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Emotional behavioral disability prevalence trends in Virginia and teacher efficacy

Amanda T. Kousen
James Madison University

Emotional Behavioral Disability Prevalence Trends in Virginia and Teacher Efficacy

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FACULTY COMMITTEE:

Project Advisor: Laura Desportes, Ph.D.,
Professor, Exceptional Education

Reader: Tiara Brown, Ph.D.,
Assistant Professor, Exceptional Education

Reader: Alexis Stevens, Ph.D.,
Assistant Professor, Mathematics and Statistics

HONORS COLLEGE APPROVAL:

Bradley R. Newcomer, Ph.D.,
Dean, Honors College

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Abstract

The purpose of this research study is to compare the prevalence rates of students diagnosed with a primary disability of Emotional Disabilities (ED) grades kindergarten through twelfth, in Virginia in 2010 and 2015, and to examine patterns of change and differences. The results shown throughout the study will help identify regions and counties where there is a larger chance for over- or under-identification of emotional disabilities. This in turn will help identify areas where training about teacher efficacy, working with students diagnosed with emotional disturbances, is needed. The objective is to collect the public-school records from the counties, regions, and the state to calculate the average amount of difference from the regional and state means as expressed in z-scores. The data will then be compared to identify any outliers that might be present. After determining specific outliers, 1.5 standard deviations from the norm, a second study will occur to investigate teacher efficacy as a potential variable influencing over or under identification of emotional disabilities. The primary target of this paper is public school LEAs in Virginia; however, various teachers with all levels of experience who support children with emotional and behavioral challenges may find useful ideas in the study.

Keywords: emotion, behavior, EBD, teacher efficacy

Emotional Behavioral Disability Prevalence Trends in Virginia and Teacher Efficacy

Currently less than one percent of all children receive services for emotional or behavioral disorders (Raymond, 2012). Estimates range that three to six percent of students are served currently, but an upwards of seven to eight percent of all school-aged children are eligible under the category (Raymond, 2012). Under-diagnosing students could be due to the wide subjectivity and spectrum of different behaviors and emotions portrayed by these individuals (Raymond, 2012).

Background of Emotional Disorder

According to Raymond (2012), throughout the years, there has been a variety of different names for the current term of emotional disabilities. These include terms such as, "emotional handicap, behavioral impairment, emotional and behavioral disorder, social and emotional impairments, social and emotional disorder, and social maladjustment" (Raymond, 2012, p. 127). Over time, specific characteristics have been identified that correlate to having an emotional or behavior disability category (Raymond, 2012).

History

Individuals who were diagnosed with emotional disabilities were thought to be 'mad' and psychological clinics were created for these children in the United States in 1931 (Raymond, 2012). There have been two different approaches to categorize individuals with emotional disabilities: the organic approach and the functionalist approach (Raymond, 2012). The organic approach covers the ideas that the disturbance was related to a specific brain disorder or physical disease (Raymond, 2012). The functionalist approach focused more on how behavior was a factor on mental illness which pushed for the "mental hygiene movement" (Raymond, 2012,

128). The next year in 1961, Hobbs and his colleges created programs that promoted heavy interventions for youth with emotional or behavioral disorders (Raymond, 2012). In 1975, Public Law 94-143 ensured students were officially accepted into the public schools responsibility under the category of seriously emotionally disturbed (Raymond, 2012). In 1988, a court case, Honig v. Doe, declared that a student cannot be expelled due to a problem behavior and that the school district needed to take account for the student's disability and consider alternative disciplinary measures (Raymond, 2012). Finally, in 2004, the Individuals with Disabilities Education Act (IDEA) further articulated the placement of students with disabilities and ensured free, appropriate public education (Raymond, 2012).

IDEA Identification

The most current definition provided by IDEA of emotional disturbance includes:

(i) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects a child's educational performance:

(A) An inability to learn which cannot be explained by intellectual, sensory, or health factors;

(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

(C) Inappropriate types of behavior or feelings under normal circumstances;

(D) A general, pervasive mood of unhappiness or depression;

(E) A tendency to develop physical symptoms and fears associated with personal or school problems

(ii) The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance (Raymond, 2012, p. 130).

Guidance to school districts about the diagnosis definition varies by state to state and the implementation of the definition has had many different amendments over the years (Raymond, 2012).

Characteristics

Characteristics fall under two main categories: cognitive characteristics and behavioral characteristics (Algozzine &Ysseldyke, 2006). When explaining specific characteristics about individuals diagnosed with emotional disorders, negative adjectives come to mind such as, "annoying, anxious, attention seeking, compulsive, depressed, disturbing, frustrated, hostile, immature, jealous, rowdy, tense, unmotivated, or withdrawn" (Algozzine &Ysseldyke, 2006, p. 10). Students with emotional disabilities also struggle with cognitive deficiencies and often have poor memory, short attention spans, are overly active, or are very anxious (Algozzine &Ysseldyke, 2006). However, there are no single characteristics that are a true sign that an emotional disability is present (Algozzine &Ysseldyke, 2006).

Specific behavioral characteristics that are associated with emotional disabilities include, "the inability to learn, the inability to build or maintain satisfactory interpersonal relationships, inappropriate types of behavior or feelings… unhappiness or depression, and a tendency to develop physical symptoms or fear" (Algozzine &Ysseldyke, 2006, p. 12). Some universal

characteristics also include a different use of language such as a higher frequency of lying, overstatements, or exaggerations (Algozzine &Ysseldyke, 2006).

Often times, individuals diagnosed with emotional behavioral disorder portray either externalizing behaviors, internalizing behaviors, or a combination of both (Raymond, 2012). Externalizing behaviors include those being more aggressive including fighting, bullying, stealing, and cheating (Raymond, 2012). Internalizing behaviors include more internal emotions such as anxiety, being fearful, or over worrying in a situation (Raymond, 2012).

Causes

There are three main factors that influence emotional disabilities. These include biological factors, family factors, and environmental/social/school factors.

Biological factors. Biological factors are rarely the sole cause when diagnosing individuals with emotional disorders (Raymond, 2012). However, brain injuries, both prenatal and postnatal, can be shown to result in an effect to emotional development (Raymond, 2012). Similarly, disorders such as schizophrenia and clinical depression are linked to genetic and biological factors which play a role in emotional development (Raymond, 2012). Recently, studies indicate children are born with a specific temperament, which determines their behavioral style, meaning how the individual interacts with their environment around them (Raymond, 2012).

Family factors. According to Raymond (2012), family plays a large role in causing emotional disabilities. Different family issues including family stress or parenting styles can affect a diagnosis of emotional disabilities. An over protective parenting style can cause a greater anxiety in a child growing up (Raymond, 2012). Similarly, an abusive, authoritarian, or

permissive discipline style can have adverse effects on the child (Raymond, 2012). When family and school based teaching and discipline styles do not match, the child might struggle to understand what is expected of them. Finally, when a child experiences parental dysfunction, poverty, parental unemployment or illness of a family member, a child might develop an emotional disability in response (Raymond, 2012).

Environmental, social and school factors. Raymond (2012) describes school factors that contribute to identification as a child with emotional behavior disorders. A young person's life can be influenced very heavily by school and the socializing force. However, factors such as school failure, inappropriate expectations and discipline can lead a child to develop a lower sense of self-esteem. Students who frequently appear in the failing category often accept that they are bad students and fall into the cycle of setting lower goals and putting forth less and less effort. These individuals often feel like they do not belong in the school and find the environment unsafe or uninviting (Raymond, 2012). When a child's life is inconsistent, they are more likely to bring these defiant behaviors into the community life and discount all rules in general. As a society, mass media plays a large role on providing children visuals of violence and destructive behaviors for young people to emulate (Raymond, 2012).

Diagnosis

Emotional or behavioral disorders only exist to the extent to which the particular behavior or emotion is not accepted as the norm in a specific contextual environment (Raymond, 2012). Due to the vagueness of the definition of emotional behavioral disorder, any nature of the disability may be subjective to the individual and the individual diagnosing them. Though identification, there are a disproportionate number of students identified with an emotional

disability including an abundance from lower socioeconomic backgrounds, and a lower identification rate of female students with a primary diagnosis of emotional disturbances.

One justification why there is an under diagnosis is because students who portray withdrawal or depression symptoms might be overlooked if they are not causing disruptive behaviors or if they are keeping average with academic requirements (Raymond, 2012). Another reason for underserving students with emotional disabilities is that a diagnosis of emotional disabilities has a bad stigma attached to the label and it is difficult for parents to hear and understand the diagnosis (Raymond, 2012).

Different diagnosis of emotional disabilities include oppositional defiant disorders, conduct disorders, depression, anxiety disorders, or schizophrenia. Emotional disabilities are also categorized as externalizing verses internalizing behaviors as discussed in the characteristics section above (Raymond, 2012).

Academic Deficits

Students who are diagnosed with emotional or behavior disorders are usually subjected to specific disciplinary actions such as a suspension or expulsion from the school (Raymond, 2012). This leads to less instructional time and exposure to academics and the academic setting (Raymond, 2012). Often times, students with emotional disabilities perform much lower in the classroom than what their intelligence test scores represent (Raymond, 2012). This could be due to the idea that individuals who are diagnosed with emotional disabilities often become very preoccupied internally and do not respond to the academic setting or instruction (Raymond, 2012).

Methods

Research Purpose

This research study started as an investigation on literature for students diagnosed for Emotional Behavioral Disorders. With little research published on students with emotional behavior disorders, I set out to research the prevalence across the state of Virginia. The objective of the research was to determine if certain local educational authorities in Virginia were over or under diagnosing EBD in comparative to their region totals and in comparative to the state totals. In areas that were identified as outliers in the study, I wanted to determine if a hypothesis could be made on potential reasons why there was a discrepancy. This led me to formulate the question, "are there pockets in Virginia with higher or lower rates of diagnosing emotional behavior disorders?" As well as, "do the various local education authorities' prevalence rates in Virginia have a correlation rate with teacher efficacy?"

Participants

The participants for the secondary analysis included all public school registered students from the school year 2010-2011 and again from the school year 2015-2016. All data collected was through the December 1 Child Count Reports for their respective years. All school systems in Virginia were assessed and measured, then grouped within the eight educational regions of Virginia.

The participants for the efficacy survey included various special education teachers across the state of Virginia. Specifically targeted counties included any Z-Score with 1.5 above or below the norm as well as counties that were the closest to 0.0 to use as another variable measure.

Measures

Literature Search Procedures. In conducting this search, a total of five intervention articles were found that focused on the topic of Emotional Behavioral Disabilities. EBSCO Educational Database, a database provided by James Madison University, was used in order to find these articles. The following key words were used in the search (a) "emotional and behavioral disorders", (b) interventions, (c) EBD and (d) "prevalence rates" were used to find the articles discussed in this literature review.

Data Collection. Through collecting the data, the Virginia Department of Education (VDOE) provided two different reports of child count data. The first report was a Special Education Child Count on the VDOE website (http://www.doe.virginia.gov/special_ed/reports_plans_stats/child_count/) . The second report was also on the VDOE website entitled, *December 1 Special Education Child Count* listed under Data for Researchers and Developers.

For the 2010 and 2015 data collection on the first report the process was the same to get to the main Special Education Child Count Webpage. First, one would navigate to the Special Education tab on the left of the webpage, then to Reports, Plans & Statistics on the right of the webpage. Once there, selecting other reports and finally the Special Education Child Count. Here, the 2010 data was compiled into a Portable Document Format (PDF) separated by counties and cities. The total amount of students with ED was noted for each county and was compiled in a spread sheet for further analysis. For the 2015 data, selecting Explore Annual Child Count Data and Create Custom Reports will bring you to a page where the same process can be conducted by

searching division report level and navigating through each county, recording the data in an excel file, again for further evaluation. This was the process chosen and used for data analysis.

The second data set was found under the Statistics and Reports tab on the left hand side of the webpage. From there, selecting Data for Research on the right hand side of the webpage, then choosing December 1 Child Count Data to view Comma-Separated Value (CSV) files. Once downloaded, the file can be filtered and manipulated to show students with ED or organized by county/city. However, with further investigation, this data set was an aggregate count, and not displaying a true number of individuals with ED without synthesizing the data extensively.

To find the total number of students enrolled in 2010 and 2015, the following path was taken: selecting Statistics and Reports, Enrollment and Demographics, Fall Membership and finally, Fall Membership Data. Both 2010 and 2015 data was reported through a Excel file separated by each county/city.

Teacher Efficacy. This study utilized two Woolfolk and Hoy Teacher Efficacy Scales (Hoy, 1990). The 10-item is labeled "Teacher Efficacy Scale (Short Form)". This scale measures: Teaching Efficacy (TE) and Personal Efficacy (PE). Teaching Efficacy can be explained by the teacher's beliefs on how they can influence students success and learning, even if the student is unmotivated (Moran, 1998). The 12-item is labeled "Teachers' Sense of Efficacy Scale1 (short form)". This nine point likert scale measures teacher perceptions of their impact to affect Student Engagement (M=7.2, SD=1.2), Student Instruction (M= 7.3, SD=1.2) and Classroom Management (M=6.7, SD=1.2).

Efficacy Collection. Through my data analysis, the highest and lowest county Z-scores for the state were recorded in each region. Once identified, the procedure then involved

recording all the individual schools and collecting all Special Education teachers email addresses and emailing a copy of the survey.

Results

Table 1 below shows one of the eight regions of data collected as an exemplar. Each county/city is reported individually along with the total number of students reported for that year. This example pulls from the 2010-2011 Child Count data to include the number of students with a primary EBD label. From there, data was obtained by calculating to find the percentage of individuals with EBD. All values were standardized across the region and state and then the Z-Score was calculated. In the tables that follow, the highlighted boxes demonstrate all the counties that were 1.5 or more standard deviations above or below the norm.

The entire calculation process took place using Microsoft Excel Workbook. The Z-score was calculated by taking the total number of students with EBD as a primary disability and dividing by the total number of students in their respective county. Then one would multiply this number by 100 to obtain a percentage. Using the data from the region, one would calculate a standard deviation by using the standard deviation population formula (STDEV.P) and the mean to find the average. From there, calculate a Z-score formula by standardizing the values (standardize (x, mean, standard deviation)). The process was replicated for each of the 8 regions of Virginia as well as comparing each county or city to the state of Virginia. The total process and data can be found in Appendix 1 for both region totals and state totals.

Table 1:

Region 1 – Central Virginia (2010/2011)	Total Students	Primary EBD Label	Percentage of EBD	Z-Score for Region	Z-Score for the State
Charles City	844	9	1.07	0.99	1.03
Chesterfield	59289	353	0.60	-0.76	-0.34

Dinwiddie	4570	25	0.55	-0.94	-0.48
Goochland	2482	23	0.93	0.47	0.63
Hanover	18629	152	0.82	0.06	0.30
Henrico	49405	381	0.77	-0.11	0.17
New Kent	2888	17	0.59	-0.79	-0.36
Powhatan	4485	38	0.85	0.17	0.40
Prince George	6357	34	0.53	-0.99	-0.51
Surry	977	10	1.02	0.83	0.91
Sussex	1201	14	1.17	1.36	1.32
Colonial Heights	2928	16	0.55	-0.95	-0.48
Hopewell	4240	23	0.54	-0.96	-0.49
Petersburg	4559	27	0.59	-0.78	-0.35
Richmond	23454	338	1.44	2.39	2.12

Data from outliers of Child Count 2010-2011 is reported in Table 2. Data from outliers of Child Count 2015-2016 is reported in Table 3. These are outliers from the data sets to show the local education authorities with 1.5 or more standard deviation from the norm.

Table 2:

Outliers for 2010

	Z-Score for the Region	Z-Score for the State
Richmond City (Region 1)	2.39	2.12
Northampton (Region 2)	-2.27	-1.58
Hampton (Region 2)	1.86	1.25

Northumberland (Region 3)	2.82	2.86
Clarke (Region 4)	-1.64	-0.81
Manassass Park (Region 4)	2.16	1.57
Highland (Region 5)	-1.62	-2.06
Louisa (Region 5)	2.73	3.95
Buena Vista (Region 5)	-1.25	-1.55
Charlottesville (Region 5)	1.56	2.33
Roanoke (Region 6)	1.56	1.05
Bland (Region 7)	-1.01	-1.73
Buchanan (Region 7)	-1.24	-1.98
Lee (Region 7)	2.84	2.21
Russell (Region 7)	-1.20	-1.93
Scott (Region 7)	-1.12	-1.84
Tazewell (Region 7)	-0.82	-1.54
Wythe (Region 7)	-0.88	-1.60
Halifax (Region 8)	2.02	2.16
Nottoway (Region 8)	-1.52	-1.45

The Child Count Data from the 2015-2016 school year excluded any amount that was fewer than ten. Out of the 120 counties/cities in Virginia, 27 were not able to report data to the general public due to the fact that there were fewer than 10 individuals diagnosed with emotional behavioral disorder.

Table 3:

Outliers for 2015

	Z-Score for the Region	Z-Score for the State
Dinwiddie (Region 1)	-2.02	-1.51
Colonial Heights (Region 1)	1.93	1.16
Accomack (Region 2)	-1.94	-1.54
Franklin (Region 2)	2.32	1.32
Essex (Region 3)	0.81	2.02
King and Queen (Region 3)	3.03	5.73
Page (Region 4)	-1.82	-1.21
Rappahannock (Region 4)	2.54	1.96
Louisa (Region 5)	2.61	3.12
Montgomery (Region 6)	-1.90	-1.53
Roanoke (Region 6)	1.55	0.50
Tazewell (Region 7)	-1.97	-1.74
Halifax (Region 8)	2.07	1.58

Data from Qualtrics Survey

Data from the Qualtrics Survey was obtained to evaluate teacher efficacy across Virginia. The survey closed with 56 participants for the study. Five participants' information was deleted because they did not complete the survey. Thus, the number of participants for evaluation included 51 special education teachers across Virginia. Years of experience ranged from one year up to 36 years with the average of all the participants yielding 14 years (standard deviation

was 9.17 years). Participants were surveyed and represented across all eight geographical areas of Virginia, with the majority representing Region Five (Valley).

Demographics:

Demographic	N-value
Highest Degree Earned	
Bachelors	18
Masters	22
Master's Plus	11
Received Education	
In State (Virginia)	38
Out of State	13
Major	
Education	17
Special Education	26
Other	8

The ten question survey scale measures both teaching efficacy (TE) and personal efficacy (PE). For each question on the scale, the total number of participants, mean, and standard deviation was calculated.

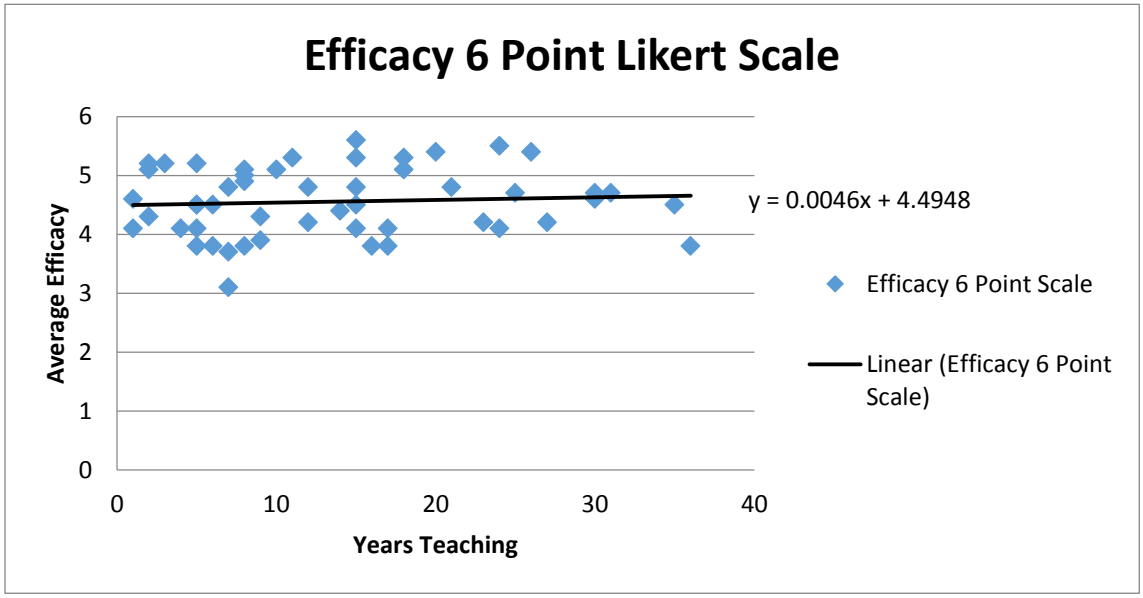
10 Question Survey On a 6 point likert scale

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
n	51	51	51	51	51	51	51	51	51	51
mean	4.196	3.451	5.333	3.824	2.902	4.902	5.490	5.353	5.275	4.843
stdev	1.414	1.661	0.984	1.396	1.361	1.192	0.668	0.859	0.743	1.227

Q1: The amount a student can learn is primarily related to family background
Q2: If students aren't disciplined at home, they aren't likely to accept any discipline.
Q3: When I really try, I can get through to most difficult students.
Q4: A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.
Q5: If parents would do more for their children, I could do more.
Q6: If a student did not remember information I gave them in a previous lesson, I would know how to increase his/her retention in the next lesson.
Q7: If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.
Q8: If one of my students couldn't do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty.
Q9: If I really try hard, I can get through to even the most difficult or unmotivated students.
Q10: When it comes right down to it, a teacher really can't do much because most of student's motivation and performance depends on his or her home environment.

One demographic that was considered was change in efficacy based on the experience (reported by years of teaching) of a teacher. The graph below (Graph 1) represents the data and a line of best fit to show efficacy and years of teaching experience.

Graph 1: Average Efficacy vs. Years of Teaching Experience



The data from the 12 question survey was based on a nine point likert scale and measures teacher perceptions of their impact to affect Student Engagement, Student Instruction and Classroom Management.

12 Question Survey On a 9 point likert scale

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
N	51.00	51.00	51.00	51.00	51.00	51.00	51.00	51.00	51.00	51.00	51.00	51.00
mean	7.804	7.235	7.706	7.176	7.824	7.608	7.569	8.020	7.706	8.020	6.765	7.255
stdev	1.284	1.366	1.241	1.263	1.263	1.189	1.107	1.019	1.209	1.229	1.710	3.143

Q1: How much can you do to control disruptive behavior in the classroom?
Q2: How much can you do to motivate students who show low interest in school work?
Q3: How much can you do to get students to believe they can do well in school work?
Q4: How much can you do to help your students value learning?
Q5: To what extent can you craft good questions for your students?
Q6: How much can you do to get children to follow classroom rules?
Q7: How much can you do to calm a student who is disruptive or noisy?
Q8: How well can you establish a classroom management system with each group of students?
Q9: How much can you use a variety of assessment strategies?
Q10: To what extent can you provide an alternative explanation or example when students are confused?
Q11: How much can you assist families in helping their children do well in school?
Q12: How well can you implement alternative strategies in your classroom?

The correlation coefficient between the two Woolfolk and Hoy Efficacy Scales used is measured to be .44. This describes that these surveys are two separate constructs and cannot be compared together.

Below demonstrates the participants grouped by their respective LEA to demonstrate if there could be a correlation between area of teaching and efficacy:

Total responses received

Local Education Authority Code	Total Participants	Average Efficacy On a 6 point likert scale	STDEV	Average Efficacy On a 9 point likert scale	STDEV
1	7	4.586	0.613	7.607	0.651
2	7	4.557	0.805	7.369	0.982
3	4	4.200	0.636	7.625	1.095
4	3	4.567	0.386	7.778	0.594
5	22	4.605	0.496	7.545	1.058
6	2	4.700	0.600	7.958	0.542
7	1	4.200	0.000	6.583	0.000
8	4	4.625	0.356	7.646	0.836

Discussion

Analysis of Data

There were 20 counties across the state of Virginia during the school year of 2010-2011 that were either over-diagnosing or under-diagnosing Emotional Behavior Disorders. Region Seven of Virginia, which is the Southwest region of Virginia, is highly represented for under-diagnosing EBD in 2010. This is likely due to the geographical area having smaller counties and populations, where a few students could create a significant discrepancy between other local education authorities.

The Child Count Data from the 2015-2016 school year excluded any amount that was fewer than ten students, a change from the data reporting scheme used previously. Out of the 120 counties and cities in Virginia, 27 were not able to report data to the general public due to the fact that there were fewer than 10 individuals diagnosed with emotional behavioral disorder with a majority of these counties in Region Seven as well. From the school year of 2015-2016, 13 counties across Virginia had 1.5 or more standard deviations above or below the norm. The two most significant areas in 2015 for the regional level show King and Queen County about three standard deviations above the norm and Dinwiddie County about two standard deviations below the norm.

Through looking at the two separate school years, I was able to conduct a small five year time study to compare how Virginia is shifting and changing. Between the years, there were only four counties that were consistent with either over or under diagnosing EBD. The consistent counties from both years are as follows: Louisa County (Region Five), Roanoke County (Region

Six), Tazewell County (Region 7), and Halifax County (Region Eight). The remaining counties had dramatic shifts in EBD populations and prevalence rates.

Implications for Classroom Teachers

When asked, 46 out of the 51 participants requested one or more professional development opportunities and indicated the highest selected answer to work with challenging behaviors. Various behavior management techniques are still needed to ensure that all teachers feel confident while in the classroom working with any students. Classifying students with emotional behavioral disorders has shown to be a very vague category that encompasses a spectrum of disabilities and abilities. Continued research to best support classroom teachers is still needed.

The measure of efficacy between teachers who have been teaching for one to five years and teachers with 30 plus years of experience show very little difference. This might suggest that efficacy is not a malleable construct and that teachers who have lower efficacy rates as a pre-service teacher or first year teacher will continue to have this mindset and not adjust their efficacy in the classroom, even with years of experience. Given the relative high scores on efficacy, it may be that higher teacher efficacy is needed to remain committed to serving this disability category and those with lower scores self-select out.

While prevalence rates of diagnosing individuals with EBD do not come from teachers, the efficacy of teacher working with students with an EBD label is important to note. Where there are higher rates of EBD, teachers need to feel prepared and confident that they can work with individuals. This research has a chance to demonstrate where a need would be to hold in-service training and continuing education.

Struggles of Obtaining Data

Because the change in the reporting format created in 2011-2012, Virginia can no longer examine longitudinal trends that may exist. This limits those counties that have students with a primary disability of Emotional Behavior Disorders, but are too few to be counted. This number, although less than 10 is still significant for smaller counties that could be affected by not receiving support due to the new "fewer than 10" rule.

A large limitation that evolved from this experience in this research was when a conference call was held with a data analyst at the Virginia Department of Education (VDOE). When inquired about changes in prevalence rates that did not add up, the VDOE thought they had been disseminating an unduplicated count and finally realized that they were in fact reporting a duplicated account across race and other disability categories. This limited the ability to tease out discrete categories and clearly understand what was being reported. This plays a substantial role to show that funding needs may be distorted due to the reports being produced.

Future Research

My next step for this research is to dig deeper and inquire about specific areas to see if I could make a correlation with various environmental factors as well as efficacy rates. It is then critical to look at the pockets of extreme prevalence in Virginia to see what environmental factors might play a role such as ethnicity, socioeconomic status, LEA funding, or even philosophical viewpoints. I also plan on reaching out to those counties that are the outliers to see if there are any insights to why there may be causes for over or under diagnosing.

In the future, larger areas should be examined across the United States (Northeast, Midwest, South, etc.) to see if there is a variation in prevalence of diagnosing EBD. Comparing

Virginia as a state to the country as a whole could also provide more secondary data analysis to show EBD rates and potentially demonstrate a need for more research and awareness for this group of individuals. Future research could help answer more of the reasons why there is a variation in prevalence rates for students with EBD and to learn how to best support teachers in the field.

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Appendix A

Results from Secondary Data Analysis

2010 Data Results:

	Region 1 – Central Virginia	Total Students	Primary ED Label	Percentage of EBD	Z score for region	z score for the state
County	Charles City	844	9	1.07	0.99	1.03
County	Chesterfield	59289	353	0.60	-0.76	-0.34
County	Dinwiddie	4570	25	0.55	-0.94	-0.48
County	Goochland	2482	23	0.93	0.47	0.63
County	Hanover	18629	152	0.82	0.06	0.30
County	Henrico	49405	381	0.77	-0.11	0.17
County	New Kent	2888	17	0.59	-0.79	-0.36
County	Powhatan	4485	38	0.85	0.17	0.40
County	Prince George	6357	34	0.53	-0.99	-0.51
County	Surry	977	10	1.02	0.83	0.91
County	Sussex	1201	14	1.17	1.36	1.32
City/Town	Colonial Heights	2928	16	0.55	-0.95	-0.48
City/Town	Hopewell	4240	23	0.54	-0.96	-0.49
City/Town	Petersburg	4559	27	0.59	-0.78	-0.35
City/Town	Richmond	23454	338	1.44	2.39	2.12

For Region 1- Central VA	
average	0.80032
stdv	0.26829

	Region 2- Tidewater	Total Students	Primary ED Label	Percentage of EBD	Z score for region	z score for the state
County	Accomack	5092	24	0.471327573	-0.98	-0.70
County	Isle of Wight	5517	42	0.761283306	0.25	0.15
County	Northampton	1800	3	0.166666667	-2.27	-1.58
County	Southampton	2887	22	0.762036716	0.26	0.15
County	York	12621	62	0.491244751	-0.89	-0.64
City/Town	Chesapeake	39763	382	0.960692101	1.10	0.72
City/Town	Franklin	1283	11	0.857365549	0.66	0.42
City/Town	Hampton	21568	246	1.140578635	1.86	1.25
City/Town	Newport News	30488	319	1.046313304	1.46	0.97
City/Town	Norfolk	33829	243	0.718318602	0.07	0.02
City/Town	Poquoson	2345	14	0.597014925	-0.44	-0.33
City/Town	Portsmouth	15126	106	0.700780114	0.00	-0.03
City/Town	Suffolk	14510	84	0.578911096	-0.52	-0.38
City/Town	Virginia Beach	71209	484	0.679689365	-0.09	-0.09
City/Town	Williamsburg (James City County)	10857	64	0.589481441	-0.48	-0.35

For Region 2 - Tidewater	
average	0.70145
stdv	0.23564

	Region 3 - Northern Neck	Total Students	Primary ED Label	Percentage of EBD	Z score for region	z score for the state
County	Caroline	4257	26	0.61075875	-0.57	-0.29
County	Essex	1634	15	0.917992656	0.39	0.60
County	Gloucester	6015	51	0.847880299	0.17	0.40
County	King George	4228	17	0.402081362	-1.23	-0.90
County	King William	2239	14	0.625279142	-0.53	-0.25
County	King and Queen	781	9	1.152368758	1.12	1.28
County	Lancaster	1321	16	1.211203634	1.30	1.45
County	Mathews	1212	7	0.577557756	-0.68	-0.39
County	Middlesex	1191	8	0.67170445	-0.38	-0.11
County	Northumberland	1474	25	1.696065129	2.82	2.86
County	Richmond	1214	10	0.823723229	0.09	0.33
County	Spotsylvania	23648	153	0.646989175	-0.46	-0.19
County	Stafford	27266	165	0.60514927	-0.59	-0.31
County	Westmoreland	1742	9	0.516647532	-0.87	-0.56
City/Town	Colonial Beach	590	5	0.847457627	0.17	0.40
City/Town	Fredericksburg	3220	31	0.962732919	0.53	0.73
City/Town	West Point	771	3	0.389105058	-1.27	-0.93

For Region 3 - Norhtern Neck	
average	0.79439
stdv	0.32014

	Region 4 - Northern Virginia	Total Students	Primary ED Label	Percentage of EBD	Z score for region	z score for the state
County	Arlington	21486	229	1.065810295	1.31	1.03
County	Clarke	2091	9	0.430416069	-1.64	-0.81
County	Culpeper	7721	67	0.867763243	0.39	0.45
County	Fairfax	174498	1454	0.833247372	0.23	0.35
County	Fauquier	11292	83	0.735033652	-0.22	0.07
County	Frederick	13145	69	0.524914416	-1.20	-0.54
County	Loudoun	63184	484	0.766016713	-0.08	0.16
County	Madison	1850	13	0.702702703	-0.37	-0.02
County	Orange	5238	24	0.458190149	-1.51	-0.73
County	Page	3697	19	0.513930214	-1.25	-0.57
County	Prince William	79379	535	0.673981784	-0.51	-0.11
County	Rappahannock	928	5	0.538793103	-1.13	-0.50
County	Shenandoah	6208	55	0.885953608	0.47	0.51
County	Warren	5458	51	0.934408208	0.70	0.65
City/Town	Alexandria	11999	120	1.00008334	1.00	0.84
City/Town	Falls Church	2085	18	0.863309353	0.37	0.44
City/Town	Manassass	6986	67	0.959060979	0.81	0.72
City/Town	Manassass Park	2957	37	1.251268177	2.16	1.57
City/Town	Winchester	3961	35	0.883615249	0.46	0.50

For Region 4 - Northern Virginia	
average	0.78361
stdv	0.21601

	Region 5 - Valley	Total Students	Primary ED Label	Percentage of EBD	Z score for region	z score for the state
County	Albemarle	13222	111	0.839509908	0.14	0.37
County	Amherst	4601	20	0.434688111	-0.71	-0.80
County	Augusta	10770	36	0.334261838	-0.92	-1.09
County	Bath	658	2	0.303951368	-0.98	-1.18
County	Bedford	10595	65	0.613496933	-0.33	-0.28
County	Campbell	8528	90	1.055347092	0.60	1.00
County	Fluvanna	3775	33	0.874172185	0.22	0.47
County	Greene	2888	30	1.038781163	0.56	0.95
County	Highland	238	0	0	-1.62	-2.06
County	Louisa	4731	98	2.071443669	2.73	3.95
County	Nelson	1966	21	1.068158698	0.62	1.04
County	Rockbridge	2798	31	1.107934239	0.71	1.15
County	Rockingham	11944	48	0.401875419	-0.77	-0.90
City/Town	Buena Vista	1135	2	0.176211454	-1.25	-1.55
City/Town	Charlottesville	4030	61	1.513647643	1.56	2.33
City/Town	Harrisonburg	4822	25	0.518457072	-0.53	-0.56
City/Town	Lexington	488	5	1.024590164	0.53	0.91
City/Town	Lynchburg	8662	81	0.93511891	0.34	0.65
City/Town	Staunton	2665	19	0.712945591	-0.12	0.01
City/Town	Waynesboro	3298	13	0.39417829	-0.79	-0.92

For region 5 - Valley	
average	0.77094
stdv	0.47666

	Region 6 - Western Virginia	Total Students	Primary ED Label	Percentage of EBD	Z score for region	z score for the state
County	Alleghany	2804	23	0.820256776	0.64	0.32
County	Botetourt	5013	51	1.017354877	1.35	0.89
County	Craig	718	4	0.557103064	-0.31	-0.45
County	Floyd	2073	5	0.241196334	-1.46	-1.36
County	Franklin	7408	57	0.769438445	0.46	0.17
County	Henry	7491	31	0.413829929	-0.83	-0.86
County	Montgomery	9578	33	0.34453957	-1.08	-1.06
County	Patrick	2581	6	0.232468036	-1.49	-1.39
County	Pittsylvania	9258	78	0.842514582	0.72	0.38
County	Roanoke	14622	84	0.574476816	-0.25	-0.40
City/Town	Covington	980	10	1.020408163	1.36	0.90
City/Town	Danville	6416	52	0.810473815	0.60	0.29
City/Town	Martinsville	2379	9	0.378310214	-0.96	-0.97
City/Town	Roanoke	13040	140	1.073619632	1.56	1.05
City/Town	Salem	3932	22	0.559511699	-0.30	-0.44

For region 6 - Western Virginia	
average	0.6437
stdv	0.27616

	Region 7 - Southwest	Total Students	Primary ED Label	Percentage of EBD	Z score for region	z score for the state
County	Bland	897	1	0.11148272	-1.01	-1.74
County	Buchanan	3333	1	0.030003	-1.24	-1.98
County	Carroll	4475	30	0.670391061	0.57	-0.12
County	Dickenson	2521	12	0.476001587	0.02	-0.68
County	Giles	2507	10	0.398883127	-0.20	-0.91
County	Grayson	1950	12	0.615384615	0.41	-0.28
County	Lee	3597	53	1.473450097	2.84	2.21
County	Pulaski	4685	27	0.576307364	0.30	-0.39
County	Russell	4333	2	0.046157397	-1.20	-1.93
County	Scott	3970	3	0.075566751	-1.12	-1.84
County	Smyth	4855	10	0.205973223	-0.75	-1.47
County	Tazewell	6630	12	0.180995475	-0.82	-1.54
County	Washington	7415	40	0.539447067	0.20	-0.50
County	Wise	6657	42	0.630914826	0.46	-0.23
County	Wythe	4371	7	0.16014642	-0.88	-1.60
City/Town	Bristol	2400	23	0.958333333	1.39	0.72
City/Town	Galax	1314	5	0.380517504	-0.25	-0.96
City/Town	Norton	876	6	0.684931507	0.61	-0.08
City/Town	Radford	1567	11	0.701978302	0.66	-0.03

For region 7 - Southwest	
average	0.46931
stdv	0.35306

	Region 8 - Southside	Total Students	Primary ED Label	Percentage of EBD	Z score for region	z score for the state
County	Amelia	1815	10	0.550964187	-0.56	-0.46
County	Appomattox	2300	22	0.956521739	0.60	0.71
County	Brunswick	2097	11	0.524558894	-0.63	-0.54
County	Buckingham	2035	16	0.786240786	0.11	0.22
County	Charlotte	2125	5	0.235294118	-1.46	-1.38
County	Cumberland	1503	10	0.665335995	-0.23	-0.13
County	Greensville	2669	18	0.674409891	-0.21	-0.11
County	Halifax	5910	86	1.455160745	2.02	2.16
County	Lunenburg	1653	18	1.08892922	0.98	1.10
County	Mecklenburg	4816	55	1.142026578	1.13	1.25
County	Nottoway	2347	5	0.213037921	-1.52	-1.45
County	Prince Edward	2551	17	0.666405331	-0.23	-0.13

For region 8 - Southside	
average	0.74657
stdv	0.35038

2015 Data Results

	Region 1 – Central Virginia	Total Students	Primary ED Label	Percentage of EBD	Z score for region	z score for the state
County	Charles City	719		0		
County	Chesterfield	59705	401	0.671635541	-0.28	-0.34
County	Dinwiddie	4418	12	0.271616116	-2.02	-1.51
County	Goochland	2567	20	0.779119595	0.19	-0.02
County	Hanover	18062	136	0.75296202	0.07	-0.10
County	Henrico	51534	402	0.780067528	0.19	-0.02
County	New Kent	3042	18	0.591715976	-0.63	-0.57
County	Powhatan	4283	32	0.747139855	0.05	-0.12
County	Prince George	6455	29	0.449264136	-1.25	-0.99
County	Surry	837		0		
County	Sussex	1066		0		
City/Town	Colonial Heights	2795	33	1.180679785	1.93	1.16
City/Town	Hopewell	4376	33	0.754113346	0.08	-0.09
City/Town	Petersburg	4282	34	0.794021485	0.25	0.02
City/Town	Richmond	23987	255	1.063075833	1.42	0.81

Central Virginia	
average	0.736284
stdv	0.230119

	Region 2- Tidewater	Total Students	Primary ED Label	Percentage of EBD	Z score for region	z score for the state
County	Accomack	5322	14	0.263059	-1.94	-1.54
County	Isle of Wight	5483	34	0.620098486	-0.38	-0.49
County	Northampton	1700		0		
County	Southampton	2793	25	0.89509488	0.83	0.32
County	York	12700	67	0.527559055	-0.78	-0.76
City/Town	Chesapeake	39944	359	0.898758262	0.84	0.33
City/Town	Franklin	1132	14	1.236749117	2.32	1.32
City/Town	Hampton	20620	176	0.853540252	0.65	0.20
City/Town	Newport News	29197	237	0.811727232	0.46	0.07
City/Town	Norfolk	32149	184	0.572335065	-0.59	-0.63
City/Town	Poquoson	2119	18	0.849457291	0.63	0.19
City/Town	Portsmouth	14927	92	0.61633282	-0.39	-0.50
City/Town	Suffolk	14383	96	0.667454634	-0.17	-0.35
City/Town	Virginia Beach	69777	400	0.573254797	-0.58	-0.63
City/Town	Williamsburg (James City County	11597	58	0.500129344	-0.90	-0.84

Tidewater	
average	0.706111
stdv	0.228496

	Region 3 - Northern Neck	Total Students	Primary ED Label	Percentage of EBD	Z score for region	z score for the state
County	Caroline	4330	32	0.739030023	-0.48	-0.14
County	Essex	1495	22	1.471571906	0.81	2.02
County	Gloucester	5557	26	0.467878352	-0.95	-0.94
County	King George	4386	25	0.56999544	-0.77	-0.64
County	King William	2246		0		
County	King and Queen	878	24	2.733485194	3.03	5.73
County	Lancaster	1243	13	1.045856798	0.06	0.76
County	Mathews	1106	11	0.994575045	-0.03	0.61
County	Middlesex	1233		0		
County	Northumberland	1377	16	1.16194626	0.27	1.10
County	Richmond	1282	12	0.936037441	-0.13	0.44
County	Spotsylvania	23731	173	0.729004256	-0.49	-0.17
County	Stafford	28098	166	0.59078938	-0.74	-0.58
County	Westmoreland	1666	18	1.080432173	0.13	0.86
City/Town	Colonial Beach	608		0		
City/Town	Fredericksburg	3332	20	0.600240096	-0.72	-0.55
City/Town	West Point	764		0		

Northern Neck	
average	1.009296
stdv	0.568535

	Region 4 - Northern Virginia	Total Students	Primary ED Label	Percentage of EBD	Z score for region	z score for the state
County	Arlington	25365	251	0.989552533	0.66	0.60
County	Clarke	2009	17	0.846192135	0.08	0.18
County	Culpeper	8135	77	0.946527351	0.49	0.47
County	Fairfax	185856	1572	0.845816116	0.08	0.17
County	Fauquier	11155	102	0.914388167	0.36	0.38
County	Frederick	13203	70	0.530182534	-1.19	-0.75
County	Loudoun	76251	557	0.730482223	-0.38	-0.16
County	Madison	1829	20	1.093493712	1.08	0.90
County	Orange	5139	32	0.622689239	-0.82	-0.48
County	Page	3461	13	0.375613984	-1.82	-1.21
County	Prince William	87823	546	0.62170502	-0.82	-0.48
County	Rappahannock	894	13	1.454138702	2.54	1.96
County	Shenandoah	6075		0		
County	Warren	5436	59	1.08535688	1.05	0.88
City/Town	Alexandria	14857	81	0.54519755	-1.13	-0.71
City/Town	Falls Church	2519	23	0.913060738	0.35	0.37
City/Town	Manassass	7605	63	0.828402367	0.01	0.12
City/Town	Manassass Park	3443	21	0.609933198	-0.87	-0.52
City/Town	Winchester	4414	40	0.906207522	0.33	0.35

Northern VA	
average	0.825497
stdv	0.247809

	Region 5 - Valley	Total Students	Primary ED Label	Percentage of EBD	Z score for region	z score for the state
County	Albemarle	13772	137	0.994772001	0.45	0.61
County	Amherst	4216	22	0.521821632	-0.75	-0.78
County	Augusta	10474	33	0.315065877	-1.27	-1.39
County	Bath	574		0		
County	Bedford	9878	61	0.617533914	-0.51	-0.50
County	Campbell	7948	70	0.880724711	0.16	0.28
County	Fluvanna	3558	27	0.758853288	-0.15	-0.08
County	Greene	3196	41	1.282853567	1.18	1.46
County	Highland	207		0		
County	Louisa	4876	90	1.845775226	2.61	3.12
County	Nelson	1960	13	0.663265306	-0.39	-0.36
County	Rockbridge	2816	17	0.603693182	-0.54	-0.54
County	Rockingham	11887	54	0.454277782	-0.92	-0.98
City/Town	Buena Vista	1012	11	1.086956522	0.68	0.88
City/Town	Charlottesville	4382	54	1.232314012	1.05	1.31
City/Town	Harrisonburg	5924	32	0.540175557	-0.70	-0.72
City/Town	Lexington	493		0		
City/Town	Lynchburg	8587	102	1.187842087	0.94	1.18
City/Town	Staunton	2660	15	0.563909774	-0.64	-0.65
City/Town	Waynesboro	3241	11	0.339401419	-1.21	-1.31

Valley	
average	0.817014
stdv	0.394497

	Region 6 - Western Virginia	Total Students	Primary ED Label	Percentage of EBD	Z score for region	z score for the state
County	Alleghany	2258	10	0.442869796	-1.02	-1.01
County	Botetourt	4758	42	0.882723834	1.18	0.28
County	Craig	623		0		
County	Floyd	2077		0		
County	Franklin	7353	58	0.78879369	0.71	0.01
County	Henry	7415	33	0.44504383	-1.01	-1.00
County	Montgomery	9775	26	0.265984655	-1.90	-1.53
County	Patrick	2932		0		
County	Pittsylvania	9239	66	0.714363026	0.34	-0.21
County	Roanoke	14385	88	0.611748349	-0.18	-0.51
City/Town	Covington	1021		0		
City/Town	Danville	6249	44	0.704112658	0.29	-0.24
City/Town	Martinsville	2186	17	0.777676121	0.65	-0.03
City/Town	Roanoke	13678	131	0.95774236	1.55	0.50
City/Town	Salem	3808	20	0.525210084	-0.61	-0.77

Western VA	
average	0.646933
stdev	0.200184

	Region 7 - Southwest	Total Students	Primary ED Label	Percentage of EBD	Z score for region	z score for the state
County	Bland	810		0		
County	Buchanan	3004		0		
County	Carroll	3902	33	0.845720144	0.71	0.17
County	Dickenson	2333	22	0.942991856	1.11	0.46
County	Giles	2410	10	0.414937759	-1.07	-1.09
County	Grayson	1684	15	0.890736342	0.90	0.31
County	Lee	3297	28	0.8492569	0.72	0.18
County	Pulaski	4346	41	0.943396226	1.11	0.46
County	Russell	4062		0		
County	Scott	3817		0		
County	Smyth	4595		0		
County	Tazewell	6113	12	0.196302961	-1.97	-1.74
County	Washington	7355	34	0.462270564	-0.87	-0.95
County	Wise	6024	27	0.448207171	-0.93	-0.99
County	Wythe	4237		0		
City/Town	Bristol	2289	16	0.698995194	0.10	-0.26
City/Town	Galax	1390	10	0.71942446	0.19	-0.20
City/Town	Norton	835		0		
City/Town	Radford	1661		0		

Southwest	
average	0.67384
stdev	0.242321

	Region 8 - Southside	Total Students	Primary ED Label	Percentage of EBD	Z score for region	z score for the state
County	Amelia	1827	12	0.65681445	-0.69	-0.38
County	Appomattox	2294	15	0.653879686	-0.70	-0.39
County	Brunswick	1759		0		
County	Buckingham	2062	22	1.066925315	0.96	0.83
County	Charlotte	1941		0		
County	Cumberland	1399	15	1.072194425	0.98	0.84
County	Greensville	2573	15	0.58297707	-0.99	-0.60
County	Halifax	5367	71	1.322899199	2.00	1.58
County	Lunenburg	1585	11	0.694006309	-0.54	-0.27
County	Mecklenburg	4529	27	0.596158092	-0.94	-0.56
County	Nottoway	2254		0		
County	Prince Edward	2104	17	0.807984791	-0.08	0.06

Southside	
average	0.828204
stdev	0.247971

Appendix B

Survey Questions from Efficacy Survey

Q1) What is your highest degree earned?
-Bachelor's
-Master's
-Master's Plus

Q2) What was your undergraduate major?

Q3) If you attended graduate school, what was your graduate major(s)?

Q4) Did you attend college in Virginia or out-of-state?
-In-State (Virginia)
-Out-of-State

Q5) How many years teaching experience do you have?

Q6) How many years experience do you have teaching Special Education?

Q7) Which school district are you teaching in currently?

Q8) Please indicate the types of classrooms and teaching models you teach in. Check all that apply:
-Co-teaching in a "regular education" classroom
-Co-teaching in an inclusion or integrated classroom
-Teaching in a resource classroom
-Teaching in a self-contained classroom
-Teaching in an alternative educational setting (homebound, special day school, etc.)
-Teaching in a non-residential alternative educational setting
-Teaching in a residential alternative educational setting (hospital, detention center, etc.)
-Teaching in another classroom setting, please specify _____

Q9) Please indicate the specific disabilities you have worked with professionally to date. Check all that apply.
-Intellectual disability/formerly MR
-Serious disability (before July 2009)
-Hearing impairment
-Speech or language impairment
-Visual impairment
-Emotional disturbance
-Traumatic brain injury
-Orthopedic impairment
-Other health impairment
-Autism spectrum disorders
-Specific learning disability

-Deaf blindness
-Multiple disability
-Developmental delay

Q10) Instructions: Please indicate your personal opinion about each statement by selecting the appropriate response to the right of each statement.

-The amount a student can learn is primarily related to family background
-If students aren't disciplined at home, they aren't likely to accept any discipline.
-When I really try, I can get through to most difficult students.
-A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.
-If parents would do more for their children, I could do more.
-If a student did not remember information I gave them in a previous lesson, I would know how to increase his/her retention in the next lesson.
-If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.
-If one of my students couldn't do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty.
-If I really try hard, I can get through to even the most difficult or unmotivated students.
-When it comes right down to it, a teacher really can't do much because most of student's motivation and performance depends on his or her home environment.

Q 11) Instructions: Please indicate your personal opinion about each statement by selecting the appropriate response to the right of each statement.

-How much can you do to control disruptive behavior in the classroom?
-How much can you do to motivate students who show low interest in school work?
-How much can you do to get students to believe they can do well in school work?
-How much can you do to help your students value learning?
-To what extent can you craft good questions for your students?
-How much can you do to get children to follow classroom rules?
-How much can you do to calm a student who is disruptive or noisy?
-How well can you establish a classroom management system with each group of students?
-How much can you use a variety of assessment strategies?
-To what extent can you provide an alternative explanation or example when students are confused?
-How much can you assist families in helping their children do well in school?
-How well can you implement alternative strategies in your classroom?

Q12) Would you be interested in receiving any teacher professional development in regards to working with students with emotional behavioral disabilities? Please check all that you would be interested in:

-Multi-tiered Systems of Supports
-Managing challenging behaviors

-Data for decision making
-Differentiating strategies for students
-Working with English Language Learners
-Strategies that foster higher-level thinking
-Student centered approach to teaching
-Problem/Project based learning strategies
-Inquiry Based learning strategies
-Small group instruction techniques
-Engagement during lessons
-Different assessment protocols
-Study skills for students with disabilities
-Inclusion in the general curriculum classroom
-Teaching vocabulary and main idea
-Other? Please specify:
-I am not interested in receiving any teacher professional development

Q13) Would you like a copy of the research study conducted? (Sent out by late May, 2017).

Q13) [If selected yes] Please provide your email for the research if you selected you would like a copy.

Appendix C

Data from Qualtrics Survey