SCHOOL ACHIEVEMENT FOR STUDENTS WITH BEHAVIORAL DISORDERS

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Steven Wayne Burnett

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by Steven Wayne Burnett

SUBMITTED FOR APPROVAL:

Committee Chair Elizabeth Ackerman, Ed.D.

Committee Members Angela Smith, Ed.D.

Julia Orza, Ph.D.

Chair of Graduate Studies Scott Watson, Ph.D.

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Abstract

The purpose of the descriptive qualitative study was to examine the successful strategies, accommodations, and interventions utilized for students with emotional behavior disorder (EBD) and the influences they have on the students' academic achievement (GPA, passage rates of courses, passage rates of state mandated assessments, student satisfaction, attendance rates, and disciplinary infractions) and glean greater understanding of instructional strategies and environmental differences alternative schools offer to students with EBD. In addition to a parent and a student with EBD, an alternative school staff was analyzed in rich detail to glean understanding of environmental influences. Data were collected using document analysis, surveys, field notes, and interviewing techniques. Findings of the study provide educators with organizational structures and strategies to help students with EBD achieve academically, pass No Child Left Behind (NCLB) assessments, and graduate from high school.

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Strategies, Accommodations, Interventions, and Academic Achievement for Students with Behavioral Disorders

CHAPTER 1

INTRODUCTION AND RATIONALE FOR THE STUDY

Introduction

Payne, Marks, and Bogan (2007) report on the limited research for effectively providing academic instruction for students with emotional behavioral disorders (EBD). Research conducted by Payne et al. identifies two specific levels of students with EBD experience. First, behaviorally challenged students experience difficulties engaging, attending, participating, and completing instructional activities. Lack of academic engagement causes students to fail at mastering skills, albeit, not related to a lack of intellectual ability.

According to Zhang, Katsiyannis, and Kortering (2007) the "Individuals with Disabilities Education Improvement Act of 2004 (IDEA), aligned with the accountability measures of the No Child Left Behind Act of 2001 (NCLB)" (p.48) are causing educators to evaluate strategies and instructional pedagogies to help all students, regardless of challenges, make adequate yearly progress and graduate. High stakes testing increases the sense of urgency to integrate proven instructional practices and further solidifies the importance for providing appropriate modifications and accommodations for students with identified disabilities. Payne et al. (2007) emphasized the importance for all students, including children with EBD, to be prepared to meet the demands of current accountability testing. Academic intervention has become more important with the

advent of the NCLB along with requirements for participation in statewide assessments mandated by the 1997 reauthorization of IDEA. Students with EBD need effective academic interventions to meet the rigorous standards set forth in the NCLB.

Cooper, Ponder, Merritt, and Matthews (2005) identify patterns of success in high performing high schools.

Principals, teachers, students, and parents, stated their school achieved success in the following ways: (a) in a comprehensive fashion on the basis of caring relationships among faculty members and students, (b) by developing support systems for students and teachers, (c) through collaborative instructional improvement, (d) by encouraging strong, hardworking departments, (e) through the use of data to direct decisions, and (f) through collaborative leadership. (Cooper et al., 2005, p.17)

As institutions of education, one would expect successful alternative schools to be organizations that provide environments that embody patterns of success to support students behaviorally, academically, and emotionally.

Focus of Inquiry

Since students with behavioral disorders must overcome a multitude of obstacles, achieve in school, and pass state mandated tests legislated by NCLB, the study examined the following questions: What do students with EBD experience in an alternative school that differs from a traditional comprehensive school? What additional accommodations, interventions, and strategies do alternative schools implement to help students with EBD to achieve academically, emotionally, and socially? Do students with behavioral disorders receiving accommodations, interventions, and strategies in an alternative school

environment demonstrate improved academic achievement rates and school success? Do students with behavioral disorders being educated in an alternative school environment that employs the criteria espoused by Cooper et al. (2005) demonstrate improved perceptions, attitudes, and affects toward school?

Purpose of the Study

The purpose of the study was to glean greater understanding of an alternative school environment and examine the successful instructional strategies, supports, accommodations, and interventions utilized for students with EBD and the influences they have on the students' academic achievement (GPA, passage rates of courses, passage rates of mandatory state assessments, student satisfaction, attendance rates, and disciplinary infractions). The basic interpretive qualitative design sought to understand students' academic achievement who have been diagnosed with EBD after receiving services in an alternative school setting when compared with the same students' academic achievement levels when they attended school in a traditional setting.

Definitions of Terms

Students with emotional behavioral disorder – Students who have been identified through the special education process as qualifying for receiving services under IDEA. Students with EBD often display one or more of the following characteristics: an unexplainable inability to learn, maintain satisfactory interpersonal relationships, inappropriate behaviors and/or feelings under normal circumstances, pervasive mood of unhappiness or depression, and a tendency to develop physical symptoms or fears associated with personal or school problems.

Alternative School – A school designed to offer additional resources and structures that by design can more successfully provide students with accommodations, strategies, and interventions for student success.

Traditional Comprehensive School – A customary school setting designed and structured for delivering instruction to students.

Criteria of Success for High Performing Schools – Based on a study by Cooper et al. (2005), high performing schools exhibit the following six criteria: "...(a) a comprehensive fashion on the basis of caring relationships among faculty members and students, (b) by developing support systems for students and teachers, (c) through collaborative instructional improvement, (d) by encouraging strong, hardworking departments, (e) through the use of data to direct decisions, and (f) through collaborative leadership" (p.17).

Grade Point Average (GPA) – Points assigned to grades earned for course work.

Course History – The accumulated number of courses passed and failed resulting in number of credits students have earned.

High School Assessments (HSA) – Mandated state exams to meet NCLB legislation that students are required to pass to earn a high school diploma.

Maryland School Assessments (MSA) – Mandated state exams to meet NCLB legislation that students are required to take to demonstrate adequately yearly progress for schools in the state of Maryland.

Attendance Records – State approved procedures for calculating student absences and tardiness.

Discipline Infractions – Any behavioral incident resulting in a referral from a teacher. Consequences for infractions may result in continuum of consequences ranging from an administrative warning to expulsion.

Student Satisfaction – A researcher prepared survey to glean the attitudes, perceptions, and affects students' exhibit toward school.

Accommodations – The act of providing students with supports and structures inherent within the global school program that are needed to achieve academic success (e.g. small class environment).

Interventions – The act of providing to students within their school setting the necessary modifications to improve academic performance, as needed (e.g. crisis counseling).

Strategies – Targeted and planned methods implemented specifically to individual students to help them achieve academic success (e.g. extended time).

CHAPTER 2

REVIEW OF LITERATURE

Introduction

The study sought to examine the successful instructional accommodations, interventions, and strategies utilized for students with EBD and the influences they have on the students' academic achievement, and glean greater understanding of environmental differences alternative schools offer to students with EBD. Limited research has been conducted on strategies, accommodations, and interventions educators may employ to help students with behavioral and emotional difficulties to find success academically. Payne et al. (2007) emphasized the limited existence of research in the study conducted exploring effective academic instruction for students with EBD.

Ryan, Katsiyannis, Reece, and Chmelar (2007) discussed federal mandates outlined in IDEA 2004. Emphasis is placed on the positive interventions and accommodations that are expanded in IDEA 2004. According to Meadan and Mason (2007) students with emotional disturbance (ED) are the fourth largest populations receiving IDEA services in the United States. Ryan et al. reported alarming data presented by the General Accounting Office (2001). Students qualifying for IDEA services are three times more likely to commit violent disciplinary infractions. In addition, Ryan et al. (2007) reported students with minority backgrounds and emotional disturbances were more likely to be suspended from school.

Students with EBD experience difficulty in the educational environment at two levels: behaviorally and academically. Behavioral problems may cause a disruption in academic engagement, including a student's attending to instruction,

participating in classroom activities, and completing assignments. As a result, students with EBD may fail to master skills, not because of lack of intellectual ability, but because of lack of engagement (Payne et al., 2007, p. 3).

Zhang et al. (2007) emphasized the influence IDEA and NCLB have had on education. Educators must adapt instruction to help scaffold students, regardless of challenges or abilities, to meet requirements and acquire higher levels of skills to make adequate yearly progress; reduce dropout rates; increase attendance rates; and graduate. High stakes testing for all students increases the sense of urgency to integrate proven instructional practices for all students and further solidifies the importance for providing appropriate modifications and accommodations for students with identified disabilities. According to Fore III, Boon, and Martin (2007) the current mandates of the accountability era and NCLB legislation are causing educators to adapt and reform. Further, student achievement is scrutinized through statewide achievement tests.

The focus of NCLB requires curricular standards to remain high for all children, including those with EBD and behavioral disorders. Payne et al. (2007) highlighted the importance for all students, including children with EBD, to be prepared to meet the demands of current accountability testing. Sweeping academic reforms, increasing rigor in academic standards, and the accountability posed in NCLB are causing educational leaders to reassess historical pedagogues for delivering instruction. Further, all students, including students receiving special education services, are expected to achieve and meet the high standards set in NCLB. DiPaola, Tschannen-Moran, and Walther-Thomas (2004) discussed strategies for educational leaders to adopt that help students receiving special education services benefit from increased academic standards, reduce social

isolation, and improve lagging curricular materials. Meeting the demands of high stakes testing is imperative for schools to remain accredited and provide children success in reaching milestones such as grade promotion and graduation (DiPaola et al., 2004).

Alternative schools provide educators the opportunity to reach children through a variety of diverse aims. Contemporary education often responds punitively to children experiencing EBD. Adult mentors, functional behavioral assessments, social skills instruction, and effective academic instruction are common characteristics of successful alternative schools identified by Lehr and Lang (2003). Rawind (1983) conducted earlier research that supports the current findings of the benefits alternative schools offer for children facing school difficulties.

Emotional and Behavioral Disorders

The National Association of Special Education Teachers (2008) outlined the criteria required for a student to meet the IDEA criteria as EBD.

Emotional disturbance is 1 of 12 disability categories specified under IDEA. It is defined as follows: 'the term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: (A) An inability to learn that 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 or 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' (CFR §300.7 (a) 9).

According to the National Association of Special Education (NASE) (2008) mood disorders, anxiety disorders, ADHD, conduct disorders, or other psychiatric disorders are often exhibited by children with EBD. In addition, NASE identified that co-morbidity of emotional and behavioral disorders is common. Children with EBD are at-risk of substance abuse and more frequently have negative contacts with the juvenile justice system. NASE purports that children with EBD are often likely to come from economically disadvantaged homes, be male, African American, live in single or foster parent homes, or reside in an alternative living arrangement situation.

Farmer and Hollowell (1994) discussed a broad range of social difficulties that students with EBD experience. Lane, Carter, Pierson, and Glaeser (2006) found that academic, social, and behavioral deficits experienced by children with EBD often lead to difficulties in adulthood. Academically students with EBD are often deficient in reading comprehension (Lane et al., 2006). Farmer and Hollowell (1994) discussed current research presenting that students with EBD have a broad range of interpersonal deficits that often lead to peer rejection, social isolation, disruption, and aggression that resulted in social difficulties and isolation.

Alternative Education Programs

Tern (2003) described alternative programs as specialized educational programs designed around interests, student functional level, or behavioral supports. Typically, these programs provide a great deal of structure, academic, and behavioral supports.

Social and emotional learning are purported by Behland (2007) as crucial for students in

alternative settings to develop resiliency. According to Tern, programs may include separate schools, pull-out to specialized classrooms, or schools-within-a-school programs. Bullock (2007) emphasizes the benefits alternative schools contain for specialized education. Although alternative schools are often confronted with limited resources, they provide students with smaller class sizes, flexible instruction, greater individual attention, and creative curriculums. According to Katsiyannis and Williams (1998) alternative schools offer students smaller class sizes, vocational training, supports and emphasis on graduating, teacher mentoring, and parent supports. Tobin and Sprague (2000) reported successful alternative schools provide students with small teacher to student ratios, highly structured classroom environments, an emphasis on the positive as opposed to the punitive, adult mentors, functional behavioral assessments, social skills instruction, and effective academic instruction. Common characteristics of alternative schools are identified by Lehr and Lang (2003). According to the researchers, alternative schools usually contain small enrollments and class sizes, often offer one-on-one instruction, supportive environments, flexibility in structure, emphasis on student decision making, and relevant curriculums. Last chance, schools of choice, and schools for remediation are identified as the three common frameworks alternative schools are designed around.

Foley and Pang's (2006) research concluded alternative schools were developed to meet the unique needs of at-risk children; albeit, they have been utilized more frequently to service violent and disruptive youth. Alternative schools primarily serve high school age children in academic facilities with limited academic supports (Foley & Pang). In addition, students served in these programs are often disabled with a strong

focus on academic instruction supplemented with vocational education (Foley & Pang). Bullock (2007) espoused that alternative schools are viable alternative options for students experiencing behavioral, learning, and personal issues.

Increase in Alternative Education Programs

Drop out, school failure, substance abuse, abuse and neglect, violence, and other negative influences have resulted in an increased need for alternative schools to serve needy children. Katsiyannis and Williams (1998) discussed in their research the fundamental belief that all students can learn and the opportunities alternative schools offer to chronically disruptive and violent youth, juvenile offenders, and potential drop outs. Behland (2007) discussed making learning relevant and embedding social and emotional learning in the routine curriculum as an effective venue for students to learn these important skills.

Tobin and Sprague (2000) attribute the increase in alternative school programming to an increase in zero tolerance policies, changes in special education laws, increase in youth violence and failure, and better knowledge of trends identifying at-risk students. Lehr and Lang (2003) found there has been a substantial increase in the number of alternative schools. According to Tobin and Sprague alternative education programs are increasing partly due to supports and programs being offered to younger at-risk children. Mancil and Maynard (2007) connected academic frustration levels of students with behavioral issues in children.

Academic Interventions

Academic intervention has become more important with the advent of NCLB along with requirements for participation in statewide assessments mandated by the 1997

reauthorization of IDEA. Students with EBD need effective academic interventions to meet the rigorous standards set forth in NCLB.

Literature review revealed a multitude of strategies, accommodations, and interventions educators may utilize to help students with EBD and other disorders to achieve academically, socially, emotionally, and behaviorally. Special educators often incorporate these interventions into students' individualized education plans (IEPs) or behavioral intervention plans (BIPs). The law requires educators to support students with disabilities by systematically developing IEPs and BIPs.

Functional analysis. Casey and Merical (2006) identified the importance of conducting functional analyses or functional assessments to understand students' problematic behaviors. Functional assessments are directed observations to analyze the direct and indirect causes of behavior. According to Casey and Merical, functional assessments or functional analyses enable educators to understand behavior and why problematic behaviors occur. Once educators comprehend why problematic behaviors occur interventions can be developed and implemented to help students make more socially acceptable responses to behaviors.

Self-management plans. Self-management plans can easily be incorporated into students' BIPs and IEP goals. Research suggested that special education strategies may benefit children experiencing EBD. Patton, Jolivette, and Ramsey (2007) proposed the importance of self-management strategies in a study. Specifically, the researchers found improvements in academic productivity and on-task behavior, as well as a reduction of inappropriate behaviors when self-management strategies were implemented. The researchers identified three components of a self-management plan which include: self-

monitoring, self-evaluation, and self-reinforcement. According to Patton et al. (2007) educators can implement a self management plan by "identifying and operationally defining the behavior to be changed, determining the criteria for mastery, using baseline data, discussing inappropriate and appropriate behaviors, introducing the system for self-management, and providing guided practice" (p.17).

Structural accommodations. Often the structures and accommodations educators' implore for students with behavioral disorders have a significant impact in reducing a host of disruptive behaviors for all students. The benefits are not limited to students with EBD but may positively influence students with other behavioral disorders such as autism and attention hyperactivity disorder (ADHD). Anderson and Spaulding (2007) found that strategies "implemented in a thoughtful and consistent manner can reduce the occurrence of discipline problems dramatically" (p. 31). According to Foley and Pang (2006) parent education programs, community based and wrap-around programs, and highly capable and qualified educators are essential for educating the diverse needs of alternative students.

School leaders influence the ability for students receiving special education services to reach milestones such as grade promotion, graduation, and meet daily academic success. According to DiPaola et al. (2004) school leaders should promote an inclusive school culture, provide instructional leadership for special education services, model collaborative leadership, manage organizational processes, build and maintain effective working relationships, and create a sustainable environment for students receiving special education services to achieve, by preparing principals for leadership of special education programs. Mancil and Maynard (2007) are strong proponents for sound

instructional practices being implemented to reduce and/or eliminate academic frustration, thus, unnecessary behavioral issues.

Students with behavioral disorders are increasingly being mainstreamed in contemporary education's push for inclusion. Anderson and Spaulding (2007) provided universal strategies that may benefit the classroom management of students. According to Anderson and Spaulding universal strategies in a classroom enabled educators to make certain a consistent, proactive approach for all students is implemented. Successful teaching of universal strategies requires educators to: (1) define and teach the expected behavior, (2) acknowledge students for exhibiting pro-social behavior, and (3) respond to discipline problems in a fair and consistent manner. Learning is a social process that enables students to develop social and emotional skills they are often lacking and preventing success in school and the larger global community (Behland, 2007).

Peer tutoring. Class wide peer tutoring (CWPT) is a universal evidence based instructional process often implemented for students with and without disabilities. Bowman-Perrot, Greenwood, and Tapia (2007) conducted research on the influences CWPT had on the academic success of students with EBD. Behavioral difficulties and risk for academic failure, especially poor skill sets for reading are often reported for causing difficulties in academic performance for students with emotional and behavioral disabilities. Benefits of the reciprocal peer tutoring strategy included: (a) the student being paired in a one-to-one instructional setting, (b) opportunities for error correction, (c) opportunities for positive peer error correction, (d) increased time spent on allocated instructional time, (e) structured training and opportunities for developing appropriate and positive social interactions, and (f) the development of student confidence by

enabling increased student success (Bowman-Perrot et al., 2007). According to Bowman-Perrot et al. the results supported CWPT as effective evidence based instructional strategy as a teaching pedagogy for instructing students with EBD.

Educators need for understanding. Farmer, Farmer, Estell, and Hutchins (2007) provided insights for educators to be cognizant of when utilizing the processes IDEA has provided to help students with disabilities. Two perspectives are identified that are often overlooked when educators are creating plans, programs, and IEPs for students. First, educators should attempt to understand behavior patterns in relation to their social payoff. Farmer et al. (2007) discussed the role aggression plays for creating social positions for adolescents. Specifically, aggressive children may assume dominant social roles. Second, developmental factors work together as a system of correlated constraints. Correlated constraints provide protections against antisocial behavior but create great deal of complexity for educators trying to successfully intervene with aggressive youth. Positive developmental systems include academic success, athletic competence, positive relationships with adults and peers, and sufficient resources.

In addition, Crews et al. (2007) reported that professionals working with children who have severe EBD benefit by understanding protective and risk factors. Crews et al. conducted a meta-analysis that identified numerous externalizing and internalizing risk and protective factors for educators to be cognizant of when creating support plans for behaviorally disordered students. Risk factors associated with externalizing disorders included: lack of bonding in school, delinquent peers, internalizing co-morbidity, prior antisocial behavior, low academic achievement, learning disabilities, low intelligence quotient, non-supportive home environment, single parent, parental divorce, corporal

punishment at home, and controversial sociometric status. Protective factors associated with externalizing behavior problems included: age of first juvenile justice commitment, adequate academic performance, and positive play with peers. Interestingly, several risk factors showed virtually no association with such externalizing behavior problems. The factors identified by the researchers void of a nexus include: substance abuse, poor social skills, racial minority status, and being male.

Structural universal strategies, appropriate IEPs, and BIPs are necessary to help students achieve in school, albeit, they are often extremely difficult to create an appropriate match of interventions, accommodations, and strategies to facilitate student success. Often students are further hindered with obstacles related to numerous nature and nurture issues that are beyond their control. Research suggested that school change may psychologically, socially, and academically affect students. Titus (2007) identified the relationship between high student mobility and low academic achievement. Specifically, Titus reported that high student mobility negatively influences student achievement by causing gaps in the continuity of instruction and reduced student engagement.

Dietz and Montague (2006) purported the influence that demographic risk factors have on children. Risk factors such as poverty, deficient schooling, inadequate health care, domestic violence, substance abuse, neglect, and maltreatment greatly place students with behavioral challenges at increased risk for negative outcomes and poor assimilation into society. Dietz and Montague identified a deficiency in current research that hinders appropriately intervening with students experiencing co-morbid disorders. Specifically, Dietz and Montague presented research demonstrating a nexus between

attention, emotional/behavioral, and learning disorders because often symptoms overlap across a continuum of frequency and severity. Co-morbid factors are important to understand because of the deleterious impact they have on students.

Students identified with challenging behavior may exhibit several problematic behaviors. Origins of such problematic behavior may be complex and multidimensional. In addition, problematic behavior may involve a broad array of personal and environmental factors. Ford (2007) purported that students with challenging behavior necessitate effective supports to avoid being at risk of suspensions, expulsions, being transferred to more restrictive placements, receiving more punitive interventions, being placed on restrictive medications, and becoming victims of negative post-school outcomes.

Technology and communication accommodations. Although the demands and variables that educators must navigate when trying to help students with behavioral disorders achieve in the school setting are challenging, taxing, and at times overwhelming, research exists on specific strategies, accommodations, and modifications educators may employ when working with children exhibiting EBD and other disabilities encompassed in the behavioral disorder spectrum. Parette, Crowley, and Wojcik (2007) discussed the importance of using assistive technology in supporting students with specific learning and behavioral needs. According to Parette et al. (2007), students with EBD have trouble managing the overabundance of academic, cultural, and social demands of schools today.

Students experiencing disabilities were reported by Parette et al. (2007) to benefit immensely from assistive technology tools. Assistive technology may provide the

support needed for students with EBD to reduce the effects of their disability and focus on academic demands. In addition, Casey and Merical (2006) found that behaviorally challenged students utilize the maladaptive behavior as a form of communication.

Functional communication training (FCT) is often used as an intervention for students with disabilities to reduce problematic behavior due to communication frustrations. FCT provides students with instruction on socially acceptable responses to obtain desired outcomes.

Mathematic accommodations. Often students in regular and special education are victims of math anxiety. The feelings of frustration and anxiety are compounded for students with disabilities such as EBD or other behavioral disorders. Mancil and Maynard (2007) addressed student math anxiety as a contributing factor to increased behavioral issues exhibited by students. Instructional modifications are proposed as a specific instructional strategy to help students overcome frustration, succeed in mathematics, and reduce disruptive behavior.

Instructional modification refers to methods for differentiating instruction to meet individual student needs. To deter behavioral issues, it is important to focus on the following instructional modifications: (a) modify content, (b) modify teacher behavior, (c) modify task demands, and (d) modify delivery systems (Mancil & Maynard, 2007, p.24).

Written accommodations. Sundeen (2007) discussed the trouble students with learning and behavior difficulties have writing expressive essays. Students struggle with basic writing skills such as spelling, sentence formation, capitalization, and handwriting. In addition, planning, organizing, and the various cognitive processes involved in writing

are complicated. Graphic organizers can aid students in the writing process by helping students to plan and draft writing assignments. These skills are becoming more and more vital for secondary school students because high stakes testing is increasing the demands for students with special needs to be able exercise both mechanical and expressive writing skills.

Sundeen (2007) emphasized the increased demands students experience academically, especially, students with disabilities. Students with disabilities are expected to keep pace with their normally functioning peers and overcome the multitude of social, emotional, and behavioral difficulties in the process. Sundeen stated, "Students who struggle are less likely to receive strategy instruction in written expression than in most other academic areas and further purports that proficiency in written expression is essential to overall academic success at the secondary level" (p.29). Students with special needs benefit from using a pre-writing graphic organizer. Specifically, the graphic organizer allows students to visualize the writing assignment and effectively provide feedback on the students' progress. The graphic organizer provides a structured visual template for students to brainstorm, organize thoughts into three big ideas, create a rough draft, edit the draft, and complete a final copy.

Reading accommodations. Allen-DeBoer, Malmgren, and Glass (2006) presented data on various studies that represented students with EBD and individuals with reading deficits increased their reading abilities in areas of comprehension, vocabulary, oral reading fluency, and accuracy of reading. Systematic, phonics-based instruction was utilized to enable students to make academic gains.

The National Reading Panel (2002) emphasized essential reading skills in their 2002 report. Specifically, corrective reading was accentuated because of its emphasis on phonemic awareness, phonics, oral reading, and comprehension. Allen-DeBoer et al. (2006) supported corrective reading because of its ability to lend itself to either small group or one-on-one instruction. In addition, corrective reading has shown to be effective for adolescents with deficits in both reading recognition and comprehension.

Alber-Morgan, Ramp, Anderson, and Martin (2007) discussed the challenges and obstacles confronting students that lack reading fluency. Specifically, word recognition, failure to comprehend various types of text, poor motivation to read, and time spent reading are negative effects of poor reading fluency. Proficiency in reading is emphasized as a foundational skill for academic success. Alber-Morgan et al. (2007) expressed concerns that special educators are making counterintuitive decisions about instruction of EBD students. Special educators are losing valuable instructional time by focusing on solving behavior problems before making academic instruction a priority, thus, causing EBD students to receive less instructional time than their disabled peers. Evidence exists that repeated reading interventions may improve student fluency and comprehension in reading in a relatively short period of time.

Meadan and Mason (2007) supported a validated expository reading comprehension intervention, self-regulated strategy development (SRSD) instruction, and TWA (Think Before Reading, Think While Reading, Think After Reading). In addition, Meadan and Mason reported the benefits of SRSD instruction, especially, the framework it provides for teaching students to self-regulate performance throughout the learning process.

The SRSD lessons included six instructional stages for strategy acquisition.

Specific strategies included in the SRSD lessons were: helping students to acquire preskills, discussing the strategy, modeling the strategy, memorizing the strategy, using guided practice, and using independent practice. Students were taught to self-regulate strategy use. Specific self-regulation techniques presented by Meadan and Mason (2007) included: speech, self-talk, setting personal goals for strategy acquisition, self-monitoring performance, and self-reinforcing success. Meadan and Mason presented the instructional benefits for SRSD instruction and further reported the benefits proven for helping students with behavioral disorder in improving academic achievement.

Significant Research to Study

Cooper et al. (2005) identified patterns of success in high performing high schools. Principals, teachers, students, and parents, stated their school achieved success in the following ways: (a) in a comprehensive fashion on the basis of caring relationships among faculty members and students, (b) by developing support systems for students and teachers, (c) through collaborative instructional improvement, (d) by encouraging strong, hardworking departments, (e) through the use of data to direct decisions, and (f) through collaborative leadership (p.17).

As institutions of education successful alternative schools are expected to be organizational environments that embody patterns of success to support students behaviorally, academically, and emotionally. Research emphasizes the importance for school districts to provide students attending alternative programs with high-quality, standards-based instruction. Anastos (2003) discussed the need for school districts to

provide students in alternative instructional settings with the best teachers to deliver instruction to these students.

Research supports the success special education services are having for children benefiting from IDEA in contemporary America. Gobbo and Shmulsky (2007) presented an article solidifying the influence IDEA has on student success. Specifically, Gobbo and Shmulsky reported the positive influences federal legislation and regulations are having for elementary, middle, and high school students since the signing of the Americans with Disabilities Act in 1990. Students are experiencing greater success at these levels and entering into colleges and universities at higher frequencies.

In closing, educators have an ethical and moral obligation to care for all of God's children. Students with EBD and other behavioral disorders require educators to have the tenacity, dedication, and focus to help some of schools most challenging children.

Findings of the study will provide educators with practices, organizational structures, and supports that may help students with EBD achieve academically, pass NCLB assessments, and graduate from high school. However, much needs to be done to help students with EBD attending alternative schools to achieve personally, socially, and academically. According to Lehr and Lang (2003), legislation defining and supporting alternative schools need to be further defined, procedures for enrolling students, insurances of resources available to support and educate students receiving IDEA services, hiring and sustaining high quality staffing, and consistent standards to measure school success are required to maintain quality instruction and high standards for students. This study will help to further define alternative schools' environmental influences and roles in helping students with EBD to achieve academically. In closing,

this study is on the forefront of EBD research because it adds to a limited body of research currently existing for providing effective interventions when educating individuals with EBD.

CHAPTER 3

METHODOLOGY

Introduction

Chapter 2 provides a review of current literature and provides relevance to the contributions this study offers. This chapter outlines the participants, setting, and methodologies utilized to conduct the basic interpretive qualitative study of an alternative school and the successful strategies, accommodations, and interventions provided for students with EBD and the influences they have on the students' academic achievement and perceptions toward school.

Participants

Participants were chosen based on purposive convenience; due to the difficulty in obtaining public school, full committee IRB, and parent/guardian approval for the EBD population. In addition, the study's participants were chosen due to their accessibility and budgetary considerations. The participants in this study included a fourteen year old male student attending an alternative high school that was identified under Individuals with Disabilities Education Act (IDEA) as qualifying as EBD; administrators, counselors, teachers, and support staff of the alternative school; the mother of the student attending the alternative school diagnosed with EBD; previous comprehensive school administrators of the student with EBD; and previous comprehensive teachers of the student with EBD.

Setting

The male student attended school in an alternative school located in a public school system in Maryland. The alternative school was validated by meeting the criteria

espoused by Cooper et al. in their 2005 study that identified six patterns of success for high performing schools. Specifically, the alternative school must demonstrate caring relationships between students and staff; a multitude of support systems for students; collaborative instructional improvement; hardworking departments; data driven decision making; and collaborative leadership.

The adolescent attended a state approved high school program and was working towards earning a state high school diploma. In addition, the student's lens was a central focus of the study because of previous experience the child had attending a comprehensive traditional school setting prior to receiving services in a more restrictive alternative school.

Materials

Three surveys were utilized in the study and each were distributed using Survey Monkey©. Each survey was constructed and triangulated to insure structural accuracy of each question. Specifically, once the researcher constructed the survey questions they were reviewed and edited by a dissertation committee member and submitted to the University's Writing Center for further refinement. Final construction and approval of the surveys was completed in April 2009. The triangulation and corroboration for structural accuracy was followed to provide neutrality, credibility, transferability, and trustworthiness for the study.

The first survey (Appendix A) was utilized with school leadership, teachers, and staff. The purpose of this survey was to validate that the alternative school meets the six criteria identified by Cooper et al. (2005) as exhibiting patterns of a high performing schools. Two surveys (Appendix B and C) were distributed to glean understanding of the

comprehensive traditional school's environment and instructional strategies implemented for students with EBD prior to attending the alternative school. Educators having had instructional involvement with the student with EBD prior to their enrollment in the alternative school consisted of traditional school teachers and school based administrators. Traditional school teachers (Appendix B) and school based administrators (Appendix C) were surveyed.

Two permission forms were developed by the researcher. Both of the permission forms were approved in March 2009 through the University's Full Committee IRB review process. The first permission form was created for the student, parent, and guardian (Appendix J) and the second permission form was created for participating teachers, counselors, and administrators (Appendix K).

Neutrality, credibility, transferability, and trustworthiness were provided for the study subsequent to the triangulation and structural corroboration of interview questions. Each question was developed by the researcher and scrutinized by a dissertation committee member and checked by an outside source in the education profession.

The student lens was obtained by an interview conducted to assess the student's attitudes, perceptions, and affects towards school ever since attending an alternative school that shows evidence of the patterns of success espoused by Cooper et al. (2005) (Appendix D). In addition, an interview of the parent (Appendix E) was conducted to glean understanding of parent/guardian perceptions about the attitudes, supports, and environmental structures contained in his or her mind-set regarding their child since attending the alternative school. Finally, teachers (Appendix F), counselors (appendix G), and administrators (Appendix H) were interviewed to glean understanding of the

accommodations, strategies, and interventions existing in the educational environment to help students attending the alternative school to be successful.

Data Collection

Once permission was obtained, data collection involved the initial validation survey (Appendix A), surveys of previous traditional school teachers (Appendix B) and previous traditional school administrators (Appendix C), an interview of the fourteen year old male student with EBD attending the alternative school (Appendix D), an interview of the mother of the student with EBD attending the alternative school (Appendix E), interviews of alternative school teachers (Appendix F), interviews of alternative school counselors (Appendix G), and a interview of an alternative school administration (Appendix H). Document analysis and participatory observations in the alternative school environment were included to garner understanding of instructional modifications and environmental influences required to help students with EBD achieve academically and succeed in school.

The author incorporated document analysis on the student permitted to participate in the study. Document analysis gleaned information on two levels. First, analysis of GPA, course history of courses passed, previous state mandated state assessment results as mandated by No Child Left Behind legislation (NCLB), attendance records, and discipline records were obtained to provide baseline data for the student identified with EBD while participating in a traditional school setting. Second, the baseline data were compared to the data collected after the student with EBD had been in attendance in the alternative high school setting. The second document analysis occurred at the end of the study.

Field notes provided rich descriptive and reflective data. A field note observation template (Appendix I) was utilized and incorporated a heading outlining the date, observer, participants, time, location, and documentation of the observation. In addition, the field note template contained a descriptive running log of field observations and comments made by the observer that occurred during the observations. Observer comments were made throughout each observation and they note observer comments and memos. Observer comments document ideas, informal instructional strategies observed feelings, hunches, patterns, themes, problems, impressions, preconceptions, personal biases, and prejudices. The descriptive running logs comprise and document records of events. Specifically, descriptions of appearances, mannerisms, and styles of talking, paraphrases and quoted remarks, accounts of particular events, depictions of activities, and the behaviors of all subjects including the observer were captured in these areas. In addition, descriptive field notes included depictions of the physical setting that may include the arrangement and location of furniture, space, and covering on floors, walls, and bulletin boards.

All data were collected electronically, except floor plans made during field observations and documents obtained during document analysis. Electronically collected data were organized by date with sub-folders identifying the type of qualitative data collection implemented. Under the date category, subcategories may include folders for the questionnaire, individual surveys, individual interviews, document analysis, and field notes. All electronic data were backed up. Documents obtained non-electronically were put into individual file folders that were labeled by date and kept chronologically.

Procedures

The basic interpretive qualitative study began in April 2009 after principal, superintendent, and full university IRB committee approval was granted. Survey questions (Appendix A, B, & C) and interview questions (Appendix D, E, F, G, & H) were completed and triangulated in April 2009. Participant permission forms (Appendix J & K) were approved by the university full IRB board in March 2009.

Validation survey appendix A. Prior to distributing the school validation survey (Appendix A) to the alternative school administration, faculty, and staff, the researcher presented to the members of the alternative school at an April 2009 faculty meeting. During this presentation alternative school participants were provided with an overview of the purpose, goals, and requirements of the study. Questions and concerns were welcomed and the school staff permission forms (Appendix K) were distributed to administrators, faculty, and staff. The school staff permission forms (Appendix K) were collected and a group list of participants was created for the purpose of distributing the validation survey (Appendix A) using Survey Monkey©.

Identification and validation of the alternative school meeting the six criteria identified by Cooper et al. (2005) for high performing schools (Appendix A) was distributed to participating alternative school administration, faculty, and staff using Survey Monkey© on April 29, 2009. The author requested that the survey be completed by May 15, 2009 for the initial analysis and coding of themes to validate that the alternative school met the high performing school criterion espoused by Cooper et al. (2005). Measures to insure higher rates of survey return were instituted. In addition to the researcher presenting personally to the alternative school faculty, each member was

provided three emails requesting survey completion. Due to a fire occurring and the school relocating in the spring of 2009, the study was delayed until August of 2009.

Comprehensive school survey appendix B and C. On September 15, 2009, the electronic surveys were distributed to teachers (Appendix B) and administrators (Appendix C) in their comprehensive traditional school setting. Four teachers were identified as having taught the student with EBD the year prior to his acceptance into the alternative school. The researcher worked with the principal of the comprehensive school to have the surveys completed by the teachers and administrative staff. The author requested that surveys (Appendix B and C) be completed utilizing Survey Monkey© by October 2, 2009. Data were analyzed to establish the accommodations, interventions, and strategies that were accessible in a traditional comprehensive school setting and provided a comparative lens to the accommodations, interventions, and strategies that the alternative school offers.

Baseline data. Baseline data using document analysis occurred in September 2009 after parent and student consent was granted, and the alternative school was successfully identified as meeting the criteria of success for high performing schools. Course history of courses passed, GPA, previous state mandated assessment results as mandated by NCLB, attendance records, and discipline records were obtained through document analysis of student records while participating in a traditional school setting. In addition, the student with EBD had attended an alternative middle school program in the same school system the prior school year and a thorough document analysis of this school environment was conducted during the compilation of baseline data, prior to attending the alternative high school program.

Self-reflexivity. Prior to proceeding with the qualitative design and beginning the interview and collection of field notes the researcher engaged in self-reflection to begin to ascertain biases, preconceptions, values, anticipated problems, feelings, speculations, and to scrutinize his mindset prior to delving further into the study. Self-reflexivity was a particularly important exercise since the observer has had extensive experience working with alternative schools throughout his career in education.

Observational field notes appendix I. The researcher began gathering observation field notes on September 18, 2009 following the intensive self-reflection process, albeit, the collection of field notes (Appendix I) continued throughout the study. The observation field note template was valuable in recording reflections pertaining to the descriptive field notes, analysis of procedures and methods, ethical dilemmas, individual conflicts, and personal frames of references.

Interviews appendix D-H. Beginning September 18, 2009 personal interviews were initiated and continued throughout the study with alternative school teachers (Appendix F), alternative school counselors (Appendix G), and the alternative school's administrator (Appendix H). On October 8, 2009 the student participating in the study was interviewed (Appendix D). The purpose of this interview was to garner the student's attitudes, perceptions, and affects toward school since attending a high performing alternative school. In addition, on October 9, 2009 the parent of the student with EBD was interviewed at work at the end of the work day (Appendix E). The parent was then transported home.

Coding. Interviews occurred throughout the study for all participants and were conducted pending the availability of staff, families, and the student. Coding involved a

three tiered process. Initial coding was conducted using grounded theory techniques. Specifically, data were coded in conjunction with each of the six criteria established by Cooper et al. (2005). Each interview was analyzed and coded for themes as they emerged throughout the study. Themes were further refined and categorized. The refinement provided the researcher to disaggregate data and develop sub-themes held within the grounded theory coding. The second tier of coding utilized open coding techniques and allowed for the recoding of data within the academic, social emotional, behavioral, and those accommodations, interventions, and strategies that encompassed all three. At the conclusion of each interview participants reviewed documented information to insure the accurate portrayal of data collected. In addition, the frequencies of themes were maintained to offer insight toward the significance of certain themes and categories as they began to unfurl. Themes were analyzed to glean understanding of accommodations, interventions, and strategies as they would materialized in the setting, context, situations, and perspectives held by the subjects, subjects' worldview, processes, activities, events, strategies, relationships, social structures, and methods. Re-coding themes into sub-categories helped to refine the significance of data and provide meaning gleaned from the patterns as they emerged. The frequencies of data facilitated understanding of environmental influences, instructional strategies, interventions, and accommodations that help students with EBD make academic, social, emotional, and behavioral gains in education.

The student participating in the basic interpretive qualitative study was observed on six occasions in different settings throughout the semester. The field note observation template (Appendix I) was utilized to collect descriptive and reflective data.

Observations were transcribed and coded to glean information about the school environment and the student's academic performance, attitudes, and perceptions toward learning. Observation notes implored the three tiered process for coding to glean detail and understanding of the school's environment in rich detail. In addition, the drawings of the physical setting occurred during the observations. To provide additional credibility to the findings of the study, the information obtained in the comprehensive literature review was also coded using the three tiered process for coding.

Concluding document analysis. A second document analysis of the student with EBD alternative schools experience was conducted to analyze the student's GPA, course history of courses passed, previous state mandated assessment results as mandated by NCLB legislation, attendance records, and discipline records occurred on December 7, 2009. The second document analysis provides additional credibility to the study by increasing the audit trail and providing the research with the impact that alternative schools have for students with EBD over time.

Credibility, transferability, trustworthiness, and neutrality. Credibility, transferability, trustworthiness, and neutrality of the study were addressed on numerous levels. Credibility of the study is evident in the empirical backing for the need to connect accommodations, interventions, and strategies for students with EBD behaviorally, socially, emotionally, and academically. According to Fore III et al. (2007), "current academic reforms and accountability changes are rapidly occurring with the No Child Left Behind legislation (NCLB, 2002) causing improved student achievement as measured through statewide achievement tests to become a focal point of educators in the

educational progress" (p. 24). Increased emphasis on federally mandated accountability measures has created obstacles for students struggling with EBD disorders.

Structural corroboration resulting from the review of literature, surveys, document analysis, observations, and interviewing techniques were included in the study. The study included peer debriefing to insure accuracy of findings. In addition, findings in the document analysis, surveys, and interviews were confirmed for interpretive adequacy through member checks. Implementation of the code re-code strategy was employed. Finally, the strategy of reflexivity was incorporated to control researcher bias.

Strategies to enhance transferability included: rich descriptions obtained through questionnaires, observations, interviews, transparency in the description of methods, and researcher reflexivity. The existing nexus between qualitative data collected throughout the study and information ascertained in the literature review was acquired to enhance transferability.

Dependability was established by providing an audit trail of findings in the document analysis, observations, and results of questionnaires. In addition, the study incorporated the code-re-code strategy to enhance dependability. Finally, triangulation through corroboration occurred.

Several of the strategies incorporated to insure credibility, transferability, and dependability enhanced the confirmability of the study. Audit trails, triangulation, peer reviews, and reflexivity all provide credence to credibility of the study.

CHAPTER 4

DATA ANALYSIS RESULTS

Introduction

The primary purpose of this study was to examine the successful instructional strategies, accommodations, and interventions utilized for students with EBD and the influences they have on the students' academic achievement, and to glean greater understanding of environmental differences alternative schools offer to students with EBD. Chapter 3 detailed the methodology utilized to conduct the qualitative study in gleaning understanding of environmental differences between the instructional strategies, accommodations, and interventions that students with EBD receive in an alternative school environment versus those offered in a traditional school locale. This chapter will depict the processes involved in analyzing the data and reveal the results gathered in the qualitative analysis of environmental differences.

Validation of alternative school

Beginning in the spring of 2009, the researcher began to qualify a Maryland alternative school as meeting the six criteria identified by Cooper et al. (2005) associated with high performing schools. The six components identified by Cooper et al.(2005)required schools to develop caring relationships among faculty members and students; develop support systems for students and teachers; provide collaborative instructional improvement; encouraged strong, hardworking departments; utilize data to direct decisions; and provide collaborative leadership.

Validation methods required members of the alternative school to complete an electronic survey (Appendix A). The method of distribution utilized was Survey

Monkey©. After presenting the research study in a faculty meeting and working with alternative school staff on the procedures, the Validation Survey was distributed to the alternative school faculty and staff that agreed to participate in the study and provided signed permission forms. Sixty-nine percent of the alternative school's faculty and staff responded to 10 questions and the results were corroborated to validate the alternative school as meeting the six criteria of high performing schools as reported by Cooper et al. (2005). Specifically, 11 out of 16 alternative school staff members comprised of administrators, teachers, counselors, instructional, and non-instructional staff participated in the validation survey. The survey was created to only allow each participant to respond once and all participants' responses were anonymous. The results indicated that the alternative school has integrated the six components of a highly performing school.

Results Appendix A. Validation Results of Alternative School Meeting Six Criteria of High Performing Schools Espoused by Cooper et al. (2005)

1. Please describe the relationships that exist between school administration, teachers, staff, and students in this alternative school. Strength of relationships is best represented by:

Question one analyzed the relationships that existed between the alternative school administration, teachers, staff and students. Above average strength of relationships was reported by 54.5% of staff and rapport established was reported by 45.5%.

2. Please describe the relationships that exist between school administration, teachers, staff, and students in this alternative school. The school culture that best describes the belief in student success is:

Question two sought to assess the school culture and belief in student success. Two responses, 9.1%, demonstrated complete belief in student success; five responses, 27.3%, indicated an above average belief in student success; three respondents, 45.5%, held average perceptions toward student success; and one response, 18.2%, indicated a below average belief that students attending the alternative school setting would succeed.

3. Please describe the relationships that exist between school administration, teachers, staff, and students in this alternative school. Levels of positive school culture are best represented by:

Question three evaluated the school culture that is present among the employees of the alternative school. One response, 9.1%, indicated the school culture among staff is average. Eight, 72.7%, alternative school staff reported an above average school culture and two responses, 18.2%, reported that an excellent school culture exists.

4. How many types of support systems are in place to help students succeed in this alternative school (e.g. tutoring, crisis intervention, alternatives to suspension, additional counseling resources, quiet rooms, etc.)?

Question four analyzed the number of interventions that alternative school staff perceived as being in place to help alternative school students succeed. Four, 36.4%, respondents reported 12 or more interventions available; two, 18.2%, respondents presented 8-11; three, 27.3%, surveys reported 6-8 interventions available; and two, 18.2%, demonstrated a belief that few existed.

5. Please list the types of support systems utilized (e.g. tutoring, crisis intervention, alternatives to suspension, additional counseling resources, quiet rooms, etc.):

One-one-one tutoring After school learning opportunities Saturday school learning opportunities Opportunities to earn/recover credits Crisis intervention worker on-site Individual counseling as needed Guidance counseling as needed on-site Substance abuse prevention groups On-site individual substance abuse prevention Processing with staff to address behavior Crisis Passes Meetings with parents/guardians LCSW-C Social Worker available Fridays Intervention Room PBIS programming Capturing Kids Hearts programming CSI, Restorative Justice programming Social worker groups **APEX** Novanet

IEP goals

Tutoring

Parent nights

Field trips Additional counseling resources provided Reading interventions Math interventions Therapist on staff Small class sizes Positive adult interaction Alternative scheduling Drug and alcohol counselor In-school isolation Group sessions **Social Contracts** Staff trained in de-escalation Daily staff debriefing and discussion of students Collection and analysis of behavior data **Instructional Assistant support** Resource teachers Time out/quiet "spaces" What types of processes are ongoing to insure instructional improvement 6. is occurring within the school setting (e.g. team work, collaborative decision making, lesson sharing, etc.)? Please list:

Award nights

School Achievement Specialist monitors students' instructional successes and makes changes as needed.

Collaboration occurs on decisions involving students.

Re-evaluating structures and materials to fit students' learning styles occurs as needed.

Constant Individualized Education Planning (IEP) and District Individualized Education Planning (DIEP) meetings occur to evaluate student success.

Attempts are made to communicate effectively with all players in the students' educational life (home schools, former placement facilities, etc.).

Team teaching

Lesson plan sharing

Interdisciplinary teaching

Collaborative decision making occurs on activities such as the Big Read and HSA intervention activities.

Resource teacher in classes

Hands-on interactive lessons

Frequent meetings to strategize among staff

Math and science teachers share classroom space

Collaborative teaching

Data analysis to spot trends/weaknesses

Targeted academic interventions

Restorative justice practices

Saturday school

After school programs

7. Please describe the work ethic of the teachers within your school?

One, 9.1%, staff member reported an average work ethic exists in the alternative school; five, 45%, responses indicated an above average work ethic; and five, 45.5%, respondents replied that a self-directed work ethic is present.

8. Please explain without using names:

"The staff has an enormous amount of responsibility and handles it extremely well. I believe that each staff member was selected for their ability to not only teach successfully, but to be self-directed, self-motivated, and self-regulated."

"Our principal provides hands-on supervision but is rarely needed for day-to-day problems. The staff has earned the trust of administration to the point that very little ethical direction is needed."

"All staff care deeply about student success and students, graduating, and being successful."

"All staff work as a team and will drop things in a second if it will help a student or each other (in helping students)."

"The vast majority of staff are capable classroom managers who use their energy efficiently towards the betterment of the school at large."

"Most teachers work very hard to maintain a positive relationship with students.

There are days when this can be quite difficult. In spite of sometimes getting little positive feedback from kids, most teachers continue to give much of themselves to the students."

"We are expected to observe, analyze, plan, and implement teaching strategies that minimize distractions and maximize opportunities for student learning. We are given the tools to do the job and then TPTBs (The Powers That Be) get out of the way and let us be about our business as we work as a team, almost seamlessly."

"Each teacher works to explain situations to correct each student's problem.

"Everyone knows their jobs and knows that others depend on them doing them well in order for the school to run properly and because of this our staff put in above average effort. If the effort is not put in ahead of time, then it will have to be put in when the students get out of control."

"Each staff member plans activities and lessons according to the students that are in their classroom."

"The teachers work with the Special Education teachers to determine what resources and materials are needed to help all students be successful in their class."

"With small groups, one might think that much more could be done to increase rigor. Small groups offer better chances at collaborating and creating lessons together, yet sometimes, it has us function in a more "pod-like" fashion...not in a negative way, but sometimes...it can isolate us. Those of us who have taught in the full fledge setting with over 80 students might know more about the value of needing a major work ethic and the value of going to others for help and collaborating."

9. How is data involved in decision making for the students' and school's improvement process (e.g. data used to pace and direct instruction, schedule parent conferences, drive academic programming, transition kids to and from school, etc.)? Please describe:

Point sheet data

PBIS Data

Brainstorming at meetings about students' plans

Looking at previous benchmark scores

Reading, Math, and Lexile scores are used to schedule interventions

Behavioral data is used to schedule parent conferences and for Student Support Team meetings.

Data obtained from Performance Matters (PMI) is used to monitor the academic progress of students.

Data is tracked on the academic trends, needs, successes on individual/class/macro levels. Once an area/subject/student requiring attention is identified, the appropriate response is crafted and implemented--usually in concert with other staff.

Data from our discipline system, SWISS, can be used for transitioning and to take kids to and from school and schedule parent conferences.

To pace and direct instruction

Classroom Focused Improvement Process (CFIP) folders are used to help the teachers develop lessons and activities that will help meet the students' needs.

We also use PMI to look at current and past data to help make decisions about the students' academic track.

Data determines the need for intervention testing.

Data determines rigor of lessons.

10. Please describe the leadership style that is used to lead this alternative school's organization?

Equal between directive and collaborative was reported by four, 36.4%, staff; somewhat collaborative by two, 18.2%, staff; and a collaborative leadership style exists by five, 45.5%, of alternative school staff.

Constant comparative method of coding. Once the alternative school met the criteria espoused by Cooper et al. (2005) for high performing schools, the data were coded using grounded theory techniques, under the six themes purported in the research. Specifically, major themes were identified and consisted of the following six criteria that included the existence: "...(a) of caring relationships among faculty members and students, (b) support systems for students and teachers, (c) collaborative instructional improvement, (d) strong, hardworking departments, (e) the use of data to direct decisions, and (f) through collaborative leadership" (p.17).

Subcategories of themes were identified and coded using open coding techniques under each of the six criteria for high performing school themes. These categories enabled the researcher to glean greater insight about the specific instructional strategies, accommodations, interventions, and environmental modifications utilized for students with EBD and the influences they have on the students' academic achievement.

Synthesis of information exposed several subcategories of themes. Specifically, data were sub-categorized into the areas of academic, social emotional, behavioral, and those that fell in the realm of all three.

Comprehensive school analysis of accommodations, interventions, and strategies provided for students with EBD

The four teachers and two administrators that previously taught or worked with the student with EBD were surveyed to glean better understanding of the differences that

exists between alternative school and comprehensive school environments. Each comprehensive school teacher and both administrators, 100%, responded.

Synthesis of data provided by the comprehensive school that served the student with EBD reveals numerous obstacles that they must surmount to help students outside the general population achieve academically. These obstacles in conjunction with the additional individualized needs that students with EBD have make it a complicated task to help them to succeed.

Comprehensive schools are faced with significantly higher class sizes that limit the amount of individualized attention and specialized differentiation that can be provided to students needing high levels of specific behavioral, social, emotional, and instructional support. While comprehensive schools modify for students with EBD they direct most of their accommodations, interventions, and strategies to academic supports; thus, limiting the behavioral, social, and emotional supports needed to help students with EBD achieve academically.

The need for strong relationships with students with EBD was reported in the comprehensive school survey; however, data analysis reveals that relationships are weaker than those held with the general population. In addition, students with EBD can provide uneasiness for the staff serving them. A quote from the survey reports, "even when armed with information, it can be intimidating for general education classroom teachers to work with EBD students. Nobody likes to be cussed out for no reason or made to feel uncomfortable or ineffective despite our best efforts."

Results Appendix B. Comprehensive School Teacher Survey

1. What is your average class size?

Two respondents, 50%, reported that class sizes contain between 21 and 25 students. Two respondents, 50%, reported that class sizes contain between 26 and 30 students.

2. Has your class size increased over the past two years?

Seventy-five percent, 3, of responses indicate that the class sizes have increased over the past two years. One, 25%, of the reports indicated that no increase in class size has occurred.

3. If so, by how many students?

The mean increase in class size equals 3.5 students

4. What types of structures does your class provide for students receiving special education services because they have an EBD? Please list structures you use in your classroom. Examples may include any additional physical modifications to your classroom. (e.g. time out, quiet area, etc.):

Crisis pass

Access to counselor

Quiet area Time out of activity

Time out in other classroom

Removal of student by administration

Student may move to a quiet spot within classroom

Private conference with students in the hall

Preferential seating (e.g. close to the teacher)

5. What types of supports does your class provide for students receiving special education services because they have an EBD? Please list supports you use in

your classroom. Examples may include things such as instructional assistants, crisis counseling, cameras etc.:

Crisis pass

ED case manager

Behavior specialist

Functional Behavior Assessments

Behavior Improvement Plans

Crisis counseling

6. What types of accommodations does your class provide for students receiving special education services because they have EBD? Please list accommodations you use in your classroom. Examples may include things such as additional time for students, modified assignments, small class sizes etc.

Additional time

Word processing support

Modified assignments

One on one instruction (when possible)

7. What types of instructional strategies are employed to help students with EBD achieve academically in your classroom? e.g. Read 180, Wilson, word processing, graphic organizers, TWA (Think Before Reading, Think While Reading, Think After Reading), etc. Please list:

Group work

Partner work

Summarizing

Note-taking strategies

Homework support

Read 180

Graphic organizers

Different ways to introduce concepts (e.g. written directions)

Repetition of directions

8. How do students receiving services for EBD compare to the general population in terms of your ability to help them achieve academically?

One response, 25%, of respondents reported that the general population had the same difficulty as students' with EBD in helping them achieve academically; two, 50%, reported somewhat harder; and one, 25%, responded that it was harder to help students with EBD.

9. Please explain:

"The unpredictability of how things will affect them emotionally makes it difficult to plan a response to support the student."

"Basic organizational tasks such as opening a lock take time."

"Time to organize for these students to be successful is not always effective."

"Even if students are receiving services, there is a lot going on in their minds that keeps them from focusing on the task at hand."

"Unless a student with EBD is displaying serious issues, they are treated as all students and not a student with a disability."

10. How would you describe the types of relationships, compared to students not receiving special education services for EBD, that exist between administration and

students with EBD in your school? Administrative relationships with students with EBD are:

One, 25%, response reported that the relationship between students with EBD and administration was average and three, 75%, reported the relationships were good.

11. Please explain:

"We visit students in classes, we see them each day at lunch, we process with them the behaviors that lead to referrals, and we implement Behavior Intervention Plans (BIPs)."

"The administration does a good job maintaining a good working relationship with students."

"Our administration and faculty have a positive and attentive attitude towards anyone receiving any type of accommodation, almost to a fault; the general education students who always do the right thing sometimes get 'passed over' in terms of getting attention from the administration."

"These students are treated as other students within the building unless a situation develops that needs special treatment."

12. How would you describe the types of relationships, compared to students not receiving special education services for EBD, that exist between teachers and students with EBD in your school? Teachers' relationships with students with EBD are:

Two, 50%, responses reported that the relationship between students with EBD and teachers was average and two, 50%, reported the relationships were good.

13. Please explain:

"Some teachers understand while others do not. Some teachers do not believe that students with EBD should be in the general education setting because they pose a risk or threat to other students."

"Most students with EBD do well in Physical Education activities."

"Teachers look to the administration for guidance and do everything they can to help the students with EBD by providing accommodations."

"Teachers are aware of the student's disability and work with all of those involved to help the student be successful."

14. How would you describe the types of relationships, as compared to students not receiving special education services for EBD, that exist between general population students and students with EBD in your school? Other students' relationships with students with EBD are:

Two, 50%, responses reported that the relationship between students with EBD and other students was somewhat poor and two, 50%, reported the relationships were poor.

15. Please explain:

"Often the students are isolated and have difficulty finding friends."

"General education students are not sure how to interact at times with EBD students."

"It depends on whether the kids are considered 'popular' or not. Some of the kids with behavior disorders are popular with peers, and others are not. The unpopular EBD kids are generally ignored by the rest of the students."

"In many cases I do not believe the other students know that their peer may be a student with EBD."

16. How would you describe the types of relationships, compared to students not receiving special education services for EBD, that exist between other staff (e.g. instructional assistants, custodial etc.) and students with EBD in your school? Other staff's relationships with students with EBD are:

One, 25%, response reported that the relationship between students with EBD and other staff was average and two, 50%, responded Somewhat good. One, 25%, of the respondents reported the relationships were very good.

17. Please explain:

"The paraprofessionals and ESP folks who know the students are very patient with them, while those that do not know them still struggle."

"Sometimes the student is misunderstood because they may not be aware of EBD."

18. What types of structures, supports, and accommodations do you feel are necessary to successfully help students with EBD make academic gains and successfully meet No Child Left Behind mandates?

One-on-one support

Great relationships and trust

Time to process

Counseling and therapeutic interventions

Small group structuring

Caseworkers

Clear and measurable academic goals

Sufficient support personnel to assist teachers

Parent involvement and support

Children with EBD can learn and achieve

Understanding strategies for students with EBD

19. Any other comments?

"Our school is fortunate in that we have resources to assist students in being successful. We try every possible intervention with students, and when they go to alternative placement it is because we are truly unable to meet their needs in the comprehensive school setting."

"Even when armed with information, it can be intimidating for general education classroom teachers to work with EBD students. Nobody likes to be cussed out for no reason or made to feel uncomfortable or ineffective despite our best efforts. There is no easy answer here."

Results Appendix C. Comprehensive School Administrator Survey

1. What is your average class size?

Two respondents, 100%, reported that class sizes contain between 21 and 25 students.

2. Has your class size increased over the past two years?

Both respondents, 100%, indicate that the class sizes have increased over the past two years.

3. If so, by how many students?

Mean increase in class size equals 1.5 students

4. What types of structures do your classrooms provide for students receiving special education services because they have an EBD? Please list structures you use in your classroom. Examples may include any additional physical modifications to your classrooms. (e.g. time out, quiet area, etc.):

Crisis pass

Access to counselor

Quiet area time out of activity

Time out in other classroom

Preferential seating (e.g. close to the teacher)

Team Structure

Drop Out Prevention Specialist

Pull out grouping as needed

5. What types of supports do your classrooms provide for students receiving special education services because they have an EBD? Please list supports that your classrooms use in your School. Examples may include things such as instructional assistants, crisis counseling, cameras etc.:

Crisis pass

School counseling

Extra time

Point sheets

Instructional Assistants

Behavior support personnel on call

Student solution meetings

Pre-referral strategies

PBIS

6. What types of accommodations do your classrooms provide for students receiving special education services because they have EBD? Please list accommodations used in your classrooms. Examples may include things such as additional time for students, modified assignments, small class sizes etc.

Additional time

Smaller classes

Modified assignments

Behavior support room

Redirection

Preferential seating

7. What types of instructional strategies are employed to help students with EBD achieve academically in your school? e.g. Read 180, Wilson, word processing, graphic organizers, TWA (Think Before Reading, Think While Reading, Think After Reading) etc. Please list:

Corrective reading

Point sheets

Different teachers utilize different strategies

Graphic organizers

Fluency formula

Voyager math

Academic skill support

Just Words program

Wilson reading

Read 180

8. How do students receiving services for EBD compare to the general population in terms of your ability to help them achieve academically?

Both respondents, 100%, indicate that students with EBD are somewhat harder to help achieve academically.

9. Please explain:

"It depends on the student as well as the day. Some students thrive under the supports that are put in place while others student might need additional assistance."

"It is difficult to anticipate when the learning will be interrupted and inappropriate behaviors will occur due to emotional instability."

"Basic organizational tasks such as opening a lock take time."

10. How would you describe the types of relationships, compared to students not receiving special education services for EBD, that exist between administration and students with EBD in your school? Administrative relationships with students with EBD are:

Two, 100%, responses indicated the relationships between administrators and students with EBD are good.

11. Please explain:

"Administrators work closely with all students who need support."

"Most of the students receiving services for EBD require additional administrative attention both proactively and in response to behaviors."

12. How would you describe the types of relationships, compared to students not receiving special education services for EBD, that exist between teachers and students with EBD in your school? Teachers' relationships with students with EBD are:

Two, 100%, responses indicated the relationships between teachers and students with EBD are good.

13. Please explain:

"The students require additional attention and modification in order to deliver the educational program, and some of the behaviors are beyond the capability of a teacher to handle with 24 other students in the class."

14. How would you describe the types of relationships, compared to students not receiving special education services for EBD, that exist between general population students and students with EBD in your school? Other students' relationships with students with EBD are:

Two, 100%, responses indicated the relationships between general education students and students with EBD are average.

15. Please explain:

"This depends on the individual student, but many of the students behave in socially inappropriate ways, which makes it hard for them to get and maintain friendships."

16. How would you describe the types of relationships, compared to students not receiving special education services for EBD, that exist between other staff (e.g. instructional assistants, custodial etc.) and students with EBD in your school? Other staff's relationships with students with EBD are:

One, 50%, respondent reported other staff have average relationships with students with EBD and one, 50%, reported they are good.

17. Please explain:

"The instructional assistants are generally advocates for the students and are always looking for a variety of interventions, often without any formal training or understanding of the individual diagnosis."

18. What types of instructional strategies do you expect to be employed by your teachers and staff to help students achieve academically?

"Any strategies that will have a positive impact on student achievement are encouraged. Teachers and staff must follow all IEP's."

"I expect that all strategies on the IEP be attempted, progress monitored, and adjustments made based upon the success of the failure."

19. Any other comments?

"Many students struggle to adjust socially and emotionally in middle school, and students with EBD often struggle to a greater extent."

"It is difficult to meet the highly specialized needs of individual students in a comprehensive school program."

Document analysis of student baseline data

Student baseline data were collected prior to scheduling field observations, student, and staff interviews. The school systems central data collection system was utilized to obtain GPA, course history of courses passed, previous state mandated assessment results as mandated by NCLB, attendance records, and discipline records.

Synthesis of baseline data throughout the document analysis demonstrates that the student with EBD improved in all areas. The student moved to an alternative school programming while in middle school and the initial analysis of information exposed substantial improvement allowing the student to be socially promoted; thus, becoming on pace to graduate with age appropriate peers.

Attendance increased for the student in addition to grades in all academic areas. Specifically, while attending the comprehensive school the student missed an entire quarter of school, 46.5 days, and was tardy on nine occasions, as opposed absences decreasing to 20 days after attending the alternative educational program.

State mandated testing revealed that the student progressed from basic scores in reading and math to advanced scores in reading and proficiency in math. In addition, the state mandated testing in science given for eighth grade students provided evidence that the student with EBD also demonstrated learning in the proficiency range.

Results Baseline Data of Document Analysis

The student's grade point average was not available because the student with EBD attended middle school the previous year. However, course history was available for grades the student with EBD received in the sixth, seventh, and eighth grades.

In the school year 2007-2008, the student with EBD attended sixth grade in a comprehensive middle school. In sixth grade the student with EBD earned a 62% in Math 6; 63% in English 6; 66% in Social Studies 6; 68% in Science 6; 81% in Physical Education; and a 46% in Reading. The student was socially promoted to seventh grade during the 2007-2008 year to Science 7. A 74% was earned in Science 7.

In the school year 2008-2009, the student with EBD attended seventh and eighth grade in an alternative middle school. In seventh grade the student with EBD earned 78% in Math 7; 75% in English 7; and 73% in Social Studies 7.

The student with EBD was socially promoted to the eighth grade during the 2008-2009 school year while attending the alternative school. While taking eighth grade classes the student with EBD earned 74% in Science 8; 91% in Physical Education; 81% in English 8; and 74% in Math 8.

Maryland State Assessment (MSA) data were obtained during the document analysis. The student with EBD scored at the basic level in reading by receiving a scale score of 371. A proficient score required a minimum scale score of 381. The student with EBD also scored at the basic level in math. A minimum scale score of 396 is required to be considered proficient and the student scored a 370. The science MSA is given to eighth grade students; therefore, it was not available.

After attending the alternative school in 2008, the student with EBD scored a proficient rating in the MSA reading test. The score was a 411 with a minimum scale score of 385 required. The math MSA score remained at the basic level. A score of 377 was earned; however, a scale score of 396 is required to score in the proficient level.

After being socially promoted to grade eight, the student with EBD was administered the MSA in 2009. Assessment results reveal the student scoring in the advanced range in reading MSA. The student earned a 446 with a minimum scale score of 425 required. The math MSA results were a scale score of 471 with a minimum score of 407 required for proficiency; thus, the student scored in the proficiency range. The

scores for the MSA in science demonstrated that the student with EBD scored proficient with a scale score of 397 and minimum score of 387 required.

Attendance data for the 2007-2008 school year uncovered that the student with EBD missed 46.5 days and was tardy on nine occasions while attending the comprehensive school. After attending the alternative school program from 2008-2009, the student with EBD missed 20 days and was tardy on six occasions.

Document analysis of discipline records indicated that the student with EBD received 11 referrals and was suspended once while attending the comprehensive school from 2007-2008. The student with EBD was referred to administration for disciplinary reasons six times while attending the alternative school from 2008-2009.

Analysis of discipline records reveals common patterns of infractions while attending the comprehensive school from 2007-2008. Infractions for the student with EBD included: bus violations; profanity directed at students and staff; student disputes; refusal to comply with teacher directives; and physical aggression. The student with EBD received consequence that included: warnings; conferencing with student; bus suspensions; time out; and suspension.

Analysis of discipline records reveals common patterns of infractions while attending the alternative school from 2008-2009. Infractions for the student with EBD included: bus violations, profanity directed at students and staff, student disputes, refusal to comply with teacher directives, and physical aggression. The student with EBD received consequence that included: warnings, conferencing with student, bus suspensions, time out, case manager consultations, conferencing with parent, classroom removal with crisis intervention, and removal to alternative classroom

Student Perceptions toward School

The student with EBD was interviewed on October 8, 2009; thus, providing the student lens to better understand the influences an alternative school provides for children overcoming obstacles of EBD. The interview of the 14 year old, male student with EBD was enlightening to the researcher. While the student understood and communicated numerous supports the alternative school provided, confusion and longing to return to a comprehensive school environment remained.

During the interview, the student communicated that the teachers provided more respect, smaller class sizes, help when needed, additional attention, caring relationships, additional academic supports, and even shoes; however, the desire to return to friends and participate in an inclusive environment did not subside. In addition, the student felt confident in academic gains and desired to graduate and pursue college. Many of the accommodations, supports, and strategies were reported by the student with EBD as being beneficial for comprehensive schools to increase safety and help students to achieve academically. The student with EBD (October 2009) was quoted as saying, "They don't jump to conclusions like my other school would. They actually ask people and stuff about things. They actually help here and ask if people have seen anything. They also have cameras in and out of the classrooms to see what is going on. The other school didn't have many. This school is smaller than what it is in the other school. I think that every school needs cameras in every single classroom, a few in the hallways, and some outside."

Results Appendix D.

a. Please describe:

1. Please describe your experience since coming to this school versus how you felt in your previous school.

"At first I liked it but it started to get old and I want to go to my regular high school. I liked it because it was smaller classes and you get more attention but because of some of the way other kids act I want to go back to a regular school. Some of the kids are cool but here at the high school they try and pick on you sometimes but kids don't get in fights. There is a lot of kids that tried to fight me in the other school but not here."

2. Do you feel this school provided more or less support to help you do well in school compared to your last school? More Support __X__ Less Support ____ a. Please explain: "A little more support because there are smaller classes. In the regular high school you can get tutors and you can go places to get more help." 3. Are the teachers at this school more or less caring than at your previous school? More __X___ Less_____ a. Please explain: "Equal but the teachers help you more on work and give you a lot more attention." Do you get more or less help with academics? 4. More __X__ Less ____

"Since there are smaller classes they can easily come right to you when you ask. They try new ways to get stuff done and actually help me when I need it. Like yesterday

they looked up the notes that I needed and helped me cut out and get notes."
5. If you are working on any problems, does this school provide more
resources?
YesX No
a. If so, please describe?
"I worked with my English teacher on being late. My point sheets were used to
not earn my points to get there on time. They help you if you need new stuff like shoes
they will help out."
6. Do you like this school or your previous school better?
Alternative ComprehensiveX
a. Please explain:
"I like this school but not as much as a regular school because there is more to do
and there are more people to talk to, and you can wear hoodies."
7. If you had a choice to stay at this school or return to your home school
which would you choose?
Stay ReturnX
a. Please explain:
"It is bigger and you can meet more kids. There is probably more mature kids
that won't try and pick on you or anything and there probably isn't many fights "

that won't try and pick on you or anything and there probably isn't many fights.

What are your school plans (e.g. graduate, return to your home high 8. school, don't know, etc.)?

"To graduate high school, go to my home high school, and go to college."

9. How can this school help you to meet your school plans?

"They help you a lot more with work and try to make goals for you too but not all the time."

10. Since attending this school have your feelings about attending school changed? If so, how?

"Not really. I don't really like going to school. I liked going to the other school better but this school helps a lot. I had a lot of friends that I would talk to there."

11. Do you feel this school treats you with more or less respect than your previous school?

More Respect __X_ Less Respect ____

a. Please explain:

"They don't jump to conclusions like my other school would. They actually ask people and stuff about things. They actually help here and ask if people have seen anything. They also have cameras in and out of the classrooms to see what is going on. The other school didn't have many. This school is smaller than what it is in the other school. I think that every school needs cameras in every single classroom, a few in the hallways, and some outside."

12. Additional Comments:

None

Parental Thoughts of Alternative School Influences

In interview was conducted with the mother of the student with EBD on October 9, 2009. The interview provided the researcher the parental perspective of the influences that alternative school programs have on student success and perceptions toward school.

The parent spoke positively of the alternative school and the supports that it has provided for her child. The parent reported, "I've seen a lot of change, he is doing a little better but he has his ups and downs. I see more of an improvement in the alternative school than the middle school. He has only gotten in trouble once or twice at the alternative school." Small class sizes, additional support, and more caring relationships resonated throughout the interview. When asked if the parent would like to see her student with EBD return to a comprehensive high school the response was an emphatic no. Specifically, it was stated, "I think because he will start having problems again if he returns to regular school." The positive influence of the alternative school was further confirmed when the parent purported that the student's goals included graduating high school and attending college to pursue video gaming.

Results Appendix E.

1. Please describe your child's educational experience since coming to this school versus how you felt in your previous school.

"I've seen a lot of change, he is doing a little better but he has his ups and downs.

I see more of an improvement in the alternative school than the middle school. He has only gotten in trouble once or twice at the alternative school."

2. Do you feel this school provided more or less support to help your child do well in school compared to your child's last school?

needs the help like the teachers and guidance counselors."
3. Are the teachers at this school more or less caring than at your previous
school?
MoreX Less
a. Please explain:
"When he was in the alternative school they would work with him one on one
when he needed it. They didn't always try to suspend him or call me or whatever. If he
was trying to skip school they would call me."
4. Does your child get more or less help with academics in this school
compared to their previous school?
More Less
a. Please describe:
"The same he has teachers at all his schools that would help him out."
5. If your child is working on any problems, does this school provide more
resources?
Yes NoX
a. If so, please describe?
6. Does your child like this school or your previous school better?
AlternativeX Comprehensive
a. Please explain:
"He really likes the alternative school but has his ups and downs. At one point in
time he was having problems on the bus but I guess not now."

"There is more support because the classes aren't as big and more staff when he

7. If you had a choice for your child to stay at this school or return to his/her
home school which would you choose?
StayX Return
a. Please explain:
"I think because he will start having problems again if he returns to regular
school. The classes there are bigger."
8. What are your child's school goals (e.g. graduate, return to your home
high school, don't know, etc.)?
"He wants to graduate and go to college. He wants to make video games."
9. How can this school help your child to meet those goals?
Unknown
10. Since attending this school, has your child's feelings about attending
school changed? If so, how?
"No they really haven't it depends. The first two weeks he was waking up by
himself and now he doesn't want to."
11. Do you feel this school treats your child with more or less respect than
his/her previous school?
More RespectX Less Respect
a. Please explain:
"He hasn't had no complaints since being at the alternative school and he used
to."
12. Additional Comments:
None

Field note observation results

Field notes collected throughout observations provided an in-depth analysis of the

practices integrated in the alternative school environment to support students with EBD

to succeed in school. Rich descriptions of events and quotes by alternative school staff,

the parent of the student with EBD, and the student are congruent with the information

obtained during the validation survey and the influences the document analysis revealed.

In addition, a multitude of accommodations, interventions, and strategies were unveiled.

Academic, Social, Emotional, and Behavioral data gleaned during observations

demonstrated a strong influence on student academic achievement when approached

holistically. The observations allowed the researcher to acquire awareness about the

positive influences that caring relationships and systems that support students

therapeutically and academically have on student achievement.

Results Appendix I.

Observer Field Notes

Date: September 17, 2009

Observer: Steve Burnett

Participants: Observer

Time: 5:36 am - 6:45 am

Place: Study

Set of Notes 1

Observer Comments (O.C.):

Setting

Descriptive Running Log:

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It is 5:36 am as I sit in the quiet of our family room to self-reflect upon my feelings, prejudices, biases, preconceptions, values, and anticipated problems. I started the self-reflection process with a short prayer to ask God to quiet my mind and heart along with providing wisdom and guidance through the process. In addition, I ask that I be granted patience and allow the study to go according to God's plan.

O.C.:

Feelings

Descriptive Running Log:

My feelings are both apprehensive and excited about the study. After working as a school counselor in a school for students with EBD and spending many years as a pupil personnel worker and working with students in alternative programs, I am anxious to learn how alternative schools help students achieve and very interested in seeing if the supports alternative schools provide help influence students attitudes toward school. I also am nervous, not knowing what to expect going into the study. However, in my past thirteen years in reviewing literature on students with EBD and alternative school I have not found or recall a study that tries to integrate the various school structures implemented for students with EBD while looking at the impact of various other influences such as parent, student, and school staff perceptions and the academic and affective influences they have on students' success in school.

O.C.:

Prejudices, preconceptions, and biases

Descriptive Running Log:

Reflexivity reveals that I have several prejudices, biases, and preconceptions that I must be cognizant of throughout the study.

O.C.:

Biases revealed during peer review of interview and survey question creation Descriptive Running Log:

Creating the questions included in the various parts of the study proved to reveal that I have a bias that alternative schools do help students with EBD to have greater academic and affective predispositions toward school. Questions created for surveys and interviews were peer reviewed on two separate occasions by two separate reviewers. The questions changed dramatically to become more objective based on these peer reviews

O.C.:

Psychological and/or physical trauma

Struggle to meet basic needs

Cast away in an comprehensive schools

Lack of value toward education

Distrust of community organizations

Descriptive Running Log:

My lens is also skewed because of past experiences working with students with EBD, schools, and their families. My prejudices need to be acknowledged to objectively begin to understand and examine the successful strategies, accommodations, and interventions utilized to help students with EBD achieve in school. My prejudices and biases include belief that students with EBD often have undergone some type of trauma or abuse. These students many times are living with families that struggle to meet basic

physiological needs of food, shelter, safety, and love. Comprehensive schools often see these children as problems and do not recognize their human worth; therefore, they are not provided the same instructional commitment as other students. I am prejudice to believe that often the families of these students frequently do not value education and these values are passed along to their children. I also am prejudice to believe that many of the families with children with EBD have at one point in time had contact with community agencies and am often distrustful of such organizations.

O.C.:

Anticipated problems

Difficulty getting parent and student permission

Response rate to comprehensive school surveys

Empathetic to staff and student time demands

Descriptive Running Log:

I anticipate many problems that may impact the study. Since IRB approval has just been granted, I anticipate getting permission from students and parents to be an obstacle to undertaking the study. This will be especially true if my value statement concerning distrust of community organizations is correct because I will be viewed as operating from a community agency lens. Since schools have so many demands, I anticipate difficulty in getting surveys returned from the comprehensive schools and scheduling time to interview various personnel and students at the alternative school. While the interviews are short, demands in schools remain high and this may be viewed as an intrusion. I need to be empathetic to the school staff and students. The principal

seems very open to my presence and as I worked through the school system they see a direct benefit to for the alternative programs.

O.C.:

Losing focus

Descriptive Running Log:

It is 6:54am and my focus is beginning to waiver so I will close.

Observer Field Notes

Date: September 18, 2009

Observer: Steve Burnett

Participants: S1, T1

Time: 8:50 am - 10:35 am

Date: September 18, 2009

Place: Alternative School

2 Set of Notes

Descriptive Running Log:

8:55 S1 enters school from bus. C2 and T1 discuss an issue the student had yesterday. S1 became angry and left school. He walked home and C2 stated, "He has been having a lot of peer difficulties." T1 informed me that S1 has been having a great deal of issues with hygiene and other students are giving him a hard time. C2 reports, "I have met with S1 on two separate occasions, but it isn't making a difference."

9:07 S1 enters the building and is escorted to the restoration room by C2. S1 immediately takes a seat, opens juice, and eats a package of cookies. S1 receives breakfast through free and reduced meals at the alternative school. C2 provides S1 with

restoration paper work aimed at helping the student work through problems and asks S1 "what happened yesterday?" The student does not respond but sits facing the wall at the desk and stares at the wall. C2 lets the student know he will check on him later.

- 9:12 S1 eats and plays with empty juice cup, not engaged. The student is very congested.
- 9:17 C1 informs me that the goal of the restoration room is to restore relationships with the teacher and return to class. S1 was sent to the restoration room initially for cursing at the teacher yesterday prior to leaving the alternative school. The restoration worksheet contains a heading that reads "shows respect, takes pride, acts responsibly, responds positively." S1 circled, "shows respect, acts responsibly, and responds positively" on the sheet. The sheet asks the student to answer the following questions:
 - 1. What happened? S1 writes, "I would not take my point sheet to T4."
 - 2. What were you thinking of at the time? S1 writes, "please ueuem aloe."
- 3. What have you thought about since? S1 writes, "Nothing beside I had no rite to be at restratin room."
- 4. Who has been affected by what you have done? In what way? "T2, me, T1"
- 5. What do you think you need to do to make things right? "I should aeboseze."

Observer Comments (O.C.)

9:20 The restoration room allows students a great deal of counseling and teacher support to work through and de-escalate problems students are having. However,

the space is small and cramped in the small portable. I have to wonder what impact it is having on the success of the program since the school is being housed in portables this year since the school was destroyed in a fire last year. The staff seems very flexible and things appear to be functioning as though nothing has changed.

Descriptive Running Log:

9:24 S1 bored and fidgety, asks C1 if it is ok to use the bathroom and get a drink of water. C1 calmly and with compassions says, "Yes you may." S1 thanks C1. This is the first he has spoken to anyone since entering the school.

O.C.

9:25 S1 obviously doesn't want to be in school and is angry. I wonder how my first day of observation is going to go. This should be a good opportunity to see the impact that this alternative school may have on the student. I am excited to see the results. The previous day's behaviors would have caused this student to be suspended at a comprehensive high school. Things flow with a smoothness and everyone intervenes with ease and in a complementary manner.

Descriptive Running Log:

9:30 T2 comes up to meet with S1 over the issue yesterday. T2 talks about the issue and kindly talks with S1. T2 says, "Today during third mod you, me, and the other student are going to talk." S1 is very open and obviously has a great rapport with the teacher. T2 asks, "Are you going to be able to get along with others and will you apologize to the other teacher?" S1 states, "Yes." T2 walks to the classroom and asks T1 if he would be able to return to class. T1 informs the teacher that would be fine.

O.C.

9:30 Wow! S1 has made a complete turn around and is entering class. Remorse and appropriate interactions are evident by S1. To think in a normal setting the student would have missed an entire day of instruction and based on the restoration room, S1 has only missed 30 minutes.

Descriptive Running Log:

9:30 S1 returns to art class. The class is small with three students to one teacher. T1 jokes and kids with students while redirecting. With love, T1 redirects and says "Bunch of brats." All three students including S1 respond and joke back that he is the brat. S1 is very engaged in the lesson and requests a ruler to help with the art project.

O.C.

9:30 C1, C2, T1, and T2 all are particularly adept at staying calm, not personalizing student behavior, and have established excellent rapport with students.

Descriptive Running Log:

9:42 After all students are working; T1 goes to the computer and puts on music from Michael Jackson. Another student responds that this is not what was wanted. T1 jokes back, "Listen this is not your personal juke box." All students return to task and are engaged in the project.

9:44 S1 asks for a big eraser. Immediately another student becomes frustrated and T1 provides the student with a lot of support and encouragement. The other student is back on task. S1 asks T1 about drawing nun-chucks. T1 responds to S1 that they are symmetrical. While students are working, T1 pulls out art work from previous students he has taught. The students like to see the art work

O.C.

9:53 The environment is calm, supportive, caring, and fun for students.

Descriptive Running Log:

9:57 S1 is engaged drawing with head bobbing and knee swinging to the music. S1 asks, "Do you do the same thing every year and do you think I should make that sword bigger?" Another student says that she may quit. S1 responds, "Quitters never win!" Another student asks for T1 approval. T1 replies, "I wouldn't trade you guys for anything even though you are a pain." S1 responds to T1 that he is the major pain and a nerd too. All laugh and get back to work.

10:00 A conversation starts about movies as T1 sits at the table and supports students at work. S1 gets up and goes to the water cooler and gets a drink.

O.C.

10:00 Every student is granted structure but the flexibility to move around within the class.

Descriptive Running Log:

10:05 "Ok, everything you have done you're not going to erase." S1 responds, "Duh." The other student says that wasn't very nice. T1 gives the class an attendance update and changes the music for the students. T1 helps each students take their art project to the next level. T1 shows concern for another student by asking if she doesn't like it being in the morning or thinking it is small. The other student who has required a lot encouraging begins to work on her art project.

O.C.

10:08 T1 is relaxed and enjoying the music and interactions with students. T1 moves to the music and circulates the classroom.

Descriptive Running Log:

10:10 S1 says, "That is a big ugly Piglet; it has a big head and nose, and looks like

it is on crack." T1 says, "Hey that is my Piglet and laughs!"

O.C.

10:15 S1 has established good rapport with T1, however, often in his efforts to

have discussions with T1 he using negative comments.

Descriptive Running Log:

10:15 T2 wanders through the class and checks on S1. He has some positive

interactions with all students and lets them know that his little girl is two today!

O.C.

10:17 T1 has student homeroom levels posted in color on the wall, creating an

inviting class with many art projects posted, and faux fireplace.

Descriptive Running Log:

10:30 It is announced that students can go to mod two. S1 is in a very good mood

and has enjoyed the art class. He is smiling and T1 tells him a joke. T1 speaks to another

student who has been having difficulties and asks if her problem is S1. The other student

says she cannot deal with immature people. T1 responds to the other student and informs

her that she has been in the school previously and needs to understand that students come

with different problems. The other student was also informed that she needed to work on

tolerance. After the conversation, the other student left and went to class.

10:35 Observation ended

Observer Field Notes

Date: October 8, 2009

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Observer: Steve Burnett

Participants: S1, T3

Time: 10:30 am - 11:45 am

Place: Alternative School

3 Set of Notes

Descriptive Running Log:

10:00 Prior to my observation today C1 pulled me aside and let me that S1 had been having difficulty with hygiene. Specifically, S1 had been having body odor that was causing conflict with other staff and creating difficulty within the school environment. C1 stated, "If we don't do something about this, there is going to be a revolt with students." To intervene, C1 met with the student and discussed bathing, washing clothes, and general hygiene. In addition, C1 looked at the availability of having S1 go to the nearby high school to shower and wash clothes. It turned out that the issue was S1 did not have socks and the student's shoes smelled. T1 provided shoes and socks and continues to work with the student.

10:15 Today's objective is clearly posted on the board and states that, "Today students will learn about the properties of minerals." In addition, the tasks to be accomplished are clearly posted and include: "journal, review notes on minerals, build crystals, reading on test, and mineral lab."

Observer Comments (O.C.)

10:15 The students have very clearly defined expectations and are provided with positive mental sets toward accomplishing the lesson's objectives.

Descriptive Running Log:

10:30 Students enter the classroom. T3 checks email to find out where S1 is. S1 enters at 10:35. A short video clip is shown on separation of church and state and the fight about whether crosses should be taken down in cemeteries like Arlington based on this current court case. Students are asked to write their opinion. S1 chewing gum, flitching and working on the assignment. "If you need more to write about the pledge of allegiance, do you know what this means?" S1 responds, "It could be changed like under one nation." S1 engaged in the lesson. Students are directed to place completed journal in bin. S1 continues to work on the journal entry. S1 places journal in bin at 10:42 and asks, "you ever gonna get pictures developed T3." S1 asks, "Get the mineral thing out?" S1 immediately gets the work out when the T3 lets S1 know that this is a good idea.

O.C.

The classroom was warm and inviting. Decorated with maps, scientific methods posters, and well equipped with white board, TV, VCR, DVD, sink, and three computer stations. T3 was warm and inviting and interacted with ease with students. S1 appears happy, engaged, and alert. S1 groomed, wearing new shoes and doesn't appear to be having any difficulties with other students. S1 is located at a table without a partner. This researcher has to wonder if that was an intervention implemented specifically to avoid classroom conflict due to hygiene issues.

Descriptive Running Log:

10:46 T3 asks what minerals are made of? S1 responds appropriately. S1 is taking notes and focused on the lesson. Students are provided scaffolds to increase their knowledge of minerals. Today's lesson adds inorganic, solid, and crystals. Students are provided a graphic organizer and draw the graphic organizer on their sheets.

10:57 The lesson transitions to building minerals. Students are directed to obtain scissors and begin to cut out the mineral they will be building. All five students are very engaged in this kinesthetic activity. T3 circulates and helps students. T3 helps S1 to make sure the cuts are being made on the correct line. After a student makes an error, T3 provides the other student with another sheet to build the mineral model.

O.C.

10:57 T3 is relaxed and has great rapport with students. T3 has previously shared a recent trip to Spain with students and provides a great deal of support to each. In addition, T3 does not make an issue of student errors but provides them the resources and expectation that they will be successful.

Descriptive Running Log:

11:00 T3 informs students of the next steps to build the mineral. S1 asks, "Now what?" T3 immediately responds to S1 needs and explains the next steps. S1 wants to know if even the little flaps need to be folded.

O.C.

11:00 T3 provides direction for students and facilitates student accomplishment; however, T3 requires all students to accomplish the task assigned. Care is shown for each student and their success. Students work on multiple minerals they are building. The atmosphere is relaxed and all students are allowed to work and converse as they build the crystals.

11:13 T3 asks, "Have you put your initials on the crystals?" S1 stated, "No but I will". S1 asks, "Is this the fold or no? Is this an extra one?"

O.C.

11:13 S1 often mumbles and does not make eye contact when speaking. Social deficits are evident; however, S1 often seeks approval and attention from others.

11:18 S1 is on task and asks, "Now how do I do this?" T3 goes to S1 and provides support while putting the mineral model together. S1 engaged, watching, and helps with placing tape on the model. S1 is interested in knowing dice exist like the mineral developed.

11:22 S1 announces, "Ok I'm finished this." "Can I do the extra credit one?" T3 provides the extra credit and informs S1 that it can be finished during study hall. S1 begins to work on the extra credit and is very engaged in the kinesthetic activity of building crystal minerals.

11:25 T3 announces that there is five minutes left before moving on. S1 agrees and continues to work on the model and is on task. S1 is working and mumbling to self.

11:30 T3 announces that the scissors need to be put away and asks S1 to finish in study hall. T3 also offers to help S1 in study hall and S1 slowly cleans up and complains that it is too cold. 11:32 S1 cleans up and is asked to get the door for T3. S1 complies and T3 helps S1 to finish cleaning up. T3 provides S1 with the article to be read and he shuts his folder and begins to work on the reading assignment.

11:33 S1 begins to read the assignment. "We learned some of this stuff last year." T3 asks if it was learned in sixth grade. S1 says, "No that it was last year." Another student informs T3 that they were not allowed to wear hooded sweatshirts in middle school. T3 informs the student that is what T3 has heard. S1 is re-reading and working on the assignment.

11:38 Students review answers as a group. S1 is asked number one and responds

correctly.

11:40 Student are informed that they do not have time to move into the lab and

are provided a positive mental set for tomorrow's activity. Folders are requested by T3 to

be placed on the shelf and to return for a quick quiz the class will take as a group.

11:42 T3 asks S1 to identify part of a mineral. S1 has difficulty answering the

question but is helped by T3.

O.C.

The students are very supportive of one another. T3 praises students easily and

naturally.

Descriptive Running Log:

11:44 T3 provides students with the learning activities for tomorrow. Students

are dismissed to their next class.

11:45 Observation ended

Observer Field Notes

Date: October 23, 2009

Observer:

Steve Burnett

Participants: S1, T4

Time: 11:30 am - 1:00 am

Place: Alternative School

4 Set of Notes

Descriptive Running Log:

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11:30 Prior to the observation T4 was not sure how S1 would respond due to a reduction of points S1 received for inappropriate behavior yesterday. T4 waited for students to enter after the class change was announced.

11:45 T4 greeted students with excitement and energy and approached students to see how their field trip went. S1 was sullen when entering but became excited to show the rocks collected while on the field trip to the quarry. T4 had snacks and milk for students when they entered and students immediately went to the book shelf to look and see if they had any affirmations on the shelves. All of the students went to their bins and picked up their work and began the warm up activity. T4 helped students make connections during the journal writing warm up activity. All students were making connections to relevant events in their lives through this journal writing activity. The white board had the journal topic, SWBAT: quick write, increase vocabulary, and read for literacy expository is posted. At 11:57 T4 announces that students have a minute to write and asks for students to have something suitable for sharing. There are four students in the class and affirmations are handed out for completing the journal warm up. T4 announces that today's affirmations are about character building. The students are instructed to say something nice about someone who plucked their nerves yesterday or challenged them. "You should now be writing your affirmations."

Observer Comments (O.C.)

11:58 Students have very clearly defined expectations, organized instructional activities, and T4 has established great rapport with students.

Descriptive Running Log:

12:00 S1 is dirty, disheveled; however, is working hard on the assignment. At 12:05 completes the affirmation and places it in the bag located on the bookshelf. One of the students is having great difficulty with the assignment. T4 uses humor and redirection to help encourage the student to complete the affirmation assignment.

12:06 S1 is asked to share the journal writing activity. The journal topic is: If you could live anywhere in the world where would it be? S1 chooses to return to another county in Maryland where S1's step dad continues to live. S1 feels this is an awesome place to live. Students share their responses. "OK let's make the connection, if Odysseus could live anywhere where would it be?" The students make the connection that Odysseus would want to live in Ithaca because that was his home town. T4 expands student thinking to understand that it is a great place to raise a family. S1 discusses that Odysseus is also a ruler there.

12:10 T4 asks students if they did their homework last night? S1 and one other student completed the assigned homework. A discussion starts about good ideas where homework can be completed. "Here is why I wanted you to do your homework because a lot of the stories we are going to read are classics." S1 informs the class that the story was written when Jesus was alive. T4 praises S1 and informs the class that this story was actually written B.C. or before Jesus. Students are asked what climax means. S1 responds that the climax is the main action and the rising of the action. T4 expands student knowledge and elaborates on the meaning of climax and how it leads to the resolution.

O.C.

12:15 S1 is engaged and discusses the story that was completed for reading.

Descriptive Running Log:

12:16 Students discuss what happens in the story and draw a graphic organizer on the board to demonstrate the story. "Yesterday we started looking at context clues."

Students were asked to take out their sheets that were worked on previously.

O.C.

12:16 S1 is very disorganized with papers shoved into a notebook; however, S1 did find the paper.

Descriptive Running Log:

12:20 T4 reviews metacognitive strategies that students have learned and adds relevance because students share the strategies they like best to remember words. S1 informs T4 that foldable pamphlets are the favorite. Today T4 introduces mental models learned at a workshop. S1 discusses learning styles such as visual, auditory, and kinesthetic. For example, "If you like to tinker you may like to learn by doing." Students are introduced to Tables. Information and directions are chunked as students are guided by practice to finish the table. S1 informs T4 that learning is best by seeing and hearing. T4 circulates and encourages students. S1 becomes confused and asks T4 for help. T4 immediately uses the graphic organizer on the board to help S1 to understand. S1 returns to completing the first assignment.

O.C.

12:26 S1 completes the assignment and makes eye contact with the teacher. T4 smiles at him and he responds well to the positive reinforcement. T4 has an air freshener; however, S1's poor hygiene is beginning to cause the small classroom to smell.

Descriptive Running Log:

12:28 T4 instructs students to complete the second level of the table. S1 has not completed the last objective on the assignment and T4 circulates to encourage S1 to complete. T4 comes over and praises the student and informs S1 that we are ready to move on.

12:30 T4 shares with students that they need to look at their table because an effective reminding word is used to remind them of the vocabulary word. The memory strategy is expanded on and students are informed of strategies to help remember the word.

O.C.

12:30 S1 is fidgety and talking quietly. S1's head is down; however, S1 mumbles answers to T4's instruction. This shows engagement. While S1 answers many questions, peers relationships in the classroom setting have been void through each observation.

Descriptive Running Log:

12:34 Another student is asked a question and is struggling to answer the question. S1 repeats a suggestion several times until T4's attention is obtained. T4 models the table by filling in a graphic organizer posted on the white board. S1 fills in the worksheet they are working on. A student is off task and states that she cannot see. The student is three feet from the board; therefore, T4 asks the student to get up to see the board. The other student states she can see and S1 sits quietly. S1 tries to get T4's attention and S1 is informed that after T4 meets with another student she will be over to help. S1 is stuck on making a vocabulary word rhyme.

O.C.

12:40 The class has four students; however, each are very demanding of T4's time. T4 has great relationships and encourages each student to complete the task because thinking is getting tougher.

Descriptive Running Log:

12:42 S1 informs T4 that there is confusion with the activity. T4 lets S1 know that two of the table activities have been completed and thinking is just getting harder. T4 encourages and challenges S1 to not give up and to continue to think. S1 responds and returns to task. T4 announces that there are two more minutes to complete this activity and then there is something to get everyone up and moving. T4 states, "Ideally once these are done we can add color and that helps the brain to remember!" T4 encourages kids by informing them that they are not helpless and should not start with I can't. S1 informs T4 that the assignment is finished. T4 circulates and discusses organization of the notebook with S1. S1 agrees that it is hard to carry around all that stuff.

12:48 T4 states, "We have one more thing to do today. Yesterday we did boys vs. girls and I'd like to do that again today. Yesterday the girls won." A handout is passed out that has 15 different pieces of the Odyssey. T4 states, "I want you to remember as much as you can." The rules of the game are reviewed and guys are encouraged to redeem themselves today!

O.C.

12:52 S1 and another student discuss the questions that they have. S1 appropriately disagrees with the other student and they reach a consensus.

Descriptive Running Log:

12:55 Students are praised for doing a nice job. All students continue to work together on completing the questions to the Odyssey.

O.C.

12:55 T4 has integrated creative ways for students to develop character and appropriate social skills into the classroom. Many of the students' lack these interpersonal skills and T4 models care, encouragement, and praise. In addition, students are expected to provide care and civility for one another. Things such as affirmation bags, character lessons, and restoring relationships with others that they have challenges with were all evident in this lesson.

Descriptive Running Log:

1:57 T4 circulates to both groups of students and provides genuine praise of work. For example, T4 lets students know they are doing a great job. At 1:58 both groups are asked to stop and listen. T4 asks students a question to cause them to think deeply about the story. "In the story a person could be called a harbinger?" T4 provides students a great deal of excitement, energy, and praise for the correct answer. "Good, not bad", says T4. Higher level questioning continues to occur and students demonstrate a great deal of knowledge about the story. T4 asks, "If I don't tell you something is that lying?" Students respond and each student earn a star buck for participation. "I thought you were fantastic today and everyone earns star bucks!" S1 is instructed to go and get the notebook because it has to be done today. S1 rushes and gets the notebook.

O.C.

1:00 students respond to the positive reinforcement and challenges posed by T4.

Observation ends: 1:05

Observer Field Notes

Date: November 9, 2009

Observer: Steve Burnett

Participants: S1, IA, T5

Time: 1:30 pm - 3:00 pm

Place: Alternative School

5 Set of Notes

Descriptive Running Log:

1:30 Students enter class and T5 asks how them how their day has been. S1 wants to know why three checks are recorded. S1 is upset that there are three strikes on the homeroom board. T5 kindly reviews the requirements of the point system and offers to provide some sweet tea. S1 states, "I'm bored!" The class has four students and T5 provides supports for students that need it for other classes. S1's task includes organization of materials. An instructional assistant is providing support for S1.

Observer Comments (O.C.)

1:37 S1 has had difficulty with organizational skills

Descriptive Running Log:

1:40 S1 did not bring his point sheet from lunch. S1 was sent to get it and several of the students began talking about the way S1 smells. Students are not interacting appropriately. T5 reviews the social contract. S1 obviously is having difficulty with wanting to perform in this class. A great deal of peer relationship issues exist. T2 comes in and pulls a student that is being belligerent out. S1 is angry at a student that is acting inappropriate toward him. The student continues to tease S1. "Hey S1, how are you

doing today?" S1 moves away. Students' behaviors and interactions are inappropriate.

T5 reviews the social contract with students.

O.C.

1:45 While this class provides a resource for students to help with work completion, it is less structured and the students have difficulty with the unstructured setting.

Descriptive Running Log:

1:45 T5 circulates among students and helps them with their work. The instructional assistant works with S1 on organization. S1 says, "I am bored, what else can I do? I want to play the math game on the computer." T5 informs S1 that if the work is done and done well, then an opportunity to work on the computer will be given.

O.C.

1:50 The students begin to settle down after lunch. S1 is working on an assignment.

Descriptive Running Log:

1:55 The instructional assistant is helping S1. T5 jokes around with another student and they begin to discuss football. S1 makes an error on the assignment and the IA helps. S1 says, "I get it." S1 takes the assignment back and is instructed to get some imperatives. "What do they look like?" S1 immediately says, "I got it." S1 is compliant; however, motivation is lacking. A student is asked to go outside and pull his pants up. Upon return the student jokes with T5 about a hair that is sticking up. T5 jokes, "Please make is go down." The student refers to T5 as "Alphafa"! T5 responds by giving a small

mirror to the student to look at his split ends! Everyone in the classroom is laughing, including the student. The student is redirected to finish the work.

O.C.

2:00 T5 uses humor with students.

Descriptive Running Log:

2:03 The student is asked to sit down next to T5 and get to work. The student begins to work. S1 is engaged and working. The student begins to make inappropriate comments such as, "Shut up you stupid glass hole and this is bull ship." S1 laughs but returns to task. The IA helps S1 with questions. S1 completes the assignment and says, "Hey T5." Another student reaches across the desk and hits S1's paper after throwing something at him. The other student was confronted by T5 and states that he was kidding with him. S1 says that the other student does not need to go to the restoration room and apologizes to the other student. T5 discusses the purpose of the restoration room and provides the opportunity to restore the relationship without going to the restoration room. The student apologizes to T5 and S1 asks if the computer can be used after another worksheet is completed. T5 lets S1 know that would be fine. S1 continues to work on the assignments.

O.C.

2:15 S1 requires a lot of attention and encouragement; however, has the academic ability to achieve.

Descriptive Running Log:

2:15 S1 does not understand the question and asks the instructional assistant for help. The IA repeats the question and asks, "You are changing into a what?" S1 states,

"I know how to do it." S1 returns to task. "How will I change this one with the exclamation point?" The IA sitting next to S1 immediately helps S1 by asking S1 to look at the question differently. S1 continues to work on the assignment and lets the IA know that the assignment is understood. "I need help with seven." The IA returns and explains that the next one is using declaratives. Further, the IA elaborates on what a declarative is.

O.C.

2:20 S1 is mumbling and focused on the assignment. Head is down but reading and thinking is evident. The small class size obviously allows S1 the supports to complete work; however, S1 does not appear to have difficulty focusing on the task.

Descriptive Running Log:

2:25 S1 completes all work and approaches the IA to see if it would be ok to log onto the computer. The IA helps S1 to log on.

O.C.

2:25 The reward of the completing work for computer time was motivating and provided the support S1 needed to accomplish the work assigned for the day. S1 utilizes head phones and works on the computer for the remainder of the class period.

Descriptive Running Log:

2:45 The students were dismissed to homeroom. S1 remains in the 4th mod class because T5 is also the homeroom teacher. Students moved around freely in the class and provided their point sheets to T5.

O.C.

2:55 All of the students were wound up at the end of the day; however, S1 sat quietly at the desk. Peer relations were limited and I was curious why S1 seemed to function from a parallel play developmental level.

Observation ends 3:00

Observer Field Notes

Date: November 17, 2009

Observer: Steve Burnett

Participants: Observer, custodian, C2

Time: 8:30 am - 9:30 am

Place: Alternative School

6 Set of Notes

Descriptive Running Log:

8:30 Students began arriving on buses at approximately 8:45. The buses were regular full length and one to five students were passengers. Staff walked to and from classrooms to the administrative portable and spoke to students in passing. T2 was visible walking between the portables and talking with students. S1 arrived at approximately 8:55 and walked up the ramp to the homeroom portable. The observer, C2, and custodian watched students as they came off the buses and went to their homerooms. At 9:05 one of the students approached the custodian to talk to him about things that had been going on in her life. The custodian had obviously developed a great rapport with the student and discussed the importance for her to attend school regularly. The arrival time was welcoming; however, it did not have any increased supervision. However, T2 and C2 both had walkie talkies and could easily radio for support if needed.

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Observer Comments (O.C.)

9:30 The observer expected to witness greater supervision of students during this

time; however, arrival was uneventful during this unstructured time. Cameras and staff

with walkie talkies were evident and the observer wondered if these extra

accommodations in conjunction with the clearly defined limits and expectations had an

impact on student behavior. The norms were clearly established and the students of the

alternative school all clearly knew the expectation.

Observation ended: 9:30

Observer Field Notes

Date: December 8, 2009

Observer:

Steve Burnett

Participants: S1, 6 students, 3 Ts, & 2 Cs

Time: 1:00 am - 1:35

Place: Alternative School

Set of Notes

Descriptive Running Log:

1:00 Students were eating lunch in a small lunch room setting. Specifically,

students order their lunches during homeroom and lunches are delivered to the small

setting. A1 reports that this change was made this year to eliminate the students being

escorted to the comprehensive high school and eating in there cafeteria.

Observer Comments (O.C.)

1:00 The observer was wondering what to expect during the lunch setting.

Unstructured time can be very difficult for students with EBD.

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Descriptive Running Log:

1:05 The students were seated at instructional tables and eating their lunches. S1 was seated next to two other students and interacting positively with them.

1:15 Students interacted positively; however, S1 would make comments that annoyed the other students. At one point the other student stood up and announced, "S1 is annoying me and I can't take it anymore." The student stood up and immediately C2 deescalated the annoyed student. The students were provided a macramé activity and settled down. Students at the other table sat and talked with each other and the adults seated with them.

O.C.

1:18 The high staff to student ratio and small lunch setting provides a great deal of support and structure for students. The rapport and relationships that each of the staff have with the students is incredible. They eat together and engage in appropriate interactions with each other and adults. The modeling and high expectations for learning and demonstrating appropriate social skills is consistent among all staff. I must admit that seeing the care and relationships that the staff has developed in conjunction with the small class sizes, academic, and therapeutic supports makes an alternative school environment an asset for students dealing with personal difficulties.

Descriptive Running Log:

1:25 Students are awarded points on their point sheets and rewarded with a star buck incentive for demonstrating appropriate behavior.

1:30 The students are dismissed to go to their fourth mod class. S1 leaves and slowly walks to class. The class is across the walk; however, S1 needs encouraging by staff circulating making sure students are to class on time. S1 enters class at 1:35.

1:35 Observation ends

Synthesis of Qualitative Data

Data obtained through the literature review, document analyses, surveys, observations, and interviews (Appendix L) provided multiple lenses to view the influences that alternative schools provide to support student perceptions toward school and impact academic achievement. Congruence of data were evident through all lenses the researcher analyzed.

Results of Appendix L.

The data were originally coded under the themes of caring relationships, support systems, collaborative instructional improvement, hardworking departments, data driven decision making, and collaborative leadership. Using these headings this data were recoded and further disaggregated into themes that represented a holistic approach to student achievement. Specifically, themes were disaggregated to glean information on academic, social, emotional, behavioral, and those supports that represent all three categories.

Cooper et al. (2005) identified six criteria of high performing schools and the literature review, validation survey, interviews, and field notes were analyzed in juxtaposition to the six criteria of high performing schools (Table 1).

Synthesis of the qualitative data establishes the credibility of the importance of support systems and caring relationships to help students with EBD achieve in school.

On 293 occasions support systems were identified in the literature review, validation survey (Appendix A), interviews (Appendix D – H), and field notes (Appendix I). Reporting of caring relationships was identified during the collection of qualitative data on 116 instances.

Table 1
Frequency of Six Criteria of High Performing Schools

	Synthesis of Qualitative Data			
	Lit. Review	Val.	Interview	Field
		Survey		Notes
C.R.	7	8	43	58
S.S.	29	41	152	71
C.I.I.	3	12	19	4
H.D.	2	0	19	3
D.D.D.	5	6	14	4
C.L.	1	2	8	2

Note. C.R. = caring relationships; S.S. = support systems; C.I.I. = collaborative instructional improvement; H.D. = hardworking departments; D.D.D. = data driven decision making; C.L. = collaborative leadership.

The coding and re-coding of data provided the emergence of several themes throughout the study. The themes emerging from data disaggregation included: academic, social emotional, behavioral, and those that impacted all three areas.

Accommodations emerged 275 times during data analysis. The academic, social emotional, behavioral, and those that influence all three are identified in Table 2.

Table 2

Academic, Social Emotional, Behavior, and All Three Re-coding

Frequency Table

		Accommodations			
				All Three	
	Academic	S.E.	Behavior		
C.R.	12	10	9	64	
S.S.	49	17	39	62	
C.I.I.	8	1	4	13	
H.D.	1	2	7	6	
D.D.D.	7	0	6	3	
C.L.	4	1	1	8	

Note. C.R. = caring relationships; S.S. = support systems; C.I.I. = collaborative instructional improvement; H.D. = hardworking departments; D.D.D. = data driven decision making; C.L. = collaborative leadership.

The disaggregated data exposed 81 academic accommodations. Further, of the 275 identified accommodations, 95 represented caring relationships, 49 support systems, and 26 collaborative instructional improvements. Data disaggregation identified interventions that are provided to all students on an as needed basis.

Academic, Social Emotional, Behavior, and All Three Re-coding

Table 3

Frequency Table

	Interventions			
				All Three
	Academic	S.E.	Behavior	
C.R.	4	8	10	8
S.S.	21	35	29	13
C.I.I.	0	0	0	2
H.D.	0	2	3	0
D.D.D.	1	3	4	0
C.L.	0	0	0	0

Note. C.R. = caring relationships; S.S. = support systems; C.I.I. = collaborative instructional improvement; H.D. = hardworking departments; D.D.D. = data driven decision making; C.L. = collaborative leadership.

The frequency of interventions that are academic, social emotional, behavioral, and those that influence all three are identified in comparison to the six criteria of high performing schools in Table 3.

Interventions were identified 143 times during data disaggregation. Behavioral and social emotional interventions occurred most frequently. Specifically, results of social emotional interventions reveal a frequency rates of 46 for behavioral and 48 for social emotional. According to the data, support systems most frequently are provided as interventions. The data revealed the frequency of support system interventions occurring with a frequency of 98. The next closest intervention was caring relationships with a frequency of 30. Support system interventions occurred during data analysis three times more frequently than the next closest intervention, caring relationships.

Finally, specifically targeted strategies that are provided to students on an individual basis were identified themes. Strategies were identified on 81 occasions during data analysis. Support systems demonstrated the highest frequency of strategies provided in an alternative school environment with data disaggregation frequency results of 46. Further, specific academic strategies were identified 36 times and those strategies that influence student success academically, social emotionally, and behaviorally were represented with a frequency of 19.

The frequency of strategies that are academic, social emotional, behavioral, and those that influence all three are identified in comparison to the six criteria of high performing schools in Table 4.

Table 4

Academic, Social Emotional, Behavior, and All Three Re-coding

Frequency Table

	Strategies			
				All Three
	Academic	S.E.	Behavior	
C.R.	2	1	0	3
S.S.	25	6	6	9
C.I.I	5	1	2	3
H.D.	2	0	0	1
D.D.D.	2	2	3	2
C.L.	0	0	0	1

Note. C.R. = caring relationships; S.S. = support systems; C.I.I. = collaborative instructional improvement; H.D. = hardworking departments; D.D.D. = data driven decision making; C.L. = collaborative leadership.

Results Appendix M.

Accommodations, interventions, and strategies were sub-coded to glean the highest occurrence of themes existing within the synthesis of qualitative data. Several themes resonated throughout all three levels of accommodations, interventions, and

strategies. Accommodating student needs had a frequency of 48; reading interventions, 20; and individualized attention, 16, during data analysis.

The highest frequencies of accommodations gleaned were positive relationships and rapport, 34; small class sizes, 32; and the availability of additional staffing, 26. The highest frequencies of interventions amassed were restorative justice practices, 23; therapeutic supports, 21; and specialized academic and school programs, 8. Finally, the highest frequencies of strategies garnered were the presence of a teacher with specialized training with working with EBD children, 12; IEPs, 12; and the importance of conducting FBAs, 8.

Results Document Analysis Concluding Data.

The student's grade point average while attending the alternative high school program was not available. In addition, the student with EBD course history included grades obtained during the first semester of ninth grade.

During the first semester of the 2009-2010 school year the student with EBD was enrolled in Art I, Earth and Space Science, English 9, and a resource class. The student's grade for Art I was 90% quarter one and 84% quarter two, Earth and Space Science was 88% quarter one and 86% quarter two, English 9 was 80% and incomplete quarter two, and the Instructional Enrichment classes were passed both quarters.

Maryland State Assessment (MSA) data were obtained during the initial document analysis and was no longer available because this is a middle school assessment. Data for the four core high school assessments, Algebra, English 10, Government, and Biology I were not available since the student with EBD was not enrolled in any of the corresponding courses.

Attendance data for the first semester of the 2009 -2010 school year revealed that the student with EBD missed 20 days and was tardy on 1 occasion while attending the alternative high school. Document analysis of discipline records indicated that the student with EBD received one referral while attending the alternative school program during the first semester of the 2009-2010 school year.

Analysis of student with EBD ninth grade discipline records at the alternative school revealed that one infraction occurred and was for insubordination. Analysis was consistent with previous patterns of infractions while attending the previous schools. The student was assigned lunch detention for the infraction.

In closing, the principal of the alternative school informed the researcher that the student with EBD would be returning to a district comprehensive high school. The principal of the alternative school went on to inform the researcher that after participating in alternative school programs for the past year and a half the student with EBD has made significant gains.

Credibility, dependability, trustworthiness, and transferability

Qualitative data were scrutinized throughout the data collection process to insure accuracy of interpretation. Surveys, observations, and interviews were coded, recoded, peer reviewed, and an audit trail was established. In addition, interviews provided participants an opportunity to review data through member checks; thus, promoting accuracy and reducing biases.

Document analysis was collected using the school system's central server that is utilized for state reporting purposes. Data obtained during document analysis was disaggregated and categorized for meaning. After categorization of data obtained during

document analysis the data were reviewed for accuracy of interpretation and the findings were peer reviewed.

CHAPTER 5

CONCLUSIONS

Introduction

The purpose of this chapter is to synthesize, evaluate, and interpret the results of the research. This chapter will offer the reader a brief overview of the research study, provide answers to the questions posed, and discuss implications along with limitations to the research.

Summary

The purpose of the study was to examine the successful strategies, accommodations, and interventions utilized for students with emotional behavior disorder (EBD) and the influences they have on the students' academic achievement (GPA, passage rates of courses, passage rates of state mandated assessments, student satisfaction, attendance rates, and disciplinary infractions) and glean greater understanding of instructional strategies and environmental differences alternative schools offer to students with EBD. The research utilized a basic interpretive qualitative design. Methods utilized to create a better understanding of the differences between traditional and alternative school support systems and environments included: electronic surveys, interviews, document analysis, observational field notes, and an interview of the parent at the parent's place of employment.

Students with behavioral disorders must overcome a multitude of obstacles, achieve in school, and pass state mandated tests legislated by the No Child Left Behind

(NCLB) law. The study examined the following questions: What do students with EBD experience in an alternative school that differs from a traditional comprehensive high school? What additional accommodations, interventions, and strategies do alternative schools implement to help students with EBD to achieve academically, emotionally, and socially? Do students with behavioral disorders receiving strategies, interventions, and accommodations in an alternative school environment demonstrate improved academic achievement rates and school success? Do students with behavioral disorders being educated in an alternative school environment that employs the criteria espoused by Cooper et al. (2005) demonstrate improved perceptions, attitudes, and affects toward school?

Limited research currently exists on effectively educating individuals with EBD.

Environmental and instructional practices are essential to enabling students with EBD to achieve in school.

Answers to Questions Posed

Question 1: What do students with EBD experience in an alternative school that differs from a traditional comprehensive high school?

Alternative schools offer students with EBD a holistic approach to helping the child succeed that comprehensive schools are not structured or staffed to provide.

Cooper et al. (2005) reported six criteria of high performing schools and the results of data analysis revealed the emergence of the importance that caring relationships and support systems have on helping students with EBD achieve in an alternative school.

While comprehensive schools are adept at providing many academic interventions, they lack the small class sizes, programs designed to specifically help

students with emotional and behavioral difficulties to restore relationships, address and learn from inappropriate behaviors, and provide the therapeutic supports needed to help students achieve behaviorally, socially, emotionally, and academically.

The study revealed that alternative schools include a balance of therapeutic and academic resources. Student behaviors are not personalized in the alternative school and the student relationship is the primary focus of the alternative school staff. During an interview with a teacher at the alternative school it was stated, "The teachers are able to be more tolerant and less authoritarian of students. The teachers treat students in a small setting by building relationships and with respect."

Witnessed through the lens of the student, the results of the study demonstrated the student with EBD made significant gains in attendance, behavior, and academics. The 14 year old, male student with EBD advanced from basic scores in state exams to proficient and results indicated advanced scoring in one case. In addition, the student with EBD was projected to return to a comprehensive high school in January 2010. The student's return to an inclusive environment was the outcome of the successful progress made academically, socially, emotionally, and behaviorally while attending the alternative school program.

It was evident throughout the data collection process that a relationship with students and the presence of trusting relationships translates into higher levels of student success. Strong relationships were an expectation of the alternative school building principal. The alternative school principal has provided the leadership and empowered the alternative school staff to work collaboratively as a team to establish and build a relational culture into their school. The alternative school principal (2009) stated while

interviewed, "We have established a culture of respect. Our relationships help to encourage and support students to overcome the many obstacles they face."

The alternative school was systematically observed through multiple lenses and each alternative school teacher, counselor, and administrator emphasized the importance of relationships and the success that the restorative justice programming has on student success. In addition, parent and student interviews corroborated the impact that positive relationships had on achievement.

Question 2: What additional accommodations, interventions, and strategies do alternative schools implement to help students with EBD achieve academically, emotionally, and socially?

Accommodations. Several themes emerged from the study. Alternative schools offer students the accommodations needed academically, socially, emotionally, and behaviorally for success. All students in this alternative school setting benefited from individualized attention and support. In addition, all students were supported in developing their skills in reading. A culture of respect, caring, and communication were embedded within the alternative school. The school culture positively influenced all phases of students' academic, behavioral, social emotional development. The positive school culture in conjunction with the accommodations, interventions, and strategies helped students obtain school success. Inappropriate behaviors were not personalized or responded to in an authoritarian manner. Specifically, students were spoken to in calm, concerned, and civil ways that communicated high expectations; however, supported students in taking responsibility for their inappropriate behaviors and actions.

Students benefited from the positive adult modeling that consistently occurred in the alternative school. The staff was adept at utilizing the specialized supports embedded in the alternative school's environment to help students thrive. Success was an expectation portrayed and communicated to students. The students responded positively to the high expectations established by alternative school staff.

Accommodations such as the additional staffing, small class sizes, positive approaches to discipline, and flexible but structured classrooms not only benefited students with EBD but all students attending alternative school programs. Instruction was consistently differentiated and placed attention on student learning styles, engaged students with kinesthetic activities, individualized attention, and provided proactive interventions with students whom were becoming frustrated. Students benefited from social skills modeling and instruction. The curriculum was aligned with state standards; however, was relevant, flexible, and creative in the methods of delivery. All alternative school staff members were partners in helping students achieve.

Additional staffing was constructive in helping students be successful. In addition to school counselors and highly qualified teachers, paraprofessional support provided caring accommodations and highly specialized instructional staff such as special education teachers and student achievement specialists provided accommodations to help students achieve academically, socially, emotionally, and behaviorally.

Finally, the alternative school provided a collaborative environment for administration, teachers, counselors, and staff to share ideas, strategize to support students, and utilize data to provide for student programming. Alternative school staff routinely collaborated, strategized, and shared ideas to proactively intervene for students

that were presenting academic, social, emotional, and behavioral challenges. Systems were established through the restorative justice program to allow students to accept responsibility for behaviors and create a flow of communication that enabled staff to restore relationships with students and communicate resolutions to inappropriate behaviors.

Interventions. Interventions such as drug and alcohol programs, community therapeutic supports, and specialized behavior intervention programs were provided to students on an individual, as needed basis. Social workers, crisis intervention specialists, and school counselors were available to work with students. Restorative justice programs provided the care, support, and structure to help students maintain appropriate relationships and allow them to be emotionally present at school. Specifically, the restoration worksheets and meetings that occurred subsequent to a student's assignment to the restoration room, provided students with the time and opportunities to process behaviors and restore relationships with staff prior to returning to class. In addition, students were provided with numerous interventions to help them succeed academically such as: specialized instructional support, read 180, cognitive math tutoring, and opportunities to complete work and receive additional help academically outside the traditional school day.

Celebrations and interventions occurred for students that succeeded academically and behaviorally. The celebrations and interventions further established and strengthened the caring relationship accommodations. For example, staff provided breakfast for students that have perfect attendance and the student observed with EBD was provided shoes to alleviate a hygiene problem that was causing conflict amongst peers. When

students had behavioral, emotional, or social problems the intervention of solution circle participation often provided the needed resource to help resolve or overcome the obstacle that was negatively impacting the student's chances for achieving academically.

Strategies. Since students with EBD often face additional challenges to succeed, the alternative school provided additional strategies to help them overcome obstacles.

"Students with EBD may have different emotional problems, lack of emotional regulation, and attention problems. These students require more differentiation and require more tolerance because of their disorders. Many students may have DSM IV diagnosis and they must be taken into consideration." (Administrator, 2009)

Students with EBD were provided specialized staffing and access to a large number of content area teachers possessing special education backgrounds. Special education teachers with specialized training designed for working with the EBD population were available and the additional supports benefited students with EBD. In addition, each child had an Individualized Education Plan (IEP), Behavior Intervention Plan (BIP), and Functional Behavior Assessments (FBA) to provide targeted strategies to increase the probability of academic, behavioral, social, and emotional success.

Academic strategies discovered during the study included: IEP goals and modifications, BIPs, FBAs, Wilson reading, corrective reading, crisis passes, graphic organizers, crisis intervention counseling, additional instructional support, flexible instruction, access to a specialized resource room for emotional support, additional time, modified assignments, and supports by special educator prior to mainstreaming. Students with EBD benefited from having a specialized resource classroom that they may access

anytime during the instructional day for academic, behavioral, and social emotional support. Often students utilized the specialized resource room throughout the day; however, students with EBD had a specific period built into their schedule to obtain the additional supports offered in the specialized resource room.

Question 3: Do students with behavioral disorders receiving accommodations, interventions, and strategies in an alternative school environment demonstrate improved academic achievement rates and school success?

Document analysis established the small structure and additional supports provided in an alternative school positively influenced student achievement. The document analysis revealed increases in Maryland School Assessment (MSA) data. Math MSA data increased from the basic level to proficient level, reading MSA scores increased from basic to advanced levels, and the eighth grade science MSA score was proficient. All increases in academic achievement resulted after attending alternative school programming.

The student with EBD was seen becoming frustrated, angry, and having social difficulties. The available accommodations, interventions, and strategies after implementation afforded the student exhibiting unpredictable behavior a venue that reduced missing allocated instructional time due to inappropriate behavior and permitted the child the opportunity regain emotional controls and reintegrate into the class. Specifically, intervention strategies such as the restoration room, continual contact by caring adults and crisis intervention allowed the student with EBD to regain emotional regulation and not create power struggles with authority figures and/or peers. The multitude of interventions provided the student with EBD and classmates the supports

essential to return to class with a mindset for learning. Similar accommodations and interventions worked equally well for passive aggressive and aggressive behaviors.

The success of the supports were evident during a field observation when the student started his day in the restoration room for walking out of class and cursing out the teacher the previous day. During this particular observation the student refused to make eye contact, communicate, or have any interactions with the school staff. However, the staff served the student with EBD breakfast, checked on him frequently, provided the student with caring compassion and the tools necessary to work through the restoration room intervention. The intervention in conjunction with the genuine caring exhibited by teachers and counselors quickly helped the student to restore the damaged relationship and return to class.

The lens of the student with EBD provided credence to the positive influences that alternative schools with small class structures, caring adults, and resources to address social, emotional, and the therapeutic requirements of students had on obtaining school success. The student and parent both reported long term goals of graduation from high school followed by attendance in college.

Observations throughout the study provided credibility to the positive impacts and influences alternative schools have on students with EBD. Each class provided the student with support, differentiation, and care; along with the academic, social, emotional, and behavioral structures the student with EBD needed to successful. In addition, unstructured settings such as lunch rooms, transitioning to and from classes, and bussing were all supervised with caring staff. Specifically, strategically placed staff observed student transition times from a distance; albeit, the use of cameras and hand

held radios enabled staff to respond quickly and appropriately should a student have difficulties.

During the parent interview the student's mother (2009) reported, "I've seen a lot of change, he is doing a little better but he has his ups and downs. I see more of an improvement in the alternative school than the middle school. He has only gotten in trouble once or twice at the alternative school." The parent attributed the success of her child with EBD to the small structured environment, supervision, and caring adults.

Question 4: Do students with behavioral disorders being educated in an alternative school environment that employs the criteria espoused by Cooper et al. (2005) demonstrate improved perceptions, attitudes, and affects toward school?

The student with EBD in this study provided mixed messages during interviews and observations. The student and parent reported that the alternative school had made a significant difference in school success. While significant gains had been achieved, difficulties with social, emotional, and behavioral issues continued and the student with EBD reported that there was a dislike of attending school. Observations exposed that periods existed where student was happy, engaged, and motivated while attending the alternative school; however, episodes remained where the student had difficulties and obviously would have preferred to be anywhere but at the alternative school.

The student interview allowed the researcher to glean that the student longed to be present with peers in a comprehensive school setting. Albeit, the student revealed that the additional environmental supports were needed for continued success. Finally, academic, social, emotional, and behavior gains have been significant. Specifically, the

student with EBD was projected to return to a comprehensive high school in January 2010.

Conclusions and Implications

This study analyzed a student diagnosed with EBD in rich detail to glean insight on the instructional practices and environmental influences necessary for students to overcome the multitude of obstacles making academic success difficult. The research adopted a multi-lens perspective to glean better understanding of the alternative school environment. Specifically, the student, teacher, counselor, and administrative perspective were analyzed at the alternative school. Research was conducted to glean greater understanding from the student and parent perspective. A comprehensive literature review was conducted to garner insights of similarities of successful accommodations, interventions, and strategies from a broader spectrum. Finally, the viewpoint of comprehensive school teachers and administration was focused on to ascertain information pertaining to environmental differences and perspectives of educating students with EBD.

Central to the credibility and transferability of the study was the prerequisite to research a school that encompassed evidence based criteria of a successful school.

Cooper et al. (2005) conducted research that identified six criteria of high performing schools. To validate the school and insure high performing environmental influences were being researched, the school was assessed prior to beginning research on a student identified with EBD in the alternative environment. Credibility of the study is enhanced by validating the alternative school meeting the six criteria for success espoused by Cooper et al. (2005). Thus, identifying the successful strategies, modifications, and

accommodations provided for students with EBD in the alternative school environment should increase the transferability of the study.

Limitations

Several limitations to the study exist. While the study looked in rich detail at the successful strategies, interventions, and accommodations provided for students with EBD in an alternative school; the study, due to the nature of the population, was limited in scope. Specifically, the study was only able to look at one particular setting and a very limited sample. The alternative school was validated as meeting the six criteria espoused by Cooper et al. (2005) utilizing the validation survey (Appendix A); however, only 69% of the staff responded to the survey. Validating the school cannot be determined to be 100% credible due to five non-responses received from the school.

In addition, the study was delayed in starting due to a fire that caused the school to be relocated. This traumatic event may limit the transferability of the study because stressors may have caused staff to create a more substantial bond and collaborate more than usual. The delay of the study was implemented to decrease this variable; however, its implications and potential negative effects must be considered. The study may be further limited due to the alternative school setting being housed in a series of portables while the new school was to be built.

The student with EBD attended a ninth grade alternative high school after participating in a middle school alternative school program since seventh grade. The student was socially promoted to eighth grade while in the alternative middle school. The study sought to make comparisons of specific environmental differences between a traditional school setting and an alternative school setting. Whereas, the availability of a

student that attended a traditional school setting compared to an alternative school setting occurred, the study was limited since the student had transitioned to an alternative school setting one year prior to attending the high school alternative school.

While not currently working in an alternative school setting, the researcher of this study has had extensive experience working in alternative schools. Specific, measures such as self-reflection, triangulation of data, and corroboration occurred throughout the study to limit researcher bias; however, the potential exists for its presence.

Suggestions for Further Research

Analysis of data demonstrated increases in student school performance, behavior, and attendance; however, additional studies should look at the specific level of instructional gains students make after attending alternative school programs. In addition, the study strongly supported the influences strong relationships have on student academic achievement. Additional studies directed toward the influences student, teacher, and staff relationships have may benefit educators and students. In light of the current emphasis on rigor and assessment, strong relationships are a key component of student success that needs exploring. Finally, the long term impact of alternative schools cannot be ascertained by the findings of the study; however, long term impacts of alternative school environmental influences would benefit the educational profession. In this study, the ninth grade student with EBD identified goals of graduating and attending college. It would be beneficial to evaluate student goals in high school, compared to actual achievement rates.

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Appendix A

Validation Survey: School Patterns of Success based on the research findings of Cooper, Ponder, Merritt, and Matthews (2005).

I am conducting a study as part of my doctoral dissertation on successful instructional strategies, accommodations, and environments that enable students who have been identified with emotional behavioral disorders (EBD) to achieve academically.

This survey will be utilized in the study. I would appreciate it if you would please take a few minutes and complete this short survey. The purpose of the study is to glean a better understanding of the environment and instructional strategies employed for students with EBD.

I will be sharing the findings of the study with Mr. Williams, Dr. Davidson, and Dr. Morgan at the completion of the research study. However, all data collected will be anonymous and not personally identifiable.

Please complete the survey using Survey Monkey© by May 15, 2009. I can be reached at (301) 766-2966 to answer any questions or concerns that you may have.

Thank you for your support!

Steve Burnett

Validation Survey: School Patterns of Success based on the research findings of Cooper, Ponder, Merritt, and Matthews (2005).

1. Please describe the relationships that exist between school administration, teachers, staff, and students in this alternative school.

Strength of relationships are best represented by:

- No Relationship
- o Below Average
- o Average
- o Above Average
- Rapport Established
- 2. Please describe the relationships that exist between school administration, teachers, staff, and students in this alternative school.

The school culture that best describes the belief in student success is:

- No belief in student success
- o Below average belief in student success
- Average belief in student success
- o Above average belief in student success
- o Believes student will succeed
- 3. Please describe the relationships that exist between school administration, teachers, staff, and students in this alternative school.

Levels of positive school culture are best represented by:

- o None
- o Below Average
- o Average
- o Above Average
- Excellent

4. How many types of support systems are in place to help students succeed in this			
alternative school (e.g. tutoring, crisis intervention, alternatives to suspension,			
additional counseling resources, quiet rooms, etc.)?			
o None (0)			
o Few (1-3)			
o Some (4-6)			
o Several (7-11)			
o Many (12+)			
5. Please list the types of support systems utilized (e.g. tutoring, crisis intervention,			
alternatives to suspension, additional counseling resources, quiet rooms, etc.):			
6. What types of processes are ongoing to insure instructional improvement is			
occurring within the school setting (e.g. team work, collaborative decision			
making, lesson sharing, etc.)?			
Please list:			
7. Please describe the work ethic of the teachers within your school?			
o Poor			
o Below Average			
o Average			
o Above Average			
o Self Directed			
8. Please explain without using names:			

9. How does data involved in decision making for the students' and school's improvement process (e.g. data used to pace and direct instruction, schedule parent conferences, drive academic programming, transition kids to and from school, etc.)?

Please describe:

- 10. Please describe the leadership style that is used to lead this alternative school's organization?
 - o Directive
 - Somewhat Directive
 - o Equal between Directive and Collaborative
 - Somewhat Collaborative
 - Collaborative

Appendix B

Teacher Survey: I am conducting a study as part of my doctoral dissertation on successful instructional strategies, accommodations, and environments that enable students who have been identified with emotional behavioral disorders (EBD) to achieve academically. Currently, a student you previously taught is receiving services in an alternative school.

I would appreciate it if you would please take a few minutes and complete this short survey to glean a better understanding of the environment and instructional strategies you employ for students with EBD.

I will be sharing the findings of the study with Mr. Williams, Dr. Davidson, and Dr. Morgan at the completion of the research study. However, all data collected will be anonymous and not personally identifiable.

Please complete the survey using Survey Monkey© by October 2, 2009. I can be reached at (301) 766-2966 to answer any questions or concerns that you may have.

Thank you for your support!

Steve Burnett

Teacher Survey:

- 1. What is your average class size?
 - 0 5-10
 - o 11-15
 - 0 16-20
 - 0 21-25

	2	20
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- 2. Has your class size increased over the past two years? o Yes o No 3. If so, by how many students: 4. What types of structures does your class provide for students receiving special education services because they have an EBD? Please list structures you use in your classroom. Examples may include any additional physical modifications to your classroom. (e.g. time out, quiet area, etc.): 5. What types of supports does your class provide for students receiving special education services because they have an EBD? Please list supports you use in your classroom. Examples may include things such as instructional assistants, crisis counseling, cameras etc.: 6. What types of accommodations does your class provide for students receiving special education services because they have EBD? Please list accommodations you use in your classroom. Examples may include things such as additional time for students, modified assignments, small class sizes etc.
- 7. What types of instructional strategies are employed to help students with EBD achieve academically in your classroom? e.g. Read 180, Wilson, word processing, graphic organizers, TWA (Think Before Reading, Think While Reading, Think After Reading), etc. Please list:

8.	How do students receiving services for EBD compare to the general population in			
	terms of your ability to help them achieve academically?			
	0	Harder		
	0	Somewhat Harder		
	0	Same		
	0	Somewhat Easier		
	0	Easier		
9.	Please exp	olain:		
10	10. How would you describe the types of relationships, compared to students not			
	receiving special education services for EBD, that exist between administration and			
	students with EBD in your school?			
	Administr	rative relationships with students with EBD are:		
	0	Poor		
	0	Somewhat Poor		
	0	Average		
	0	Good		
	0	Very Good		
11.	Please exp	olain:		
12	How wou	ld you describe the types of relationships, compared to students not		
	receiving special education services for EBD, that exist between teachers and students			
	with EBD in your school?			
	Teachers' relationships with students with ERD are:			

0	Poor	
0	Somewhat Poor	
0	Average	
0	Good	
0	Very Good	
13. Please exp	plain:	
14. How woul	ld you describe the types of relationships, compared to students not	
receiving	special education services for EBD, that exist between general population	
students a	nd students with EBD in your school?	
Other stud	lents' relationships with students with EBD are:	
0	Poor	
0	Somewhat Poor	
0	Average	
0	Good	
0	Very Good	
15. Please exp	plain:	
16. How would	ld you describe the types of relationships, compared to students not	
receiving	special education services for EBD, that exist between other staff (e.g.	
instruction	nal assistants, custodial etc.) and students with EBD in your school?	
Other staff's relationships with students with EBD are:		
0	Poor	

o Somewhat Poor

- o Average
- o Good
- o Very Good
- 17. Please explain:
- 18. What types of structures, supports, and accommodations do you feel are necessary to successfully help students with EBD make academic gains and successfully meet No Child Left Behind mandates?
- 19. Any other comments?

Appendix C

Administrator Survey:

I am conducting a study as part of my doctoral dissertation on successful instructional strategies, accommodations, and environments that enable students who have been identified with emotional behavioral disorders (EBD) to achieve academically.

Currently, a student who previously attended your school is receiving services in an alternative school. I would appreciate it if you would please take a few minutes and complete this short survey to glean a better understanding of the environment and instructional strategies you employ for students with EBD.

I will be sharing the findings of the study with Mr. Williams, Dr. Davidson, and Dr. Morgan at the completion of the research study. However, all data collected will be anonymous and not personally identifiable.

Please complete the survey using Survey Monkey© by October 2, 2009. I can be reached at (301) 766-2966 to answer any questions or concerns that you may have.

Thank you for your support!

Steve Burnett

Administrator Survey:

- 1. What is your average class size?
 - 0 5-10
 - o 11-15
 - 0 16-20
 - 0 21-25

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2. Has your class size increased over the past two years? Yes o No 3. If so, by how many students: _____ 4. What types of structures do your classrooms provide for students receiving special education services because they have EBD? Please list structures you use in your classrooms. Examples may include any additional physical modifications to your classroom. (e.g. time out, quiet area, etc.): 5. What types of supports do your classrooms provide for students receiving special education services because they have EBD? Please list supports you use in your classrooms. Examples may include things such as instructional assistants, crisis counseling, cameras etc.: 6. What types of accommodations do your classrooms provide for students receiving special education services because they have EBD? Please list accommodations you use in your classrooms. Examples may include things such as additional time for students, modified assignments, small class sizes etc. 7. What types of instructional strategies are employed to help students with EBD achieve academically in your school? For example instructional strategies may include: Read 180, Wilson, word processing, graphic organizers, TWA (Think Before

Reading, Think While Reading, Think After Reading) etc. Please list: 8. How do students receiving services for EBD compare to the general population in terms of your ability to help them achieve academically? o Harder Somewhat Harder Same Somewhat Easier Easier 9. Please explain: 10. How would you describe the types of relationships, compared to students not receiving special education services for EBD, that exist between administration and students with EBD in your school? Administrative relationships with students with EBD are: o Poor Somewhat Poor Average Good Very Good 11. Please explain: 12. How would you describe the types of relationships, compared to students not receiving special education services for EBD, that exist between teachers and students with EBD in your school?

Teachers' relationships with students with EBD are:

- o Poor
- Somewhat Poor
- o Average
- o Good
- Very Good
- 13. Please explain:
- 14. How would you describe the types of relationships, compared to students not receiving special education services for EBD, that exist between general population students and students with EBD in your school?

Other students' relationships with students with EBD are:

- o Poor
- Somewhat Poor
- o Average
- o Good
- o Very Good
- 15. Please explain:
- 16. How would you describe the types of relationships, compared to students not receiving special education services for EBD, that exist between other staff (e.g. instructional assistants, custodial etc.) and students with EBD in your school?
 Other staff's relationships with students with EBD are:

- o Poor
- o Somewhat Poor
- o Average
- o Good
- o Very Good
- 17. Please explain:
- 18. What types of instructional strategies do you expect to be employed by your teachers and staff to help students achieve academically?
- 19. Any other comments?

Appendix D

Student Interview: Student's attitudes, perceptions, and affects towards school after participating in high performing alternative school.

1.	Please des	scribe your experience since coming to this school versus how you felt in
	your prev	ious school.
2.	Do you fe	el this school provided more or less support to help you do well in school
	compared	to your last school?
		More Support Less Support
	a.	Please explain:
3.	Are the te	achers at this school more or less caring than at your previous school?
		More Less
	a.	Please explain:
	b.	Do you get more or less help with academics?
		More Less
	c. Pl	ease describe:
	d.	If you are working on any problems, does this school provide more
		resources?
		Yes No
	e.	If so, please describe?
4.	Do you li	ke this school or your previous school better?
		Alternative Comprehensive
	a.	Please explain:

5.	If you had a choice to stay at this school or return to your home school which would
	you choose?
	Stay Return
	a. Please explain:
6.	What are your school plans (e.g. graduate, return to your home high school, don't
	know, etc.)?
7.	How can this school help you to meet your school plans?
8.	Since attending this school, have your feelings about attending school changed? If
	so, how?
9.	Do you feel this school treats you with more or less respect than your previous
	school?
	More Respect Less Respect
	a. Please explain:
10	. Additional Comments:

Appendix E

Parent/Guardian Interview: Student's attitudes, perceptions, and affects towards school after participating in high performing alternative school

sci	nool after participating in high performing alternative school
1.	Please describe your child's educational experience since coming to this school
	versus how you felt with the previous school.
2.	Do you feel this school provides more or less support to help your child do well in
	school compared to your child's last school?
3.	Are the teachers at this school more or less caring than at your previous school?
	More Less
	a. Please explain:
4.	Does your child get more or less help with academics in this school compared to their
	previous school?
	More Less
	a. Please describe:
5.	If your child is working on any problems, does this school provide more resources?
	a. Yes No
	b. If so, please describe?
5.	Does your child like this school or your previous school better?
	Alternative Comprehensive
	a. Please explain:
7.	If you had a choice for your child to stay at this school or return to his/her home
	school, which would you choose?

Stay Return
a. Please explain:
8. What are your child's school goals (e.g. graduate, return to your home high school,
don't know, etc.)?
9. How can this school help your child to meet those goals?
10. Since attending this school, has your child's feelings about attending school changed?
If so, how?
11. Do you feel this school treats your child with more or less respect than his/her
previous school?
More Respect Less Respect
a. Please explain:
12. Additional Comments:

Appendix F

Alternative School Teacher Interview: Instructional strategies, supports, and modifications for students attending and participating in an alternative school.

- 1. What is your average class size?
 - a. Circle one:

2. Has your class size increased over the past two years?

Increased (circle one): Yes No

1 2

- a. If so, by how many students: _____
- 3. What types of structures, supports, and accommodations does your school provide for students receiving special education services because they have an emotional behavioral disorder?
 - a. Please list structures you use in your classroom. Examples may include any additional physical modifications to your classroom. (e.g. time out, quiet area, etc.):
 - b. Please list supports you use in your classroom. Examples may include things such as instructional assistants, crisis counseling, cameras etc.:
 - c. Please list accommodations you use in your classroom. Examples may include things such as additional time for students, modified assignments, small class sizes etc.

- 4. What types of instructional strategies are employed to help students with EBD achieve academically in your classroom (e.g. Read 180, Wilson, word processing, graphic organizers, TWA (Think Before Reading, Think While Reading, Think After Reading) etc.)? Please list:
- 5. Does your school provide additional or different instructional structures, supports, and accommodations for students receiving special education services because they have EBD? If so, what are they?
- 6. How do students receiving services for EBD compare to the general population in terms of your ability to help them achieve academically?
 - a. Circle one:

Harder	Somewhat	Same	Somewhat	Easier
	Harder		Easier	
1	2	3	4	5

- b. Please explain:
- 7. How would you describe the types of relationships, compared to students not receiving special education services for EBD, that exist between school administration, teachers, staff, and students in your school?
 - a. Circle one:

	School dani	mstration		
Poor	Somewhat	Average	Good	Very
	Poor			Good
1	2	3	4	5

School administration

c.	Circle one:				
		Teachers			
	Poor	Somewhat	Average	Good	Very
		Poor			Good
	1	2	3	4	5
d.	Please	explain:			
e.	Circle	one:			
		Othe	r students		
	Poor	Somewhat	Average	Good	Very
		Poor			Good
	1	2	3	4	5
f.	Please	explain:			
g.	Circle	one:			
		Other staff (e.g. instruct	ional ass	istants, custodians etc.):
	Poor	Somewhat	Average	Good	Very
		Poor			Good
	1	2	3	4	5
h.	Please	explain:			

b. Please explain:

8.	What types of structures, supports, and accommodations do you feel are necessary to
	successfully help students with EBD make academic gains and successfully meet No
	Child Left Behind mandates?
9.	Would your students feel they are more or less respected by their teachers in this

a.	More Respected		Less Respected	
----	----------------	--	----------------	--

b. Please explain:

school as compared to their previous school?

10. Any other comments:

Appendix G

Alternative School Counselor Interview: Instructional strategies, supports, and modifications for students attending and participating in an alternative school.

- 1. What is your average class size?
 - a. Circle one:

- 2. Has your class size increased over the past two years?
 - a. Increased (circle one): Yes No1 2
 - b. If so, by how many students: _____
- 3. What types of structures, supports, and accommodations does your school provide for students receiving special education services because they have an emotional behavioral disorder?
 - a. Please list structures you use in your classroom. Examples may include any additional physical modifications to your classroom. (e.g. time out, quiet area, etc.):
 - b. Please list supports you use in your classroom. Examples may include things such as instructional assistants, crisis counseling, cameras etc.:

- c. Please list accommodations you use in your classroom. Examples may include things such as additional time for students, modified assignments, small class sizes etc.
- 4. What types of instructional strategies are employed to help students with EBD achieve academically in your classroom (e.g. Read 180, Wilson, word processing, graphic organizers, TWA (Think Before Reading, Think While Reading, Think After Reading) etc.)? Please list:
- 5. Does your school provide additional or different instructional structures, supports, and accommodations for students receiving special education services because they have EBD? If so, what are they?
- 6. How do students receiving services for EBD compare to the general population in terms of your ability to help them achieve academically?
 - a. Circle one:

Harder	Somewhat	Same	Somewhat	Easier
	Harder		Easier	
1	2	3	4	5

- b. Please explain:
- 7. How would you describe the types of relationships, compared to students not receiving special education services for EBD, that exist between school administration, teachers, staff, and students in your school?
 - a. Circle one:

School administration

	Poor	Somewhat	Average	Good	Very	
		Poor			Good	
	1	2	3	4	5	
b.	Please	explain:				
c.	Circle	one:				
		Teac	hers			
	Poor	Somewhat	Average	Good	Very	
		Poor			Good	
	1	2	3	4	5	
d.	Please	explain:				
e.	Circle	one:				
		Othe	r students			
	Poor	Somewhat	Average	Good	Very	
		Poor			Good	
	1	Poor 2	3	4	Good 5	
f.			3	4		
f.		2 explain:	3	4		
	Please	2 explain: one:				٤.):
	Please	2 explain: one:			5	·.):
	Please Circle	2 explain: one:	r staff (e.g.	instructio	5 onal assistants, custodians etc	:.):
	Please Circle	2 explain: one: Other	r staff (e.g.	instructio	5 onal assistants, custodians etc Very	2.):

8.	What types of structures, supports, and accommodations do you feel are necessary to
	successfully help students with EBD make academic gains and successfully meet No
	Child Left Behind mandates?
9.	Would your students feel they are more or less respected by their teachers in this
	school as compared to their previous school?
	a. More respected Less respected
	b. Please explain:

10. Any other comments:

Appendix H

Alternative School Administrator Interview: Instructional strategies, supports, and modifications for students attending and participating in an alternative school.

- 1. What is your average class size?
 - a. Circle one:

- 2. Has your class size increased over the past two years?
 - a. Increased (circle one): Yes No1 2
 - b. If so, by how many students: _____
- 3. What types of structures, supports, and accommodations does your school provide for students receiving special education services because they have an emotional behavioral disorder?
 - a. Please list structures you use in your classroom. Examples may include any additional physical modifications to your classroom. (e.g. time out, quiet area, etc.):
 - b. Please list supports you use in your classroom. Examples may include things such as instructional assistants, crisis counseling, cameras etc.:
 - c. Please list accommodations you use in your classroom. Examples may include things such as additional time for students, modified assignments, small class sizes etc.

- 4. What types of instructional strategies are employed to help students with EBD achieve academically in your classroom (e.g. Read 180, Wilson, word processing, graphic organizers, TWA (Think Before Reading, Think While Reading, Think After Reading) etc.)? Please list:
- 5. Does your school provide additional or different instructional structures, supports, and accommodations for students receiving special education services because they have EBD? If so, what are they?
- 6. How do students receiving services for EBD compare to the general population in terms of your ability to help them achieve academically?
 - a. Circle one:

Harder	Somewhat	Same	Somewhat	Easier
	Harder		Easier	
1	2	3	4	5

- b. Please explain:
- 7. How would you describe the types of relationships, compared to students not receiving special education services for EBD, that exist between school administration, teachers, staff, and students in your school?
 - a. Circle one:

	School admi	mstration		
Poor	Somewhat	Average	Good	Very
	Poor			Good
1	2	3	4	5

School administration

- b. Please explain:
- c. Circle one:

Teachers

Poor	Somewhat	Average	Good	Very
	Poor			Good
1	2	3	4	5

- d. Please explain:
- e. Circle one:

Other students

Poor	Somewhat	Average	Good	Very
	Poor			Good
1	2	3	4	5

- f. Please explain:
- g. Circle one:

Other staff (e.g. instructional assistants, custodians etc.):

Poor	Somewhat	Average	Good	Very
	Poor			Good
1	2	3	4	5

- h. Please explain:
- 8. What types of structures, supports, and accommodations do you feel are necessary to successfully help students with EBD make academic gains and successfully meet No Child Left Behind mandates?

9.	Would your students feel they are more or less respected by their teachers in this
	school as compared to their previous school?
	a. More Respected Less Respected
	b. Please explain:
10	. What challenges do students with EBD cause for schools in meeting No Child Left
	Behind mandates?
11	. Any other comments:

Appendix I

Observer Field Notes

Date:
Observer: Steve Burnett
Participants:
Time:
Place: Alternative School
Set of Notes
Descriptive Running Log:
Observer Comments:

Appendix J

Student/Parent/Guardian Consent Form

I understand that I am being asked to give permission for my child to participate in the research study entitled "School achievement for students with behavioral disorders" conducted through the faculty of Liberty University.

I am aware that through my child's participation in this research my child may (a) be interviewed, (b) review previous and current year(s) school records, and (c) be observed in their school setting.

I am aware the interviews and observations will be transcribed.

I am aware that, upon request, I may have a full description of the results of the study after its completion.

I understand there are no known risks associated with my child's participation in the research.

I understand my child's participation in this research will not affect any school grades or report cards.

I understand my child can be withdrawn from this study at any time and I can request the removal of all or part of my child's data, without consequences.

I understand confidentiality will be protected during and following the study by appropriate storage facilities and the use of pseudonyms and only members of the research team will have access to the data.

I understand I can contact Steven W. Burnett, (301-766-2966)

(email:sburnett@Liberty.edu), the principal investigator, with questions about the study

or his dissertation chair Dr. Elizabeth Ackerman (email: mackerman@liberty.edu). For

questions, complaints, and/or concerns about the research ethics of this study, I can

contact the Chair of Graduate Studies, Dr. Scott Watson (email: swatson@liberty.edu).

I consent to my child's participation in the research

Signature of Parent/Guardian:

Name of Parent/Guardian (please print):	
Date:	
Signature of Student:	

Name of Student:	
------------------	--

Please print your mailing address below if copies of the research publication are requested.

Appendix K

Teacher, Counselor, Administrator Consent Form

I understand I am being asked to participate in the research study entitled "School achievement for students with behavioral disorders" conducted through the faculty of Liberty University.

I am aware that through participation in this research I may (a) be interviewed, (b) provide previous and current year(s) school records, (c) be observed in my school setting, and (d) surveyed.

I am aware the interviews and observations will be transcribed.

I am aware that, upon request, I may have a full description of the results of the study after its completion.

I understand there are no known risks associated with my participation in the research.

I understand my participation in this research will not affect my compensation or evaluation.

I understand I can withdraw from this study at any time and I can request the removal of all or part of my data, without consequences.

I understand confidentiality will be protected during and following the study by appropriate storage facilities and the use of pseudonyms and only members of the research team will have access to the data.

I understand I can contact Steven W. Burnett, (301-766-2966)

(email:sburnett@Liberty.edu) the principal investigator with questions about the study, or his dissertation chair, Dr. Elizabeth Ackerman (email: mackerman@liberty.edu). For questions, complaints, and/or concerns about the research ethics of this study, I can contact the Chair of Graduate Studies, Dr. Scott Watson (email: swatson@liberty.edu). I consent to participating in the research.

Signature:	 	
Name (please print):	 	
Date:		

Please print your mailing address below if copies of the research publication are requested.

Appendix L

Synthesis of Qualitative Data

Data Re-coding: Accommodations, Interventions, and Strategies with further categorization of themes that include: academic (A), behavioral (B), social/emotional (SE), and all three (A3).

Accommodations – supports and structures inherent in the global school program

Literature Review

A3

В

Caring Relationships

A3	Bullock (2007) – greater individual attention	
A3	Farmer, Farmer, Estell, and Hutchins (2007) –	
	positive relationships	
A3	DiPaola, Tschannen-Moran, and Walther-Thomas,	
	(2004) – school leadership to promote an inclusive	
	school culture	
A3	DiPaola, Tschannen-Moran, and Walther-Thomas,	
	(2004) – school leadership to build and maintain	
	effective working relationships	
В	Lehr and Lang (2003), Tobin and Sprague (2000),	
	Ford (2007) – positive discipline instead of	
	punishment	
Appendix A (Validation Survey)		

Positive adult interaction

Staff trained in de-escalation

B, SE PBIS programming

SE Capturing Kids Hearts programming

Interviews (C1)

A3 Small class sizes, the teachers are very

accommodating

A3 Classroom size is small and two adults are present

in classes students receive a lot of individualized

attention

A3 Para professionals are included and part of the

entire school team and function as a member of the

alternative school team.

Interviews (C2)

A3 "Teacher, Administration, and staff are very

understanding and do whatever necessary to help

the student succeed. The principal works with

parents and is very available."

A3 "The students will often ask to work with support

staff and have developed really good relationships

with them."

Interviews (T1)

A3 Relationship based interactions with students

A3 "We are a group of 14 adults and we all work well

together. We have good relationships."

A3

The teachers are able to be more tolerant and less authoritarian. The teachers treat students in a small setting by building relationships and with respect. "Very tolerant, we accommodate as much as we

A3

"Very tolerant, we accommodate as much as we can. We bring in food, clothes, soap, shampoo for the kids because of the positive relationships we have."

Interviews (T2)

A3

"Our staff does a fabulous job because of the experience, taking ownership, and claims the kids as one of our own little family. It does make a difference."

A3

"We treat the students as not being different, broken, and that we have a certain expectations that they should be able to act and learn like everyone else."

A3

"Our instructional assistants spend more time with the kids and have built good relationships with them."

Interviews (T3)

A3

"Administration communicates with them honestly and takes the time to talk with the students."

A3 "Staff here are friendly, personable, and build the relationships with students."

A3 "Students here get the relationship the can build and the attention they need. Students often do not want to return to their home school."

SE Often students do not see paraprofessionals as being in charge of them. They are often viewed as a mother figure because they help take the students to the nurse, get food, etc.

Interviews (T4)

A3

We need to be firm we are able to. We write affirmations and they often write them for teachers.

In fact I have had to suggest that they write more for students."

A3 "We do a lot of relationship building. We just had a new young man who was very mean and the students corrected him."

"One of our little girls told me Monday that the only reason she comes to school is because of the custodian."

A, SE For S1's class they are provided food to get acclimated and prepared for learning because this

allows them to socialize and work on pro-social skills.

В

Administration is seen as a relationship and not adversarial. Students are not threatened to talk to A1 or A2 because they are extremely good listeners. In restorative practices the focus is on the relationship first.

Interviews (T5)

A3

The students are given an opportunity to express their feelings and they are listened to by staff.

A3

"The students have a good relationship with the instructional assistants and custodian. We function as a small family here."

Interviews (A1)

A3

"We treat all students with respect and high expectations. Our school functions as a team."

A3

"We have established a culture of respect. Our relationships help to encourage and support students to overcome the many obstacles they face."

Interviews (S1)

A3

"I liked it because it was smaller classes and you get more attention but because of some of the way other kids act I want to go back to a regular school. Some

of the kids are cool but here at the high school they try and pick on you sometimes but kids don't get in fights. There are a lot of kids that tried to fight me in the other school but not here." **A**3 "Equal but the teachers help you more on work and they give you a lot more attention." A3 "They help you a lot more with work and try to make goals for you too but not all the time." "They don't jump to conclusions like my other A3 school would. They actually ask people and stuff about things. They actually help here and ask if people have seen anything. They also have cameras in and out of the classrooms to see what is going on. The other school didn't have many." Α "Since there are smaller classes they can easily some right to you when you ask. They try new ways to get stuff done and actually help me when I need it. Like yesterday they looked up the notes that I needed and helped me cut out and get notes." Interviews (P1) A3 More caring staff A3 "He really likes the alternative school but has his

ups and downs."

A3 Treated with more respect Field Notes September 18, 2009 A3 C1 calmly and with compassions says, "Yes you may." S1 thanks C1. **A3** T1 jokes and kids with students while redirecting. **A**3 With love T1 redirects and says "bunch of brats." All three students including S1 respond and joke back that he is the brat. A3 C1, C2, T1, and T2 all are particularly adept at staying calm, not personalizing student behavior, and have established excellent rapport with students. A3 After all students are working T1 goes to the computer and puts on music from Michael Jackson. Another student responds that this is what was wanted. **A**3 T1 jokes back, "listen this is not your personal juke box." All students return to task and are engaged in the project. A3 The environment is calm, supportive, caring, and fun for students.

S1 asks, "Do you do the same thing every year and

do you think I should make that sword bigger?"

A3

	7 7 1
	responds, "Quitters never win!" Another student
	asks for T1 approval.
A3	T1 replies, "I wouldn't trade you guys for anything
	even though you are a pain." S1 responds to T1 that
	he is the major pain and a nerd too.
A3	A conversation starts about movies as T1 sits at the
	table and supports students at work
A3	T1 shows concern for another student by asking if
	she doesn't like it being in the morning or thinking
	it is small.
A3	T1 relaxed and enjoying music and interactions
	with students. T1 moves to the music and circulates
	the classroom.
A3	S1 says, "That is a big ugly piglet, it has a big head
	and nose, and looks like it is on crack." T1 says,
	"Hey that is my piglet and laughs!"
A3	S1 has established good rapport with T1.
A, B	The other student who has required a lot
	encouraging begins to work on her art project.
A, B	Immediately another student becomes frustrated and
	T1 provides the student with a lot of support and
	encouragement. The other student is back on task.

Another student says that she may quit. S1

B T1 speaks to another student who has been having

difficulties and asks if her problem is S1.

Field Notes October 8, 2009

A3 T3 was warm and inviting and interacted with ease

with students. S1 appears happy, engaged, and

alert. S1 groomed and wearing new shoes and

doesn't appear to be having any difficulties with

other students.

A3 T3 is relaxed and has great rapport with students.

A3 T3 has previously shared a recent trip to Spain with

students and provides a great deal of support to

each.

A3 In addition, T3 does not make an issue of student

errors but provides them the resources and

expectation that they will be successful.

A3 Students all very supportive of one another.

A3 T3 praises students easily and naturally.

A The classroom was warm and inviting. It was

decorated with maps, scientific method posters, and

well equipped with a white board, TV, VCR, DVD,

sink, and a three station computer laboratory.

A T3 circulates and helps students. T3 helps S1 to

make sure the cuts are being made on the correct

line. After a student makes an error T3 provides the other student with another sheet to build the mineral model.

A Care is shown for each student and their success.

A Students work on multiple minerals they are building. The atmosphere is relaxed and all students are allowed to work and converse as they build the crystals.

Field Notes October 23, 2009

A3

A3 T4 greeted students with excitement and energy and approached students to see how their field trip went.

S1 was sullen when entering but became excited to show the rocks collected while on the field trip to the quarry.

T4 had snacks and milk for students when they entered and students immediately went to the book shelf to look and see if they had any affirmations on the shelves.

A3 T4 has established great rapport with students.

A3 T4 has great relationships and encourages each student to complete the task because thinking is

getting tougher.

A3

S1 informs T4 that there is confusion with the activity. T4 lets S1 know that two of the Link table activities have been completed and thinking is just getting harder. T4 encourages S1 and challenges S1 to not give up and to continue to think. S1 responds and returns to task.

A3

T4 encourages kids by informing them that they are not helpless and should not start with "I can't".

Students are praised for doing a nice job. All students continue to work together on completing

Α

A

T4 circulates to both groups of students and provides genuine praise of work. For example, T4 lets students know they are doing a great job.

Α

T4 provides students a great deal of excitement, energy, and praise for the correct answer.

B, SE

There are four students in the class and affirmations are handed out for completing the journal warm up. T4 announces that "Today's affirmations are about character building." The students are instructed to say something nice about someone who plucked their nerves yesterday or challenged you. "You should now be writing your affirmations."

the assignment.

B, SE

At 12:05 completes the affirmation and places it in the bag located on the bookshelf. One of the students is having great difficulty on the assignment.

SE T4 uses humor and redirection to help encourage the student to complete the affirmation assignment.

SE T4 smiles at him and he responds well to the

14 shines at him and he responds went to the

positive reinforcement.

SE T4 comes over and praises the student and informs
S1 that we are ready to move on.

Field Notes November 9, 2009

A3 Students enter class and T5 asks how them how their day has been.

A3 T5 jokes around with another student and they begin to discuss football.

Upon return, the student jokes with T5 about a hair that is sticking up. T5 jokes, "Please make it go down." The student refers to T5 as Alphafa! T5 responds by giving a small mirror to the student to look at his split ends! Everyone laughs including the student the student is redirected to finish the work.

Field Notes November 17, 2009

Α

At 9:05 one of the students approached the custodian to talk to him about things that had been going on in her life. The custodian had obviously developed a great rapport with the student and discussed the importance for her to attend school regularly.

Field Notes December 8, 2009

A3

I must admit that seeing the care and relationships that the staff has developed in conjunction with the small class sizes, academic, and therapeutic supports makes an alternative school environment an asset for students dealing with personal difficulties.

В

The staff circulating encourages S1 to make it to class on time.

B, SE

The rapport and relationships that each of the staff have with the students is incredible. They eat together and engage in appropriate interactions with each other and adults.

Accommodations – supports and structures inherent in the global school program

Support Systems

Literature Review

A3	Bullock (2007), Lehr and Lang (2003) – flexible
	instruction
A3	Bullock (2007) – creative curriculums Lehr and
	Lang (2003), Behland (2007), -relevant curriculums
A3	Anderson and Spaulding (2007) – universal
	strategies in a classroom to enable educators to
	make certain a consistent, proactive approach for all
	students is implemented
A3	Bullock (2007), Katsiyannis and Williams (1998),
	Tobin and Sprague (2000), Lehr and Lang (2003) –
	smaller class sizes
A3	Lehr and Lang (2003) – small school enrollments
A3	Katsiyannis and Williams (1998), Foley and Pang
	(2006) – parent supports
A3	Tobin and Sprague (2000) – highly structured
	classroom environments
A	Bowman-Perrot, Greenwood, and Tapia (2007) –
	peer tutoring
A	Katsiyannis and Williams (1998), Foley and Pang's
	(2006) - vocational training
В	Lehr and Lang (2003), Tobin and Sprague (2000),
	Ford (2007) – positive discipline instead of
	punishment

SE Lehr and Lang (2003), Tobin and Sprague (2000) – social skills instruction SE Behland (2007) – social emotional learning SE Lehr and Lang (2003) – decision making instruction Appendix A (Validation Survey) **A3** Meetings with parents/guardians scheduled as needed A3 Small class sizes A3 Staff trained in de-escalation A3 **Instructional Assistant support** A3 Parent nights A3 Field trips A3 Attempts to communicate effectively with all players in the student's educational life (home schools, former placement facilities, etc) **A3** Guidance counseling available Resource teacher in classes Α Α Hands on/interactive lessons Tutoring Α After school learning opportunities A Saturday school learning opportunities A Opportunities to earn/recover credits Α Α Award nights

B Time out/quiet "spaces"

B, SE Intervention Room

B, SE PBIS programming

SE Capturing Kids Hearts programming

Interviews (C1)

A3 Small class size

A3 Small class sizes; the teachers are very

accommodating.

A3 Staff have had a great deal of training on student

learning styles

A3 Scheduling practices

A3 Para professionals

A3 Daily report sheet (level system)

A The English teacher also has training as a reading

specialist

A Classes have computer based learning embedded in

them

A Tactile learning for science, math, and art

B, SE PBIS School

Interviews (C2)

A3 Teachers understand the needs of the students; they

meet frequently, work closely with the counseling

staff, and have a focus for students on achieving

	academically. Teachers are very giving and often
	help students with needs for clothes, transportation,
	enrichment opportunities, etc.
A3	"My experiences with this staff are that everyone
	here demonstrates a caring attitude and wants the
	students to succeed academically and in life in
	general. It is a very dedicated staff."
A	Differentiation of instruction
A	Classes offered before, after, or on Saturdays
Interviews (T1)	
A3	Informal: atmosphere such as lamps, fireplace,
	couch; things in the classroom that establish a
	relaxed classroom environment
A3	Small class sizes
A3	"We are a group of 14 adults and we all work well
	together. We have good relationships."

Interviews (T2)

Many of the current content area teachers have a A3

special education background.

Goal setting A3

Support staff A3

Instructional Assistants A3

A3 Small student population

A3 Small class sizes

A Modified assignments

A Computer for every student

A Teachers have the knowledge to adjust lesson plans

and implement instructional strategies to help

students achieve

B Cameras

B Behavior plans

B, SE Positive reinforcers

Interviews (T3)

A3 Small class sizes

A3 The small class size allows us to learn more about

them and build those relationships.

A Kinesthetic activities (at least one per class)

A Students complete projects instead of tests

A Graphic organizers/concept maps for note taking

A Very organized classroom structure missing work

folder, provide students with tomorrow's

activities)

A Projects in place of tests

A Computer assignments

A Vocabulary uses pictures

В Cameras В Positive reinforcers (star bucks, candy, and earn free time) *Interviews (T4)* A3 Highly structured A3 Establish a consistent structure A3 Each student has a binder that is provided **A**3 Students self-monitor each other A3 Cameras lenses; however, they are not functional A3 Walkie Talkie A3 Small class size A3 "Our staff is so small that we can see when our kids have small problems and intervene. We have a fantastic support system with C1, C2, and our drug and alcohol prevention staff." Students are provided choices to submit work for A evaluation (questions, pictures, etc.) Α Kinesthetic activities are provided and attention is paid to the students' learning styles Graphic organizers A Comprehension strategies (KWL and SQ3R) Α Chunking Α Audio

Α

A Consumable workbooks

A Schema building

A, B Classroom contract

B Class expectations posted

Interviews (T5)

A3 Short work periods for students

A3 Cameras

A3 Small class sizes

A3 Individual attention

A3 All students receive specialized instruction

B Behavior point system

B Rewards (star bucks, free time etc.)

B, SE Opportunity to express their feelings

B, SE Teaching appropriate behaviors

B, SE Modeling behavior

Interviews (A1)

A3 Small class sizes

A3 Instructional assistants

A3 Small classroom setting

A Co-teaching

A Modified assignments

A Differentiation

A Extra processing/response time for students

A Graphic organizers

A Word processors

A Internet for research

A Peer coaching

A PowerPoints®

B Cameras

Interviews (S1)

A3 "I liked it because it was smaller classes and you get

more attention but because of some of the way other

kids act I want to go back to a regular school. Some

of the kids are cool but here at the high school they

try and pick on you sometimes but kids don't get in

fights. There are a lot of kids that tried to fight me

in the other school but not here."

A3 "A little more support because there are smaller

classes."

A3 "They don't jump to conclusions like my other

school would. They actually ask people and stuff

about things. They actually help here and ask if

people have seen anything. They also have cameras

in and out of the classrooms to see what is going on.

The other school didn't have many."

B "I worked with my English teacher on being late.

My point sheets were used to not earn my points."

B "This school is smaller than what it is in the other school. I think that every school needs cameras in every single classroom, a few in the hallways, and

Interviews (P1)

A3 "More support is given because the classes aren't as big and more staff exist; such as teachers and guidance counselors."

A3 "When he was in the alternative school they would work with him one-on-one when he needed it."

B "They didn't always try to suspend him or call me or whatever."

some outside."

B "If he was trying to skip school they would call me."

Field Notes September 18, 2009

A3

A3 C2 lets the student know he will check on him later.

A3 The environment is calm, supportive, caring, and fun for students.

A3 S1 gets up and goes to the water cooler and gets a drink.

The class is small with three students to one teacher.

Α T2 walks to the classroom and asks T1 if he would be able to return to class. T1 informs the teacher that would be fine.

> The other student who has required a lot of encouraging begins to work on her art project. T2 comes up to meet with the S1 over the issue yesterday. T2 talks about the issue and kindly talks with S1. T2 say, "Today during third mod you, me,

and the other student are going to talk."

T1 speaks to another student who has been having difficulties and asks if her problem is S1. The other student says she cannot deal with immature people. T1 responds to the other student and informs her that she has been in the school previously and needs to understand that students come with different problems. The other student was also informed that she needed to work on tolerance.

may." S1 thanks C1 and this is the first he has spoken to anyone since entering the school. Immediately another student becomes frustrated and T1 provides the student with a lot of support and

C1 calmly and with compassions says, "Yes you encouragement. The other student is back on task. 183

В

В

B, SE

B, SE

SE

Free and reduced meals

Field Notes October 8, 2009

A3 Students are informed that they do not have time to

move into the lab and are provided a positive

mental set for tomorrow's activity. T3 requests

folders be placed on the shelf and students return

for a quick quiz the class will take as a group.

A Students have very clearly defined expectations and

are provided with positive mental sets toward

accomplishing the lesson's objectives.

A S1 engaged in the lesson. Students directed to place

completed journals in bin.

A Students are provided a graphic

organizer and draw the graphic

organizer on their sheets.

A All five students are very engaged in this kinesthetic

activity.

A S1 has difficulty answering the question but is

helped by T3.

Field Notes October 23, 2009

A3 T4 expands student thinking to understand that it is

a great place to raise a family. S1 discusses that

Odysseus is also a ruler there.

A3 The class has four students; however, each was very demanding of T4's time.

> T4 circulates and discusses organization of the notebook.

> > All of the students went to their bin and picked up their work and began the warm up activity. T4 helped students make connections during the journal writing warm up activity. All students were making connections to relevant events in their lives through this journal writing activity.

The white board had the journal topic, SWBAT, quick write, increase vocabulary, and read for literacy posted. At 11:57 T4 announces that students have a minute to write and asks for students "to have something suitable for sharing." Students are Student have very clearly defined expectations and organized instructional activities. S1 is asked to share the journal writing activity. The journal topic is: If you could live anywhere in the world where would it be? S1 chooses to return to another county in Maryland where S1's step dad

continues to live. S1 feels this is an awesome place

to live. Students share their responses. "OK let's

185

A3

Α

A

A

Α

make the connection, if Odysseus could live anywhere where would it be?" The students make the connection that Odysseus would want to live in Ithaca because that was his home town.

A T4 asks students a question to cause them to think deeply about the story.

> T4 asks students if they did their homework last night. S1 did the assigned homework and one other student. A discussion starts about good ideas where homework can be completed.

Students discuss what happens in the story and draw a graphic organizer on the board to demonstrate the story. "Yesterday we started looking at context clues."

T4 reviews metacognitive strategies that students have learned and adds relevance because students share the strategies they like best to remember words.

S1 informs T4 that foldable pamphlets are the favorite.

Today T4 introduces mental models learned at a workshop.

A

A

Α

Α

Α

A S1 discusses learning styles such as visual, auditory, and kinesthetic. For example, "If you like to tinker, you may like to learn by doing." Students are

introduced to Links tables.

Α

Α

A

Α

B, SE

Information and directions are chunked as students are guided by practice to finish the Link table. S1 informs T4 that "learning is best by seeing and hearing." T4 circulates and encourages students.

S1 becomes confused and asks T4 for help.

T4 immediately uses the graphic organizer on the board to help S1 understand. S1 returns to completing the first assignment.

The memory strategy is expanded on and students are informed of strategies to help remember the word.

T4 models the Link table by filling in a graphic organizer posted on the white board. S1 fills in the Link worksheet they are working on.

A student is off task and states that she cannot see.

The student is three feet from the board; therefore,

T4 asks the student to get up to see the board. The

other student states, "I can see" and S1 sits quietly.

SE T4 has an air freshener; however, S1's poor hygiene

is beginning to cause the small classroom to smell.

SE S1 appropriately disagrees with the other student

and they reach consensus.

SE T4 has integrated creative ways for students to

develop character and appropriate social skills into

the classroom. Many of these students lack these

interpersonal skills and students are modeled care,

encouragement, and praise. In addition, students

are expected to provide care and civility for one

another. Things such as affirmation bags, character

lessons, and restoring relationships with others that

they have challenges with were all evident in this

lesson.

Field Notes November 9, 2009

A3 The class has four students and T5 provides

supports for students that need it for other classes.

A S1's task includes organization of materials. An

instructional assistant is providing support for S1.

A T5 circulates to students and helps them with their

work.

A The instructional assistant works with S1 on

organization. S1 says, "I am bored, what else can I

do? I want to play the math game on the computer." T5 informs S1 that if the work is done and done well then an opportunity to work on the computer will be given.

Α

The student is asked to sit down next to T5 and get to work. The student begins to work.

Α

The instructional assistant helps S1 with questions.

A

S1 completes the assignment and says, "Hey T5." S1 does not understand the question and asks the

instructional assistant for help. The instructional assistant repeats the question and asks, "You are changing into a what?" S1 states, "I know how to do it." S1 returns to task. "How will I change this one with the exclamation point?" The instructional assistant sitting next to S1 immediately helps S1 by asking S1 to look at the question differently. S1 continues to work on the assignment and lets the instructional assistant know that the assignment is understood. "I need help with seven." The instructional assistant returns and explains that the next one is using declaratives. Further, the instructional assistant elaborates on what a declarative is.

Α

The small class size obviously allows S1 the supports to complete work; however, S1 does not appear to have difficulty focusing once on task.

Α

The reward of the completing work for computer time was motivating and provided the support S1 needed to accomplish the work assigned for the day. S1 utilizes head phones and worked on the computer for the remainder of the class period.

В

The other student was confronted by T5 and states that he was kidding with him. S1 says that the other student does not need to go to the restoration room and apologizes to the other student.

Field Notes November 17, 2009

В

The buses were regular full length and one to five students were passengers.

В

Staff walked to and from classrooms to the administrative portable and spoke to students in passing. T2 was visible walking between the portables and talking with students.

В

The observer, C2, and custodian watched students as they came off the buses and went to their homerooms. However, T2 and C2 both had walkie talkies and could easily radio for support if needed.

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	1	•	٩
1	7	•	

Students were eating lunch in a small lunch room setting. Specifically, students order their lunches during homeroom and lunches are delivered to the small setting. A1 reports that this change is specific to this year that eliminates the students being escorted to the comprehensive high school and eating in there cafeteria.

A3

I must admit that seeing the care and relationships that the staff has developed in conjunction with the small class sizes, academic, and therapeutic supports makes an alternative school environment an asset for students dealing with personal difficulties.

В

The student stood up and immediately C2 deescalated the annoyed student.

В

The students were provided a macramé activity and settled down.

В

Students at the other table sat and talked with each other and the adults seated with them.

В

The high staff to student ratio and small lunch setting provides a great deal of support and structure for students.

B Students are awarded points on their point sheets

and rewarded with a star buck incentive for

demonstrating appropriate behavior.

SE The modeling and high expectations for learning

and demonstrating appropriate social skills is

consistent among all staff.

Accommodations – supports and structures inherent in the global school program

Collaborative Instructional Improvement

Literature Review

None identified

Appendix A (Validation Survey)

A3 Daily staff debriefing and discussion of students

A3 Collaboration on decisions involving students/

policy/ etc.

A3 Attempts are made to communicate with all players

in the students' educational life (home schools,

former placement facilities etc.)

A3 Frequent meetings to strategize among staff

A Team teaching

A Lesson plan sharing

A Interdisciplinary teaching

A Collaborative decision making on activities such as

the Big Read, HSA intervention activities

Α Math and science teachers share classroom space Α Collaborative teaching *Interviews (C1)* **A**3 Meetings occur three to four times a week to discuss student needs and solutions after school between teachers, counselors, and administration. A3 Classroom size is small and two adults are present in classes. Students receive a lot of individualized attention. Staff have had a great deal of training on student A3 learning styles. A3 Scheduling is more difficult. Students need to have consideration to the classroom dynamics and groupings in addition to the courses needed for their graduation requirements. **A3** Para professionals are included and part of the entire school team and function as a member of the alternative school team. *Interviews (C2)* A3 Support staff in class – two paraprofessionals in the classroom for students with special help A3 Teachers understand the needs of these students; they meet frequently, work closely with the

counseling staff, and have a focus for students on achieving academically. Teachers are very giving and often and help students with needs for clothes, transportation, enrichment opportunities etc.

Interviews (T1)

A3 (All staff) We are a group of 14 adults and we all

work well together. We have good relationships.

Interviews (T2)

None reported

Interviews (T3)

None reported

Interviews (T4)

None reported

Interviews (T5)

None reported

Interviews (A1)

A3 "Our school functions as a team."

A Co-teaching

A Differentiation

A Peer coaching

Interviews (S1)

None reported

Interviews (P1)

None reported

Field Notes September 18, 2009

B T2 comes up to meet with the S1 over the issue

yesterday.

B, SE T2 talks about the issue and kindly talks with S1.

T2 says, "Today during third mod you, me, and the

other student are going to talk."

Field Notes October 8, 2009

None reported

Field Notes October 23, 2009

None reported

Field Notes November 9, 2009

None reported

Field Notes November 17, 2009

None reported

Field Notes December 8, 2009

B Students at the other table sat and talked with each

other and the adults seated with them.

B The high staff to student ratio and small lunch

setting provides a great deal of support and structure

for students.

Accommodations – supports and structures inherent in the global school program

Hardworking Departments

Literature Review

A3 Foley and Pang (2006) – highly capable and

qualified educators

A Mancil and Maynard (2007) – sound

instructional practices

Appendix A (Validation Survey)

None reported

Interviews (C1)

A3 Meetings occur three to four times a week to

discuss student needs and solutions after school

between teachers, counselors, and administration

A3 Para professionals are included as part of the entire

school team and function as a member of the

alternative school team.

Interviews (C2)

A3 Immediately another student becomes frustrated and

T1 provides the student with a lot support and

encouragement

A3 T2 wanders through the class and checks on S1

B T2 walks to the classroom and asks T1 if he would

be able to return to class. T1 informs the teacher

that would be fine.

B, SE T2 comes up to meet with S1over the issue yesterday. T2 talks about the issue and kindly talks with S1. T2 says, "Today during third mod you, me, and the other student are going to talk." Interviews (T1) None reported *Interviews (T2)* A3 Knowledgeable understanding staff *Interviews (T3)* A3 Administration communicates with them honestly and takes the time to talk with the students. A3 "Staff here is friendly, personable, and build the relationships with students." *Interviews (T4)* None reported *Interviews (T5)* None reported *Interviews (A1)* None reported *Interviews (S1)* "Equal but the teachers help you more on work and A3

give you a lot more attention."

A3 "They help you a lot more with work and try to

make goals for you too but not all the time."

A "Since there are smaller classes they can easily

come right to you when you ask. They try new

ways to get stuff done and actually help me when I

need it. Like yesterday they looked up the notes

that I needed and helped me cut out and get notes."

Interviews (P1)

A3 "When he was in the alternative school they would

work with him one on one when he needed it."

B "They didn't always try to suspend him or call me

whatever."

B "If he was trying to skip school they would call

me."

B "He has only gotten in trouble once or twice at the

alternative school."

Field Notes September 18, 2009

None reported

Field Notes October 8, 2009

None reported

Field Notes October 23, 2009

None reported

Field Notes November 9, 2009

None reported

Field Notes November 17, 2009

None reported

Field Notes December 8, 2009

B Students at the other table sat and talked with each

other and the adults seated with them.

B The high staff to student ratio and small lunch

setting provides a great deal of support and structure

for students.

Accommodations – supports and structures inherent in the global school program

Data Driven Decision Making

Literature Review

A3 Anderson and Spaulding (2007) – universal

strategies in a classroom to enable educators to

make certain a consistent, proactive approach for all

students is implemented

A Mancil and Maynard (2007) – sound instructional

practices

Appendix A (Validation Survey)

A3 Collection and analysis of behavior data to provide

empirical benchmark and measurement of aggregate

support system

A School Achievement Specialist monitors students'

instructional successes and making changes as

needed

A Re-evaluating structure and materials to fit a

students learning style (as needed)

A, B Data analysis to spot trends/weaknesses (PMI,

SWISS, behavioral data, point sheets, reading,

math, and Lexile scores)

Interviews (C1)

A Honor roll

A The staff has had a great deal of training on student

learning styles.

A Teachers assess student learning styles and

accommodate their lessons according to student

learning.

B PBIS school

B Daily report sheet (level system)

Interviews (C2)

None reported

Interviews (T1)

A3 Meetings occur three to four times a week to

discuss student needs and solutions after school

between teachers, counselors, and administration.

Para professionals are included as part of the entire A3 school team and function as a member of the alternative school team. *Interviews (T2)* None reported *Interviews (T3)* None reported *Interviews (T4)* None reported *Interviews (T5)* None reported Interviews (A1) None reported Interviews (S1) None reported Interviews (P1) None reported Field Notes September 18, 2009 T1 has student homeroom levels posted in color on В the wall (behavior success chart). Field Notes October 8, 2009 None reported Field Notes October 23, 2009

None reported

Field Notes November 9, 2009

B S1 wants to know why 3 checks are recorded. S1 is

upset that there are 3 strikes on the homeroom

board. T5 kindly reviews the requirements of the

point system and offers to provide some sweet tea.

B S1 did not bring his point sheet from lunch. S1 was

sent to get it and several of the students began

talking about the way S1 smells.

Field Notes November 17, 2009

None reported

Field Notes December 8, 2009

None reported

Accommodations – supports and structures inherent in the global school program

Collaborative Leadership

Literature Review

A3 DiPaola, Tschannen-Moran, and Walther-Thomas,

(2004) – school leadership to model collaborative

leadership

Appendix A (Validation Survey)

A3 Frequent meetings to strategize among staff

A Collaborative decision making on activities such as

the Big Read, HSA intervention activities

Interviews (C1)

A3 Meetings occur three to four times a week to

discuss student needs and solutions after school

between teachers, counselors, and administration.

A3 Para professionals are included as part of the entire

school team and function as a member of the

alternative school team.

A Staff has had a great deal of training on student

learning styles

Interviews (C2)

A3 "The principal works with parents and is very

available."

A3 "Teachers understand the needs of the students;

they meet frequently, work closely with the

counseling staff, and have a focus for students on

achieving academically. Teachers are very giving

and often and help students with needs for clothes,

transportation, enrichment opportunities etc."

Interviews (T1)

A3 (All staff) "We are a group of 14 adults and we all

work well together. We have good relationships."

Interviews (T2)

None reported

Interviews (T3)

None reported

Interviews (T4)

None reported

Interviews (T5)

None reported

Interviews (A1)

A Co-teaching

A Peer coaching

Interviews (S1)

None reported

Interviews (P1)

None reported

Field Notes September 18, 2009

A3 T2 walks to the classroom and asks T1 if he would

be able to return to class. T1 informs the teacher

that would be fine.

B, SE T2 comes up to meet with S1 over the issue

yesterday. T2 talks about the issue and kindly talks

with S1. T2 says, "Today during third mod you,

me, and the other student are going to talk." S1

very open and obviously has a great rapport with

the teacher

Field Notes October 8, 2009

None reported

Field Notes October 23, 2009

None reported

Field Notes November 9, 2009

None reported

Field Notes November 17, 2009

None reported

Field Notes December 8, 2009

None reported

Interventions – modifications available to students on an as needed basis

Caring Relationships

Literature Review

A3 Lehr and Lang (2003), Tobin and Sprague (2000) –

adult mentors

Appendix A (Validation Survey)

A Alternative scheduling

B Processing with staff to avoid further disciplinary

action

B, SE Social Contracts

Interviews (C1)

A Perfect attendance students have breakfast made by

staff for them and/or ice cream socials

B, SE Solution Circle to mediate student differences

B, SE Restoration room

Interviews (C2)

A3 "Teachers understand the needs of these students;

they meet frequently, work closely with the

counseling staff, and have a focus for students on

achieving academically. Teachers are very giving

and often help students with needs for clothes,

transportation, enrichment opportunities, etc."

Interviews (T1)

A3 School administration is tolerant

B, SE Individual and/or group discussion of issues such as

a solution circle

SE "Teachers are very tolerant, we accommodate as

much as we can. We bring in food, clothes, soap,

shampoo for the kids because of the positive

relationships we have with them."

Interviews (T2)

None reported

Interviews (T3)

None reported

Interviews (T4)

B, SE Restorative practices – helps students to become more accountable for behaviors

Interviews (T5)

None reported

Interviews (A1)

None reported

Interviews (S1)

None reported

Interviews (P1)

None reported

Field Notes September 18, 2009

A3 C2 lets the student know he will check on him later.

A3 C1 informs me that "the goal of the restoration

room is to restore relationships with the teacher and

return to class."

A3 T2 comes up to meet with the S1 over the issue

yesterday. T2 talks about the issue and kindly talks

with S1. T2 says, "Today during third mod you,

me, and the other student are going to talk." S1

very open and obviously has a great rapport with

the teacher.

A3	T2 walks to the classroom and asks T1 if he would
	be able to return to class. T1 informs the teacher
	that would be fine.

A3 T2 wanders through the class and checks on S1.

B C2 reports, "I have met with him on two separate occasions, but it isn't making a difference."

B, SE S1 enters the building and is escorted to the restoration room by C2.

B, SE

C2 provides S1 with restoration paper work aimed at helping the student work through problems and asks S1 "What happened yesterday?" The student does not respond but sits facing the wall at the desk and stares at the wall.

B, SE The restoration worksheet contains a heading that has "show respect, take pride, act responsibly, and respond positively."

Field Notes October 8, 2009

A T3 goes to S1 and provides support while putting the mineral model together. S1 engaged, watching, and helps with placing tape on the model

A T3 provides the extra credit and informs S1 that it

can be finished during study hall.

Field Notes October 23, 2009

None reported

Field Notes November 9, 2009

None reported

Field Notes November 17, 2009

None reported

Field Notes December 8, 2009

None reported

Interventions – modifications available to students on an as needed basis

Support Systems

Literature Review

A3 Tern (2003) - separate schools A3 Tern (2003) - pull-out to specialized classrooms A3 Tern (2003) - schools-within-a-school programs Sundeen (2007) – written accommodations such as: Α basic writing skills (spelling, sentence formation, capitalization, and handwriting) and planning, organizing, and utilizing pre-writing graphic organizers to aid in the writing process Allen-DeBoer, Malmgren, and Glass (2006), Α National Reading Panel (2002) – reading accommodations such as: Systematic, phonicsbased instruction was utilized to enable students to

make academic gains

SE Foley and Pang (2006) – community based and wrap-around programs

Appendix A (Validation Survey)

A3 Individual as well as guidance counseling available

as needed on-site

A APEX

A Novanet

A Reading interventions

A Math interventions

A Alternative scheduling

A Targeted academic interventions

B In-school isolation

B, SE Processing with staff to avoid further disciplinary

action

B, SE Social Contracts

B, SE CSI, Restorative Justice programming

B, SE Crisis intervention worker on-site

SE Substance abuse prevention groups

SE Additional counseling resources provided

SE LCSW-C Social Worker available Fridays to meet

with students

SE Social worker groups

SE Therapist on staff

SE Drug and alcohol counselor

SE Group sessions

Interviews (C1)

A Honor roll students get a trip to Borders Books and

lunch is provided.

A Perfect attendance students have breakfast made by

staff for them and/or ice cream socials.

A Cognitive tutor math program available via

computer

B, SE Solution Circle to mediate student differences

(Crisis counselor)

B, SE Restoration room

SE A lot of community agency involvement

(contemporary therapeutic services, DJS, QCI

behavioral health, DSS, foster care social workers,

resource officer)

Interviews (C2)

A3 Individual counseling

A Students get remediation for academics

B, SE Crisis counseling

SE Individual therapy

SE Group therapy

SE Outside therapist

SE Medications follow up

SE Agreement with therapeutic settings for services

SE Small groups

Interviews (T1)

A "Reading supports are available for the limited or

non-readers. This program is about art production."

B, SE Individual and/or group discussion of issues such as

a solution circle.

B, SE Access to crisis counseling

Interviews (T2)

B Time out

B, SE Crisis counselors

B, SE Drug counselors

B, SE Crisis pass

Interviews (T3)

B Time out in class

B Restoration room

B Crisis counselor

Interviews (T4)

None reported

Interviews (T5)

A3 Individualize attention

A3 Instructional Assistants

A3 Frequent breaks

B, SE Social contract

B, SE Re-directing to positive behavior

Interviews (A1)

A3 Counseling services

A Read 180

B, SE Restoration room

Interviews (S1)

None reported

Interviews (P1)

None reported

Field Notes September 18, 2009

B, SE S1 enters the building and is escorted to the

restoration room by C2.

B, SE C2 provides him with restoration paper work aimed

at helping the student work through problems and

asks S1, "What happened yesterday?" The student

does not respond but sits facing the wall at the desk

and stares at the wall.

B, SE "C1 informs me that the goal of the restoration

room is to restore relationships with the teacher and

return to class." S1 was sent to the restoration room

initially for cursing at the teacher yesterday prior to leaving the alternative school.

B, SE

The restoration worksheet contains a heading that details "shows respect, takes pride, acts responsibly, and responds responsibly." S1 circles "shows respect, acts responsibly, responds positively" on the restoration worksheet.

Field Notes October 8, 2009

A T3 goes to S1 and provides support while putting

the mineral model together. S1 engaged, watching,

and helps with placing tape on the model.

A, B T3 checks email to find out where S1 is.

SE To intervene, C1 met with the student and discussed

bathing, washing clothes, and general hygiene.

Field Notes October 23, 2009

None reported

Field Notes November 9, 2009

B T5 discusses the purpose of the restoration room

and provides the opportunity to restore the

relationship without going to the restoration room.

The student apologizes to T5 and S1 asks if the

computer can be used after another worksheet is

completed. T5 lets S1 know that would be fine. S1 continues to work on the assignments.

continues to work on the assignment

T5 reviews the social contract. S1 obviously is

having difficulty with wanting to perform in this

class. A great deal of peer relationship issues exist.

Field Notes November 17, 2009

None reported

B, SE

Field Notes December 8, 2009

A3 Therapeutic support

Interventions – modifications available to students on an as needed basis

Collaborative Instructional Improvement

Literature Review

A3 Foley and Pang (2006) – community based and

wrap-around programs

Appendix A (Validation Survey)

A3 Resource teacher in classes

Interviews (C1)

None reported

Interviews (C2)

None reported

Interviews (T1)

None reported

Interviews (T2)

None reported *Interviews (T3)* None reported Interviews (T4) None reported *Interviews (T5)* None reported Interviews (A1) None reported Interviews (S1) None reported Interviews (P1) None reported Field Notes September 18, 2009 None reported Field Notes October 8, 2009 None reported Field Notes October 23, 2009 None reported Field Notes November 9, 2009 None reported Field Notes November 17, 2009 None reported

Field Notes December 8, 2009

None reported

Interventions – modifications available to students on an as needed basis

Hardworking Departments

Literature Review

None reported

Appendix A (Validation Survey)

None reported

Interviews (C1)

None reported

Interviews (C2)

B, SE S1 enters the building and is escorted to the

restoration room by C2.

B, SE C2 provides him with restoration paper work aimed

at helping the student work through problems and

asks S1, "What happened yesterday?" The student

does not respond but sits facing the wall at the desk

and stares at the wall.

Interviews (T1)

None reported

Interviews (T2)

None reported

Interviews (T3)

None reported

Interviews (T4)

None reported

Interviews (T5)

None reported

Interviews (A1)

None reported

Interviews (S1)

None reported

Interviews (P1)

None reported

Field Notes September 18, 2009

None reported

Field Notes October 8, 2009

None reported

Field Notes October 23, 2009

None reported

Field Notes November 9, 2009

B T2 comes in and pulls a student that is being

belligerent out. S1 is angry at a student that is

acting inappropriately toward him. The student

continues to tease S1. "Hey S1, how are you doing

today?" S1 moves away. Students' behaviors and

interactions are inappropriate. T5 reviews the social contract with students.

Field Notes November 17, 2009

None reported

Field Notes December 8, 2009

None reported

Interventions – modifications available to students on an as needed basis

Data Driven Decision Making

Literature Review

None reported

Α

Appendix A (Validation Survey)

Perfect attendance students have breakfast made by

staff or them and/or ice cream socials

Interviews (C1)

None reported

Interviews (C2)

None reported

Interviews (T1)

B, SE

Restoration room – classroom teachers are able to redirect students prior to being sent to restoration room. Once in the restoration room, a teacher is a liaison between the teacher and the student that had the issues.

B, SE Students with EBD are responded to with flexibility since their disability needs have to be handled differently. *Interviews (T2)* None reported *Interviews (T3)* None reported *Interviews (T4)* None reported *Interviews (T5)* None reported Interviews (A1) None reported *Interviews (S1)* None reported Interviews (P1) None reported Field Notes September 18, 2009 The restoration worksheet is used to insure that the B, SE student is ready to return to class. Field Notes October 8, 2009 None reported Field Notes October 23, 2009

None reported Field Notes November 9, 2009 None reported Field Notes November 17, 2009 None reported Field Notes December 8, 2009 None reported Interventions – modifications available to students on an as needed basis Collaborative Leadership Literature Review None reported Appendix A (Validation Survey) None reported *Interviews (C1)* None reported *Interviews (C2)* None reported *Interviews (T1)* None reported *Interviews (T2)* None reported *Interviews (T3)* None reported

Interviews (T4) None reported *Interviews (T5)* None reported Interviews (A1) None reported Interviews (S1) None reported Interviews (P1) None reported Field Notes September 18, 2009 None reported Field Notes October 8, 2009 None reported Field Notes October 23, 2009 None reported Field Notes November 9, 2009 None reported Field Notes November 17, 2009 None reported

Field Notes December 8, 2009

Strategies-specifically targeted interventions implemented on an individual student basis

Caring Relationships

Literature Review

None reported

Support Systems

Appendix A (Validation Survey)

A One-on-one tutoring

Interviews (C1)

A3 Students with EBD are responded to with flexibility

since their disability needs have to be handled

differently

Interviews (C2)

A3 "Students with EBD may have different emotional

problems, lack of emotional regulation, attention

problems. These students require more

differentiation and require more tolerance because

of their disorders. Many students may have DSM

IV diagnosis and they must be taken into

consideration."

Interviews (T1)

None reported

Interviews (T2)

A3 "Some of their problems have been identified and we know how to help them with that. We have gotten past their EBD issues."

Interviews (T3)

None reported

Interviews (T4)

None reported

Interviews (T5)

None reported

Interviews (A1)

None reported

Interviews (S1)

SE

"They help you if you need new stuff like shoes they will help out."

Interviews (P1)

None reported

Field Notes September 18, 2009

None reported

Field Notes October 8, 2009

None reported

Field Notes October 23, 2009

Field Notes November 9, 2009

None reported

Field Notes November 17, 2009

None reported

Field Notes December 8, 2009

None reported

Strategies-specifically targeted interventions implemented on an individual student basis

Support Systems

Literature Review

Α

A3 Individualized education plans

A Parette, Crowley, and Wojcik (2007) – technology
and communication accommodations

A Mancil and Maynard (2007) – math
accommodations such as: modify content, modify
teacher behavior, modify task demands, and modify

Allen-DeBoer, Malmgren, and Glass (2006) –

reading accommodation or corrective reading

A Alber-Morgan, Ramp, Anderson, and Martin (2007)

- reading accommodation of repeated reading

intervention

delivery systems

A Meadan and Mason (2007) - expository reading

comprehension intervention, self-regulated strategy

development (SRSD) instruction

A Meadan and Mason (2007) - expository reading

comprehension intervention TWA (Think before

Reading, Think While Reading, Think-After-

Reading)

B Lehr and Lang (2003), Tobin and Sprague (2000),

Casey and Merical (2006), Farmer, Farmer, Estell,

and Hutchins (2007) - functional behavioral

assessments

B Patton, Jolivette, and Ramsey (2007) - self-

management plans

Appendix A (Validation Survey)

A3 IEP goals

B, SE Crisis Pass

Interviews (C1)

A3 The ED teacher is available all day and for four

mods to receive instructional enrichment (additional

hours, extra help, crisis etc.).

A3 Students with EBD are responded to with flexibility

since their disability needs have to be handled

differently.

A Corrected reading

A Every new student receives an SRI to determine the

reading level and receive corrective reading based

on need.

Interviews (C2)

A Extra time

A Corrective reading

A Specialized instruction with special educator

SE "Students with EBD may have different emotional

problems, lack of emotional regulation, attention

problems. These students require more

differentiation and require more tolerance because

of their disorders. Many students may have DSM

IV diagnosis and they must be taken into

consideration."

Interviews (T1)

A Teacher for EBD classroom - New kids with ED are

assessed by the special educator and the teacher will

discuss strengths and strategies.

A The extra support such as the resource period helps.

For example S1 sometimes just needs 10-15 more

minutes to complete an activity.

B, SE Crisis passes

Interviews (T2)

A3 Access to special education teachers A3 Special Education Staff A3 Individual education plans A3 "EBD room structured so that students can earn their way out or access for support." A3 Students are provided with teachers that have established excellent rapport. Α Readers Writers A Word processors A Α Wilson Modified and or varied assignments Α Differentiate instructions Α *Interviews (T3)* Resource period with special educator A A, B Struggling students are placed in resource room prior to being mainstreamed. *Interviews (T4)* S1 is provided access to the resource room to A complete work that is not finished in class. *Interviews (T5)*

Resource teacher

Α

Interviews (A1)

A "We provide a resource room for students that need

a quiet place to go and work on their academics.

This room provides them with an instructional

assistant and a certified special educator to help

them understand and complete their class work."

B, SE "We also provide crisis passes to those students that

have this accommodation in their IEP."

Interviews (S1)

SE "They help you if you need new stuff like shoes

they will help out."

Interviews (P1)

None reported

Field Notes September 18, 2009

None reported

Field Notes October 8, 2009

SE In addition, C1 looked at the availability of having

S1 go to the nearby high school to shower and wash

clothes. It turned out that the issue was S1 did not

have socks and the student's shoes smelled. T1

provided shoes and socks and continues to work

with the student.

Field Notes October 23, 2009

None reported

Field Notes November 9, 2009

None reported

Field Notes November 17, 2009

None reported

Field Notes December 8, 2009

None reported

Strategies-specifically targeted interventions implemented on an individual student basis

Collaborative Instructional Improvement

Literature Review

A3 Individualized education plans

B Lehr and Lang (2003), Tobin and Sprague (2000),

Casey and Merical (2006), Farmer, Farmer, Estell,

and Hutchins (2007) - functional behavioral

assessments

Appendix A (Validation Survey)

A3 IEP goals

Interviews (C1)

A3 The ED teacher is available all day and all for four

mod to receive instructional enrichment (additional

hours, extra help, crisis etc.).

A Corrected reading

Interviews (C2)

SE "Students with EBD may have different emotional

problems, lack of emotional regulation, attention

problems. These students require more

differentiation and require more tolerance because

of their disorders. Many students may have DSM

IV diagnosis and they must be taken into

consideration."

Interviews (T1)

A

Teacher for EBD classroom - New kids with ED are

assessed by the special educator and the teacher will

discuss strengths and strategies.

Interviews (T2)

None reported

Interviews (T3)

A Resource period with special educator

A The extra support such as the resource period helps.

For example S1 sometimes just needs10-15 more

minutes to complete and activity.

A, B Struggling students are placed on resource room

prior to being mainstreamed

Interviews (T4)

Interviews (T5) None reported Interviews (A1) None reported Interviews (S1) None reported Interviews (P1) None reported Field Notes September 18, 2009 None reported Field Notes October 8, 2009 None reported Field Notes October 23, 2009 None reported Field Notes November 9, 2009 None reported Field Notes November 17, 2009 None reported Field Notes December 8, 2009

None reported

Strategies-specifically targeted interventions implemented on an individual

student basis

Hardworking Departments

Literature Review	
None reported	
Appendix A (Validatio	on Survey)
None reported	
Interviews (C1)	
A3	"Students with EBD are responded to with
	flexibility since their disability needs have to be
	handled differently."
A	The ED teacher is available all day and all for four
	mods to receive instructional enrichment (additional
	hours, extra help, crisis etc.).
Interviews (C2)	
None reported	
Interviews (T1)	
None reported	
Interviews (T2)	
None reported	
Interviews (T3)	
None reported	
Interviews (T4)	
None reported	
Interviews (T5)	
None reported	

	Interviews (A1)		
	A	Certified Special Educator in the resource room	
	Interviews (S1)		
	None reported		
	Interviews (P1)		
	None reported		
	Field Notes September 18, 2009		
	None reported		
	Field Notes October &	3, 2009	
	None reported		
	Field Notes October 2	23, 2009	
	None reported		
	Field Notes November	r 9, 2009	
	None reported		
	Field Notes November	r 17, 2009	
	None reported		
	Field Notes December	r 8, 2009	
	None reported		
Strateg	gies-specifically targete	ed interventions implemented on an individual	
student basis			
	Data Driven Decision Making		
	Literature Review		
	A3	Individualized education plans	

B Lehr and Lang (2003), Tobin and Sprague (2000),

Casey and Merical (2006), Farmer, Farmer, Estell,

and Hutchins (2007) - functional behavioral

assessments

B, SE Patton, Jolivette, and Ramsey (2007) - self-

management plans

Appendix A (Validation Survey)

A3 IEP goals

Interviews (C1)

A Corrected reading

A Every new student receives an SRI to determine the

reading level and receives corrective reading based

on needs.

Interviews (C2)

SE "Students with EBD may have different emotional

problems, lack of emotional regulation, attention

problems. These students require more

differentiation and require more tolerance because

of their disorders. Many students may have DSM

IV diagnosis and they must be taken into

consideration."

Interviews (T1)

The ED teacher is available all day and for all four A3 mods to receive instructional enrichment (additional hours, extra help, crisis etc.). *Interviews (T2)* В Functional Behavioral Assessments *Interviews (T3)* None reported *Interviews (T4)* None reported Interviews (T5) None reported Interviews (A1) None reported Interviews (S1) None reported Interviews (P1) None reported Field Notes September 18, 2009 None reported Field Notes October 8, 2009 None reported Field Notes October 23, 2009

Field Notes November 9, 2009 None reported Field Notes November 17, 2009 None reported Field Notes December 8, 2009 None reported Strategies-specifically targeted interventions implemented on an individual Collaborative Leadership Literature Review None reported Appendix A (Validation Survey) None reported *Interviews (C1)* **A3** Students with EBD are responded to with flexibility since their disability needs have to be handled differently. *Interviews (C2)* None reported Interviews (T1) None reported

student basis

Interviews (T2)

Interviews (T3) None reported *Interviews (T4)* None reported Interviews (T5) None reported Interviews (A1) None reported Interviews (S1) None reported Interviews (P1) None reported Field Notes September 18, 2009 None reported Field Notes October 8, 2009 None reported Field Notes October 23, 2009 None reported Field Notes November 9, 2009 None reported Field Notes November 17, 2009 None reported

Field Notes December 8, 2009

Appendix M Accommodations, Interventions, and Strategies Sub-coding of Frequencies of

Themes

Themes resonating through qualitative coding of accommodations, interventions, and strategies.

Name	Frequency
Accommodating for students' needs	48
Individualized attention	16
Positive discipline	38
Reading interventions	20
Accommodations.	
Name	Frequency
Additional staffing	26
Affirmations	3
Attention to learning styles	13
Cameras and hand held radios	10
Capturing Kids Hearts program	2
Character building	4
Communication among stakeholders	12
Creative/flexible/relevant curriculums	21
De-escalation training	2
Effective working relationships	14
Expectations for student success	6

Graphic organizers	10
Goal setting	3
Highly qualified staff	4
Highly structured classrooms	8
Inclusive culture	1
Intervention room	1
Learning support outside of school	4
Metacognitive training	4
Parent supports	5
Peer tutoring	4
Positive reinforcement	9
Positive relationships/rapport	34
Quiet spaces	1
School counselors	1
Small class sizes	32
Social Skills training	10
Students allowed to express feelings	3
Vocational training	1
Interventions.	
Name	Frequency
Adult mentors	1
Celebrations	4
Community wrap-around services	4

Restorative justice practices	23
Therapeutic support	21
Specialized academic and school programs	8
Strategies.	
Name	Frequency
Functional behavioral assessments	8
Individualized education plans	12
Self-management plans	1
Specialized classroom for students with EBD	6
Teacher trained in teaching EBD students	12
Technology and communication assistance	2