

BEST PRACTICE REVIEW

Best Practice Review: Students with Emotional Behavior Disorders in the Inclusive  
Classroom

by

Paul F. Baker

A Master's Project  
Submitted in Partial Fulfillment  
of the Requirements for the Degree of  
Master in Science in Education  
Curriculum and Inclusive Instruction  
Department of Education  
State University of New York at Fredonia  
Fredonia, New York

May 2014

BEST PRACTICE REVIEW

State University of New York at Fredonia  
Department of Curriculum and Inclusive Instruction

Certification of Project Work

We, the undersigned, certify that this project entitled Best Practice Review: Students with Emotional Behavior Disorder in the Inclusive Classroom by Paul F. Baker, Candidate for the Degree of Master in Science in Education, Curriculum and Inclusive Instruction, is acceptable in form and content and demonstrates a satisfactory knowledge of the field covered by this project.



Master's Project Advisor  
EDU 691 Dr. Robert Dahlgren  
Department of Curriculum and Inclusive Instruction

May 7, 2014  
Date



Dr. Mira Berkley  
Department of Curriculum and Inclusive Instruction

5.16.14  
Date



Dean Christine Givner  
College of Education  
At SUNY Fredonia

5-20-14  
Date

## BEST PRACTICE REVIEW

### **Abstract**

Students with Emotional Behavior Disorders (EBD) are being mainstreamed into the classroom at a rapid pace. Administrators are feeling the pressure from the state and national governments to include students with EBD into the inclusive classroom. A Best Practice Review will be carried out to discuss research based Best Practices to use in the classroom. The literature will be reviewed to see if students with EBD can be placed in the inclusive classroom setting and if they can, what types of interventions have been proven effective. The interventions strategies will be discussed in detail so teachers can apply it to their own classroom. Also, research based studies will be discussed that show the effectiveness or lack thereof in each intervention. The Best Practice Interventions that will be discussed include Class-Wide Peer Tutoring, Mystery Motivators, and The Good Behavior Game.

**Table of Contents**

Abstract.....	ii
Introduction.....	1
Review of the Literature.....	7
Methodology.....	16
Application.....	25
Discussion and Conclusion.....	36
References.....	41

## Introduction

Throughout the years, students with Emotional Behavior Disorders (EBD) have been placed in a variety of classroom environments ranging from the inclusive education classroom to the self-contained setting (Cassidy, 2011). With the emergence of inclusive education over the last ten years, thanks in part to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), there has been much debate as to which classroom conditions are best for these students (United States Department of Education, 2004). Smith, Katsiyannis, and Ryan (2011) stated [that](#), “currently, slightly over a third of students with emotional behavior disabilities spend more than 80% of their time inside the regular education classroom, as compared with over half of students with other disabilities” (p. 185). With the implementation of IDEA, schools ensure that diverse and exceptional learners in the United States are given a free and appropriate public education that meets their needs in the least restrictive environment (United States Department of Education, 2004). Students with EBD can succeed in the inclusive classroom setting (Cook, Landrum, Tankersley & Kauffman, 2003) but unfortunately, all involved in the process are not properly trained to deal with students with EBD. Under what conditions can students with EBD be included into the inclusive classroom setting?

Teachers are a vital part in the support system to incorporate students with EBD into the inclusive classroom setting. Cassidy (2011) stated that, “Teachers’ attitudes toward integration appear to vary with their perceptions of the specific disability as well as their beliefs about the demands that students’ instructional and management needs will place on them (p. 2). Part of the reason why teachers have varying attitudes is because the proper training and classroom procedures that are needed to deal with a student with an

emotional behavior disability are not in place. As more and more students are mainstreamed into the inclusive setting to provide the least restrictive environment, teachers are going in blindly with no support system or proper strategies to make students with Emotional Behavior Disabilities successful in the classroom. Salmon (2006) stated that students with EBD “were almost three times as likely to be suspended for over 10 days as other students with disabilities” (p. 49). Based on experience in the classroom, a student with special needs cannot be suspended from school if his or her disability is causing the bad behavior, only if the behavior is not linked to a disability (United States Department of Education, 2004). As a result, if teachers and support staff are not properly trained, students will fall through the cracks and miss crucial instructional time while they are suspended from school. It is integral that teachers know proper strategies to use with students with EBD. Cassidy (2011) stated [that](#), “One of the many factors that may affect educational professional’s attitudes toward the inclusion of students with disabilities including the level of confidence they have to teach children, the support they are receiving, and opportunities for collaboration” (p. 2). In order for a teacher to feel comfortable teaching students with EBD, the proper strategies need to be readily available such as a Best Practice Review that displays the strategies to help students with EBD through their [lives](#). If the proper strategies are put in place while the student is still in the school, the student has a better chance of succeeding in post school world. Students with EBD struggle to succeed in post school outcomes. Smith, Katsiyannis, and Ryan (2011) stated [that](#), “Only 20 percent of students with emotional behavior disorders who exited the school system received a high school diploma” (p. 186). This is a disturbing statistic that shows that students with emotional behavior disabilities are not

receiving the necessary support to succeed in the least restrictive environment. Part of this can be attributed to lack of support given to school staff to properly educate these students. Although there has been progress in recent years such as the Department of Education “granting a \$3 million pilot program that will test the theory that training adults in a school community about the effects of trauma on young minds will help all students at school socially and academically, especially special education students with emotional and behavior disorders” (Adams, 2014, p. 1), there is still much more work that can be done. Coming up with successful strategies to use and to properly train not only the teacher, but the support staff, will help students with Emotional Behavior Disabilities be successful in the inclusive classroom.

A Best Practice review will be put together outlining various strategies to use in the inclusive classroom with students with emotional behavior disorders. The list of strategies includes, but not limited to Class-Wide Peer Tutoring (CWPT), The Good Behavior Game, and Mystery Motivators. The purpose of the Best Practice review is to better educate teachers and support staff to properly deal with students with EBD in the inclusive setting. While student teaching in an inner city school, there were numerous students EBD in the inclusive classroom. It was evident that these students were not receiving the proper support to promote success in these classrooms. The paraprofessionals were not properly trained to deal with these students and it was also evident that the classroom teacher was not provided the proper training to effectively deal with these students. As a result, the classroom environment on a daily basis was chaotic for both the students and staff in the room. After completing this experience, researching and learning about students with emotional behavior disorders became a top priority.

A Best Practice Review originally came from the business world in which it stated that best practices are a “set of guidelines, ethics, or ideas that represent the most efficient course of action”(Best Education Practices [BEP], 2013). Companies would pick the most efficient way to complete a task and stick with it to become successful. In the education world, the definition is similar. In education, Best Practice means a research based idea or intervention that works in a particular situation (BEP, 2013). When teachers implement Best Practice strategies, it is a way to assess students in the hopes of achieving positive changes in student’s attitude or academic behavior (BEP 2013). The purpose of this paper is to look at previous empirical research in an attempt to find effective best practices to use for students with EBD in an inclusive classroom setting.

As noted above, some of the strategies that will be discussed throughout the Best Practice Review will be the Good Behavior Game, CWPT, and Mystery Motivators. Each study will be looked at in detail throughout but an overview will be given on them. Class-Wide Peer Tutoring (CWPT) is an effective practice to use in an inclusive classroom setting. In CWPT, students form pairs and take turns becoming the tutor and the tutee. Based off experience in the classroom, sometimes students learn better through their peers than their teacher. According to Barish, Saunders [and](#) Wolf (1969) The Good Behavior Game is an “interdependent group contingency technique in which consequences of behavior are administered to a group of students as a function of the group’s performance as a whole (p. 119). Barish et al., (1969) also stated [that](#), “In a game-like atmosphere, each team of students earns point, which are recorded on the board, and later exchanged for reinforcers” (p. 120). In order for student to receive

points, it is crucial that all members of the team display appropriate behavior. Each version of the game can vary but the premise of the game is that it focuses on behaviors that want to be changed to appropriate behaviors. Having other classmates around the student causes the inappropriate behavior can encourage him or her to adjust (Harris & Sherman, 1973). A Mystery Motivator is another proven strategy to use for students with EBD. According to Musser, Bray, Kehle, and Jenson (2001), “Mystery Motivator is an unknown positive reinforcer that is applied by using an envelope with the target child’s name and a question mark prominently written on it. Within the Mystery Motivator envelope is an item or picture of an item that has been determined to be highly valued by the child” (p. 295). The game can also be played with charts and boxes, as that will be discussed later in the section. Some of the many strategies have been listed to better help an inclusive classroom teacher work with students with EBD.

The purpose of taking an in-depth look at students with EBD is that it has been proven through studies that students with EBD can succeed in the inclusive classroom setting with the proper support (Cheney & Harvey, 1995; Nickerson, Brosf, & Shapiro, 2000; Shapiro, Miller, Sawka, Gardill, & Handler, 2000). The support that is necessary is lacking across the board and as a result, that is why the issue is being studied. After looking through all of the studies that are provided, it shows that school districts are still hesitant to allow students with Emotional Behavior disorders to be mainstreamed into the inclusion classroom. Parents, teachers, administration, and even the community have several concerns. Many of these concerns can be addressed through showing that teachers and support staff are receiving the proper training to help support students with EBD succeed in the inclusive classroom setting ([Nickerson et al](#)). The primary research

question that drove this inquiry to produce a Best Practice Review is “Under what conditions can students with Emotional Behavior Disorders be successful in the inclusive classroom setting?”

## Review of the Literature

Over the years research on students with Emotional Behavior Disorders (EBD) has increased but it is evident it is not where it needs to be. The important area of research throughout this Best Practice Review were students with EBD because there is a 50% dropout rate among students with EBD and also, what is the best classroom environment for these students (Nickerson, Brosf, & Shapiro, 2004). While thinking about what is the best classroom environment for students with EBD is, it is important to provide the least restrictive environment for every child (IDEA Department of Education, 2004). After reviewing the research, it is evident that students with EBD can be included into the inclusive classroom setting but there are many factors that need to be considered prior to implementation (Cheney & Harvey, 1995; Nickerson, Brosf, & Shapiro, 2000; Shapiro, Miller, Sawka, Gardill, & Handler, 2000). Some of the factors include but are not limited to strategies that are proven effective with students with EBD and also how to properly train not only the teacher, but also the entire staff.

### Emotional Behavior Disorders

Over the years in education, there have been many misconceptions as to what the definition of students with EBD is. EBD is referred to as emotional disturbance under that classification of the 13 disabilities (United States Department of Education, 2004). According to the Individuals with Disabilities Education Act (IDEA), emotional disturbance “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 (United States Department of Education). The characteristics

include (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, and (e) a tendency to develop physical symptoms or fears associated with personal or school problems (United States Department of Education).

### **Students with EBD in the Inclusive Classroom Setting**

\_\_\_\_\_ Students with emotional behavior disorders have a higher dropout rate than any other disability. As stated before, that number is about 50% (Nickerson, et al.).

Nickerson, et al (2004) conducted a study to determine what the best setting for students with EBD was. The goals of her study were “to compare skills related to successful inclusion across a one-year time period for students with EBD, assess the skills for inclusion and strengths of these students, and determine the extent to which school behavior, problem severity, and skills predict positive outcomes for students with EBD” (Nickerson, et al., p. 41).

In order to determine if these students had the skills to survive in an inclusion classroom, the Scale for Predicting Successful Inclusion (SPSI). SPSI was a “60-item standardized rating scale that includes four subscales: Work Habits, Coping Skills, Peer Relationships, Emotional Maturity, and a Successful Inclusion Quotient (Nickerson, et al., p. 41). The study was used with 84 students with EBD (Nickerson, et al.). The 9-point scale measures work habits, coping skills, peer relationships, and emotional maturity (Nickerson, et al.). During the first time period, the students completed this test

to determine if they had the skills to be placed in an inclusion classroom. The results showed that these students did not score high enough in the categories to be placed in an inclusion classroom (Nickerson, et al.). After a one year time period, this test was given again to see student progress, and once again determine if the students possessed the skills to be placed in an inclusion classroom. After the initial test was given, the students were provided a variety of services for one year until the next test. These services included individualized instruction, behavioral interventions, social skills training, assessment, consultation, individual and group counseling, and interdisciplinary collaboration (Nickerson, et al.). When the test was given a second time, there were signs of improvement (Nickerson, et al.). This study shows different support services that students with EBD received which showed signs of improvement. However, Nickerson et al (2004) stated “the inclusion of students with EBD into general education setting appears to require intensive training of school personnel, consultative support, and specific interventions (p. 46).

In a study conducted by Cheney and Harvey, the research also focuses on the inclusion of students with EBD into the inclusive classroom setting. The purpose of the study was to “analyze data that had been collected over a 13-year period of a school district that “made a commitment to expanding and improving programs for students with EBD and to a policy of including special education students in regular classrooms (Cheney & Harvey, 1995, p.3).” The study took place in a northern New England city that had a population of roughly 80,000. The school districts enrollment was at 12, 244 (Cheney & Harvey). Out of the 16 schools in the district, there were 1, 237 students labeled as special education and of those students, 118 of the students were classified as

EBD (Cheney & Harvey). The students that qualified as EBD made up 10% of the Special Education population (Cheney & Harvey). Data was collected on the district at 4 separate times during the years of 1981, 1988, 1991, and also 1993 (Cheney & Harvey). The majority of the data was looked at from 1988 and on due to the time period of adaption of inclusion (Cheney & Harvey). Throughout the years of this study, teachers and support staff were provided with many trainings regarding inclusion and also trainings oh how to properly teach students with EBD (Cheney & Harvey). There were over 200 meetings and workshops to address inclusion (Cheney & Harvey). In addition, the school district created committees including parents and also increased the support staff. At the end of the data collection, it showed that there are more students with EBD in inclusive classrooms (Cheney & Harvey). When data was collected in 1988, there were 21 students that were mainstreamed into the inclusive classroom settings. By 1993 when data was collected again, 7 of the 21 students had graduated, while another 7 were still in school and on track to graduate (Cheney & Harvey). Unfortunately 7 of the students dropped out of school. Although 7 students dropped out of school, the percentage of the 21 students who are on track or will graduate is a little over 59% (Cheney & Harvey). The average for students with EBD to graduate in New Hampshire was 28% and the national average was 36% (Cheney & Harvey). Although school districts would like to see all of their students with EBD graduate, the percentage of students that graduated out of the study is encouraging because it is above the average. The study shows there is promise to including students with EBD into the inclusive classroom setting with the proper training and support (Cheney & Harvey).

In a study conducted by Shapiro, Miller, Sawka, Gardill, and Handler, it “consisted of a three year inservice project to facilitate the inclusion of students with EBD (p. 83).” The purpose of the study was to describe the outcomes of facilitating an inservice program to help students with EBD (Shapiro, Miller, Sawka, Gardill, & Handler, 2000). Out of all the studies and data so far, one of the biggest reasons teachers do not feel prepared to teach students with EBD is because they do not feel properly trained (Heflin & Bullock, 1999). In the study provided by Lehigh University, 25 surrounding school districts decided to take part in the program (Shapiro et al.). Out of the 25 districts, there were 44 students with EBD were picked for this study (Shapiro et al.). The initial training took place over a two and a half day period. The teachers were exposed to a variety of intervention strategies to help include students with EBD into the inclusive classroom (Shapiro et al.). Following the training, the staff was given 6 to 8 weeks of consultation from the trainers. The trainers were available 2 hours a day, 3 days a week to help teachers implement these strategies into the classroom (Shapiro et al.). The trainers would also help support staff in the school (Shapiro et al.). The results of including students with EBD into the inclusive classroom were mixed. However the reason that they were mixed is because the schools that failed to implement the program did not receive their support from the trainer immediately after the training (Shapiro et al.). There was a waiting period. However, as soon as the consultant was provided, students’ academics went up and behaviors went down (Shapiro et al.). For the schools that were provided immediate consultation after the training, the interventions strategies proved to be successful (Shapiro et al.). The study shows that with the proper support, students with EBD can be included in the inclusive classroom. Although many trainings

have been provided in the past for schools, having the consultation present while the intervention is being implemented helps because the teacher can ask questions and make adjustments to make sure it works properly for the classroom.

### **EBD and Schools**

In order to make serious changes to a district's policy on students with EBD, the school not only needs the backing of the teachers to be successful, but the entire community. According to the Westerly Public School District, "there must be a community acceptance that all children can learn" (Dodge, Keenan, Lattanzi, 2002, p. 34). The first order of business is to make sure the necessary resources are available to accommodate these students. It is important to this district to train its personnel. Not only do they make the teachers take part in every training; they also make the administrators and support personnel go to these trainings. The support staff could include "bus drivers, custodians, cafeteria workers, and secretaries" (Dodge et al. p. 25). Even though it is not required for parents and community members to go to trainings, they were encouraged to do so. The community plays an important role to the success of incorporating students with emotional behavior disorders in the general education classroom. Also vital to the success is cooperative learning, peer tutoring, and curriculum modification (Dodge, et al.). The district feels that collaborative teaching is also very important to the success. Collaborative teaching has two teachers in the room at all times with one of the teachers having knowledge of the content while the other teacher has the ability to modify the curriculum and create behavior interventions (Dodge, et al.). The district is trying its hardest to incorporate students with emotional

behavior disorders into the general education classroom and the district feels that collaboration throughout the community can strengthen the school's ability to serve students with EBD. This study is significant because it shows that [more](#) the [just the](#) classroom teacher should be trained to deal with students with emotional behavior disorders.

According to the late philosopher Vygotsky (1934), social interaction is important, but also necessary for learning to occur. Currently, only 26 % of all students with EBD spend more than 79 % of the school day in the general education environment (Malmgren, Causton-Theoharis, 2006). Of those students placed in the inclusive setting, support staff is often placed in the setting to assist the student. Malmgren et al (2006) [studied](#) the close proximity of a paraprofessional often interferes with peer interaction and relationships. The setting took place in an urban elementary school in Washington. A student referred to as Gary took part in the survey because he had a one-on one paraprofessional by his side at all times due to his disruptive behavior (Malmgren, et al.). The paraprofessional would be with this student the entire day for the whole year. The results of the study showed that having the paraprofessional by his side at all times inhibited his ability to socialize with other students in the classroom (Malmgren, et al.). The student was observed for a total of 420 minutes and completed 84 interactions with others. Fifty-two percent of the interactions were with adults and another ten interactions were with one student in particular. That left only 16 interactions with students without disabilities. While the paraprofessional was out of the room for her break, 29 of his 32 peer interactions took place (Malmgren, et al.). As a result, this study suggests that the use of paraprofessionals for students with emotional behavior disorders needs to be

reexamined to determine if it is the best educational situation for a student. Through research, it will be determined if the use of a paraprofessional benefits students with EBD in an inclusive setting.

According to Sawka, McCurdy, and Mannella (2002), students with EBD are more at risk for poor outcomes than any other student population. In the last 10 years, services for teachers dealing with these students have risen twenty percent, but many teachers still feel ill prepared to teach students with emotional behavior disorders (Sawka, et al.). In the study, Sawka, McCurdy, and Mannella completed a teacher training to help teachers deal with students with emotional behavior disorders. The researchers found topics that they felt were important to best deal with these students and the list included ecological behavior management, academic assessment, academic intervention, and behavioral intervention (Sawka, et al.). Unlike many teacher based training, consultation was available once a week on site for approximately 12 weeks (Sawka, et al.). This study is significant because it shows that teacher training can be effective if done properly. In this study, consultation was available for an extended period of time following the training and teacher response was great to the consultation because if they were confused about any of the strategies, they had professional help to lean on. Teachers explained that with the help of consultation following the training, they felt more equipped to work with students with emotional behavior disorders.

Over the years, school districts have been feeling pressure from the state and national government to provide the least restrictive environment for all students (Heflin & Bullock, 1999). Students are being placed left and right into these settings without any input from the classroom teacher (Heflin & Bullock). [Heflin and Bullock prepared a](#)

[survey](#) named Teacher Perceptions of Including Students with Disabilities to determine what teachers think of inclusion of students with EBD and what is needed to successfully include these students. The most predominant factor that was found was that teachers are not receiving the proper training to deal with these students. Without necessary training, teachers can unintentionally worsen behavioral crises (Heflin & Bullock). Using a series of nine open-ended questions, teachers identified the variables critical for successful inclusion practice. They included instructional support, training for school personnel, and careful planning and systematic implementation (Heflin & Bullock). This study is significant because it gives a teachers perspective as to what is important for students with EBD to be successfully included into the inclusive setting (Heflin & Bullock).

[There are many strategies that have been proven effective with students with EBD throughout the years. The following section will include intervention strategies that have been proven effective with students with EBD. In the following section, each strategy will be explained in detail.](#)

## **Methodology**

Over the years, research on students with emotional behavior disorders has increased but is not where it needs to be today. I developed a best practice review outlining various strategies to use in the inclusive classroom with students with emotional behavior disorders. Students with Emotional Behavior Disorders (EBD) are being mainstreamed into the classroom at a rapid pace while teachers are feeling unprepared to deal with students with EBD due to a lack of training and lack of strategies to enact to help students out (Snyder & Sutherland, 2007). According to a study in Georgia “43% of the high school students with behavioral disorders were transferred directly into regular classrooms” (Bell, 1990, p. 565). The list of strategies that can be used in an inclusive classroom to better help the teacher includes teacher praise, Class-Wide Peer Tutoring (CWPT), and The Good Behavior Game. Although these are excellent strategies to use for students with EBD, the options are not limited to only these 3 strategies. The following section will give an in depth explanation on each strategy and how to successfully implement it in the classroom.

### **The Good Behavior Game**

The Good Behavior Game is an interdependent group contingency technique in which consequences of behavior are administered to a group of students as a function of the group’s performance as a whole (Ohio Department of Education [ODE], 2013). It is a team competition for prizes, privileges, and special activities (Harris & Sherman, 1973). Checkmarks are recorded on a white board where students’ names are placed. The checkmarks represent disruptive behavior (ODE). It is a technique that has been proven

to be effective in reducing disruptive behavior (ODE). In order to include students with EBD into the inclusive classroom, techniques need to be used to give the students the best classroom environment to learn. Prior to implementing the game the teacher needs to gather the appropriate materials. The teacher will need a magnetic whiteboard for the scoreboard where the stars are placed and also a timer (ODE). The rewards for students can be predetermined by the teacher or decided on as a whole class on the first day of the program. Also prior to implementing The Good Behavior Game the targeted disruptive behaviors that the teacher would like to decrease need to be identified (ODE). The teacher can select up to four targeted behaviors. Any more than four would make it difficult to collect accurate data (ODE). Once the behaviors have been established a few weeks in advance, the teacher should select teams. At least one week before the start of the game, the classroom seating should be arranged so that the room is divided conveniently into thirds. Whatever sections the student is in, that is his or her team (Harris & Sherman). The teacher should divide teams based on previous academic and behavior assessments. Three weeks prior to the start of the game, the rules for classroom behavior should be clearly displayed in the room so that everyone can see them (ODE). Teachers must remind students each day what the rules are. Two weeks prior to the start, baseline data collections should begin. Each team receives a check mark if a member of their team violates one of the targeted behaviors determined by the teacher (Harris & Sherman). As stated before, there should be no more than four targeted behaviors. The assessment takes place over a 10-minute period without the students' knowledge. The teacher will continue to complete three baselines a week over the next two weeks (ODE). If all assessments are lopsided and not even close to competitive, teams can be rearranged

but then baseline data would need to start over. With one week left before the start of the game, the teacher should put a sign up in the room that is big enough for everyone to see. The sign will state the rules of The Good Behavior Game and the students will be introduced to the rules and be aware that they will participate in the game (ODE). The class will go over the rules during the week leading up to the game. Also a scoreboard made of poster board will be placed in the room indicating the teams' star total. On the first day of the game, the students will be told who is on their team. The classroom should be prearranged at this point to break the students up into sections based on previous assessments (Harris & Sherman). Also, students will receive a rules list for the game. It will indicate the disruptive behavior indicators and also the rules of the game. It is important that students understand the expectations of them so the class will go over the entire rulebook so that participants understand what is expected of them. As a whole class, the students and teacher will then vote on what the rewards are going to be (Harris & Sherman). The teacher has a right to veto. The teams will also need to pick a Team Leader who is responsible for passing out the rewards and placing the stickers on the chart. In some studies, it suggests picking a shy student or a student that does not socialize well with the class so it will bring the positive behaviors out through positive team interaction (Harris & Sherman). The teacher will then explain to students that, for each disruptive behavior displayed by a team, the team will receive a check mark. When the behavior is displayed, the teacher will go over to the whiteboard where the team names are listed and put a check next to their team name. If the students receive four or fewer checks within the 10-minute assessment, they win (ODE). If their team receives 5 or more checks, they will not win the prize. Multiple teams are permitted to win the

game as long as they receive four or fewer checks based on the disruptive behavior indicators. The winning team will receive one of the reinforcers that were determined prior to the start of the assessment (Harris & Sherman). The 10-minute assessments should increase as the days go on and also include other subjects so that eventually the teacher can add up all of the points for the day and give an extra reward to the team with the least check marks as an added incentive. At least once a week, one assessment should be conducted without the students' knowledge to determine the long-term effect in a specific classroom (ODE).

### **Mystery Motivators**

Another strategy that has been proven effective with students with EBD is Mystery Motivators. Mystery Motivators is a strategy used when unknown rewards are used for engaging in appropriate behavior (Murphy, Theodore, Aloiso, Edwards, & Hughes, 2007). Since the students are not aware of the reward that they will be receiving, interest remains at a high level of anticipation (Musser, Bray, Kehle, & Jenson, 2001). There are resources needed prior to starting this game so it is important that the teacher plans accordingly. Mystery Motivators can be used as a dependent group or independent group variable (Kehle, Bray, & Theodore, 2000). If the teacher wants to make it an independent group, then the students would focus on the select few students that display inappropriate behavior. In an independent group contingency, the students' rewards are individually determined based on his or her specific behavior (Kehle et al.). In a dependent group contingency, the strategy allows the entire class to enjoy the reinforcer. In the dependent group, the teacher still focuses on a select few students that

he or she wants to reduce disruptive behavior. The students that he or she focuses on still partake in the Mystery Motivator strategy like they would in an independent group. The students would still follow the same procedures and would have an opportunity to fill in the chart, but now the entire class will benefit from it (Kehle et al.). Every time the targeted student gets to come up to the board and mark a Mystery Motivator on the chart, every student receives a point and every student in the room will receive the award (Musser et al.). There are three tools used to create the reward system. Charts, envelopes, and boxes have been used throughout many studies (Musser et al.) (Murphy et al.) (Moore & Waguespack, 2000). If the teacher chooses to go in the route of a Mystery Motivator weekly chart, it has to be made by the teacher prior that includes spaces with each day of the week. A teacher will need an invisible marker so that he or she can decide the frequency that the student should receive the reward (Moore & Waguespack). According to Musser et al (2001), it is a good rule of thumb to start with a frequency of 3 to 4 times a week and gradually reduce that number as the behavior improves. After completing a monthly chart, it is important to mark the chart with invisible ink to determine on which days you would like your student to be rewarded. Once the chart is made, it is important for the teacher to select targeted behaviors that he or she wishes to reduce (Moore & Waguespack). The teacher would need to decide on an appropriate time during the school day that the program could be successful and then decide on a minimum criteria that the student must meet to receive his or her “mark on the calendar” (Moore & Waguespack, 2000, p. 3). When a student comes up to mark their calendars after displaying the appropriate behavior, the invisible mark will either show up or not. If the mark does indeed come up, the student will have the opportunity to choose from the

reward list that is provided (Moore & Waguespack). If the student does display the proper attitude and does receive the opportunity to make the mark but comes up empty handed, the teacher should remind them that there are still plenty of rewards to uncover (Moore & Waguespack).

If a teacher decides to use envelopes instead of a chart, a majority of the criteria are still the same. The only thing that changes is how the student receives the Mystery Motivator. If the teacher decides to use envelopes, the teacher would stuff envelopes with various rewards inside of them written on an index card. Each index card will be a different reinforcer predetermined by the students while some envelopes will be blank (Musser et al.). The teacher will then hang the envelopes around the room. When the student earns the Mystery Motivator, he or she will choose an envelope. If the student is not tall enough, it is a good idea to have the teacher grab the envelope. Once the student opens up the envelope, there will either be a reinforcer or no reward (Musser et al.). Once again, if the student does not receive a reward, remind the student that there will be more to come.

The last tool to use for Mystery Motivator is a box. In the study in which they use the box, it is focusing on a preschool class (Murphy et al.). The box is decorated and put at the front of the classroom. Using the Mystery Motivator strategy, the teacher explained to the students what they were doing and what she expected out of each student. The way that the box method is different is that if a mystery motivator is picked out of the box, there is always a reward (Murphy et al.). The way that the students can pick out of the box is through morning activity time. If any student in the classroom receives 5 or more checks based on the behaviors being measured, the class was not able

to select from the Mystery Motivator box (Murphy et al.). But if no student received 5 or more checks, the class was able to pick one random reward out of the box. As stated before, the difference between the box and other methods is that every time a mystery motivator is picked, there is a reinforcer provided. Using a chart or envelopes are the most common forms to use for Mystery Motivators. The only case that was found to use a box was in a preschool setting so it seems that the box is geared more toward preschool children while the chart and envelopes are geared more towards grade level children.

### **Class-Wide Peer Tutoring**

There are many strategies that have been proven effective over the years with students with emotional behavior disorders. One in particular is Class Wide Peer Tutoring (CWPT) (Bell, 1990). Facilitated by the teacher, CWPT is a peer tutoring strategy used in the school system where one student becomes the tutor and the other student becomes the tutee (Bowman-Perrott, L., Greenwood, C., & Tapia, Y, 2007.) In order to implement the strategy successfully, the teacher must start by explaining why the classroom is using it. In CWPT, the strategy stresses the idea of increased opportunities for practice and on-task behaviors (Bowman-Perrott, et al.). Based on experience, it also needs to be explained to students that this is not a competition. Some students do not want to help their partners because they want to be one of the first people done with the assignment. It is important to stress that it is not a race, rather making sure everyone understands that concept at hand. Next, it is important to go over the roles of each student. It is important for students to understand what is being asked out of them whether they are the tutor or tutee (Snyder & Sutherland, 2007). CWPT emphasizes

putting procedures in place such as feedback for correct responses, error correction procedures, and score keeping (Bowman-Perrot et al.). Once the students feel comfortable with their role as the tutee or the tutor, the teacher must emphasize appropriate behavior while taking part in CWPT (Snyder & Sutherland). Per teacher discretion, creating the groups ahead of time factoring in working relationships among students might be a good idea. Prior to the first implementation of CWPT during a subject being taught, the students should then practice on each other while the teacher can give feedback (Snyder & Sutherland). That way, once the core subject is being taught, the strategy can be put right in place. After students have practiced enough times that the teacher feels comfortable, the teacher can create a discussion about the process. After the discussion, the teacher can let the students reverse roles so they feel comfortable in both roles prior to instruction (Snyder & Sutherland). Once the students understand their roles in CWPT, it is a strategy that has been proven effective in helping students with EBD (Bowman-Perrot, et al.).

There are many studies that show the effectiveness of CWPT while working with students with EBD. One study in particular focused on facilitating mainstreaming of students with behavioral disorders using class wide peer tutoring (Bell). In the study conducted by Bell, CWPT was associated with increases in the individual test scores of the students with behavioral disorders and with statistically significant increases in the average test scores for the groups of highest, middle, and lowest achieving students (Bell). There were a total of 59 students that participated in the study, including 6 students classified as EBD (Bell). The results of the study show CWPT was associated with increases in test scores (Bell). Bell commented: “Students with EBD were scoring

nearly 3 letter grades lower than the students without disabilities prior to the study. As soon as CWPT was implemented, the differences between the groups narrowed to statistically no significant differences” (p. 570). The implementation of CWPT had many benefits that included “active engagement and frequent opportunities to respond, CWPT is student focused, and also students feel more confident” (Bell, p. 570). CWPT is a strategy that can be successful with students with EBD that are integrated into the inclusive classroom setting (Bell).

Throughout this section, each strategy has been discussed in detail explaining how to implement the game. Regardless of how detailed an intervention strategy might be for an educator, educators always want to know if a certain strategy has been proven effective prior to their own implementation. The following section will include detailed studies that show each intervention strategy and its effectiveness with working with students with EBD. CWPT, Mystery Motivators, and The Good Behavior Game will be divided into sections with empirically based studies that focus on each specific strategy.

## Application

There are many strategies that have been proven effective to work with students with Emotional Behavior Disorders (EBD) over the years. Out of the many strategies that have been prove effective, three strategies will be discussed from the previous section that show the effectiveness of each strategy. The three strategies include Class-Wide Peer Tutoring, Mystery Motivators, and The Good Behavior Game. Students with EBD are being mainstreamed into the inclusive classroom setting at a rapid pace. In order to provide the best classroom environment for all students, it is crucial that teachers are properly trained and supported in the classroom environment (Perrot, 2009). In this section, The Best Practice Strategies that were discussed in the previous section will be proven to be effective when working with students with EBD. A review of empirical data articles where each strategy has been proven effective through previous studies.

### Class-Wide Peer Tutoring

Class Wide Peer Tutoring (CWPT) is a peer tutoring strategy used in the school system where one student becomes the tutor and the other student becomes the tutee (Perrot, 2009). CWPT has many benefits for both the teacher and the student. According to Toppings (2001), “the benefits for the teacher include increased opportunity to individualize instruction, increased facilitation of inclusion, opportunities to monitor student performance individually, and opportunities to reduce inappropriate behaviors” (p. 43). Toppings also states that, “there are many benefits to peer tutoring for students also. Benefits include higher academic achievement, improved relationships with peers, improved personal and social development, and increased motivation” (p. 46). Not only does it have benefits for both the student and the teacher, but also for the classroom as a

whole (Toppings). Also found in Toppings' research, it shows that the classroom environment improved by increasing student engagement from 46%-75%. In this study, CWPT also saw an increase in more opportunities for students to respond socially and academically (Toppings). Students with EBD often lack the necessary skills that are necessary to be socially active so it is important to see that social interaction has gone up as a result of CWPT. This will not only benefit the student in the classroom, but also outside the classroom where he or she is involved in many of the social situations that come with being a child.

A study conducted by Sutherland and Snyder using CWPT was conducted at a middle school classroom. Sutherland and Snyder (2007) stated: "Research on CWPT has spanned over 30 years but a majority of the research has been conducted at the elementary level" (p. 103). Although the research has improved at the middle school level and high school level, improvements can still be made. Identifying students with emotional behavior disorders at an early stage is important, but these students still need the support system at the upper grade levels. In a study conducted by Sutherland and Snyder, the setting consisted of a middle school classroom with students with EBD. The study took place in a southeastern U.S. city. There were four students with EBD that participated in the study during reading instruction time (Sutherland & Snyder). The teacher was a 16-year veteran who used previous data to group her students appropriately. Throughout this study, the higher performing student would start the reading passage and stop at the end of each paragraph to identify the main idea (Sutherland & Snyder). The tutors would use questions that were predetermined by the teacher. After the students completed all the tasks, they reversed roles (Sutherland &

Snyder). A baseline was given prior to the testing to determine if the target behaviors had been reduced. The criteria for the target behavior included calling out when the teacher's expectation was for them to "quietly raise a hand, getting out of their seats without permission, throwing paper, and tapping their pencil on their desk" (Sutherland & Snyder, p. 107). The results of the study showed that, during the CWPT intervention, students' disruptive behaviors decreased (Sutherland & Snyder). A student identified as "Dee" saw their disruptive behavior per minute decrease from 4.8 to 1.3 disruptive behaviors per minute (Sutherland & Snyder). Many of the students saw a decrease in their disruptive behavior throughout the CWPT intervention. Not only did they see a decrease in disruptive behavior, but the study also saw an increase in active responding by the students (Sutherland & Snyder). One student by the name of "Latasha" saw her active responding per session start at 11.6 and finish with an active response of 26 responses per session (Sutherland & Snyder). On days that the intervention was not implemented, the students' disruptive behaviors started to increase.

Perrot, Greenwood, and Tapia (2007) conducted another study that showed the success of CWPT for students with EBD. In this study a total of 19 5<sup>th</sup> through 12<sup>th</sup> grade students with EBD in an urban and suburban school were participants (Perrot, et al.). The study took place over many classrooms to accommodate different grades. Pre tests were given to the students prior to the study on spelling (Perrot, et al.). The posttests were given at the end of each week or whenever the unit was over. In order to observe the on-task behaviors of the students, observations were taken four times throughout the semester. Each student was observed every 30 seconds for on and off task behavior (Perrot, et al.). The list of on task behavior included "listening to the teacher, asking or

answering academic questions, and following directions” (Perrot et al., p. 67). Off task behaviors included “disruptive behaviors such as hitting or yelling, inappropriate playing and engagement in inappropriate tasks” (Perrot et al., p. 71). The system they used was the Ecobehavioral Assessment Software System. Prior to the implementation of CWPT, the mean percent of on task behavior for Classroom 1 was 77% (Perrot et al.). While CWPT was being implemented, the on task behavior rose to 96% (Perrot et al.). In the second classroom, the on task behavior was 89% without CWPT and 100% during the CWPT intervention. The results from both classrooms indicated that on task behavior increased during CWPT (Perrot et al., 2007). A teacher that participated in the study commented that, she “noticed students given each other praise in other classes later in the day after CWPT” (Perrot et al., p. 78). In this study it shows that, even though CWPT was only implemented in one of the classrooms at a specific time, the strategy can be proven effective beyond the classroom to reduce disruptive behavior (Perrot et al.). Not only is the teacher liking the strategy, the students seemed to be receptive also. In a survey taken by students, 85% of students indicated that they liked CWPT (Perrot et al.). The authors noted: “Most of the middle school students thought their peer was nicer to them as a result of CWPT” (Perrot et al., p. 78) Many of the successes that can be found in this study also date back to a study conducted by Maheady, Sacca and Harper (1987). In their study, they also “found success with the use of praise between peers who typically have difficulty with positive social interactions, students were able to practice working cooperatively and accept being corrected by their peer teacher, students had frequent opportunities to respond and be actively engaged with academic content, low ability students were encouraged because they learned the material, high ability students

challenged themselves to exceed their score from previous work, reduction in off-task and inappropriate behaviors, and students generalized praise and positive peer feedback to other portions of the school days outside of CWPT” (Maheady, [et al.](#), p. 53). Having the positive peer feedback spill into the other parts of the school days is extremely important because it shows a reduction in the overall disruptive behavior. Maheady’s findings found that students with EBD were successful in serving as both tutors and tutees in reading, writing, and math classes (Maheady, [et al.](#)). Having students with EBD be effective as both the tutor and the tutee helps increase the effectiveness of CWPT for students with EBD (Maheady, [et al.](#)).

### **Mystery Motivators**

Class Wide Peer Tutoring (CWPT) has been proven to be an effective method to helping students with EBD, but there are many strategies out there. Another great strategy is Mystery Motivators. Mystery Motivators is a strategy used when unknown rewards are used for engaging in appropriate behavior (Murphy, Theodore, Aloiso, Edwards, & Hughes, 2007). The strategy can be used for both independent and dependent classroom groups (Kehle, Bray, & Theodore, 2000). For independent Mystery Motivators, only the target student has access to the reinforcer (Kehle, [et al.](#)). For dependent mystery motivators also known as group Mystery Motivators, the entire class has access to the reward for the positive behavior of the student (Kehle, [et al.](#)). There are many studies out there to prove the effectiveness of Mystery Motivators for students with EBD. Demartini and Scully (2000) completed a group mystery motivator study to determine the effectiveness. Prior to completing the study, criteria were determined to

measure inappropriate behaviors. The criteria included “students’ failure to respond to the teacher’s request for compliance, making noises, talking out of turn, out of seat, and staring off during instructional time” (Demartini-Scully, Bray, & Kehle, p. 150). When the baseline was given to the students, the interval of disruptive behavior was at 41%. When the strategy was put in place, the classroom saw a 20% drop in disruptive behavior (Demartini-Scully, et al.). When the strategy was no longer used, it saw the disruptive behavior increase by 25% (Demartini-Scully, et al.). The data provided shows that when the students no longer took part in the strategy, their disruptive behavior started to increase again. As a result, once the strategy is implemented, a teacher should see it through to get a better understanding of how well Mystery Motivators work with students with EBD.

In another study conducted by Kehle and Bray (2000), Mystery Motivators were used to reduce disruptive classroom behavior. The study took place in an elementary school setting. The classroom consisted of 23 students including 3 students that are classified as EBD (Kehle & Bray). The study focused on the 3 students by having a mystery motivator chart for each of the three students at the front of the room but is a dependent group due to the entire class being involved in the process (Kehle & Bray). The data criteria to measure disruptive behavior have been used in many previous studies. The criteria includes “noncompliance, calling out, making noises, out of seat, playing with objects, and orientating in a direction other than the teacher or assignment” (Kehle & Bray, p. 2) The rest of the class was made aware of the rules for the three students. Although this criteria was used to document behavior, it is “important to implement the criteria to align with your classroom rules” (Kehle & Bray, p. 2) If one or more of the 3

students received their Mystery Motivator based on the criteria, the whole class would receive a point. Once one of the students with EBD received a predetermined amount of points, not only would the participating student receive the prize, but also the entire class would receive the prize (Kehle & Bray). By having the entire class as part of the process, students can encourage the students with EBD to do well (Kehle & Bray). Having that extra support can go along way to help reduce behaviors. The results of the study were significant; from when the baseline data was taken to the end of the study, there was a 50% drop in disruptive behaviors (Kehle & Bray).

A study was conducted to show the effectiveness of Mystery Motivators as an interventions strategy for students with EBD. The study conducted by Musser, Bray, Kehle and Jenson (2001) commented that, “Mystery Motivators are a system with powerful evidence supporting improvements in child behaviors” (p. 295) According to Musser, et al., students with social and emotional disorders exhibit noncompliance to teacher requests along with numerous additional disruptive behaviors As a result, they conducted a study using Mystery Motivators because they have been shown to be effective in modifying inappropriate behavior (Musser et al.). The participants in the study included “3 students who met the New York State Board of Education Rules and Regulations for serious emotional disturbance” (Musser, et al., p. 296). The three African American students ranged in age from 8 to 10 (Musser, et al.). In this given study, the teacher used stickers as a system to receive their mystery reward. A specific number of stickers were earned at a rate of one for each 30 minutes of classroom time that the student was appropriately behaved (Musser, et al.). The student was able to “mark off a spot on the mystery motivator chart if he or she received a certain number of stickers”

(Musser et al., p. 298). A sticker could be taken away if a student failed to comply with a second request for a task (Musser, et al.). Once the student earned enough stickers that were determined by the teacher, the student was given the Mystery Motivator envelope. The mystery would be that students would not know what was inside of the envelope until they opened it (Musser, et al.). Once the student opened the envelope and identified the reward, he or she could redeem the prize once the card with the mystery prize name was turned back in to the teacher (Musser, et al.). The results of this study suggest that Mystery Motivators may be useful as an intervention for reducing disruptive behaviors in students with EBD. The students saw a decrease in their disruptive intervals when the intervention took place. Student One saw a drop in disruptive intervals from 39% to 9% (Musser, et al.). Student Two saw a decrease from 36% to 9% while student 3 saw a decrease from 36% to 11% (Musser, et al.). These studies show that Mystery Motivators are an effective strategy to use for disruptive behavior in the classroom.

### **The Good Behavior Game**

The last strategy that will be discussed is The Good Behavior Game. The Good Behavior Game has been used many times in studies to determine its effectiveness in the classroom. William Harris and James Sherman (1973) followed The Good Behavior Game Model in conducting a study on a group of 5<sup>th</sup> and 6<sup>th</sup> grade students in an inclusive education setting (Harris & Sherman). They followed the same rules as the original model in which they broke each classroom up into groups of two or three (Harris & Sherman). They noted that, “It is important to model appropriate behavior for students with EBD so breaking the students up into groups where each group member sees what it

takes to model appropriate behavior is helpful” (Harris & Sherman, p. 407). In Harris and Sherman’s study, disruptive behavior immediately declined once the game was put in place. They used the game in two separate math periods. They started out by only conducting it in the first class. The class that they conducted it in immediately saw a decline in disruptive behavior while the class that did not implement it, did not see a change (Harris & Sherman) Then they reversed it by having the first class not partake in it anymore while the second class was introduced to it. The first class saw an increase in disruptive behavior while the second class saw a decrease. Once the game was implemented in both classes at the same time, the disruptive behavior decreased drastically from the original baseline score (Harris & Sherman). In the first Math class, talking behavior was reduced. At baseline, the students were talking 92% of the time while tested. When The Good Behavior Game was implemented, it saw a reduction to 11% (Harris & Sherman). The second Math class saw a reduction in talking behaviors from 98% to 9% (Harris & Sherman). Out of seat behavior also saw a sharp decline when The Good Behavior Game was introduced. The first Math class saw a reduction from 52% to 7% from the baseline (Harris & Sherman). The second Math class saw a reduction from 83% to 9% from baseline (Harris & Sherman). Similar results were seen with the 6<sup>th</sup> grade group that participated in the study. The disruptive behavior saw similar reduction in other subjects that included reading, spelling, and science classes (Harris & Sherman).

In another study conducted by Gresham and Gresham (1982), the authors focused on “group-oriented contingency systems for help controlling disruptive behavior in a self-contained classroom” (Gresham & Gresham, p. 102). There were 12 students in the

classroom that ranged in age from 6 to 10 (Gresham & Gresham). The study focuses on group rewards to reduce behavior. According to Gresham and Gresham, “consistent use of group rewards should exert more control over individual behavior in a group, and establish peers as an important source of influence over behavior in the classroom (p. 101). In this study, the teacher explains to the classroom that they will be playing The Good Behavior Game. She explained the rules to the classroom and also explained the reinforcers that would be put in place. In this case “some of the reinforcements included free time, wearing victory tags, and receiving stars on the chart” (Gresham & Gresham, p. 104) It is extremely important to explain the details in full so the students have a good understanding of what they are participating in. Disruptive behavior in this study was defined as “any occurrence of talking without permission, out of seat, laughing inappropriately, verbal or physical aggression, and throwing objects” (Gresham & Gresham, p. 103). Throughout this study, the teacher aide and a student teacher recorded the observations of disruptive behavior using The Good Behavior Game for 30 minutes in the morning and also 30 minutes in the afternoon (Gresham & Gresham). The observations were made at the same time each day. The observations took place while the students were to complete a task without the teacher talking (Gresham & Gresham). For example, when students would complete seatwork or group work. The number of disruptive behaviors decreased as a result of the game. During baseline, there were more than 30 disruptive behaviors that were exhibited during observation (Gresham & Gresham). When The Good Behavior Game was implemented, it was reduced to 15 disruptive behaviors and within 2 days of that went all the way down to 7 disruptive behaviors per day (Gresham & Gresham). Talking and out of seat behavior are two

important behavior skill to work on for students with EBD so to see a reduction of both behaviors as a result of The Good Behavior Game, shows that this strategy can be effective.

The review of empirical based Best Practice Strategies has shown that with the proper training and interventions strategies, students with EBD can be mainstreamed into the inclusive classroom setting (Cheney & Harvey)(Shapiro et al.)(Nickerson et al.). The percentage of children with EBD placed in the inclusive classroom setting can go up with the proper support and evidence based Best Practices being applied. In the following section, a discussion will occur that discusses the significance and limitations to each Best Practice Intervention Strategy.

|

|

## Discussion and Conclusions

Throughout the Best Practice Review, there were many empirically based data articles that [I reviewed in order](#) to find effective intervention strategies that are proven to [be useful](#) for students with EBD in an inclusive classroom setting. The three intervention strategies that [made up](#) The Best Practice Review [were](#) CWPT, Mystery Motivators, and also The Good Behavior Game. Prior to [this review of](#) best practice strategies that [have](#) proven effective, [I discussed the issue of](#) whether students with EBD should be placed in an inclusive classroom setting. [My review](#) of the [literature](#) displayed empirically based data that supported students with EBD being mainstreamed into an inclusive classroom setting (Cheney & Harvey, 1995; [Nickerson, Brosf, & Shapiro, 2004](#); Shapiro, Miller, Sawka, & Handler, 2000). Although the three strategies selected have been proven effective while working with students with EBD, the limitations to each strategy also need to be discussed. Further research can be conducted by increasing the data collection of each strategy discussed in an inclusive classroom with students with EBD. Most studies are limited to the elementary school so an increase in future research at the middle and high school levels needs to be conducted (Sutherland & Snyder, 2007).

### [Significance](#)

The findings of the Best Practice Review indicate that students with EBD can be placed in an inclusive classroom setting with the proper support system (Cheney & Harvey, [1995](#); [Nickerson, et al., 2004](#); Shapiro, et al., [2000](#)). Some of the components to a proper support system include but are not limited to teachers feeling unprepared to help students with EBD, following through on the implementation strategy, and also support

from parents and the community (Nickerson, et al.). Although one single factor cannot decrease students with EBD behavior, the three researches based Best Practice interventions can be a contributing factor to decreased behavior and increased social interaction (Cheney & Harvey).

A review of empirically based data [on the](#) use of CWPT for students with EBD was conducted. The strategy has proven to reduce inappropriate behaviors, improved relationships with peers, increased social interaction, and gives a student a sense of independence by being able to monitor their own performance (Sutherland & Snyder, 2007). However, there were also limitations to the intervention. In some of the studies, the class sizes were small so there were limited amounts of groupings available. As a result, students became bored with the intervention since they had to see the same person to tutor with consistently (Perrot, Greenwood, & Tapia, 2007). Also, even though in most cases CWPT decreases disruptive behavior, there are cases where students cannot get along with someone else due to a situation outside of the classroom. (Sutherland & Snyder) The increase in social media presence has fueled out of classroom problems between students. Students that have chronic absenteeism also have a risk of falling behind in the strategy due to a lack of time spent in the classroom being exposed to CWPT (Sutherland & Snyder). Absenteeism also affects the student's partner. Backup plans need to be put in place in the case a student is absent and the student's partner does not have someone to complete the intervention with. Although CWPT has its limitations, overall, it has been proven to be an effective method to use for students with EBD (Perrot, et al.; Sutherland & Snyder).

I reviewed empirical data to determine the effectiveness of Mystery Motivators for students with EBD. Mystery Motivators have been proven to decrease disruptive behaviors for students with EBD (Musser, Bray, Kehle, & Jenson, 2001). Whether the intervention is taking place as a dependent or independent group, both have been proven effective (Kehle, Bray, & Theodore, 2000). In a dependent group, it also shows improvements in social development among his or her peers. In a dependent group, student's performance is directly tied to the entire class. If the student earns a Mystery Motivator, the entire class receives the reward (Kehle, et al). Dependent groups allows students in the classroom to encourage the students with EBD to do there best, which in turn, improves their relationship with their peers (Kehle, et al). The limitations for Mystery Motivator include that in one study, the follow up on the intervention was only limited to a week (Musser et al.). To receive accurate data, the intervention needs to be monitored for an extended period of time after implementation (Murphy, Theodore, & Hughes, 2007). In a different study conducted by Moore, it was noticed that the longer that task, the harder Mystery Motivator is to implement. As the length of the task grew, the effectiveness of the strategy started to decrease. The data showed that it is best to keep the task to a shorter amount of time to keep students engaged (Moore & Waguespack, 2000).

### Future Research

After a review of the empirical data linked to The Good Behavior Game, I determined that there were benefits to the intervention game but also limitations (Harris & Sherman, 1973). One of the many benefits included a decrease in disruptive behaviors

(Harris & Sherman). The disruptive behaviors that decreased through the game included out of seat and talking behaviors. Also, while the study was taking place, the classroom came together and increased their interaction with peers (Harris & Sherman). Some of the limitations of the game were a lack of data (Gresham & Gresham, 1982). The list of empirical data that shows the effectiveness is limited (Harris & Sherman). There needs to be more studies conducted using this intervention strategy to receive a more accurate understanding of the long term effectiveness of the intervention when working with students with EBD. Also, discussed in Gresham's study, the assessments could happen more frequently so there is more data to analyze (p. 108). Although The Good Behavior Game has been proven effective to decrease disruptive behaviors, none of the studies showed an increase in academic performance (Harris & Sherman) (Gresham & Gresham).

Under what conditions can students with EBD be included into the inclusive classroom setting? As discussed throughout [this thesis](#), there are many conditions that need to be met in order to provide a free-appropriate education for students with EBD in the inclusive classroom setting ([United States](#) Department of Education, 2004). The Best Practice intervention strategies that were discussed can be an effective way to help students with EBD in the inclusive classroom (Cheney & Harvey, [1995](#); [Nickerson, et al., 2004](#); Shapiro, et al., [2000](#)). Although these three strategies have been proven effective, they cannot be the driving force behind inclusion of students with EBD in the inclusive classroom. A proper support system needs to be put in place to make sure not only the staff is aware of proper strategies, but also parents and community members (Cheney & Harvey). Changes will not be seen overnight when school districts include students with

EBD into inclusive classrooms. The changes will occur over a period of time so it is important for the support system to be patient when including students with EBD into the inclusive classroom (Cheney & Harvey). The Best Practice Review provided one of many key components that are necessary for the successful implementation of inclusive education for students with EBD. The Best Practice Review provided research based interventions strategies that have been proven effective when working with students with EBD (Cheney & Harvey, [Nickerson, et al.](#); Shapiro, et al.).

### References

- Adams, J. M. (2014). New "trauma-informed" approach to behavioral disorders in special education. *ED Health*, Retrieved from <http://edsources.org/2014/new-trauma-informed-approach-to-behavioral-disorders-in-special-education/56753#.U2qyCVyA270>, pg. 1-2
- Arendale, D. (2013). What is the Best Education Practice. *Best Education Practices*, Retrieved from <http://www.besteducationpractices.org/what-is-a-best-practice/>
- Bell, K (1990). Facilitating mainstreaming of students with behavioral disorders using classwide peer tutoring. *School Psychology Review*, 19(4), 564-73.
- Benner, G., Allor, J., & Mooney, P. (2008). An investigation of the academic processing speed of students with emotional and behavioral disorders served in public school settings. *Education and Treatment of Children*, 31(3), 307-332.
- Bowman-Perrott, L. (2009). Class Wide Peer Tutoring: An effective strategy for students with emotional and behavioral disorders. *Intervention in School and Clinic*, 44, 259-267.
- Bowman-Perrott, L., Greenwood, C., & Tapia, Y. (2007). The efficacy of CWPT used in secondary alternative school classrooms with small teacher/pupil ratios and students with emotional and behavioral disorders. *Education and Treatment of Children*, 30, 65-87.
- Carr-George, C., Vannest, K., Willson, V., & Davis, J. (2009). The participation and performance of students with emotional and behavioral disorders in a state accountability assessment in reading. *Behavioral Disorders*, 35(1), 66-78.

- Cassady, J. M. (2011). Teachers' attitudes toward the inclusion of students with autism and emotional behavioral disorder. *Electronic Journal for Inclusive Education, 2*(7),7-16
- Cook, B. G., Landrum, T. J., Tankersley, M., & Kauffman, J. M. (2003). Bringing research to bear on practice:effecting evidence-based instruction for students with emotional or behavioral disorders. *Education and Treatment of Children, 26*(4), 345-361.
- Conroy, M., Stichter, J., Daunic, A., & Haydon, T. (2008). Classroom-based research in the field of emotional and behavioral disorders: methodological issues and future research directions. *Journal of Special Education, 41*(4), 209-222.  
doi:10.1177/0022466907310369.
- Cullinan, D., Harniss, M., Epstein, M., & Ryser, G. (2001). The scale for assessing emotional disturbance: concurrent validity. *Journal of Child & Family Studies, 10*(4), 449-466.
- Cullinan, D., & Sabornie, E. (2004). Characteristics of emotional disturbance in middle and high school students. *Journal of Emotional & Behavioral Disorders, 12*(3), 157-167.
- Daniel, L., & King, D. (1997). Impact of inclusion education on academic achievement, student behavior and self-esteem, and parental attitudes. *Journal of Educational Research, 91*(2-), 67-80.

- Dodge, N., Keenan, S., & Lattanzi, T. (2002). Strengthening the capacity of schools and communities to serve students with serious emotional disturbance. *Journal of Child and Family Studies*, 11(1), 23-34. doi:10.1023/A:1014711426915.
- Gresham, F. & Gresham, G. (2001). Interdependent, dependent, and independent group contingencies for controlling disruptive behaviors. *Journal of Special Education*, 16, 102-110.
- Hansen, S., & Lignugaris/Kraft, B. (2005). Effects of a dependent group contingency on the verbal interactions of middle school students with emotional disturbance. *Behavioral Disorders*, 30(2), 170-184.
- Harris, V. W., & Sherman, J. A. (1973). Use and analysis of the "good behavior game" to reduce disruptive classroom behavior. *Journal of Applied Behavior Analysis*, 6(3), 405-417.
- Hayling, C., Cook, C., Gresham, F., State, T., & Kern, L. (2008). An analysis of the status and stability of the behaviors of students with emotional and behavioral difficulties. *Journal of Behavioral Education*, 17(1), 24-42.
- Heflin, L., & Bullock, L. (1999). Inclusion of students with emotional/behavioral disorders: a survey of teachers in general and special education. *Preventing School Failure*, 43(3), 103.
- Kaplan, S., & Cornell, D. (2005). Threats of violence by students in special education. *Behavioral Disorders*, 31(1), 107-119.
- Kehle, T. J., Bray, M. A., Theodore, L. A., Jenson, W. R., & Clark, E. (2000). A multi-component intervention designed to reduce disruptive behavior. *Psychology in the Schools*, 37 (5), 475-481.

- Lane, K., Barton-Arwood, S., Nelson, J., & Wehby, J. (2008). Academic performance of students with emotional and behavioral disorders served in a self-contained setting. *Journal of Behavioral Education, 17*(1), 43-62.
- Lane, K., Little, M., Redding-Rhodes, J., Phillips, A., & Welsh, M. (2007). Outcomes of a teacher-led reading intervention for elementary students at risk for behavioral disorders. *Exceptional Children, 74*(1), 47-70.
- Maheady, L., Sacca, M. K., & Harper, G.F. (1988). ClassWide Peer Tutoring with mildly handicapped high school students. *Exceptional Children, 55*(1), 52-59
- Malmgren, K., & Causton-Theoharis, J. (2006). Boy in the bubble: effects of paraprofessional proximity and other pedagogical decisions on the interactions of a student with behavioral disorders. *Journal of Research in Childhood Education, 20*(4), 301-312.
- Miller, M. (2005). Using peer tutoring in the classroom: applications for students with emotional/behavioral disorders. *Beyond Behavior, 2* 25-30.
- Moore, L. A., Waguespack, A. M., Wickstrom, K. F., Witt, J. C., & Gaydos, G. R. (1994). Mystery motivator: An effective and time efficient intervention. *School Psychology Review, 23*, 106-118.
- Mottram, L. M., Bray, M. A., Kehle, T. J., Broudy, M., & Jenson, W. R. (2002). A classroom-based intervention to reduce disruptive behaviors. *Journal of Applied School Psychology, 19*(1), 65-74.

- Murphy, K. A., Theodore, L. A., Aloiso, D., Alric-Edwards, J. M., & Hughes, T. L. (2007). Interdependent group contingency and mystery motivators to reduce preschool disruptive behavior. *Psychology in the Schools, 44* (1), 53-63.
- Musser, E. H., Bray, M. A., Kehle, T., & Jenson, W. R. (2001). Reducing disruptive behaviors in students with serious emotional disturbance. *School Psychology Review, 30*, 294-304.
- Nickerson, A., Broscof, A., & Shapiro, V. (2004). Predicting positive outcomes for students with emotional disturbance. *California School Psychologist, 9* 39-49.
- Popkin, J., & Skinner, C. (2003). Enhancing academic performance in a classroom serving students with serious emotional disturbance: interdependent group contingencies with randomly selected components. *School Psychology Review, 32*(2), 282.
- Reid, R., Gonzalez, J., Nordness, P., Trout, A., & Epstein, M. (2004). A meta-analysis of the academic status of students with emotional/behavioral disturbance. *Journal of Special Education, 38*(3), 130-143.
- Promote Pro-Social Behavior, The Good Behavior Game. *Ohio Department of Education*, Retrieved from <http://education.ohio.gov/getattachment/Topics/Other-Resources/School-Safety/Building-Better-Learning-Environments/Promote-Pro-Social-Behavior/Good-Behavior-Game-Manual.pdf.aspx>
- Roy, K., Roberts, M., Vernberg, E., & Randall, C. (2008). Measuring treatment outcome for children with serious emotional disturbances: discriminant validity and clinical significance of the child and adolescent functioning assessment scale. *Journal of Child and Family Studies, 17*(2), 232-240.

- Sabornie, E., Cullinan, D., & Epstein, M. (1993). Patterns and correlates of learning, behavior, and emotional problems of adolescents with and without serious emotional disturbance. *Journal of Child & Family Studies*, 2(2), 159-175
- Salmon, H. (2006). Educating students with emotional or behavioral disorders. *Law and Disorder*, 1(1), 49-53.
- Sawka, K., McCurdy, B., & Mannella, M. (2002). Strengthening Emotional Support Services: An Empirically Based Model For Training Teachers of Students with Behavior Disorders. *Journal of Emotional & Behavioral Disorders*, 10(4), 223.
- Sherman, J. & Harris, V. (1973). Use and analysis of the “good behavior game” to reduce disruptive classroom behavior. *Journal of Applied Behavior Analysis*, 3, 405-417.
- Smith, C., Katsiyannis, A., & Ryan, J. B. (2011). Challenges of serving students with emotional and behavioral disorders: legal and policy considerations. *Council for Children with Behavioral Disorders*, 36(3), 185-194.
- Snyder, A. & Sutherland, K. (2007). Effects of reciprocal peer tutoring and self-graphing on reading fluency and classroom behavior of middle school students with emotional or behavioral disorders. *Journal of Emotional and Behavioral Disorders*, 15, 103-118.
- Spencer, V., Simpson, C., & Oatis, T. (2009). An update on the use of peer tutoring and students with emotional and behavioral disorders. *Exceptionality Education International*, 19, 2-13.

Toppings, K. (2001). *Peer assisted learning: A practical guide for teachers*. Newton, MA

Brookline Books.

Tyler-wood, T., Cereijo, M., & Pemberton, J. (2004). Comparison of discipline referrals for students with emotional/ behavioral disorders under differing instructional arrangements. *Preventing School Failure*, 48(4), 30.

United States Department of Education, IDEA Website *ED.Gov*. Retrieved from <http://www2.ed.gov/policy/speced/guid/idea/idea2004.html>