

BACKGROUND

Introduction:
This study examines New York educators’ knowledge of evidence-based practices (EBP) for students with emotional and behavioral disorders (EBD), and how this knowledge related to educators’ perceptions of inclusion. Findings aim to inform professional development and teacher preparation.

Background:

- Students with EBDs face academic and social challenges, making EBPs essential for success (McGuire & Meadan, 2022).
- Many teachers lack preparation to support these students, limiting effective inclusion (Harrison et al., 2018).
- Teacher knowledge of EBPs and attitudes toward inclusion are closely connected (Lanterman et al., 2021).
- Professional development and collaboration help build inclusive classrooms (Lanterman et al., 2021).

Research Questions:

1. What is the knowledge of EBPs for students with EBD among a sample of NY educators?
2. Are there differences in the knowledge by educator characteristic?

CASE STUDY

Imagine you are a teacher in a classroom that includes 19 students without disabilities and 6 students with disabilities. One student has an emotional and behavioral disability. She has tantrums in the classroom about three times a week. She refuses to follow directions about 30% of the time. She gets angry with her peers when working in groups and threatens her peers when she does not get her way.

List or describe one or more strategies that you would use to promote positive peer interactions for the girl with the emotional and behavioral disability.

METHODS

Participants:
482 New York educators from all grade levels

Methods:

- Content analysis using a deductive approach (7 EBPs, HLPs, 8 Promising Practices)
 - Step 1: Identified meaning units from each participant’s response
 - Step 2: Meaning units were condensed into individual, coherent ideas for each participant."
 - Step 3: Coded each condensed meaning unit into NR, Not an HLP/EBP, and specific HLPs, EBPs, and Promising Practices
 - Categories
- EBP nomination type :
 - Count of evidence-based practices applied in answering the research question

RESULTS

| Evidence-Based Practices | Freq | High Leverage Practices | Freq |
|-----------------------------|------|---|------|
| Token Economy | 26 | HLP 17: Use flexible grouping | 92 |
| Self-Management | 11 | HLP 9: Teach social behavior | 52 |
| Peer-Mediated Interventions | 4 | HLP 8: Provide positive & constructive feedback | 47 |
| Check-In Check-Out | 3 | HLP 7: Establish a consistent, organized, and respectful learning environment | 44 |
| Group Contingencies | 2 | | |
| Total EBPs | 46 | Total HLPs | 235 |

RESULTS

- Frequency of NR: 121 participants (25%)
- Frequency of Not an EBP/HLP (either not an EBP/HLP or may be an EBP/HLP but not appropriate for intervention in this scenario): 712 nominations across 310 participants (59%; 64%)
- Total Promising Practices: 66
- Top 4 Promising Practices:
 - Behavior-specific praise: 18
 - Behavior contracting: 16
 - Instructional choice: 15
 - Goal-setting 12
- Out of 7 EBPs appropriate for responses, 5 were nominated

CONCLUSION

- Inclusive education relies heavily on teachers’ preparedness and confidence in implementing effective strategies.
- Without sufficient understanding of EBP, educators may struggle to support students with EBD leading to reduced academic and social outcomes.
- This research aims to identify gaps in teacher knowledge and attitudes.
- Findings can inform professionals for development and policy changes to enhance inclusive practices.
- Educators, administrators, and policymakers will benefit from insights on where training and resources are most needed.
- Students with EBD will also benefit from improved instructional and behavioral supports in general education settings.