the interventions you've used?

8. What resources for behavioral intervention have you found effective?

9. What are the strengths and weaknesses of these interventions?

10. Additional comments:

Thank you for participating; your response is greatly appreciated!
Please return the survey in the envelope provided by
March 15, 2013.