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A Guide for Mainstreaming the Emotionally Disturbed Child into the Regular Classroom

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A Guide for Mainstreaming
the Emotionally Disturbed Child
into the Regular Classroom

Rosemary Clifton
Fall, 1979
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Problem Statement

The emotionally disturbed child has a definite place in the normal classroom setting. It is the purpose of this project to help the classroom teacher determine the place in the classroom for the disturbed child and to help the child to learn effectively. This learning should include not only the academic areas, but also the mental or emotional areas. This project will attempt to present proven strategies to aid in this learning situation.
Rationale

Society has a major responsibility to educate its children. This education should be made available to every child. Yet this same society which feels so strongly about equal education for all has, until recently, done little for the education of the emotionally disturbed child. This child has been largely ignored in the area of educational services. While such services as child guidance clinics, private psychologists and psychiatrists, social workers and, in more severe cases, residential treatment centers, were available for the emotional development of the child, the educational development was almost totally left out.

Recently, gains have been made in the area of educational service. It is now recognized that the emotionally disturbed child has the same rights as the normal child. These rights include the opportunity to be involved with others and participate in effective learning experiences. These experiences are those that enable an individual to cope with life in the world around him.

The emotionally disturbed child must have the same opportunity as those awarded to a child in the regular classroom setting of the public school. These opportunities afford the child those experiences he needs in order to function effectively in today's society. If the emotionally disturbed child is left in institutions or special classes, then these experiences might never be available to the child. The child
who, with reasonable effort and some special considerations, can be integrated into a regular classroom setting stands a better chance of achieving the education society feels is adequate to survive and function. Of course, in this area, as in all areas, there are exceptions. Some exceptionally disturbed children have problems that are so severe they will never be able to adapt and function in the regular classroom. In these cases, alternative methods must be sought. However, those children classified as emotionally disturbed and who can be integrated into the classroom are one of our society's main concerns.

The emotionally disturbed student who is being integrated into the regular classroom requires special treatment. This special treatment, however, must be dispensed with great care. A child who realizes he is being treated differently from others may be quick to capitalize on this special treatment, thus causing problems among the other students. The child must be made to realize that just as certain expectations are placed on the other students, so are there certain expectations placed on him. These expectations must be well suited to the child in order to offer him the opportunity for frequent success.

While there are numerous theories and ideas for placing an emotionally disturbed child in a normal classroom setting, one problem is frequently overlooked. The classroom teacher is often faced with an emotionally disturbed child in the
class and little or no background on how to handle the situation. This results in frustration both on the part of the teacher and the child. The teacher is required not only to handle the other students, but also one student who requires a different type of learning situation.

There is a great need for some type of guide that would prove useful to a classroom teacher faced with mainstreaming the emotionally disturbed child into her class. The guide should contain some practical and useful ideas that have proven to be successful in dealing with disturbed children. This guide might prevent further frustration and stress from being placed on both the teacher and the student.
Definitions

Behavior disorders: Functional problems related to an individual's conduct rather than the personality.

Behavior Modification: A technique for dealing with maladaptive behavior of the non-functioning or disruptive child through the use of either classical or operant conditioning. Measurable by continuous assessment and graphic means.

Emotionally disturbed: The individual who has a deep-rooted problem and habitually expresses his feelings in open aggressivity or self-absorbed reactions.

Exceptional child: A child who deviates markedly above or below his group's norm in respect to one or more mental, intellectual, physical or social traits. This creates a special problem with regard to his education, development or behavior.

Integration: The return of handicapped children that are being served through other types of educational efforts to the regular classroom. (Mainstreaming)

Resource room: The special room where the exceptional child, enrolled in the regular classroom, may go for specialized instruction. A teacher is always available to help the child who comes to her for this special help, usually during short periods away from his regular class.

Resource teacher: A teacher who has specialized training and can (1) advise the classroom teacher who has an integrated class of handicapped and non-handicapped students; and (2) give individual or group help to handicapped students integrated in the regular classroom for part of the time.
Review of Literature

The emotionally disturbed child in the regular classroom setting presents a challenge for the teacher who is attempting to educate many students on varying levels of learning. The teacher must first be knowledgeable about the type of child he/she is dealing with. This requires some type of definition of exactly what an emotionally disturbed child is. The definitions of emotionally disturbed or emotionally handicapped are as numerous as the books on this subject. Every author seems to have his or her own definition on the subject. Haring and Phillips (1962) have defined emotionally disturbed children as

...children who have more or less serious problems with other people - peers or authority figures...or who are unhappy and unable to apply themselves ...in a manner commensurate with their abilities and interests. In general, ...an emotionally disturbed child is one who has a sizable 'failure pattern' in living instead of a 'success pattern'.

The International Bureau of Education has a somewhat different definition of the emotionally disturbed child. They define the emotionally disturbed child as "an individual with a deep-rooted problem who habitually expresses his feelings either in open aggressivity or with repressive or self-absorbed reactions." One author, however, seems to feel there is no real meaning to the term, "emotionally disturbed". Frank H. Hewett calls this term, "the most notorious example of
a secondhand descriptive term with simply no educational relevance." This would seem to imply no real need for a definition of the term. However, the Florida Bureau of Education for Exceptional Students felt it necessary to define the term for the special education teacher. The Bureau states,

The emotionally handicapped student is the student who, after receiving supportive educational assistance and counseling services available to all students, still exhibits persistent and consistent severe behavioral disabilities which consequently disrupts his/her own learning process. This is the student whose inability to achieve adequate academic progress or satisfactory interpersonal relationships can not be attributed primarily to physical, sensory, or intellectual deficits.

A regular classroom teacher, faced with the problem of educating the emotionally disturbed child, may draw various elements of each of the above definitions and produce one that they find most relevant and workable to their own particular situation. All of the above definitions agree that the individual who is emotionally disturbed has behavioral problems which prohibit them from successfully interacting with other people and which can cause severe learning problems. The teacher must take this information and use it to plan her strategies for educating the child.

There are several different approaches that the teacher might use in educating the emotionally disturbed child. The ones most prevalent in the literature are the following:

1. Psycho-dynamic
2. Sensory-Neurological
3. Behavior Modification
4. Developmental
5. Non directive
6. Child Study

Each of the approaches will be dealt with individually.

Psycho-dynamic Approach

The psycho-dynamic approach deals with both the psychic origin and meaning of maladaptive behavior and with the child's interpersonal relationships with others.\(^5\) It is a permissive approach, with program-cueing coming from the child. Gearhart and Weishahn (1976) feel that the psycho-dynamic approach "stresses the importance of bringing the unconscious repressions into consciousness and developing the ego".\(^6\)

There are several goals the psycho-dynamic approach attempts to achieve. The primary goal is to try to understand why the child behaves as he does in school. The goal may be achieved through an interpretation of the behavior using psychoanalytical concepts in a psycho-dynamic context. Another goal may be to view the student in relationship to the total environment and to be concerned with understanding why the child has no capacities for learning and adjustment. The teacher may feel that one of his/her goals may be the communication of acceptance to the student and establishing a meaningful and secure relationship.\(^7\) Bruno Bettelheim (1976) feels that the teacher's goal using this approach is to help
the students to bring their unconscious repressions into consciousness.  

Fritz Redl (1962) states that in using the psychodynamic approach, there must be some structure and limits set, but the child should be given considerable freedom of choices of behavioral responses. A major hypothesis of Redl is that unlearning occurs before relearning takes place. On the other hand, Ruth Newman (1962) feels that the re-educational process is a long, complicated procedure that requires understanding, skill, and organized planning and effort. Newman believes that the child should have a one-to-one relationship each week so that the child may learn to relate in a close personal relationship and to aid in academic achievement.  

Samuel Slavson (1962) is another writer who has made major contributions in translating the principles of the psycho-dynamic approach to the educational process. He believes that the child's emotional problems must be reduced before learning of an academic nature can occur. Slavson feels that orderliness and routine are one important aspect of the school environment. He places little importance on academics. Slavson's plan includes the education of emotionally disturbed children through the reduction of emotional problems by broadening interests and providing more ways of expression through doing. In order for this plan to take place, the ordinary school curriculum must be modified.
Academics should be incorporated into everyday experiences, and a program free from a rigid and restrictive environment must be established.  

Bruno Bettelheim has followed the conventional psychodynamic procedures in treating the emotionally disturbed child. He is concerned with understanding previous psychological problems associated with the child's behavior and reliance on building a trusting and positive relationship between the child and the teacher as a prelude to academic learning. Bettelheim believes in very little structure. He encourages free expression of emotion, with an attempt to interpret the meaning of the ways of release in order to gain an understanding of the child's disturbances. Activities at school can be used as one resource for expressing the child's feelings of anxiety, hostility and fear.

Bettelheim believes that in many children learning anxieties are associated with the fear of learning more about the world and eventually more about themselves. Exploring nature, according to Bettelheim, can help in reducing this fear of learning by helping the child to become more familiar with the world around him. It is possible that the classroom environment can be made reassuring to the child if he is allowed to act out some of the primitive pleasures in the class. Bettelheim feels that "...no educational plan is too elaborate to follow if it is consistent with the interpretation of the child's need, fear, anxieties, or hostilities."
The psycho-dynamic approach, if followed in an orthodox manner, does not appear to be practical to incorporate into the regular school setting. However, the resourceful teacher can draw from its elements and use them to her advantage when working with the emotionally disturbed child.

Sensory Neurological Approach

The sensory neurological approach deals with the child who exhibits maladaptive behavior because of a neurological impairment. These behaviors include specific learning deficits, perceptual motor deficits, general coordination deficits, hyperactivity, impulsivity, emotional instability, and short attention span or distractability. All of the above behaviors are present in children labeled emotionally disturbed, so the question often asked is if these behaviors are organic or functional. Frank Hewett (1968) states that if the behaviors are found to be the result of an organic insult to the brain, the sensory neurological approach might be useful.

The goal of this approach is to first discover the child's sensory and neurological deficits through extensive observation and diagnostic testing. When these shortages have been found, the child is then seen as a learner who must be trained to perceive and understand stimuli accurately and to be able to demonstrate motor efficiency before any complex learning tasks can be undertaken.

The sensory-neurological approach emphasizes order and
routine. Clear cut goal setting, constant repetition and mastery of one level before proceeding to the next level are means of accomplishing the development of perceptual motor skills. The approach would require, in most cases, a special classroom setting that contains certain specifics which a regular classroom teacher has no control over. However, the teacher can make use of sequential worksheets and a specific type of curriculum assignment and activities for the neurologically impaired child. 18

Behavior Modification Approach

Behavior modification has been defined as,

Techniques for dealing with maladaptive behavior either through classical conditioning or through operant conditioning when used with the non-functioning or disruptive school child; behavior changes are measurable by continuous assessment and graphic means. 19

Supporters of the behavior modification approach see all behavior, both adaptive and maladaptive, as learned. 20 The major concern is with what learned behavior the child exhibits that is interfering with the learning process, rather than why or how. The child is assisted in modifying his behavior and thus increases the probability of success in and acceptance by the environment. 21 The causes of the deviant behavior are not considered a major concern; rather the concern is with the exhibited overt behavior. Gearhart and Weishahn (1976) state that behavior modification is a complex process that requires a systematic and planned effort.
to work effectively. The major goal of the behavior modification approach is to identify those maladaptive behaviors that interfere with learning, and to assist the child in developing more adaptive behavior. Every child is seen as capable of learning something, no matter what problems he may have. Hewett's description of the behavior modification approach is that the task to be learned may be only a small part of the eventual large task to be accomplished, however the task will be mastered before more complex goals are introduced. The complexity of the goals will increase, with positive consequences provided following successful accomplishment of a task.

The usual procedure for the behavior modification approach is to establish goals and to organize those tasks to be accomplished by the child in small steps so as to assure continuous success and obtain positive reinforcement for each task or step as the child completes it. Once the starting point is established, the complexity of the tasks are gradually increased. The teacher is ready to reduce expectations if it becomes evident that the child is unable to perform the tasks assigned. As the task is finished by the child in a set period of time, the teacher checks the work, and uses both social reinforcement (praise) and tangible reinforcement (candy or tokens). Samuel Kirk (1972) feels that this system helps the child to work at tasks for longer and longer periods of time with increasingly more
difficult tasks. 26

The teacher's role in utilizing the behavior modification strategy, according to Frank Hewett, is one of a learning specialist. 27 Samuel Kirk defines the main responsibilities of the teacher as:

1. delineating specifically those behaviors that are to be considered maladaptive,
2. determining those situations that are reinforcing the maladaptive behavior,
3. restructuring the environment of the child in order to modify, alter, or change the maladaptive behavior. 28

Hewett proposes that the strength of the behavior modification approach is that it focuses on an observable behavior, it lacks a reliance on labeling, and it maintains a close relationship to good teaching principles used by teachers in all types of classrooms. 29

Developmental Approach

The developmental strategy for the education of emotionally disturbed children is advocated primarily by Hewett. This strategy is an educational program based on behavior modification procedures with seven educational goals in a developmental sequence. The developmental sequence is (1) attention, (2) response, (3) order, (4) exploratory, (5) social, (6) mastery, and (7) achievement. 30 Hewett describes the developmental strategy as one that

...hypothesizes that in order for successful learning to occur, the child must pay attention, respond, follow directions, freely and accurately explore the
environment, and function appropriately in relation to others. It further hypothesizes that the learning of these behaviors occurs during the normal course of development from infancy to school age, and failure to learn any of them may preclude the child's being ready for school. For such a child, they constitute the 'somethings' he must learn in the process of getting ready for school while he is actually there. 31

Hewett has organized three necessary ingredients for effective teaching in order to move the child up the sequence or hierarchy. The steps are:

1. selection of a suitable task,
2. selection of a meaningful reward for accomplishment of that task,
3. maintenance of a degree of structure under the control of the teacher. 32

He further asserts that if the teacher can provide these three elements in the learning program for each child, there is no emotionally disturbed child who can not be taught. 33

This approach has been implemented in what Hewett calls the "engineered classroom". The engineered classroom is separated into three work areas that correspond to levels on the developmental hierarchy: (1) the mastery center, (2) the order center, and (3) the exploratory center. The mastery center is for mastery and achievement tasks mainly in the field of academics. The order center serves to train the child in following directions, completing assignments, and controlling behavior. The exploratory center is used for activities such as science, art, and communication.

The teacher's role in the developmental approach uti-
lizing the engineered classroom requires that she assign the child to the appropriate center, provide him with those tasks he needs to learn, is ready to learn, and which can provide him with success. The child is rewarded on the check-mark system, receiving two check marks for beginning the assigned task, three for completing the task, and up to five for being a student. This is the point where Hewett differs from a strict behavior modification program. In Hewett's model, the child will continue to be reinforced even if he regresses somewhat. He is not penalized for maladaptive behavior if he can stabilize his behavior on another level.34

Nondirective Approach

Carl Rogers is one of the authors involved in the nondirective approach to educating the emotionally disturbed child. Rogers feels that treatment can occur only when a "...completely permissive relationship exists for self-expression and activity of the child." It is through this complete freedom of expression that the child will gain an understanding of himself to be used to make better decisions regarding his problems and conflicts. This approach, according to Rogers, is not suitable for the school environment, but can be used when the school works in conjunction with treatment agencies.35

Clark Koustaakas and Katherine D'Evelyn are two more authors who have made significant contributions to the
nondirective approach. Koustakas states that,

...the emotionally disturbed child differs from the well-adjusted child because the emotional growth of the disturbed child has been impaired during some stage of development. The disturbed child's attitude toward himself and others is distrust; his response to his environment is predominantly negative; he is generally hostile and overtly expresses this hostility to others. 36

Katherine D'Evelyn also believes that the emotionally disturbed child's aggressive behavior results from

...feelings of fear and lack of self-worth and confidence. The aggressive child can be helped by parents and teachers improving the child's feelings of self-worth and confidence. 37

The nondirective approach emphasizes an atmosphere of acceptance and warmth. Permissiveness plays an important role in this approach. This permissiveness allows the child the opportunity to express his feelings freely. 38 It involves the acceptance of the child's behavior and the reflection back to the child. Through the reflection process, the child grows in his capacity to develop insight and to modify his own behavior. The nondirective approach encourages the child to learn, express, and better understand his feelings. 39

Child Study Approach

The child study approach proposes close and careful observation of the child to know both academic and interpersonal difficulties that may exist. James Hymes is an author who believes that the child study approach requires that the teacher

...understand the child's physical, emotional, and
social needs in order to establish a satisfactory and successful program. 40

Hymes also feels that the first rule basic to the approach is that the child must like the teacher. 41

Another author, Daniel Prescott, bases the understanding of the development of children on ethical, philosophical, and religious values. Prescott believes that every kind of behavior is meaningful and has more than one cause. He also believes in the "holistic approach, that is, that we should study and help the child as one unit - not consider only one aspect of his development." According to Prescott, educational planning can be improved if it is based on sufficient knowledge and understanding of the needs and the development of the individual child. 42

Each of the approaches may be used effectively to educate the emotionally disturbed child. However, since there is no one correct way of working with a troubled student, the resourceful teacher can pull from each approach those methods that will work with the child. No two children are the same, and no two children will necessarily be taught by the same approach or combination of approaches. It is up to the teacher to find the most effective approach to be used with the particular child.

The teacher of an emotionally disturbed child in a normal classroom setting plays a major role in the child's ability to learn and grow, both emotionally and mentally.
In order for the teacher to produce effective results, some type of training is required. This training is the key to success or failure of mainstreaming the child into the classroom. Teachers must be prepared attitudinally and provided with the relevant knowledge and skills to maintain the emotionally disturbed student.\(^3\)

It is important to remember that not every teacher has the ability to work with the emotionally disturbed child in a regular classroom. The teacher in this situation should have certain characteristics. Ruth Newman (1962) defines these characteristics as follows:

1. The teacher must be flexible, stable, accepting, dependable, and consistent.

2. The teacher should have competencies with a variety of educational methods, materials, and subject matter.

3. The teacher must feel secure and confident within his own right and not need the accomplishments of his pupils for support and confidence.

4. The teacher must be able to respond to a variety of behaviors from his pupils without being threatened: he must be able to take a child back into the classroom even after a personal attack, and in the face of all this, he must be able to maintain warmth toward the child. \(^4\)

Frank H. Hewett lists the above characteristics and adds several of his own:

1. Flexibility: ability to shift teaching goals easily and instantly in line with the student's capacity for learning of the moment.

2. Structure: capacity to set and maintain reasonable behavioral and academic expectations.
3. Resourcefulness: ability to formulate innovative, meaningful, and impactful approaches to learning. 45

The above characteristics should also describe an effective classroom teacher. A study by J.S. Kounin (1977) indicates that it is generally felt that a teacher who is effective with normal children in the classroom will also be effective with a disturbed child and will prevent the child from disrupting the other children. 46

There are some very important responsibilities of a teacher working with the emotionally disturbed child. The teacher must keep in mind that as the teacher, she has the responsibility to be herself, establish structure that is realistic, program academic materials to fit both the needs and abilities of the student, and to encourage academic and social responsibilities. A teacher can not make a student behave responsibly or realistically, nor can she threaten or physically restrain a student. This involves losing on the part of all involved, because of the destructive game rules that have then been set up. 47

What is needed in the area of mainstreaming the emotionally disturbed child into a normal classroom setting is a more open-minded attitude toward the emotionally disturbed child and more effort to understand him. One solution to a more positive attitude is through exposure. It would appear that the more exposure children and teachers have to an emotionally disturbed child, the more positive the atti-
tudes toward him becomes.

Another solution might be that the more training a teacher has in understanding the disturbed child, the more effective the teacher would be and the less time is taken out of the school day for working with the behaviors of the child. Teacher-training and in-service programs should include preparation for working with the emotionally disturbed child. This additional education can provide classroom teachers with a better understanding of the needs of the emotionally disturbed child.
Reference List


5. Hewett, p.9


7. Hewett, pp.17-18

8. Gearhart & Weishahn, p.153

9. Haring & Phillips, p.26

10. Haring & Phillips, p.27

11. Haring & Phillips, p.29

12. Haring & Phillips, p.30

13. Hewett, p.17


15. Haring & Phillips, p.20

16. Haring & Phillips, p.47

17. Hewett, p.20

18. Hewett, p.24


21Hewett, p.28

22Gerhart and Weishahn, p.154

23Hewett, p.34

24Kirk, p.405

25Hewett, p.34

26Kirk, p.405

27Hewett, p.35

28Kirk, p.405

29Hewett, p.36

30Kirk, p.405

31Hewett, p.42

32Kirk, p.405

33Hewett, p.61

34Kirk, p.406

35Haring & Phillips, p.30

36Haring & Phillips, p.24

37Haring & Phillips, p.36

38Haring & Phillips, p.49

39Gerhart & Weishahn, p.153

40Haring & Phillips, p.50

41Haring & Phillips, p.37

42Haring & Phillips, p.50

44 Haring & Phillips, p. 28
45 Hewett, p. 235
47 Gearhart & Weishahn, p. 155
48 Kirst & Vaac, p. 316
Procedure

A guide for the integration of the emotionally disturbed student into the normal classroom is only as helpful as the information presented in it. This information will only be useful if it is those things a teacher faced with this situation will need to know. Therefore, it would seem that the first and most important step to take would be to find out from classroom teachers what they feel they would need to know. A questionnaire (see Appendix A) will be used to determine these needs.

The second step in developing a guide requires a close examination of the questionnaires. This examination will determine both the needs of the teachers and any other areas that the teachers may feel are necessary. From the information gathered, the format of the guide will be determined.

The third step is the actual development of the guide (see Appendix B). The information from the questionnaire will be utilized in developing a useful and workable guide. An important step includes a thorough evaluation (see Appendix C) of the guide by the classroom teachers. This evaluation will be done after the teachers have tested the guide in their own classes. They will decide if the guide is both workable and useful, and if it requires any additional material.

The final step involves a complete study of the evaluations by the teachers (see Appendix D). This study will allow for a thorough analysis of the evaluation data. From
this study, one can draw conclusions as to strengths and weaknesses of the guide (see Appendix B). Those areas that need to be reworked can, eventually, be rewritten so as to make them as helpful as they can possibly be. There may also be some areas that might need to be added to the guide.

This procedure should bring about a guide that will help the classroom teacher integrate the emotionally disturbed student into the normal class and thus save countless hours of worry and frustration on the part of both the teacher and the student.
Appendix A

Questionnaire

Name:
Position:

Please check below those areas you would find useful in integrating an emotionally disturbed child into your classroom.

<table>
<thead>
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<th>Comments</th>
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</table>

1. Description and definition of an emotionally disturbed student.

2. Explanation of the various approaches that can be used in the classroom setting.

3. Teaching strategies designed for the emotionally disturbed student.

Please add below any other areas you feel would be beneficial to you in dealing with an emotionally disturbed student.
Appendix A

Questionnaire

Name: Removed for Privacy
Position: 1st grade teacher

Please check below those areas you would find useful in integrating an emotionally disturbed child into your classroom.

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<tr>
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<th>Comments</th>
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</tr>
<tr>
<td>2. Explanation of the various approaches that can be used in the classroom setting.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3. Teaching strategies designed for the emotionally disturbed student.</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please add below any other areas you feel would be beneficial to you in dealing with an emotionally disturbed student.
Appendix A

Questionnaire

Name: Removed for Privacy

Position: Teacher grade 2

Please check below those areas you would find useful in integrating an emotionally disturbed child into your classroom.

<table>
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<th>Comments</th>
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</table>

1. Description and definition of an emotionally disturbed student.

2. Explanation of the various approaches that can be used in the classroom setting.

3. Teaching strategies designed for the emotionally disturbed student.

Please add below any other areas you feel would be beneficial to you in dealing with an emotionally disturbed student.

I feel it would be beneficial to know the responsibilities of the guidance counselor and other members of the school staff in dealing with the emotionally disturbed child.
Appendix A

Questionnaire

Name: Removed for Privacy

Position: Grade 3 Teacher

Please check below those areas you would find useful in integrating an emotionally disturbed child into your classroom.

1. Description and definition of an emotionally disturbed student.

2. Explanation of the various approaches that can be used in the classroom setting.

3. Teaching strategies designed for the emotionally disturbed student.

Please add below any other areas you feel would be beneficial to you in dealing with an emotionally disturbed student.
Appendix B

A Guide for Mainstreaming

the Emotionally Disturbed Student
Definition and Description of the Emotionally Disturbed Student

The first step in the integration of the emotionally disturbed student into the normal classroom setting is to understand what the term emotionally disturbed means. This requires a workable definition that is clear and concise. Unfortunately there is no one definition for this term, but many that can be used. The Bureau of Education for Exceptional Students defines the emotionally disturbed student as 'one who, after receiving supportive educational assistance and counseling services, still exhibits persistent and consistent severe behavioral disabilities which consequently disrupts his/her own learning process.'

The main points in all the definitions appear to be that an emotionally disturbed child is one who exhibits a maladaptive behavior which, in turn, causes problems in the learning process. These problems eventually cause more behavior problems that eventually affect the child's emotional state. The emotionally disturbed child usually has difficulty relating to other people, such as peers or authority figures, and is characterized by inner tensions and anxiety. He/She may display neurotic and psychotic behavior.

There are several general characteristics that the emotionally disturbed child may exhibit. It is these characteristics, either singularly or in combination, that determine if the child in unable to take full advantage of the regular
education program. This is not to imply that the child cannot be placed in a regular classroom, only that the child exhibiting these characteristics may have problems that need to be recognized before he is placed in the class.

1. The student has an inability to learn that cannot be explained by intellectual, sensory or health factors.

2. The student may exhibit inappropriate types of behavior or feelings under normal circumstances.

3. The student may exhibit a general mood of unhappiness or depression.

4. The student may have a tendency to develop physical symptoms, pain or fears associated with personal or school problems.

5. The student may show an inability to build or maintain satisfactory interpersonal relationships with peers or teacher.

6. The student may exhibit a variety of excessive behavior ranging from hyperactive and aggressive responses to severe depression and withdrawal.

The above characteristics may indicate that the child has a severe emotional problem that would require a program of intense counseling and placement in the special class. However, the observation of these characteristics might also suggest the need for regular classroom placement with the resource room for added assistance.

While the above characteristics are general, there are some specific characteristics that may indicate a need for
a specialized learning program. Again, this may be a program to be used in the normal classroom setting, or one to be used in a special class. The Bureau of Education for Exceptional Students lists the following specific characteristics:

1. Short attention span - unable to concentrate; not able to pay attention long enough to finish an activity;

2. Restless or hyperactive - moves around constantly, fidgets; seems to move without a purpose in mind, nicks on other children.

3. Does not complete tasks - careless, unorganized approach to activities; does not finish what is started, does not seem to know how to plan to get work done;

4. Listening difficulties. Does not seem to understand - has trouble following directions; turns away while others are talking, does not seem interested.

5. Avoids participation with other children or only knows how to play by hurting others - stays away from other children, always plays alone, leaves a group of children when an activity is going on, bites, hits or bullies;

6. Avoids adults - stays away from adults, does not like to come to adults for attention;

7. Repetitive behavior - exhibits unusual movement or repeats words over and over, cannot stop activity.

8. Ritualistic or unusual behavior - has a fixed way of doing certain activities in ways not usually seen in other children; has an obsessive desire to maintain sameness.

9. Resistant to discipline or direction - impertinence, defiance, resentful, destructive or negative, does not accept directions or training, disagreeable, hard to manage, destroys materials or toys deliberately;
10. **Inappropriate Conduct Behavior** - lying, stealing use of profanity, masturbation, sex play, undressing, cruelty, running away, etc.

11. **Unusual language content** - bizarre, strange, fearful, jargon, fantasy; very odd or different talk with others or in stories;

12. **Speech problems** - Rate - speech that is unusually fast or slow; articulation - difficulty making clear speech, repeating sounds, words or phrases, blocking words or sounds; quality - atonal, flat, voice unusually loud, soft, high or low, scratchy; no speech - chooses not to talk or does not know how to talk so that others can understand;

13. **Physical complaints** - talks of being sick or hurt, seems tired without energy;

14. **Echoes other's speech** - repeats another person's words without intending for the words to mean anything; failure to use speech for purposes of communication;

15. **Lack of self-help skills** - unable to feed self, unable to dress self, unable to conduct toilet activities unaided, or to carry out health practices such as washing hands, brushing teeth, etc.;

16. **Self-aggressive or self-derogatory** - does things to hurt self, says negative things about self;

17. **Temperamental, overly sensitive, sad, irritable** - moody, easily depressed, unhappy, shows extreme emotions and feelings;

18. **Withdrawn** - daydreams a great deal, does not mingle freely with other children, gives in, complies without much show of feeling, but may occasionally blow-up, not included by other children; doesn't have friends, tends to be an isolate, out of touch with reality;

19. **Anxious** - keeps asking, "Is this right?" "Did I do this right?" Wants constant reassurance, has nervous mannerisms, fidgets, bites nails, chews pencils, etc.; seldom satisfied with own performance, tends not to get finished, persistent, tends to over-study;
tends to be preoccupied with disaster, accidents, death, disease;

20. Self-stimulation - persistent behaviors such as flicking fingers in front of eyes, shaking hands or head, rocking, twirling, etc.;

21. Attachment to objects - extreme preoccupation with objects with no regard for their intended use, especially round and spinning objects; marked facility with objects;

22. Non-responsive behaviors - lacks eye contact, with persistent tendency to turn away or look past other people, especially when spoken to;

23. Immature behaviors - prefers younger playmates, frequently cries, crawls around room, exhibits poor coordination;

24. Inappropriate vocalizations - laughing, screaming, giggling, yelling and crying for no apparent reason.

The specific characteristics listed above can aid in clarifying that student who should be classified emotionally disturbed. They also help the teacher with an emotionally disturbed child recognize and understand the child's behavior. In understanding the behavior, the teacher will be better able to deal with it in a successful manner. It should be noted that not every child will exhibit the same characteristics and that there is no one set way to deal with each behavior. It is the teacher's job to identify the behavior and to attempt to correct it in a manner that allows for maximum growth and learning for the child.
Approaches

There are many different approaches one can use in dealing with the emotionally disturbed student. Some of these approaches are not suitable for use in the normal classroom setting. Others may be revised and reworked to be made to fit into the classroom situation. It should be noted that no one approach is considered the best or most effective. The classroom teacher must decide the approach that works best for her particular situation. This decision may require a combination of two or more approaches. This is a decision that must be made by that person who is involved in the classroom situation. An explanation of several approaches follows below:

Psycho-dynamic Approach

The psycho-dynamic approach deals with both the psychic origin and meaning of maladaptive behavior and with the child's interpersonal relationships with others. Its main goal is to understand the child's behavior at school through the use of psychoanalytical concepts in a psycho-dynamic context. This approach also attempts to understand why the child is unable to adapt and deal with stresses and demands for learning and adjustment. The communication of acceptance to the student and the establishment of a meaningful and secure relationship between the teacher and the student is also stressed in this approach.

The majority of writers concerned with using this
approach suggest a permissive atmosphere that allows the child the freedom of choices of behavioral responses. A student's emotional problems might be reduced through broadening interests and providing more ways of expression through actual doing. This requires a modification of the school curriculum in that academics should be incorporated into everyday experiences and a program free from a restrictive and rigid environment must be established.

If the psychodynamic approach is followed in an orthodox manner, it does not appear to be practical for the normal classroom situation. However, the resourceful teacher can draw from it's various elements and utilize them to her advantage.

Behavior Modification Approach

Behavior modification has been defined as a technique for dealing with maladaptive behavior through classical conditioning or operant conditioning when used with the non-functioning or disruptive student. Supporters of this approach see all behavior as learned. The major concern is with what learned behavior the child exhibits that is interfering with the learning process. The child is given help in modifying the behavior, thus increasing the probability of success in and acceptance by their environment.

The major goal of the behavior modification approach is to identify the maladaptive behaviors that are interfering with the learning process and to help the child to develop
more adaptive behavior. The learning process may begin with only a small part of a large task to be accomplished eventually. This task must be mastered before more complex goals are introduced. The complexity of the goals will increase, with positive consequences provided following successful accomplishment of the task.

The standard procedure for the behavior modification approach is the establishment of a goal and the organization of tasks to be accomplished by the child in small steps, so as to assure continuous success. Positive reinforcement is obtained for each step toward the final goal as the child completes it. The complexity of the tasks are gradually increased, with the teacher ready to reduce expectations if it is evident that the child is unable to perform the assigned tasks. As the task is finished, usually in a fixed period of time, the teacher checks the work, and uses both social and tangible reinforcements. This system allows the child to work at tasks for longer and longer periods of time with increasingly difficult tasks.

The strength of the behavior modification approach lies in the fact that it focuses on an observable behavior, it lacks the reliance on labeling, and it maintains a close relationship to good teaching principles used by teachers in all types of classrooms.

Developmental Approach

The developmental approach is an educational program
based on the behavior modification procedures with seven educational goals in a developmental sequence. These seven goals are: 1. attention, 2. response, 3. order, 4. exploratory, 5. social, 6. mastery, and 7. achievement. The developmental approach suggests that the learning of these seven behaviors occurs during the normal course of development from infancy to school age, and failure to learn any or all of them may preclude the child's being ready for school.

Frank N. Hewitt (1962) has organized three necessary ingredients for effective teaching, in order to move the student up the sequence or hierarchy. The steps are:

1. the selection of a suitable task.
2. the selection of a meaningful reward for accomplishment of that task
3. the maintenance of a degree of structure under the control of the teacher.

Hewitt maintains that if the classroom teacher can provide these three elements in the learning program, then there is no emotionally disturbed child who cannot be taught.

Hewitt suggests implementation of this approach works best in the engineered classroom. This is a classroom that is separated into three work areas: 1. the mastery center, 2. the order center, and 3. the exploratory center. The mastery center is for mastery and achievement tasks mainly in the academic field, the order center serves to train the
child in following directions, completing assignments and controlling behavior, and the exploratory center is used for activities such as science, art, and communication. While a classroom teacher may not be able to utilize the engineered classroom, the developmental sequence is a valuable tool in understanding the learning process and in aiding the child accomplishing tasks with success. This approach differs from behavior modification in that the child is reinforced even if he regresses somewhat. There is no penalty for mal-adaptive behavior if the child's behavior can be stabilized on another level.

Child Study Approach

The child study approach calls for a close and careful observation of the child to know both academic and interpersonal difficulties that may exist. It requires that the teacher understand the student's physical, emotional, and social needs in order to establish a successful program. One of the most basic rules is that the child like the teacher.

This approach also proposes that every kind of behavior is meaningful and has more than one cause. The student must be studied as one unit, and all aspects of his development must be considered. Educational planning can be improved if it is based on sufficient knowledge and understanding of the needs and development of the individual child.

Each of these approaches can be used effectively in educating the emotionally disturbed child. The classroom
teacher should choose the elements from each approach that is found to be the most effective for that teacher's particular situation.
Teaching Strategies

There are many factors to be considered when attempting to effectively integrate the emotionally disturbed child into the regular classroom setting. The needs of the child must be first in the mind of the teacher. The purpose of integration is to enable the individual to function effectively in the world around him. If this goal is to be accomplished, the teacher will need to be aware of various teaching techniques that have been proven to work effectively with the disturbed child.

The concept of structure is a very important aspect of the educational program for the emotionally disturbed child. Structure has been defined by Haring and Phillips (1962) as the setting up of ordered educational, social, and emotional experience within the bounds of the school. It is the clarification of the relationship between a behavior and its consequences.

To be more specific, Haring and Phillips feel that structure refers to the following procedures:

1. Setting up a definite and dependable classroom routine

2. Giving, at first, very specific and limited tasks which eventually can be extended

3. Remaining consistent in giving and following through on requirements to the child until they are fulfilled to a reasonable degree.

4. Establishing the idea that children are at school for work. Recreational activities come only after acceptable work has been completed.
5. Having the child redo or repeat incomplete or careless work

6. Creating in the child a pattern of returning to work after an emotional outburst or other distraction

7. Promoting a healthy and strong respect for requirements set by the teacher.

It should be noted that children may suffer from emotional disturbance because of a lack of structure and order in their daily lives, both at home and at school. These procedures serve to provide the structure needed during the school day.

Another important factor to be considered in the integration process is the attitude of the teacher. It is the teacher's attitude that counts most and whatever is done for or with the child reflects the teacher's attitude. An opportunity to care and show concern for the child should never be passed by. Some examples of this include:

1. Be friendly, smile. Notice the child in a positive way.

2. Point out the child's successes.

3. Point out the child's good points to him and to his peers.

4. Encourage the child.

5. Call on the child in class.

6. Teach the child a skill he can be proud to share with others.

7. Plan activities in which he can succeed.

Classroom management is the factor in the integration process that has implications and potential for positive learning and socializing experiences which may bring about
change, adjustment, and growth. Listed below are some techniques which Gearheart and Weishahn (1976) have found to be helpful in a classroom situation involving an emotionally disturbed child. These techniques may not be the ultimate answer to every problem, however they can be extremely useful.

1. Stop misbehavior in time. Do not wait until the situation is totally out of hand before stopping it. Stop the act before you become angry and lose control or before the whole class gets into the act.

2. Program for a variety of changes. Activities with a great deal of manual emphasis are more likely to succeed than heavy doses of desk work.

3. Make tasks clear and orderly and give the child time to complete one task before beginning another. A troubled child needs to know what is expected of him in an activity. He needs closure on one activity before he can freely and without frustration move onto a new task. Insist that the student complete an activity. Be sure that the task is on the student's ability level and that he understands the directions.

4. Comment positively when the student is attending appropriately to a task. Let him know you know he is working constructively. Praise him.

5. Establish limits and maintain consistent, clear ground rules. Be consistent in following through with legitimate consequences. Threats and bribes will not work.

6. Manage transitional times with quieting down periods between two activities. Take the time for the child to slow down from one activity, such as physical education, to be ready for another activity, such as reading.

7. Set up filler corners, activity centers a child can go to when he has completed required activities.

8. Set up a quiet corner where a child can go to be alone, to cry, or to calm down. The corner
should not be used for punishment; rather it should be a place to gain control. If a child needs to be sent to the quiet corner, send him calmly and quickly. He is to stay in the corner until he feels able to return and behave responsibly. Don’t set a time limit.

9. Plan for anger breaks; give a distraught, anxious, or angry student a chance to work off his anger.

10. Provide success; be sure the material is relevant, interesting, and appropriate for the child.

Some steps are entirely inappropriate when dealing with the emotionally disturbed child. They include:

1. Using brute force: "You hit me, I'll hit you back!"

2. Accusing the student of misbehaving. You are, in a sense, forcing the child to lie to save face.

3. Comparing the student's behavior with that of his peers.

4. Arguing — you cannot win an argument with a student. Usually, you both lose.

5. Embarrassing the student in front of his peers.

6. Removing the student from activities he does well and enjoys doing.

7. Ridiculing the student for his mistakes or misbehavior.

Positively reinforcing an acceptable behavior increases the possibility that the reinforced behavior will occur again. This technique is invaluable to the teacher if she understands how to correctly and consistently use it. Several things need to be considered when designing and implementing the reinforcement system.
The types of reinforcement are very important if the reinforcement system is to be successful. The following is a list of several types of reinforcements with examples of each type. Most of these reinforcements may be easily provided and used by the classroom teacher.

1. Tangible Rewards
- Candy
- Popcorn
- Whistles
- Stars
- Trinkets
- Points
- Pennies
- Comics
- Baseball cards
- Athletic passes

2. People Rewards
- Praise
- A smile
- A wink
- Expressing interest
- Physical nearness
- Approval
- Picking teacher as a playmate
- Showing respect
- Having parents sign note of good behavior
- Membership in "Who's Who Club"

3. Activity Rewards
- Going on a field trip
- Choosing your own seat
- Reading a favorite story
- Putting head down and resting
- Doing a crossword puzzle
- Drawing
- Cleaning erasers
- Tutoring
- Having a "rap" session
- Getting extra recess

4. Intrinsic Rewards
Overcoming a problem or handicap
Success experiences
A sense of pride in accomplishment
Allowing student to plot his progress

The main concern of the teacher is to select the type of reinforcement that is most reinforcing to the student. This can be accomplished in several ways:

1. Choose something you think will work and try it.

2. Provide a reinforcement menu in which the student may select one of several reinforcements.

3. Use the premack principle - The teacher uses a highly reinforcing activity to reinforce non-preferred tasks. The teacher makes the highly reinforcing activity contingent upon the non-preferred task.

4. It is important that the teacher use different types of rewards and combinations of rewards rather than overusing a single reward.

5. Primary reinforcement is an appropriate and powerful reinforcement for younger children as well as those older children functioning on lower levels. Primary reinforcement usually consists of small candies, sugar-coated cereals, potato chips, pretzels, cake or orange juice. All primary reinforcers are administered in small amounts so as not to saturate the receiver. As with other types of reinforcers, primary reinforcers should always be paired with social reinforcement, i.e., smiles, praise, physical contact, so that the latter may acquire the power of the former, which may eventually be faded from the reinforcement schedules.

The schedule of reinforcement is very crucial to the reinforcement system. The greater the frequency and amount of reward, the faster a behavior is learned. Therefore, a student acquiring a new behavior should be reinforced 100% of the time. Once the behavior is acquired, reinforcement is
only necessary for the maintenance of the behavior. Intermittent reinforcement is more effective with behaviors that have been acquired in that, intermittent reinforcement renders the behavior less subject to forgetting. Intermittent reinforcement is reinforcing the student for only certain times that he demonstrates the desired behavior. If a student does not display rewardable behaviors, the teacher should reward successive approximations to elicit the desirable.

The timing of reinforcements is an area that requires careful planning. Initially in the acquisition of a behavior, the teacher should reinforce immediately after the desired behavior occurs. Also, initially, with acting out youngsters, reinforcement should be immediate because many of these children are unable to delay gratification. However, the interval between desired response and reinforcement may gradually be increased for students, depending on the individual characteristics of the student.
Responsibilities

It is important that all school personnel involved with the emotionally disturbed child work together to create an effective learning situation. The classroom teacher and the special education teacher should meet together frequently to plan and discuss different strategies for the emotionally disturbed child. Their responsibilities include effective teaching of academic and social skills. They should be concerned with improving the child's interpersonal skills as well as his/her reading and math skills.

There are other members of the school staff that are involved with the emotionally disturbed child. The guidance counselor plays an important role in the child's educational program. The guidance counselor's responsibilities include:

1. Participation in screening, referral and placement processes.
2. Observation and participation in behavior management strategies.
3. Consultations with teachers with regard to specific interaction techniques designed to assist the student.
4. Providing on-the-spot guidance and support to students who may have minor or temporary emotional problems which do not require special class placement. This provides important preventative intervention as well.

The importance of the home in which the emotionally disturbed child resides should not be overlooked. The home can be a valuable asset to the overall educational program.
Parents must be encouraged to participate in the placement and educational planning of their child. They should work closely with the teacher in order to better understand their child. This sharing of information between teacher and parents will also provide for continuity between home and school.

Parents should be informed of specific ways that they can help the emotionally disturbed child at home. They should be provided with information on the following:

1. Reward
   a. Establish a consistent and realistic reward system of accomplishments and approximations of desired behaviors;
   b. Leave no doubt in the child's mind that he/she has done the right thing;
   c. Emphasize successes, not failures;
   d. Provide reinforcement immediately upon the omission of a desired behavior;

2. Discipline and Structure
   a. Set guidelines for behavior; students desire to know what is expected of them;
   b. Parents must agree on rules of conduct and the consequences;

3. Brothers, Sisters and Playmates
   a. Student successes and failures should not be compared to other family members;
   b. One student should not get all the attention from family members;
   c. Problems may be avoided before they start by redirecting activities and rechanneling the student's energies.
It is important that the school system, as well as other community agencies, provide parent education services. These services may take the form of discussions, workshops, group and individual counseling or other planned activities for the parents. The goals for parents education are to provide:

1. Self-awareness - to deal with one's own feelings of guilt or anger toward the child, to combat the "Super-Mom/Dad" expectations of some, and to become aware of negative feelings in the home.

2. Knowledge and Understanding - to "know" and to "feel" the child's world as it must appear to him, to have some understanding of the ambiguity of the terminology of emotionally disturbed.

3. Knowledge of community resources - where to turn to for additional help, such as Community Mental Health Centers, Big Brothers, recreational facilities, summer programs, etc.

4. Techniques and Skills - improved parent-child communication, behavior management, academic assistance.

5. Increased home/school communication - by letting the parents know that they are an important member of the team and by giving them some role in the decisions regarding their child.

6. Support for the parents in their difficult task of raising a disturbed child.

7. Motivating the parents to make a commitment to change.

If all members of the team involved with the education of the emotionally disturbed child become aware of their responsibilities and attempt to fill them, then it can be assumed that the child may have more positive learning experiences.
Appendix C

Evaluation

Name: ____________________________

Position: _________________________

The information contained in this guide was beneficial in the following areas:

1. The teaching strategies were:
   a. easily workable 1 2 3 4 5
   b. successful 1 2 3 4 5
   Comments:

2. The explanation of approaches was
   a. clear 1 2 3 4 5
   b. concise 1 2 3 4 5
   Comments:

3. The description and definition of the emotionally disturbed child was helpful in better understanding the student(s) involved. 1 2 3 4 5
   Comments:

4. I would consider this guide to be useful in mainstreaming the emotionally disturbed child into my classroom. 1 2 3 4 5
   Comments:

Please list below any additional material you feel would be useful to the classroom teacher that might be added to the guide.
Evaluation

Name: Removed for Privacy

Position: Special Education teacher

The information contained in this guide was beneficial in the following areas:

1. The teaching strategies were:
   a. easily workable 1 2 3 4 5
   b. successful 1 2 3 4 5

   Comments:

2. The explanation of approaches was
   a. clear 1 2 3 4 5
   b. concise 1 2 3 4 5

   Comments:

3. The description and definition of the emotionally disturbed child was helpful in better understanding the student(s) involved. 1 2 3 4 5

   Comments: Teachers should be warned not to adhere to these characteristics. They should be used as a guide.

4. I would consider this guide to be useful in mainstreaming the emotionally disturbed child into my classroom. 1 2 3 4 5

   Comments: I consider this to be a useful guide for the classroom; however it would not be as effective in the resource room. Please list below any additional material you feel would be useful to the classroom teacher that might be added to the guide. Emphasis should be placed on the importance of the Special Education teacher and the Guidance personnel working together for the good of the student.
Evaluation

Name: __________________________
Position: 1st grade teacher

The information contained in this guide was beneficial in the following areas:

1. The teaching strategies were:
   a. easily workable 1 2 3 4 5
   b. successful 1 2 3 4 5
   Comments: I feel that the teaching strategies were very workable in the classroom situation.

2. The explanation of approaches was
   a. clear 1 2 3 4 5
   b. concise 1 2 3 4 5
   Comments: I would need more details to make the approaches clearer.

3. The description and definition of the emotionally disturbed child was helpful in better understanding the student(s) involved.
   1 2 3 4 5
   Comments:

4. I would consider this guide to be useful in mainstreaming the emotionally disturbed child into my classroom.
   1 2 3 4 5
   Comments:

Please list below any additional material you feel would be useful to the classroom teacher that might be added to the guide.
Evaluation

Name: Removed for Privacy
Position: 2nd grade teacher

The information contained in this guide was beneficial in the following areas:

1. The teaching strategies were:
   a. easily workable 1 2 3 4 5
   b. successful 1 2 3 4 5

   Comments:
   I feel that in-service training should be provided to teachers for this type of learning situation.

2. The explanation of approaches was
   a. clear 1 2 3 4 5
   b. concise 1 2 3 4 5

   Comments:

3. The description and definition of the emotionally disturbed child was helpful in better understanding the student(s) involved.

   Comments:

4. I would consider this guide to be useful in mainstreaming the emotionally disturbed child into my classroom.

   Comments:

Please list below any additional material you feel would be useful to the classroom teacher that might be added to the guide.
Evaluation

Name: Removed for Privacy
Position: 3rd grade teacher

The information contained in this guide was beneficial in the following areas:

1. The teaching strategies were:
   a. easily workable 1 2 3 4 5
   b. successful 1 2 3 4 5

Comments:
The teaching strategies are good ideas, however I feel that some of them are unrealistic in a regular class. I would need more time on them in my classroom.

2. The explanation of approaches was
   a. clear 1 2 3 4 5
   b. concise 1 2 3 4 5

Comments:

3. The description and definition of the emotionally disturbed child was helpful in better understanding the student(s) involved. 1 2 3 4 5

Comments:

4. I would consider this guide to be useful in mainstreaming the emotionally disturbed child into my classroom. 1 2 3 4 5

Comments:

Please list below any additional material you feel would be useful to the classroom teacher that might be added to the guide.
Appendix D

Analysis of Data

The information dealing with the effectiveness of this guide in the regular classroom was obtained from four teachers, three of which were classroom teachers and one that is a special education teacher. The classroom teachers are teaching grades 1 - 3, and each has at least one emotionally disturbed child in their class. The teachers implemented the guide in the classroom for a period of three weeks.

The evaluation form dealt with four main categories. These categories include the clarity of the explanation of approaches, the success and workability of the teaching strategies, and the helpfulness of the description and definition of the emotionally disturbed child. The teachers were also asked to evaluate the effectiveness of the guide in their particular classroom.

The first question dealt with the teaching strategies suggested in the guide, both their workability and success. Three of the four teachers agreed that the strategies were easily workable. One teacher strongly agreed that they were easily workable. One comment on this category was that while the teaching strategies were very good, some of them seemed to be unrealistic in the regular classroom setting. Three of the four teachers strongly agreed that the strategies were successful in the classroom. One teacher agreed that while the strategies were successful to a large degree, it would take more time in her particular situation.
The second category dealt with the explanation of the various approaches, their clarity and conciseness. Three of the four teachers strongly agreed that the explanations were clear and to the point. One teacher agreed that the explanations were clear, however she felt that more details might be added to make them even clearer.

The description and definition of the emotionally disturbed child was the third category. Three of the four teachers strongly agreed that the information given was helpful to them in better understanding the student involved. The special education teacher agreed that it was helpful, however she felt that the teachers should be warned not to go strictly by the symptoms given. Since each child is different, each child's symptoms are different. She encouraged teachers to use these characteristics as a guide, not as the final word.

The last category dealt with the usefulness of the guide in the classroom. The three classroom teachers strongly agreed that the guide was useful in mainstreaming the emotionally disturbed students involved. The special education teacher agreed that the guide was useful in the regular classroom setting, however in her situation, it would not be as effective. The teacher felt that the ideas were very good, but since she is involved in a resource room setting, she might use other ideas. The teacher did agree on many of the ideas and thought they would be effective in her room also.
Appendix E

Conclusions

The teachers involved in this project had very positive comments on it. They felt the guide was very necessary, and would be extremely helpful in working with the emotionally disturbed children that were in their classrooms. They saw no need for any changes in any of the areas dealt with in the guide. One teacher suggested the need for a section dealing with the responsibilities of the teacher and the guidance counselor. The special education teacher agreed on this need and suggested adding the responsibilities of the special education teacher and the parents. She emphasized the need for the resource personnel, the teacher, and the parents to work together at all times, for more effective learning.

This guide is very helpful to those teachers faced with an emotionally disturbed child in their classrooms. The evaluation and positive comments by the teachers involved verify this. This type of guide has been needed for a long time by the classroom teacher. For too long the teacher has been left to her own devices when it comes to an emotionally disturbed child in the regular classroom setting. This has resulted in frustration and undue stress on the part of the teacher and the student. I feel that this guide can alleviate some of this frustration and stress, thus allowing the teacher to teach more effectively.
A section dealing with the responsibilities of the resource personnel, parents, and teacher should be added to the guide. The guide should be updated frequently to provide teachers with the latest information and techniques to be used. This guide can serve as a useful tool for the classroom teacher and should be provided to her.

The teacher needs not only a guide for working with the emotionally disturbed child, but also in-service training for this particular situation. This training would provide the teacher with more help and possibly give her more ideas and information on this subject. The child is important, and must be considered first; however the teacher must also be considered. She must be given all the help and encouragement she needs to deal with this situation.