Increasing the Amount of Time EBD Identified Students Spend in the Classroom

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Increasing the Amount of Time EBD Identified Students Spend in the Classroom

An Action Research Report
By Jennifer Gruber
Increasing the Amount of Time EBD Identified Students Spend in the Classroom

Submitted on August 6th, 2014
in fulfillment of final requirements for the MAED degree
St. Catherine University
St. Paul, Minnesota

Advisor________________________  Date______
Abstract

This action research paper focuses on educating children in their least restrictive environment. This study was conducted in an elementary school in St. Paul where the district is pushing towards full inclusion. The data specifically looks at two fifth grade students, both with Emotional Behavioral Disorders. Data sources included a parent questionnaire, pre and post student questionnaire, teacher journal and observations, an excel spreadsheet behavior checklist, and a check-in log for the school’s behavior room. Results showed that both students were able to increase their amount of time spent in the general education classroom setting. Data also supported that both students, and their respective parent, wanted them to have increased inclusion time. The results indicate that increased inclusion for EBD students is possible and should be carried out so that each child is being taught in their least restrictive environment. Further research may indicate more or less inclusion time based on longer duration of study and more students participating.
All children have individual and unique needs. Teachers may have difficulty meeting these disparate needs day in and day out in the classroom. When children also have, or are at risk for emotional behavioral disorders, the teacher's responsibilities are overwhelming. Although it may not be easy, it becomes the job of every educator to provide each student, no matter what his or her disorder or disability, access to an education in the least restrictive environment. This research paper will look at answering the question of how to increase the amount of time that Emotional Behavioral Disorder (EBD) identified students spend in the general education classroom.

According to Keenan (2013) who is in-charge of overseeing a special education program, having access to an education in a general education classroom is a special education child’s right, not a privilege. The Individuals With Disabilities Education Improvement Act, IDEA, mandates that students with disabilities are educated in the least restrictive environment possible (IDEA, 2004), which means it is the job of every educator to figure out what that Least Restrictive Environment (LRE) is. I became aware of the issue of students with learning disabilities and other diagnoses, specifically students with EBD being isolated from their peers in the general education setting at the school where I’m employed. This study focuses on two 5th grade students who were spending the majority of their days in the learning center or self-contained classroom with one teacher and two aides. Self-contained classrooms are classrooms where students with special needs are grouped together with others who have needs similar to theirs. This specific classroom helps to get their specific educational needs meet, due to their diagnosis or disability. These students would join with their peers during science, gym, or art classes, and lunch, but in most cases, at no other time. In a district that is pushing full
on mainstreaming, (a practice of educating students with special needs with their non-disabled peers in the regular education classroom) there was pushback and hesitation on the part of teachers and support staff; for fear that the students would fail. There as also a lack of readiness on the part of most teachers for teaching high needs students with EBD. Because of such pushback, there was limited access to the learning being done away from the learning center environment.

At the beginning of the school year I began to ponder how to get these students into the general education classroom more, and get them interacting with their fellow peers. In my classroom of 21 students, nine boys and twelve girls, I had been finding ways to help other students with behavioral and emotional needs become successful on a daily basis. I started conversations with my co-teacher, and the special education team lead, to brainstorm and discuss how to make increased inclusion for the students happen. With research to support my case, and willingness to make it happen I felt confident in moving forward.

Research has shown many interventions that work when including students with EBD in general education settings that allow them to be successful. Beyond classroom interventions, the National Longitudinal Transition Study found “more time spent in a general education classroom was positively correlated with: fewer absences from school, fewer referrals for disruptive behavior, and better outcomes after high school in the areas of employment and independent living” (as cited in Bui, Quirk, Almazan, & Valenti, 2010, p. 2).

Classroom interventions that have shown a positive impact on students in inclusive classroom settings are:
• Mindfulness-based stress reduction (MBSR)
• Peer tutoring and cooperative learning
• Corrective teaching

In addition, co-teaching is a model that, when practiced with fidelity, can lead to the successful inclusion of students with EBD. Co-teaching is a teaching model where two teachers, in my case one general education teacher and one special education teacher, jointly deliver instruction to students. Walther-Thomas reported, “students with disabilities in co-taught classrooms had positive feelings about themselves as capable learners, felt that their academic performance and social skills were enhanced, and believed they had stronger relationships with students without disabilities” (as cited in McDuffie, Landrum, & Gelman, 2008, p. 13). Finally, studies have shown that allowing a student with emotional and behavior disorders to be inclusively taught in the general education class increases their classroom engagement and they “demonstrate higher levels of social interaction with typical peers, social competence and communication skills improve” (Bui et al., 2010, p. 2).

Educating students with disabilities in general education classrooms, and allowing them chances at success, is a part of what the Least Restrictive Environment mandates. The Journal of Special Education published an article that states, “the LRE mandate provided a clear preference for educating students with disabilities in general education classrooms while allowing separate class services in certain instances when such a placement was deemed more effective or better met the student’s needs” (as cited in McLeskey, Landers, Williamson & Hoppey, 2012, p. 131). The needs of students with EBD can be difficult to manage in a general education classroom, but trends are showing
an increase in the amount of EBD students spending time in settings other than self-contained classes. According to McLeskey et al., placement for students in the EBD category in general education classrooms increased by 105% from 1990-2007 (2012). It is important that both general education teachers, as well as special education teachers, take into account what the needs of the student are, as well as what supports are in place so that each child can get the education they are afforded in the placement that is least restrictive.

**Description of Research Process**

The research I conducted lasted for a period of six weeks. Data collection began on April 21st, 2014 and concluded on May 29th, 2014. Data sources included in this study were: a student feedback survey, a parent feedback form, a behavior checklist that included positive and negative behaviors exhibited by the students, solution room sign-in report, and daily anecdotal notes that I took based on observations for the day while the two EBD students were in my general education setting.

Prior to this study taking place, parents were given a letter of notification explaining the research I was going to be conducting and giving them an overview of the action plan. Included in this letter was an option for them to opt out of the study. Once the parents signed the consent form, I sent a feedback questionnaire (see Appendix B) to give me a better idea of what their perceptions were about their child and the inclusive education at my school. It asked “How many hours a day do you think your child is currently spending in the general education classroom on average?”, as well as “How many hours a day would you like your child to be spending in the general education classroom on average?” This questionnaire also gave the parent/guardian the opportunity
to offer suggestions for ways to support their child, and how to help their child be successful in the general education setting, along with concerns they had or information that would be helpful to know while working closely with their child throughout this time.

Next I needed to gather insight from the students themselves. Within the first week I gave each student a feedback questionnaire (see Appendix A). This survey was on surveymonkey.com so I had each student complete this on a computer during work-time. Students would select answers based on a scale or rating based on how strongly they agreed or disagreed with a question. There were also three opened ended that allowed students the opportunity to answer freely to the questions; “What are some things that frustrate you in class?”, “How do you feel when you are in Ms. Gruber’s classroom?”, and “What does Ms. Gruber do to help you be successful in class?”. Having the students complete the questionnaire gave me information on their personal views of spending more time in my classroom. I had hoped this survey would allow me to compare parent/guardian responses as to their desires for their child, directly to the wants of the child. I would get a better idea of what may be stressful triggers for them, as well as what times/subjects they would like to be a part of the learning in a general education setting. It also let me know if they saw themselves as being able to handle taking breaks within the room, as well as if the behavior chart would be a motivator for them or not. With this added information it would assist me in putting supports in place based on their responses, or make adjustments as needed.

As the students started to come into my classroom for increased time, I collected daily observations. The special education teacher was also co-teaching in my room for
two and a half hours a day and was in the room with the students during this time as well. As the students came into my room I would keep journal notes of the date and time they entered, as well as when they left. This way I was able to keep track of exact amount of times that the students were spending in the general education classroom, as opposed to the self-contained learning center classroom. On the Excel spreadsheet (see Appendix C) I would tally behaviors such as: Start and complete task, assistance needed, refusal, run away or leave area, physical (hit/kick/throw), and shout/scream. As well as tracking behaviors on this form I was also keeping track of time (duration) of engagement, as well as incentive for behavior choices, which was mainly kept track by their clothespin on our classroom behavior chart moving up or down.

After the first two weeks of observations I was able to discuss with my co-teacher triggers that I noticed and also what I observed to be successful and helpful to the identified students in my room. In order to increase the amount of time the students were spending in my space I needed to put strategies in place that would allow them to experience success within my classroom. The strategies I decided to implement were: placing these students next to peers who would be helpful, but not overpowering, increasing the amount of positive feedback they were getting by utilizing the classroom behavior chart, and doing frequent, quick verbal check-ins to make sure that they were understanding the task and staying focused.

During the entire six consecutive weeks I kept a daily journal to document what I observed during the time the students were in my room. This went beyond the Excel checklist sheet and was a tool that captured my thoughts, feelings, and observations of each day. The journaling also helped me make a personal connection to the research I
was doing. Observations that I would note in these anecdotal notes included: what type of mood the students were in when they came up, parts of conversations I had with these students, or conversations they had with their peers, any triggers or frustrations that arose, interruptions during the time they were there, and overall feel for how the time they were in the room went. I also made note of if they were not able to be mainstreamed that day and what the reason was, if it was behavior related or otherwise.

The final piece of data I collected was a compilation of dates and times from when the identified students were sent, and checked in to the behavior room, also known as “solution room.” The solution room is where students with EBD, or other special needs, would be sent to process their behavior choices and re-group with an adult. This space allowed them to regain composure and focus so that they could continue on with their day successfully. I was able to receive a printout form for each student individually that showed me their behavior history, from the time they were identified and began receiving special education services, until the most current check-in. The computer printout provided me with dates, times, duration of time spent in the behavior room, and what the trigger behavior, or reason for being sent was. It also showed where the student was being sent to the behavior room from, which was most helpful because I could see where they were having intense behavior issues, if it wasn’t with me in the general education setting.

At the end of the six-week period, I had the students take the questionnaire again to compare their responses to their initial answers. This comparison would help me analyze if the students had positive feelings about more inclusion time and/or how their
answers may have changed prior to them spending more time in the general education classroom.

Analysis of Data

During the action research process I analyzed five sources of data. Data was gathered from multiple perspectives that included parents, students, and myself as the teacher. The forms of data collected for analysis were: (1) parent feedback, (2) student feedback questionnaires, (3) student behavior and time on task monitoring sheet, (4) anecdotal notes and journaling of daily observations, and (5) Solution Room time in report logs. This, along with the other data I gathered, will be analyzed and outlined to determine what worked when trying to increase the amount of time that EBD identified students spend in the general education classroom.

Before beginning the research process I wanted to gain a better understanding of what the parent’s thoughts and beliefs were around their child’s education, and more importantly, inclusion education. When the consent form for the project was sent home and returned I then sent home the feedback survey (see Appendix A). The two questions that I was most interested in getting feedback on was “How many hours a day do you think _________ is currently spending in the general education classroom on average?” and “How many hours a day would you like _________ to spend in the general education classroom on average?”.
It was clear to me after seeing the results that both parents wanted their child to spend more hours per day in the general education classroom setting and were also unaware of the actual amount of time they were spending in general education prior to this research project.

I then gave both students a questionnaire to better understand their perceptions and thoughts around increased inclusion time. I felt this was going to be a key aspect to my research since they were ultimately the ones being affected the most through the increase of inclusion time. It was important that I tried to understand their wants/needs before increasing their time in the general education classroom. If I knew both students’ wants and needs prior to increasing time in my classroom, I would be better able to meet them where they were at both emotionally, and academically. I used Survey Monkey, an online survey creator, to design a questionnaire that would give me ample feedback from both students. Figure 2 shows the initial results (before increased inclusion).
<table>
<thead>
<tr>
<th>Question</th>
<th>Student “A” Response</th>
<th>Student “B” Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy going to Ms. Gruber’s class.</td>
<td>Always</td>
<td>Sometimes</td>
</tr>
<tr>
<td>When in Ms. Gruber’s class I feel a part of the classroom community.</td>
<td>Always</td>
<td>Always</td>
</tr>
<tr>
<td>How much time would you like to spend in Ms. Gruber’s class?</td>
<td>Just for math</td>
<td>Math and Reading</td>
</tr>
<tr>
<td>The other 5th grade students help me to be successful</td>
<td>Always</td>
<td>Always</td>
</tr>
<tr>
<td>I can successfully take a break in Ms. Gruber’s room</td>
<td>Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>The behavior chart will help me be successful</td>
<td>Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>Earning positive punches will help me be successful</td>
<td>Disagree</td>
<td>Agree</td>
</tr>
<tr>
<td>I feel like the work in Ms. Gruber’s class is…</td>
<td>Just right</td>
<td>Just right</td>
</tr>
<tr>
<td>What word would you use to describe how you feel in Ms. Gruber’s classroom</td>
<td>Happy</td>
<td>N/A</td>
</tr>
<tr>
<td>What are some things that frustrate you in class?</td>
<td>Hard work</td>
<td>Peer behaviors</td>
</tr>
<tr>
<td>What does Ms. Gruber do to help you be successful in class?</td>
<td>Teaches me math</td>
<td>Helps me</td>
</tr>
</tbody>
</table>

**Figure 2. (Pre) Responses from Student Questionnaire**

The responses in figure 2 helped me to determine that both students had positive views and feelings around the time they were already spending in the general education classroom. Both boys felt a part of the classroom community and felt that other students helped them to be successful. Although both students indicated different amounts of time, or subjects that they would like to be a part of in general education, neither indicated a negative response (“never”) to the question “I enjoy going to Ms. Gruber’s class”. Other information that was supported by their responses was that the classroom behavior chart (see Appendix E) would help them to be successful, and they both felt that they would be able to successfully take a break in my classroom. Knowing that both students have
intense needs around behavior, their responses suggested that they viewed themselves as capable of being successful in the general education classroom.

During the final week of my research the students answered the same questions on the questionnaire. The post results are shown in figure 3. After six weeks of increased inclusion time Student B responded “always” when asked about if he enjoyed going to Ms. Gruber’s class. This is a positive increase from the pre questionnaire data. Student A responded with increased time that he would like to spend in the general education classroom (math and reading) where the initial questionnaire data showed preferred time only for math. Results remained the same for the majority of the other questions. All responses remained positive and supported the notion that both students viewed increased inclusion time as a positive and successful change for them.

<table>
<thead>
<tr>
<th>Question</th>
<th>Student “A” Response</th>
<th>Student “B” Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy going to Ms. Gruber’s class.</td>
<td>Always</td>
<td>Always</td>
</tr>
<tr>
<td>When in Ms. Gruber’s class I feel a part of the classroom community.</td>
<td>Always</td>
<td>Always</td>
</tr>
<tr>
<td>How much time would you like to spend in Ms. Gruber’s class?</td>
<td>Math and Reading</td>
<td>Math and Reading</td>
</tr>
<tr>
<td>The other 5th grade students help me to be successful</td>
<td>Always</td>
<td>Always</td>
</tr>
<tr>
<td>I can successfully take a break in Ms. Gruber’s room</td>
<td>Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>The behavior chart will help me be successful</td>
<td>Agree</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>Earning positive punches will help me be successful</td>
<td>Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>I feel like the work in Ms. Gruber’s class is…</td>
<td>Just right</td>
<td>Easy</td>
</tr>
<tr>
<td>What word would you use to describe how you feel in Ms. Gruber’s classroom</td>
<td>Happy</td>
<td>Good</td>
</tr>
<tr>
<td>What are some things that frustrate you in class?</td>
<td>Boring work</td>
<td>Peer behaviors</td>
</tr>
</tbody>
</table>
What does Ms. Gruber do to help you be successful in class?

<table>
<thead>
<tr>
<th>Explains things to me</th>
<th>Helps me</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 1.** Responses from Student Questionnaire

Next, I analyzed the data from the Excel spreadsheet (see Appendix C) where I kept track of time on task/engagement, task completion, prompts/reminders, as well as negative behaviors displayed. Figure 4 shows both students were on task the majority of the time they were in the general education setting with Student A being on task for 45 minutes (44% of the time), and Student B being on task for 45 minutes (53% of the time).

In my observations I noted that when the students were not engaged or on task it was most times due to distractions from their peers around them. There were other times where it was task avoidance or refusal, which the data shows in figure 5. Physical actions that were noted included shoving papers off desks, kicking or knocking over chairs, and pounding on desks or the wall. Student A showed more negative behaviors than Student B in the classroom which correlates with why student B had higher percentages of time on task.

**Figure 3. (Post) Responses from Student Questionnaire**

**Figure 4.** Time on Task for Students A and B

**Figure 5.** Pie chart showing the distribution of time on task for Student A.
The negative behaviors displayed by Student A resulted in removal from the general education classroom a total of two times.
During the time the students were in my classroom I took daily anecdotal notes on observations from their time with me. In my observational data I noted that the students responded best to non-verbal reminders when they were getting off task (i.e. Closer proximity, stern look, shoulder or desk tap, etc.). I observed the other 5th grade peers offering to help when they noticed either of the students struggling. Both students responded positively to help from their peers and showed increased amounts of peer interactions and cooperation the more time they spent in the general education classroom. Reading tasks in the classroom appeared to be less stressful for both students. I believe the reason for this is because math is more task orientated and reading was more independent for them. For both subjects I observed Student A being able to complete tasks independently 59% of the time, and Student B was able to do so 74% of the time.

Using the classroom behavior chart (Appendix E) was a positive support tool for the entire class, and I observed it working successfully for both Student A and Student B during their time in my room. During the six-weeks, Student A moved his clip down a total of three times for poor behavior choices. Student B moved his clip down six times. Each student also appeared to be motivated when they noticed their peer’s clips moving up on the chart. I observed both students feeling happy and proud when asked to move their clips up on the behavior chart. This suggested to me that both EBD students were motivated by peer behaviors and were able to monitor their own behaviors based on what they saw being modeled by their peers.

Finally, I analyzed the data from the solution room report logs. The solution room is the designated area where identified students are taken when they need to re-group and de-escalate their behaviors. It is a consequence put in place and written into their IEP
reports as a means of support for these students. Figure 6 shows the amount of time both students were sent to the solution room since the beginning of the school year. Both students had their fewest solution room check-ins during the time of my research. However, both Student A and Student B had escalated numbers in the last months of school, Student B with sixteen and Student A with eight. A spike in inappropriate behavior is somewhat to be expected as the school year draws to a close. I believe the reason for this is because of heightened anxiety at the end of the year with the transition to middle school and leaving their comfort zone and adults who have gotten to know them and become their consistent support.

![Figure 6. Solution Room Check-Ins by Month](image)

Figure 6. Solution Room Check-Ins by Month

Next I wanted to take a look at from which space the students were being sent to the solution room. Figure 7 shows the break down of percentage for when either student was sent to the solution room. The breakdown shows location from the general education setting or from the learning center classroom or other space. Other spaces included
recess, lunchroom, gym, music, or art. Over half of the time these students were sent to the solution room (86%), it was from a space other than the general education classroom. Although the results may be affected by the small size of my research group, these results suggest that the students were successful at staying in the general education setting. This could be attributed to the EBD identified students being around a larger group of peers and seeing appropriate behaviors being modeled and carried out.

![Solution Room Check-In](image)

**Figure 7. Solution Room Check-In Location**

All of the data analyzed shows success for the EBD identified students increasing their time in the general education inclusion setting. Through my daily observations I was able to note many areas of success that aren’t easily put into a graph or table. The students reported back positive responses when filling out their questionnaire and the parents were in favor of increasing their child’s inclusion time.
Action Plan

After analyzing my results, including personal observations, I was able to make some conclusions from my data. Prior to this research project the 5th grade EBD (emotional behavioral disorder) students with a high level of need, were only attending specialist classes with their general education peers. These classes included art, science and gym. Along with that, they would eat lunch at the same time as their peers, but often times would sit at a separate table. The parents of these students were unaware of how much actual time their children were spending in the inclusion setting, and the students themselves showed eagerness to become more a part of the inclusion in the general education classroom. The St. Paul school district is working towards a full inclusion model and this research supports the district plan.

Although the small sample size of students for this study may have affected some of the results, along with the research being done at the end of the year when testing, field trips, and high anxiety play a part, I feel that the majority of what was found was positive. Both Student A and Student B were able to increase the amount of time that they spent in the general education classroom. Prior to this study neither student would come into the general education classroom on a consistent basis. This was partially due to student preference but also the decisions being made by the special education co-teacher. When either of them did, it was only for a portion of math instruction. With my research project in place, both Student A and Student B were participating in a majority of their math and reading instruction in general education, as well as special events and activities we would do for 5th grade, such as: a Mother’s Day project, positive behavior rewards, and poetry slams.
As mentioned before, my school is fortunate enough to have a “Solution Room,” which is a separate behavior room for these identified students to go when they are in need of getting themselves back on track. Usually they are only sent there when behaviors are severe and they are interfering with the learning, or safety of, themselves and/or others. If for whatever reason Student A or Student B were struggling to the point of not being able to regain their composure and follow directions, there was a place for them to go until they were ready to re-join the class. As shown previously in the data analysis section, there was a small percentage of time that either student was sent there from the general education setting. It is important to note that Student B did show a spike in the amount of times sent to the solution room toward the end of the year in May. Because the emotional piece is a big part of the disorder, there were high levels of anxiety at the end of the year for this student that I believe may have attributed to the increase in negative behaviors. I infer a big piece of the anxiety was the prospect of leaving the elementary school setting and moving to a middle school setting, away from teachers and peers with whom strong bonds were built.

While increasing the amount of inclusion time that both students received, I observed changes in both students, as well as my class community as a whole. By being in the general education setting, Student A and Student B had a larger scale model of what appropriate behaviors look, sound, and feel like. They also witnessed students handling misbehaviors and poor choices by using the take-a-break chair as well as behavior monitoring through the use of the classroom behavior chart. When they were on task and following directions they were able to move their clip up on the behavior chart. Consequently, when they needed reminders or multiple re-directions, they would need to
move their clip down. The classroom behavior chart appeared to be a good motivator for both of the students in the study and it helped keep them on track. With both students increasing their amount of time in the general education classroom the other 5th grade peers had the opportunity to step up as leaders. When the special education teacher or myself were busy helping other students, we relied on the responsibility and cooperation of other students to step up and help out. These actions could be as simple as re-explaining directions, or partnering up with Student A or Student B to complete a task. 
As the New Jersey Council on Developmental Disabilities (2004) states, general education classrooms offer high academic standards and unique opportunities for modeling social and communication skills. Students benefit from social interaction and a sense of belonging, and as Causton-Theoharis and Malmgren stated, including students with disabilities in the general education classroom for the sake of improving academic achievement and for the sake of fostering a sense of social inclusion both are relevant to learning (2006, p. 302).

Based on the results of my study I would like to start with increased inclusion time for students right away in the fall. I think it will be important to scaffold this time so that the students with EBD get accommodated to the general education classroom, but don’t get overwhelmed right away. So much of the curriculum and learning in the beginning of the year is a great review and an opportunity for community building. A key element for success with inclusion is that the students with special needs, in this case Emotional Behavior Disorder, feel like they are accepted and a part of the community as a whole. With that comes the learning of rituals and routines, along with classroom expectations. Starting a research project like this at the beginning of a school year may
yield different results that may in turn lead to greater and more profound conclusions. If we as educators expect all students to succeed, and believe that every student has the ability to learn, then we need to give all students the same learning opportunities and chances.
References


Schneider, R.J. (Producer), & Sawkar, V. (Producer). (2013, December 18). In *Minnesota, race drives school labels, discipline* [StarTribune]. Minneapolis, MN.
Appendix

Appendix A Student Feedback Questionnaire

Please take a few moments to answer the questions below. Your honesty is appreciated and will help me support you while you're in my classroom.

*  
1. I enjoy going up to Ms. Gruber's class
   Always
   Sometimes
   Never

*  
2. When in Ms. Gruber's class I feel I am part of the classroom community
   Always
   Sometimes
   Never

*  
3. How much time would you like to spend in Ms. Gruber's class?
   None
   Just for math
   For math and reading
   All day

*
4. The other 5th grade students help me to be successful

All the time
Some of the time
Never

*  

5. I feel like the work in Ms. Gruber's class is

Too hard
Too easy
Just right

*  

Evaluate the following statements.

6. What word would you use to describe how you feel in Ms. Gruber's classroom?

7. What are some things that frustrate you in class? (example: challenging work, noises, peer behaviors, etc.)

8. What does Ms. Gruber do to help you be successful in class?
<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I can successfully take a break in Ms. Gruber's room.</strong> Strongly Disagree</td>
<td>I can successfully take a break in Ms. Gruber's room. Disagree</td>
<td>I can successfully take a break in Ms. Gruber's room. Agree</td>
<td>I can successfully take a break in Ms. Gruber's room. Strongly Agree</td>
</tr>
<tr>
<td>The behavior chart will help me be successful. Strongly Disagree</td>
<td>The behavior chart will help me be successful. Disagree</td>
<td>The behavior chart will help me be successful. Agree</td>
<td>The behavior chart will help me be successful. Strongly Agree</td>
</tr>
<tr>
<td>Earning positive punches will help me be successful. Strongly Disagree</td>
<td>Earning positive punches will help me be successful. Disagree</td>
<td>Earning positive punches will help me be successful. Agree</td>
<td>Earning positive punches will help me be successful. Strongly Agree</td>
</tr>
</tbody>
</table>

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Check out our sample surveys and create your own now!
Child’s name____________________________________________________

Name of person completing form ____________________________________

Sometimes your child works with teachers in __________ room. Other times your child is in the class with other _____ graders.

How many hours a day do you think __________ is currently spending in the general education classroom on average?

1  2  3  4  5  6  I don’t know

How many hours a day would you like ______ to spend in the general education classroom on average?

1  2  3  4  5  6  I don’t know

What questions do you have, if any, about how _______ is doing in school?

What suggestions do you have, if any, about how we can help ________ be successful in the general education classroom?

How would you like us to contact you to discuss _______’s progress?

Phone________________________________

Other________________________________

Name of Child ________________________ Date

Signature of Parent _____________________ Date

Signature of Researcher ________________ Date
Appendix C

EBD Tracking Sheet

<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
<th>Started?</th>
<th>Completed?</th>
<th>(approx.time)</th>
<th>Hand</th>
<th>Prompt</th>
<th>Prompt</th>
<th>Prompt</th>
<th>Independent</th>
<th>Refusal</th>
<th>Run away</th>
<th>hit/kick</th>
<th>Shout/Scream</th>
<th>Tantrum</th>
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</thead>
</table>

Notes:

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<th>Name</th>
<th>Task Completion</th>
<th>Assistance</th>
<th>Behaviour</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
<th>Started?</th>
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<th>(approx.time)</th>
<th>Hand</th>
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<th>Tantrum</th>
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Notes:
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<th>Incentive</th>
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</thead>
<tbody>
<tr>
<td>chart</td>
<td>extra recess</td>
</tr>
<tr>
<td>chart</td>
<td>extra recess</td>
</tr>
<tr>
<td>chart</td>
<td>extra recess</td>
</tr>
</tbody>
</table>
Appendix D

Solution/Behavior Room Check-in Log

Restrictive Procedures Forms for ____ (student CIF and name) ________

<table>
<thead>
<tr>
<th>Form ID</th>
<th>Incident Date</th>
<th>Location</th>
<th>Conditions Leading Up to the Incident</th>
<th>Category of Behavior (Major)</th>
<th>Category of Behavior (Minor)</th>
<th>Function of the Behavior</th>
<th>Timeout Used?</th>
<th>Duration of Timeout (Minutes)</th>
<th>Seclusion Used?</th>
</tr>
</thead>
</table>
Appendix E

Classroom Behavior Chart