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Parental Perceptions Of Effective Educators For Emotionally Impaired Students

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PARENTAL PERCEPTIONS OF EFFECTIVE EDUCATORS FOR EMOTIONALLY IMPAIRED STUDENTS

by

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DEDICATION

To my husband Bob who gave up untold amounts of time and energy to allow me to complete my goals and work. Thank you for more than I can express in mere words.

To family that have given me the time, energy and drive to produce this work. My everlasting love and thank you for everything you have endured and done that help me pursue this dream.

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CHAPTER 1: INTRODUCTION

Less than half (53%) of students with emotional and behavioral problems will complete high school. This is further impacted by the fact that only 39% will finish with a high school diploma (National Council on Disabilities, 2004) (General Accounting, 2003).

Approximately than 6 in 10 youth with emotional disturbances have been employed at some time since leaving high school, only about half as many are working currently, attesting to the difficulty many of these youth have in keeping a job" (NLTS2: National Longitudinal Transition Study 2, 2005).

Justice system contacts indicate a darker picture for students with EBD (Emotional Behavioral Disorder). More than three fourths will have some type of police contact other than traffic related (NLTS2: National Longitudinal Transition Study 2, 2005). Of those contacts:

"58% have been arrested at least once, and 43% have been on probation or parole" (NLTS2: National Longitudinal Transition Study 2, 2005).

As indicated in the research, society is losing a generation of children that usually have the cognitive ability to progress at school but fail to do so (Reynolds & Fletcher-Janzen, 2007). Children with Emotional and Behavioral disorders will score on standardized tests in the low normal range for abilities. This could be due to poor educational skills or abilities; it is unknown at this time. What is clear that students with identified with EBD have "dismal academic outcomes" (W. L. Heward, 2006).

Studies into parent involvement and success of children at school found that the highest predictor of student success is parent involvement (Ou & Reynolds, 2008). With the involvement of parents and the attention to parent information by educators the outcomes for our children at risk could improve.

Purpose

The purpose of this study was to explore what educators and parents perceived as best practices, related to "a good" teacher for the child with EBD and how educators can improve parent involvement at school (Kauffman, 1993) (Hewitt, 1999) (Jackson, Harper, & Jackson, 2001).

Several studies have identified what determines effective educators (King-Sears, 1997) (Mamlin, 1999) (Jackson, Harper, & Jackson, 2001) with limited research in the literature of what the parents of an Emotionally Impaired child view as an effective educator.

Research has produced data on the views of parents in regard to educators and their work with children (Kauffman, 1993) (Hewitt, 1999) (Jackson, Harper, & Jackson, 2001) (Swanson, 1999) (Nelson, Epstein, Bursuck, Jayanthi, & Sawyer, 1998); however the parents of a child with emotional impairments are rarely asked what they view as an effective educator for their child.

This study looked specifically at what perceptions a parent has of teachers for their child identified as emotionally impaired. Parent involvement can greatly impact a child's education (Johnson & Duffett, 2003).

A decrease in parent involvement is in part due to increased need for independence in middle school and the change in school structures in the upper grades (Bouffard & Stephen, 2007).

A review of the literature in Chapter 2 that parents have minimal input into what they believe makes effective special education teachers, specifically teachers of the emotionally impaired child. The purpose of this research is to examine the perceptions of parents and guardians on education for their child with emotional and behavioral impairments.

Setting for the Study

The Target group for this study was Parents or guardians of school age children. The children had been identified as having emotional and behavioral impairments and or receiving educational services. The sample for this study was drawn from the local Community Mental Health agency and Regional Education Service Agency in St. Clair County, Michigan. This county has a population estimate for 2013 of 160,469 (“St. Clair County,” n.d.). 17,361 of these inhabitants are school children in grades (one-eight) and 10,055 in high school grades (9-12) (“United States Census,” n.d.). Special Education students being served is 3,541, roughly 11% of the school population (“St. Clair County,” n.d.). The State of Michigan Department of Special Education reports that there are approximately 111 children in St. Clair County receiving services as of 2013 Special Education Child Count (Brady, 2013). In 2012, Educational statistics for this region consisted of 88.5% of inhabitants being high school graduate of higher, 15.5 % obtaining a Bachelor’s degree or higher (“St. Clair County,” n.d.).

St. Clair County consists of a population identified as 94.5% White, 2.5% African American, .5% Native American, .5% Asian, 1.9% two or more races, and 3.0% Hispanic or Latino (“St. Clair County,” n.d.).

This county consists of a median household income of $47,877 with 14.3% of individuals living below the poverty level (“St. Clair County,” n.d.).

Study Participants

The sample for this study was drawn from the local Community Mental Health agency and Regional Education Service Agency in a south eastern county in Michigan. Children that the researcher has had contact with, as a Special Education Teacher, were eliminated in the pool of research subjects. Individuals/families met the following criteria:

- Of having a child that is school four to 26 years of age.

- Children identified as having emotional disorder(s) by Mental Health agencies utilizing the DSM -4 or 5 (Diagnostic and Statistical Manual of Mental Disorders 4th or 5th edition) or school professionals i.e. (School Social Workers and School Psychologists) according to State of Michigan Special Education Guidelines for Emotional Impairment (Michigan Department of Education, 2013).
- Children receiving academic services in a school setting.
- Participants were contacted by local agencies and asked if they would like to participate in a study.
- Contact information for this researcher was given to the possible participants.
- The agencies were supplied with flyers introducing the study and asking the parents to contact this researcher.
- Participants were informed of what the study consisted of and participants were randomly drawn utilizing a lottery format.

Of the responses gathered, five families were randomly identified and of those five families four were utilized for participation drawn by a lottery system. One family was utilized as back up if one of the four chosen samples withdrew after the study began.

Parents were contacted to volunteer for this study by utilizing a mental health and a regional education program. The organizations have contacted families that fit these criteria and asked if they would contact this researcher about the opportunity to participate in this research project. From that pool anyone that has had contact with the researcher was eliminated.

From the pool of contacts, individuals were notified that they were selected to participate and the research study consisted of interviews. These interviews would be conducted over four-six meetings and would last approximately four to six hours in total.

Educators selected for this study were chosen from a random pool of educators in St. Clair County. This researcher posted an invitation to participate in this research project in schools from the county. The applicants were then put in a pool and chosen by lottery to participate. Teachers that this researcher worked with were eliminated from the pool of applicants.

Six educators were chosen by lottery and four educators, again chosen by lottery were interviewed over four to six sessions on their perceptions of an effective teacher of children with emotional and behavioral impairments.

Individuals were recorded for transcription and accuracy purpose. Field notes were utilized in conjunction to the recordings. Field notes contained setting, time of day, observable behavior and observable behavior changes, conditions and length of interview time.

Methodology

This research study utilized a qualitative study format employing an ethnographic process. This process employed a case study format (Fraenkel & Wallen, 1990/2009). The homogeneous sample fit the criteria of having a child that is of school age. Children were identified as having emotional impairments and in a school setting

Individuals that participated were interviewed with open ended questions (Appendix B) to solicit the perspective of these parents or guardians towards special education and specifically teachers that work with children that are identified as having emotional impairments.

Questions for educators (Appendix C) were utilized to elicit information on what they perceived as effective educators for children with children with emotional behavioral disorders.

This Ethnographic interview format described by Fraenkle and Wallen supported this studies goal. This format focused on interviewing individuals to obtain their views on everyday experiences (Fraenkel & Wallen, 1990/2009, p.12 paragraph 9). Ethnography is a method that promotes a strategy which fits a sensitive set of methods to a distinctive field (Scheffer, 2007)

The ability to look at individual responses for deeper meaning was processed in a case study format.

Case Study Support

Case study research is supported and used "in many situations to contribute to our knowledge of the individual or group" (Yin, 2003). By utilizing case studies of parent-teacher-child those relationships were explored. Research has been developed on the importance of the relationship. These relationships have brought about long term effects on social functioning (Roorda, Koomen, Spilt, & Oort, 2011) (Ladd, Birch, & Buhs, 1999) issues with behavior (Roorda, Koomen, Spilt, & Oort, 2011) (Graziano, Reavis, Keane, & Calkins, 2007) and academic achievement (Roorda, Koomen, Spilt, & Oort, 2011) (Valiente, Lemery-Chalfant, Swanson, & Reiser, 2008).

Chapter 3 outlines a detailed description of the methodology employed for the study.

Analyzing Data

Grounded Theory Methodology was utilized when looking at the data from the interviews. Grounded Theory Methodology (GTM) is useful when researchers are attempting to learn about individuals' perceptions and feelings regarding a particular area being researched. GTM further offers a supported methodological framework when attempting to learn about individuals' perceptions (Glaser & Strauss, 1967).

GTM shares the following characteristics with other qualitative methods, which correspond to those of this study:

- Focus on everyday life experiences
- Valuing participants' perspectives
- Enquiry as interactive process between researcher and respondents
- Focus on descriptive language and relying on people's interpretations (Marshall& Rossman, 2006)

The following questions guided the study:

1) What are parent's perceptions of an effective teacher to work with their child who has been identified as emotionally?
2) What educator's perceive as effective educators of children with emotional impairments.
3) What do parents perceive as a welcoming environment to work with an educator?
4) What do parents of children identified as EBD find difficult when dealing with a teacher or school administrator?

Definition of terms

- Bias — Occurs when the design of the study systematically favors certain outcomes (Maxwell, 2005).
- Code — Researcher-generated word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data (Saldaña, 2013, p. 262).
- Data — Any information obtained about a sample or population (Fraenkel, Wallen & Hyun, 2009 page G2).

- Data analysis — Process of simplifying data in order to make it comprehensible (Fraenkle & Wallen, 2006).
- Domain — Categories that categorize under other categories are domains (Saldaña, 2013, p. 262).
- E. B. D. — Emotional behavioral disturbances (Epstein, Kutash, & Duchnowski, 1998).
- E. D. — The Individuals with Disabilities Education Act (IDEA) uses the term "emotional disturbance" and defines it as ". . .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: (Michigan Department, 2013).
- (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) Exercise inappropriate types of behavior or feelings under normal circumstances.
- (D) A general pervasive mood of unhappiness or depression
- (E) A tendency to develop physical symptoms or fears associated with personal or school problems
- E. I. – Emotional Impairment is a term, which is used to cover many mental and emotional health issues. Emotional Impairments is a specific eligibility in The Michigan Administrative Rules for Special Education (MARSE). Students with emotional impairment demonstrate behavioral problems, related to hyperactivity,

aggression or self-injury, withdrawal, depression, low self-esteem, immaturity, anxiety, physical complaints, etc., over an extended period of time that negatively affects their ability to learn **Rule 340.1706** (Michigan Department, 2013).

- Field notes-notes taken by the researcher of what they observed and think about the field (Fraenkel, Wallen & Hyun, 2009 page G3).
- Grounded Theory Study- G.T.S.-A form of qualitative research that derives interpretations inductively from raw data with continual interplay between data and emerging interpretations (Fraenkle & Wallen, 2006) (Fraenkle, Wallen & Hyun, 2009 pg. G-3).
- Homogeneous Sample — A sample selected in which all members are similar with respect to one or more characteristics (Fraenkel, Wallen & Hyun, 2009 page G4).
- Hypothesis — Tentative, testable assertion regarding the occurrence of certain behaviors, phenomena, or events; a prediction study outcomes (Fraenkel and Wallen, 2009 page G4).
- Interview — A form of data collection in which individuals or groups are questioned orally (Fraenkel, Wallen & Hyun, 2009 page G4).
- In Vivo Coding — Uses words or short phrases from the participant's own language in the data record as codes (Saldaña, 2013).
- NCLB — No Child Left Behind- The No Child Left Behind Act of 2001 (NCLB) is a United States Act of Congress that is a reauthorization of the Elementary and Secondary Education Act (U.S. Department of, 2002).
- NLTS2 — National Longitudinal Study 2 (NLTS2: National, 2005)

- Observational data — Data obtained through direct observation (Fraenkel, Wallen & Hyun, 2009 page G5).
- Qualitative research study — Research in which investigator attempts to study naturally occurring phenomena in all their complexity (Fraenkel, Wallen & Hyun, 2009 page G7).
- Sample — The group on which information is obtained (Fraenkel, Wallen & Hyun, 2009 page G8).
- School setting — Education of individuals in a setting where the children between ages of 10 and 14 are given instruction by a teacher.
- Semi structured interview — A structured interview combined with open ended questions (Fraenkel, Wallen & Hyun, 2009 page G8).
- Standardized tests — A test in which all the questions, format, instructions, scoring and reporting of scores are the same for all test takers (Great Schools Partnership, 2015).
- Subjects — Individuals who participation in a study is limited to providing information (Fraenkel, Wallen & Hyun, 2009 page G8).
- Target population — Population to which the researcher ideally would like to generalize results (Fraenkel, Wallen & Hyun, 2009 page G9).
- Taxonomic (taxonomies) — Hierarchical lists of things classified when no specific folk terms are generated by participants (Saldaña, 2013, p. 262).

- Themes — A means of organizing and interpreting data in content analysis by grouping codes as the interpretation process (Fraenkel, Wallen & Hyun, 2009 page G9).
- Triangulation — Refers to the use of more than one approach to the investigation of a research question in order to enhance confidence in the ensuing findings (Lewis-Bech, Bryman, & Liao, 2004).

Conclusion

This study may offer some insight for practitioners on the impact of parent and teacher relationships for a population that statistically have poor outcomes for their future; therefore impacting that child's future.

Research studies have indicated that parental involvement and success of children is strongly correlated (Harvard Family Research Project, 2007) (Cooper, Jackson, Nye, & Lindsay, 2001) (Gonzalez-Dehass-Willems, & Doan Holbein, 2005) (Marchant, Paulson, & Rothlisberg, 2001) (Tenenbaum, Porche, Snow, Tablors, & Ross, 2007). Limited research has been found that addresses a parent's perception of their child's education and school involvement when the child has an emotional impairment.

The Literature review in Chapter 2 examines research from the advent of Special Education to the identification of highly qualified teachers for children with special needs. Review of the literature was expanded to identify what researchers have proposed as supportive to families and students. With the literature reviewed, research identified how highly effective teachers of emotionally impaired students are determined and what support to families these individuals can produce.

The research methodology described in the proposal supported an ethnographic process which can be used to obtain views of individuals (Fraenkel & Wallen, 1990/2009). The perceptions of the individuals interviewed were then being examined utilizing a Grounded Theory Methodology (GTM) (Glaser & Strauss, 1967) this process is described in greater depth in Chapter 3.

CHAPTER 2: LITERATURE REVIEW

An Overview of Where We Began

Education for children with special needs comes from a dark history that included infanticide during the period of classical Greece 400 B.C. (Winzer, 1993).

Information on the treatment of individuals is dark to say the least. Many were thought to be possessed by the devil and put to horrendous treatments (Adams, Bell, & Griffin, 2007). The fall of Rome and the rise of the Justinian mandates began to identify persons with disabilities (Winzer, 1993). As humans progressed through history, milestones were created in the education of persons with handicaps. As an example, Spain in 1578 had the "first authenticated education of handicapped persons" (Winzer, 1993).

16th Century

During this century individuals with disabilities were given the term "handicap" (Adams, Bell, & Griffin, 2007). Individuals were forced to beg for sustenance or perform as entertainment in exchange for food and shelter (Adams, Bell, & Griffin, 2007).

17th Century

The 17th century saw a productive period when individuals with disabilities had some minimal educational attempts (Winzer, 1993). Even with these minimal attempts, individuals were relegated to their homes or institutions where little education was provided (Murawski & Spencer, 2011).

18th Century

During the middle of the 18th century Europe started to explore the education of persons with disabilities (Winzer, 2007). This time period produced education for persons with hearing, visual and intellectual handicaps (Winzer, 2007). At the close of the 18th century Europe and

Brittan had an influx of “permanent facilities” for the teaching of individuals with disabilities (Winzer, 2007).

This model of “permanent facilities” influenced the United States and British North America (Winzer, 2007). European influence was felt with advocates Jean-Jacques Rousseau and Johann Pestalozzie promoting:

Educational settings for children that respected their interests and emphasized positive, individualized attention (Osgood, 2008).

19th Century

During the 1800’s individuals with handicaps were placed under the care of physicians or professional educators (Adams, Bell, & Griffin, 2007). This began the rise in permanent facilities for those individuals (Adams, Bell, & Griffin, 2007).

Post-Civil war saw the rise of common schools. These schools were to “embrace all students, from the docile and tractable to the deviant and intractable” (Winzer, 2007, p.26 line 3). A model of how education could be structured and how its parts function are a premise for a paradigm in education (Huitt, 2011). This influx of students brought with it an “empirical paradigm” (Oglan, 1997) that teachers would be the “the guardians of American morality” (Spring, 1978/2010). “Paradigms are systematic set of beliefs accompanied by a methodology” (Oglan, 1997) (Lincoln & Guda, 1985) this frame of reference is “so ingrained they seem natural” and promotes our views and attitudes (Baglieri & Shapiro, 2012) (Rieser, 2013). This empirical paradigm promotes our beliefs that are accompanied with a set methodology (Oglan, 1997, p. 5).

Empirical paradigms began to spread across America. Ungraded classrooms began to appear in the eastern United States. This was adopted from models in Germany 1859 (Winzer, 2007). Classrooms were created to service those viewed as “morally as well as intellectually weak”

and “troublesome and obnoxious” (Winzer, 2007) (Osgood, 1997). Through the 19th century education for individuals with disabilities were mainly provided in an institutional setting (Winzer, 2007). The work of Rousseau and Pestalozzi was brought to the United States early in the 19th century (Osgood, 2008). Educational advocates such as “Howe, Calvin Stowe, John Griscom, Enoch Cobb Wines and Horace Mann” (Osgood, 2008) (Fraser & Brickman, 1968) (Gutek, 1972/ 1995) (Ulich, 1965) advocated for a more “child- centered education” (Osgood, 2008). The period of the 1890s saw an increase and strengthening of special classes for individuals with disabilities (Winzer, 2007).

20th Century

Compulsory education laws, for all states, have been implemented since 1918 (Katz, 1976) and by 1927, 218 cities in the United States had special or ungraded classes for children (Osgood, 1997).

The popular “Mental Hygiene” era that evolved from 1910 through the 1950’s was promoted as a way to mediate “social deviance” (Handler, 2011). As this movement waned, meeting the needs of students with emotional impairments in American Public schools transferred to isolationist activities in separate facilities (Handler, 2011).

Parents of special needs children started to promote advocacy groups as early as 1876 (Clarke, 1991) (Sloan & Stevens, 1976), but formal education reform law was slow in coming for special needs children and families. In 1922 one of the largest voices for children that struggle with disabilities, and their families, was the founding of Council for Exceptional Children. Elizabeth Farrell founded this organization to inform about the education of individuals with disabilities and advocate for such individuals (McLaughlin, 2011).

A Parental paradigm of support began to emerge. This paradigm is identified as interpretive. An interpretive paradigm indicates that participants are active learners. Individuals are involved in the environment that the learning takes place in (Oglan, 1997, p. 13). This support paradigm is displayed in the model proposed by Hoover-Dempsey and Sandler in 1995 which outlined why parents become involved in their child's education (Hoover-Dempsey & Sandler, 1997). The first level of this model proposes that parents are involved for a "sense of efficacy for helping the child" (Hoover-Dempsey & Sandler, 1997). The growth of advocacy groups support the view of involvement of parents in the education of special needs children.

The 1950's and 1960s saw an evolution for education in American Society (Murawski & Spencer, 2011). Children with different abilities or disabilities were rarely seen or represented in our public school culture (Gallagher, 1970) until the decision by the United States Supreme Court in 1954 *Brown vs. Board of Education of Topeka* "arguing that segregation was inherently unequal" (Spring, 1978/2010, p.65 Paragraph 3).

Parents advocated and opened the door for children to have access to the general education setting with *Brown vs. the Board of education of Topeka in 1954* (a civil rights law) (Cozzens, 1998). With this historic decision came two seminal court decision that identified parental rights for children with special needs, Pennsylvania Association for Retarded Children (PARC) v. Commonwealth of Pennsylvania, that empowered parents of cognitively impaired children, and Mills v. Board of Education that gave notice to schools that you cannot deny enrollment solely based on disability (Martin & Martin, 1996).

With the increase of recognition for all children brought on by the lawsuits the second level of Parent involvement process advocated by Hoover-Dempsey and Sandler (1995) emerged with the increase parental knowledge base and skills.

The 1960s had Education Advocates emerge such as the Presidents of the United States J.F. Kennedy, Lyndon B. Johnson, Richard Nixon (Murawski & Spencer, 2011) and Senator Robert Kennedy (Blatt & Kaplan, 1974).

Advocates had a push to further their work by Burton Blatt and Fred Kaplay (Murawski & Spencer, 2011). Their exposé *Christmas in Purgatory: A photographic Essay on Mental Retardation* (Blatt & Kaplan, 1974) brought the degrading treatment of individuals in residential facilities to the attention of Americans with visual documentation. Organizations began to raise awareness and push for educational change such as The Council for Exceptional Children (CEC) and the National Association for Retarded Children (ARC) (Murawski & Spencer, 2011). This push intensified with the work of Eli Bower and his definition of "emotionally disturbed" that began in the 1950's (Bower, 1969) (Bower, 1982).

These voices of advocates were heard and validated with President Gerald Ford signing the Education for All Handicapped Children Act (PL 94-174) (Murawski & Spencer, 2011). Even with the compulsory education laws, prior to 1975 and PL 94-142 known as Education for all Handicapped Children Act (Office of Special Education & Rehabilitative Services, 2010). Children could still be denied an education based on their disabilities (Peterson, 2007) (Karger, 2005).

PL 94-142 recognized children with 11 types of needs and abilities (Boyer, 1979) (Murawski & Spencer, 2011). Children with a range of abilities such as physical, mental, speech, vision, language and emotional and behavioral differences now had a voice for advocacy that included non-discriminating evaluations, free and appropriate education (FAPE), procedural due process, parent participation, individualized education programs (IEP) and least restrictive

environment (LRE) (Murawski & Spencer, 2011). PL-94142 also marked the start of specialized teaching practices in preparation programs for educators (Lipsky & Gartner, 1997/1999)

Educational paradigms became more apparent on how parents and educators worked with children of special needs.

Through the 1990s with the reauthorization of IDEA (formally known as PL-94-142) (U. S. Department of Education, 2010) highlighted the foundation of highly qualified educators and pushed the expansion for the work with students who struggled with disabilities and emotional and behavioral difficulties (National Council on Disability, 2004). Students with Emotional and Behavioral difficulties became a specific identifiable service for Special Education providers (Voha & Landua, 1999) and one of the most difficult to serve. General education teachers felt unprepared to deal with the specific behavior difficulties that define this population of children (Cassady, 2011) and parents were overwhelmed with the sheer difficulty of raising a child with emotional and behavioral difficulties (Taylor-Richardson, Heflinger, & Brown, 2006).

The 21st Century

In 2001 we saw the rise of "No Child Left Behind" legislation, commonly known as NCLB. This is defined parental influence on special education and the IEP of a child with special needs (Epstein, 2005). NCLB gave a formal voice to parents and rights that would allow them to advocate for their child. NCLB also gave rise to the status of a Highly Qualified teacher (U. S. Department of Education, 2001). By NCLB standards (which are Federal standards) a highly qualified teacher for children of Emotional and Behavioral Difficulties would be:

> Highly Qualified Teachers: To be deemed highly qualified, teachers must have: 1) a bachelor's degree, 2) full state certification or licensure, and 3) prove that they know each subject they teach. (U. S. Department of Education, 2004, para. 14).

For special education teachers:

> The highly qualified teacher requirements apply only to teachers providing direct instruction in core academic subjects. Special educators who do not directly instruct students in core academic subjects or who provide only consultation to highly qualified teachers in adapting curricula, using behavioral supports and interventions or selecting appropriate accommodations, do not need to demonstrate subject-matter competency in those subjects (U. S. Department of Education, 2004, para. 12).

These competencies are given a more specific identification by individual States. An example is for the State of Michigan highly qualified teachers are identified by guidelines. These guidelines for teachers of EBD students are:

R 340.1787 Teachers of students with emotional impairment; special requirements.

Rule 87.

(1) The teacher education program for teachers of students with emotional impairment shall include 30 semester or equivalent hours pursuant to R 340.1781, R 340.1782, and all of the following:

(a) The identification, etiology, diagnosis, characteristics, classifications of emotional impairment, including psychiatric terminology and research-based models

(b) The impact of various factors upon the lives and behavior of students with emotional impairment and their families, such as the legal system, socioeconomic factors, abuse and dependency, and mental health disorders exercise assessing, teaching and modifying instruction and curricula for students with emotional impairment related to all of the following:

(i) Developing, implementing, and evaluating individualized behavior management strategies and plans

(ii) Adapting, accommodating, and modifying the general education curricula, pedagogy, and learning environments for students with emotional impairment

(iii) Integrating academic instruction and curriculum with affective educational strategies for students with emotional impairment

(iv) Collaborating with parents and service providers in educational, public, and private agencies to support students with emotional impairment

(v) Assessing students with emotional impairment related to collecting indirect and direct data on academic, social, and emotional functioning of students in order to develop reports and design, manage, and monitor interventions

(d) Research and understand policy issues regarding emotional impairment and behavioral disorders that impact identification, service delivery, outcomes, academic, affective, behavioral interventions and placement.

(2) The 30 semester or equivalent hours shall be distributed to prioritize preparation, including pre-student teaching field experiences in assessing, teaching, and modifying instruction related to subdivisions (a) to (d) of this sub rule for students with emotional impairment (Michigan Department of Education, 2013).

The Voices of Parents in the 21st Century

The 21st century has heard a cry of parents for their children to be not only accepted but also welcomed into educational settings.

Parents are concerned with:

> How well teachers know and care (1) about teaching, (2) about their children, and (3) about communicating with parents (Rich, 1998, para. 2).

Parents are making their voices heard again. Parents want to work with educators for the benefit and success of their children. This starts with communication.

Communication can be difficult with the parents of children identified as emotionally disturbed. (Quinn & Epstein, 1998) found that:

> Few families of SED children were intact and half were single-parent households. In addition, families frequently had contact with the child welfare system, juvenile, and/or family courts; a substantial history of mental illness, substance abuse, and criminality, and numerous contacts with multiple social service agencies for a number of years (Behan & Blodgett, 2003) (Epstein, Kutash, & Duchnowski, 1998).

Similarly researchers have found that:

> children with mental health disorders and SED encounter numerous community and familial risk factors including the aggregating presence of parental marital strife, low socio-economic status, overcrowding in family size relative to living space, paternal criminality, maternal psychiatric disorder (particularly depression) and out-of-home foster care placement (Dulmus & Rapp-Paglicci, 2000).

This is compounded by the findings of researchers that distrust has evolved as a "general disillusionment with institutional authority" (Hutchinson, 1987). This has made effective communication with families of emotionally challenged children challenging (Lareau & McNamara Horvat, 1999) (Behan & Blodgett, 2003).

When communicating with parents, educators need to express a real desire to get to know their child and invoke responses from parents that will assist in their ability to work with the child. When working with parents we need to shift our thinking from themselves as the education experts. As Nicholas Hobbs put it:

> Parents have to be recognized as special educators, the true experts on their children; and professional people—teachers, pediatricians,

> psychologists, and others—have to learn to be the consultants to parents (Muscott, 2002).

As educators and professionals begin our shift of our paradigms from placing blame on a person, situation or illness to engaging parents with voices that say, “Welcome, how we can work with your child?” (Turnbull & Turnbull, 1997).

Review of research has repeatedly indicated that parental involvement in a child’s education is important for success (Boyer, 1991) (Henderson & Berla, 1994) (National Commission, 1993) (Harris & Associates, 1987). Early intervention for children with emotional disturbance and their families has been called for. There have been suggestions for educators on how to create home family connections. Muscott has suggested the use of family centered practices (Muscott, 2002). Families are viewed as collaborators from a strength base with choice over resources (Dunst & Deal, 1994).

Research has indicated on how to work with families of children with disabilities (Muscott, 2002) (Turnbull & Turnbull, 1997) (Harris & Associates, 1987). Perceptions of parents of gifted children have been explored (Feldhusen & Kroll, 1985) but ‘when working with the family of a child with emotional and behavioral disorders specifically, the literature review has produced little material.

Voices of Educators in the 21st Century

A greater influx of students into the inclusive education classroom and least restrictive environment (Cassady, 2011) (Avramidis, Bayliss, & Burden, 2000) has been motivated by the implementation of IDEA, 2004 (U.S. Department of Education, 2004) and advocacy groups (CEC Policy Manual, 1997) (UNESCO Bangkok, 2009). There are positive and negative impacts on the

ability to place children with behavioral issues in an inclusive setting (Heflin & Bullock, 1999) (Chow, Blais, & Hemingway, 1999) (Walker & Bullis, 1991) (Yell, 1995).

The pros associated with inclusion of children with EBD involve the impact of positive effects on social development of the children including an increase in self-esteem for all students (Cassady, 2011) (Horne & Timmons, 2009).

Children with behavioral disorders are considered the most difficult to include (Heflin & Bullock, 1999) (Walker & Bullis, 1991) (Yell, 1995). Many educators express a belief that they are unable to "teach these populations" in a general education classroom (Cassady, 2011). There are many factors that impact these beliefs and attitudes such as support and opportunities for collaboration with peers, (Avramidis, Bayliss, & Burden, 2000) (Cassady, 2011) a lack of confidence in their instructional skills with this population and lack quality support in dealing with children that display behavioral difficulties (Cassady, 2011) (Avramidis, Bayliss, & Burden, 2000). Teachers are not the only one questioning the appropriate placement of students with EBD in a general education setting (Bullock & Gable, 1993). Educators and professionals continue to voice the struggle with meeting the unique needs of children with EBD in a general education setting (Cassady, 2011).

Educators have expressed frustration at the time needed to attend to the meetings, paperwork and collaboration time with specialists that take time away from the other students in their classes (Horne & Timmons, 2009) (Cassady, 2011). These tensions increase when educators believe they are unable to meet the individual child's needs and teach other students in their classrooms simultaneously (Cassady, 2011). Children with EBD come to a classroom with behavioral challenges that can impact the overall atmosphere of the classroom, (Cassady, 2011) they come with limited academic and cognitive functioning (Kurtash & Duchnowski, 2004) which

puts even greater stress on educators to meet the needs of all the children in their classroom. Many teachers feel underprepared to meet the needs of special needs children with regard to curriculum modifications and classroom management skills (Abrams, 2005).

Educators also feel that administrators and parents have “unrealistic expectations when it comes to the quality and quantity of work” it takes when working with children identified as EBD and their families (Center & Steventon, 2001).

These stressors and beliefs impact the educators’ interactions and relationships with the child with EBD (Soodak, 1998). These relationships have repeatedly shown to improve outcomes for all children (Bulach, Malone, & Castleman, 1995) (Frymier & Houser, 2009) (McIntosh, Flannery, Sugai, Braun, & Cochrane, 2008); therefore, the more positive the relationship and interactions the better the outcome for a population that traditionally has poor outcomes.

Goal of the Study

As the research has indicated, evolution in the regard to treatment and paradigms of working with individuals and their families has changed. As further research emerges the hope for voices for our families of children that struggle will become clearer and more concise in what their needs are for their children. Making Parents and Educators voices heard was the goal of this researcher in this study.

CHAPTER 3: RESEARCH METHODOLOGY

Research Methodology

The study employed qualitative methods ethnographic process (Fraenkel & Wallen, 1990/ 2009) supported by case studies of the child-parent-teacher relationship.

Utilization of Case Studies in Educational Research

Case study research is used to contribute information on a group, organization or social phenomena (Yin, 2002). Use of this method of research is common place in psychology, sociology, political science and social work (Yin, 2002, p. 1).

Participants

Participants in this research study were interviewed with open-ended questions (Lewis-Beck, Bryman, & Liao, 2004). These questions were utilized to solicit the perspective of parents or guardians.

Consent from participants was gained utilizing Institutional Review Board (IRB) forms and releases provided from Wayne State University Division of Research. Those individuals that withdrew their consent at any time did not have the data gleaned from interviews utilized in this research. The data was destroyed and a backup participant was asked to participate. The backup participant also did not continue the interviews. Data was then collected from three parents. This limitation will be addressed in Chapter 5. A data collection time line is addressed in Appendix A.

Format

This format conforms to an Ethnographic interview format. An Ethnographic format focused on interviewing individuals to obtain their views on everyday experiences (Fraenkel, 2009, p. 12 Para 9). Ethnography is a method that promotes a strategy which fits a sensitive set of

methods to a distinctive field (Scheffer, 2007). Ethnography is a social science method that is designed to build knowledge by observation and interviewing (United States GAO, 2003).

Data Transcription

Data from the interviews was transcribed utilizing a "naturalism" mode. This mode is described as when the researcher transcribes every utterance in as much detail as possible (Oliver, Serovich, & Mason, 2005). This format is described by Schegloff as language representing the real world (Schegloff, 1997) and supported by and recognized as powerful research tool (Oliver, Serovich, & Mason, 2005) (Lapadat & Lindsay, 1999) (Sandelowski, 1994). These utterances also drove the first coding cycle utilizing a Vivo Coding Method (Saldaña, 2013). Saldaña informs researchers that:

Vivo Codes use the direct language of participants as codes rather than researcher-generated words and phrases (Saldaña, 2013, p. 61).

Saldaña goes on to note that Vivo Codes are "foundation methods" favorable to the Grounded Theory Methodology "GTM" approach to the data (Saldaña, 2013) (Strauss & Corbin, 1998).

Data Methodology

Grounded Theory Methodology was utilized when looking at the data from the interviews. Grounded Theory Methodology (GTM) is useful when researchers are attempting to learn about individuals' perceptions and feelings regarding a particular area being researched. GTM offers a supported methodological framework to learn about individuals' perceptions. (Glaser & Strauss, 1967) GTM is utilized by researchers to "systematically investigate an issue and to organize data" (McRoy).

GTM shares the following characteristics with other qualitative methods, which correspond to those of this study:

- Focus on everyday life experiences
- Valuing participants' perspectives
- Enquiry as interactive process between researcher and respondents
- Focus on descriptive language and relying on people's interpretations (Marshall & Rossman, 2006).

The homogeneous sample fits the criteria of having a child that is of school age. Children were identified as having emotional impairments and in a school setting

From the pool of contacts, individuals were notified that they were chosen randomly utilizing a lottery system, to participate and the research study. This study consisted of interviews of parents and educators. In utilizing interviews with educators, two observations took place between the first interview and the last interview.

Grounded theory methodology was utilized (Glaser & Strauss, 1967) looking for themes in the transcriptions. These themes will then be utilized to produce goals for educators when working with parents of children with emotional and behavioral difficulties.

Protocol for interview material that is collected followed transcription and coding utilizing a software program called F4 (Dresing, Pehl, & Schmieder, 2015). Data will then be stored until interviews are completed and then the process of coding similarities will begin utilizing GTM.

To utilized GTM the interviews transcribed on to F4 (Dresing, Pehl, & Schmieder, 2015) data was sorted looking for common themes and what is relevant to the research (Fraenkle & Wallen, 2006) (Strauss & Corbin, 1997).

After the initial coding utilizing Vivo coding (Strauss & Corbin, 1997) (Maxwell, 2005) (Saldaña, 2013) a second round of coding began building domains and taxonomies utilizing the research participant's words.

Domains and Taxonomies are used to create organization to data. Domains are categories that data can be placed into and taxonomies are lists of data that can be classified together (McCurdy, Spradley, & Shandy, 2005, pp. 44-45).

Categories can be created utilizing cultural identities produced by the participants themselves. McCurdy et. El. Says that these cultural categories can be obtained if it is presumed that:

> knowledge, including shared cultural knowledge, is stored as a system of categories in the human brain. If we can find the words that name things when informants talk with other members of their microculture, we can infer the existence of the group's cultural categories. We call these informant-generated words folk terms" (McCurdy, Spradley, & Shandy, 2005, p. 36-36) (Saldaña, 2013, p. 158).

As a precaution when "folk terms" are not able to be extracted researchers are able to develop analytic terms (Saldaña, 2013).

Codes are then organized into domains and their respective lists (Saldaña, 2013). From those lists taxonomic subsets will be derived and observed for relationships. These relationships then are analyzed to identify cultural meaning (Spradley, 1979, p. 94) (Saldaña, 2013).

The following questions guided the study

- What are parent's perceptions of children identified as emotionally impaired of an effective teacher for their child?
- What do educators perceive as effective educators of children with emotional impairments?

- As a parent, what do you perceive as a welcoming environment to work with an educator?
- What do parents of children identified as EBD find difficult when dealing with a teacher or school administrator?

Interviews were conducted over four to six meetings and lasted approximately four to six hours in total. Individuals were recorded for transcription and accuracy purpose and transcripts of interviews are being submitted back to the individual for their comments and any questions they may have. Qualifying questions for participants are placed in Appendix D.

Interviews were transcribed on a password enabled USB drive and stored in a secure setting of a home safe. Once transcriptions were completed the researcher proceeded to remove identifying information from transcripts to protect the individual's privacy.

After transcription of interviews, this researcher utilized a grounded theory method of looking for themes in the transcriptions. These themes were then be utilized to suggest goals for educators when working with parents of children with emotional and behavioral difficulties.

Validity and Reliability of Utilizing Interview Case Studies Designs

"Triangulation is a powerful way of demonstrating concurrent validity" (Campbell & Fiske, 1959). Triangulation is defined as the "use of two or more methods of data collection in a study" (Cohen, Manion & Morrison, 2000/2005).

Utilizing triangulation in this study is supported by multiple case studies.

There are four types of triangulation identified by Denzin. These are Data Triangulation, Investigator Triangulation, Theoretical Triangulation and Methodological Triangulation. (Denzin, 1970). This study employed Data Triangulation (Denzin, 1970) to promote validity in findings.

Data triangulation is described by Denzin as “gathering data through several sampling strategies so that slices of data at different times and in different social situations, as well as on a variety of people are gathered” (Denzin, 1970) (Lewis-Beck, Bryman, & Liao, 2004).

The data collected from the multiple interviews and observations of multiple subjects was then triangulated looking at commonalities in data utilizing GTM. To further support validity of the research a multiple case study design was employed.

Case replication in multi case study design lends to more powerful conclusions (Yin, 2003). In using multiples case studies the ability to replicate findings will “expand the external generalization of your findings” (Yin, 2003, p. 53).

Reliability of the data was being addressed with “consistency over time and over similar samples” (Cohen, Manion, & Morrison, 2000/2005). This data collection is concerned with “precision and accuracy” (Cohen, Manion, & Morrison, 2000/2005). The precision and accuracy was addressed with the verbatim transcription of interviews. This verbatim approach allows the data to be viewed at different times for accuracy. Internal validity and reliability is addressed by utilizing the conventional notions of LeCompte and Preissle as:

> Having confidence in the data, the authenticity of the data, the cogency of the data, the soundness of the research design, the credibility of the data, the auditability of the data, the dependability of the data and the conformability of the data (Cohen, Manion, & Morrison, 2000/2005) (LeCompte & Preissle, 1993, p. 323-4).

Reliability can also be addressed with the use of equivalent forms (Cohen, Manion, & Morrison, 2000/2005). This “equivalent form” is described as reliable if “the instrument is devised and yields similar results” (Cohen, Manion, & Morrison, 2000/2005).

Another way this researcher bolstered reliability in multiple case study research is by having a “highly structured interview, with the same format and sequence of words and questions for each respondent” (Silverman, 2001) (Cohen, Manion, & Morrison, 2000/2005).

Internal and external validity was bolstered and terms replaced by the inclusion of trustworthiness and authenticity (Denzin & Lincoln, 1994, p. 100).

Trustworthiness “involves the credibility of portrayals of constructed realities” (Denzin & Lincoln, 1994, p. 151). These constructed realities supported the use of in vivo coding, where the percipients own words are used to code the data recorded from the interviews (Saldaña, 2013) (Strauss & Corbin, 1997) (Maxwell, 2005). Critical components for trustworthiness “involves the credibility of the portrayals of constructed realities” and “anticipatory accommodation” (Denzin & Lincoln, 1994, p. 151). This allows researchers to present transferability of findings and that the data is representative of other data sets (Denzin & Lincoln, 1994) (Kincheloe, 1991/2012).

Authenticity was further supported by the researcher using a style of writing that that draws the reader so closely into the subjects’ worlds that these can be palpably felt. When such written accounts contain a high degree of internal coherence, plausibility, and correspondence to what readers recognize from their own experiences and from other realistic and factual texts, they accord the work (and the research on which it is based) a sense of “authenticity” (Denzin & Lincoln, 1994, p. 381) (Atkinson, 1990/2001).

Again, utilizing an in vivo (Saldaña, 2013) (Strauss & Corbin, 1997) (Maxwell, 2005) style of coding and allowing the subjects own words lead to coding taxonomies (McCurdy, Spradley, & Shandy, 2005) allowed authentic representation of the data.

Trustworthiness was further supported by the establishing of “four components credibility, transferability, dependability and confirmability” (Lincoln & Guba, 1985) (Denzin & Lincoln, 1994).

Credibility is identified by (Lincoln & Guba, 1985) (Cohen & Crabtree, 2006) as “confidence in the truth of the findings” and to “support the argument that the inquiry’s findings are worth paying attention to” (Lincoln & Guba, 1985) (Elo, Kääriäinrn, Kanste, Pölkki, Utriainen, & Kyngäs, 2014). The description of participants must be accurate and rich to support credibility (Lincoln & Guba, 1985) (Elo, Kääriäinrn, Kanste, Pölkki, Utriainen, & Kyngäs, 2014).

Transferability is portrayed to “show that the findings have applicability in other contexts” (Lincoln & Guba, 1985) (Cohen & Crabtree, 2006). One technique for displaying transferability is the utilization of “Thick Description” (Geertz, 1973) (Cohen & Crabtree, 2006). Thick description “refers to the detailed account of field experiences where explicit patterns of cultural and social relationships are put in context” (Holloway, 1997) (Lincoln & Guba, 1985) (Cohen & Crabtree, 2006) (Denzin & Lincoln, 1994).

Dependability is identified as the ability to “show that the findings are consistent and could be repeated” (Lincoln & Guba, 1985) (Cohen & Crabtree, 2006) “over time” (Elo, Kääriäinrn, Kanste, Pölkki, Utriainen, & Kyngäs, 2014). One method of improving dependability is “external audits” (Lincoln & Guba, 1985). The audit allows an individual to review “data, analysis and interpretations and assessing whether or not the findings are accurately representative of the data” (Miller, 1997). The audit validates if the “research process is documented clearly and the conclusions and interpretations are supported by the data based on the documentation provided” (Miller, 1997).

The last component of confirmability is explained as a “degree of neutrality or the extent to which the findings of a study are shaped by the respondents and not researcher bias, motivation or interest” (Lincoln & Guba, 1985) (Cohen & Crabtree, 2006). Confirmability infers that the “data accurately represents the information that the participants provided and the interpretations of those data are not invented by the inquirer” (Polit & Tatano Beck, 1978/2008) (Elo, Kääriäinrn, Kanste, Pölkki, Utriainen, & Kyngäs, 2014). Confirmability can be supported with the use of “triangulation” (Denzin, 1978) (Patton, 2001). Triangulation is utilizing different data sources with the same methods at different times (Denzin, 1970) (Patton, 2001) (Lincoln & Guba, 1985). The data sources should present consistency when utilizing the same method (Cohen & Crabtree, 2006) (Lincoln & Guba, 1985).

These four components of trustworthiness are consistently subjected to a “comparative method of analysis that grounded theory deploys” (Denzin & Lincoln, 1994, p. 508) (Strauss & Corbin, 1997). This methodology is further supported by the use of “comprehensive member check and external audit” (Denzin & Lincoln, 1994). During interviews this researcher utilized clarifying questions and repeating responses to the subject to verify clear meaning and intent in the answers the subject has provided to interview questions (Cohen & Crabtree, 2006). The component of the external audit was addressed by utilizing the dissertation committee support in debriefing with the data from the research.

CHAPTER 4: DATA COLLECTION

Purpose of the study

The purpose of this study was to explore what educators and parents perceived as best practices, related to "a good" teacher for the child with EBD and how educators can improve parent involvement at school (Kauffman, 1993) (Hewitt, 1999) (Jackson, Harper, & Jackson, 2001).

Several studies had identified what determined effective educators (King-Sears, 1997) (Mamlin, 1999) (Jackson, Harper, & Jackson, 2001), with limited research in the literature of what parents of an emotionally impaired child viewed as an effective educator.

Research produced data on the views of parents in regards to educators and their work with children (Kauffman, 1993) (Hewitt, 1999) (Jackson, Harper, & Jackson, 2001) (Swanson, 1999) (Nelson, Epstein, Bursuck, Jayanthi, & Sawyer, 1998); however the parents of a child with emotional impairments were rarely asked what they view as an effective educator for their child.

The study looked specifically at what perceptions a parent has of teachers for their child identified as emotionally impaired. Parent involvement can greatly impact a child's education (Johnson & Duffett, 2003).

A decrease in parent involvement is in part due to increased need for independence in middle school and the changing the school structures in the upper grades (Bouffard & Stephen, 2007).

Demographics of Participants

The sample was drawn from the local Community Mental Health agency and Regional Education Service Agency that is located in a south eastern county in Michigan. Children that the researcher had contact with, as a special education teacher, were eliminated from the pool of research subjects. The pool was drawn randomly from those participants that contacted this

researcher. Five participants were identified and contacted to participate. The individuals that participated in the researcher were drawn at random utilizing a lottery format from applications for the study met the following criteria:

- Had a child between the ages of four to 26 years of age
- Had a child identified by the Mental Health Professionals utilizing the DSM-4 or 5 or school professionals i.e. (School Social Workers and or School Psychologists) according to the State of Michigan Special Education guidelines for Emotional Impairment (Michigan Department of Education, 2013)
- Had a child who received academic service supports in a school setting.

Parent Sample

Parent participants were three Caucasian females from various economic backgrounds. Two parents were single head of household individuals and one was a married participant who had a male partner. One parent is working as an educator. Two parents were also identified for interviews but withdrew from the study and their data was not included in the analysis.

Children of Parent Sample

Children of the parent participants were two males and one female between the ages of seven and 15. All identified as receiving special education services under various identifications but all having a mental health diagnosis.

Two of the five parents chosen removed themselves from the study. Contact was attempted seven times without any response from the individuals.

Parent Participants

Parents participated in three to four interviews depending on their schedule. Interviews were then transcribed utilizing an In Vivo format (Saldaña, 2013) utilizing parents words to

identify themes (Saldaña, 2013). Transcriptions were then organized for a first cycle coding method (Saldaña, 2013, p. 184). Themes were then captured utilizing the participants own words for identification.

Educator Sample

Educators were Caucasian female educators between the ages of 25 and 50. One was a certified special education teacher, two were general education teachers and one was an emergency certified special education teacher who was trained as a general education teacher.

Educator Participants

Educators participated in three semi structured interviews and two classroom observations. Transcription utilizing an In Vivo format (Saldaña, 2013) was completed and then the transcriptions were organized for a first cycle coding method (Saldaña, 2013, p. 184). Themes were then captured utilizing the participants own words for identification.

Data Collection

Data was collected during semi-structured interviews of participants and observations of participants during those interviews. For time table of study for Educators and Parents see Appendix A. Interviews then were transcribed utilizing In Vivo style (Saldaña, 2013) of transcription.

Data Analysis

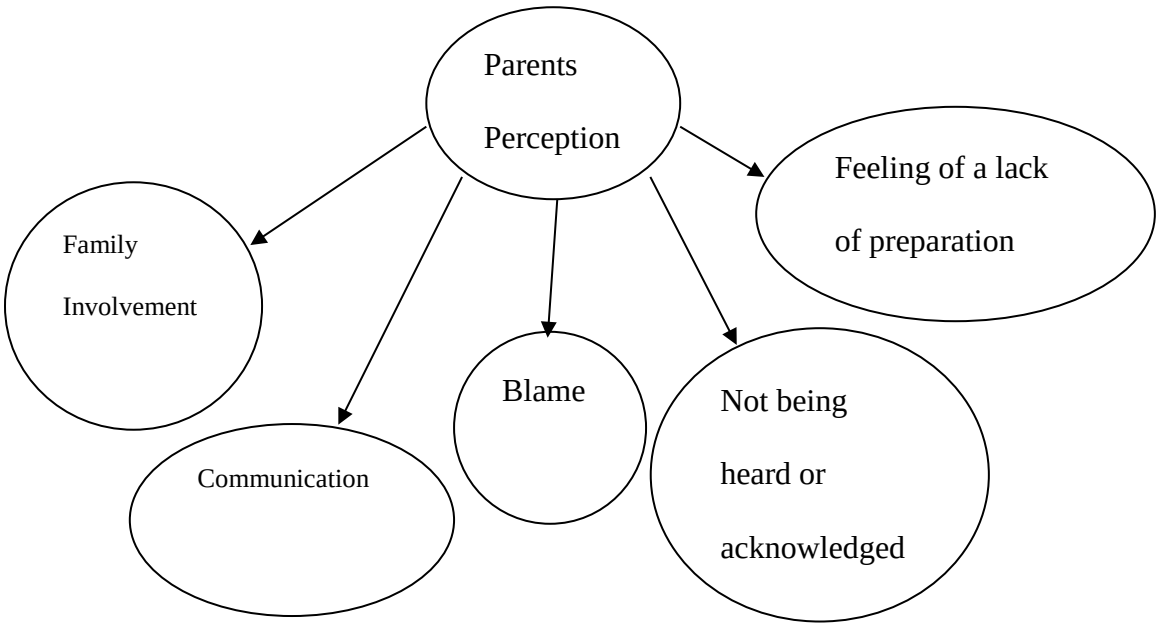
Analysis began with transcription and reading transcriptions. I began to organize them on data collection sheets and started looking for common comments between the participants. As I began to notice repeated use of words and meanings to questions asked, I began by underlining them and then starting to group them. I started identifying common themes with the comments. I

utilized the participants own words to start the coding and organization of common comments and meanings.

Themes Identified on First Cycle Coding

Transcriptions were then organized for a first cycle coding method (Saldaña, 2013, p. 184). Themes were then captured utilizing the participants own words for identification. When participant words were not sufficient to cover the theme presented, the researcher created a code term.

Parent Themes Identified on First Cycle Coding



Domains are described in the following section. Samples of transcriptions placed in Appendix G.

Domains for Parents

Family Involvement

Family involvement is described as “all stake holders play important roles in supporting children’s learning” (U.S. Department of Education, 1997).

This theme was expressed and taken from the data by the following samples:

- “I would like to volunteer more often”
- “And this you know is where I say you have to come to me and if this is okay first and this school year was difficult, we had to get on the same page with everything.”
- “Umm they you know try to overstep me sometimes.”

Communication

Is described as “the interchange of thoughts and information using words, signs or behaviors to express ideas, thoughts or feeling to another individual” (“Communication,” 2015).

Parents interviewed expressed a desire for communication and sought out communication from educators and professionals that work with their child. This was expressed from the data by the following quotes:

- “This school year was difficult. We had to get everyone on the same page with everything.”
- “And then I had another conversation with the social worker that I wasn’t, that I had to be more consistent.”
- “I liked talking with her, I mean just learning.”

Blame

Parents expressed feelings that education professionals and family view them as contributors to their child’s issues. This is expressed in the data by the following selected quotes:

- “They claim I’m not consistent. They are constantly calling me out on things. And I was like I think I’m the parent here. It gets really frustrating.”
- “I’m made to feel like they don’t care, this is not my problem this is your problem.”
- “She won’t, won’t talk to me and it makes me feel like you know like, like I’m responsible you know I mean I felt really bad for her they didn’t want me to have any contact with her still to this day she wasn’t at the IEP.”

This theme appeared repetitively in the data from parents. Educators also expressed this emotion. This is further explained in the educators sub heading.

Not Being Heard or Acknowledged

One of the definitions of acknowledgment is: “to say that you accept or do not deny the truth or existence of (something)” taken from Merriam Webster on line (“Acknowledge,” 2015). The opposite of this is having opinions or statements not accepted or acknowledged. This can produce a feeling that your comments do not carry any importance. The lack of acknowledgement is expressed in the following quotes from parents:

- “When I feel like sometimes my voice isn’t being heard”
- “I feel like they like to test out their own theories first then they will do what I say you know.”
- “And I had put it in IEP that I had requested the aide to come back for the second year.”

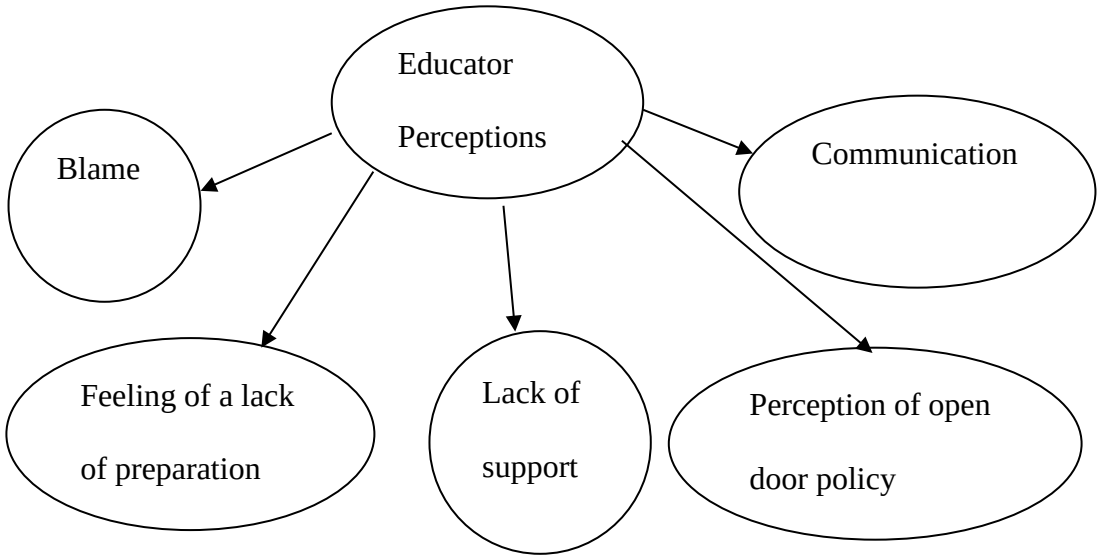
Feeling of a Lack of Preparation

This feeling is described in the literature as “parents may feel isolated and alone, and not knowing where to begin their search for information, assistance, understanding and support”

(National Information Center for Children & Youth with Disabilities, 2003). This is represented in the data by the following quotes:

- “There are days like I feel like I don’t have to do this.”
- “Why is this happening to me?”
- “I started going to groups to find out what I could do.”

Educator Themes Identified on First Cycle Coding



Domains for Educators

Blame

Educators feel that parents and administrators blame them when a child acts out or is not successful. This is expressed from the data in the following quotes:

- “How do I motivate them in class, when they show up?”
- “Those kids get riled up and then they get other kids going.”
- “I am not going to get any response so why bother.”

Feeling of a lack of Preparation

The description I used to identify the theme of feeling of a lack of preparation was taken from a Journal article on Inclusive Education. “Many instructors do not believe they are able to teach these populations effectively while simultaneously teaching a large group of typically developing students”, (Cassady, 2011) and a journal article on Teaching and Teacher Education “Regular teachers’ attitudes reflected lack of confidence in their own instructional skills and quality of support personnel available to them” (Avramidis, Bayliss, & Burden, 2000). This was expressed by educators in the data by the following quotes:

- “Not really what I was trained for.”
- “Behaviors that I struggle sometimes with finding a way to accommodate him.”
- “I am not sure what I am doing is right with him.”

Perception of an “Open Door” Policy

Educators expressed that they welcomed family involvement and felt that they communicated an “open door” Policy to families. This data is expressed in the following quotes:

- “I have an open door policy.”
- “I have a rather good relationship with my parents.”
- “They know the door is open if they ever want to come in and shadow their student.”

Communication

Is described as “the interchange of thoughts and information using words, signs or behaviors to express ideas, thoughts or feeling to another individual” (Communication, 2015).

This is expressed in the data by educators in the following quotes:

- “I have been talking to previous teachers.”
- “Sit down and talk to the family.”

- “Sit down and have a conversation with the previous teachers before he started.”
- “Maybe more of an idea of what’s really going on at home.”

Support

Educators expressed a feeling of a lack of support from Special Educators, Administration and at times Parents. This is expressed in the data by the following quotes:

- “So you didn’t have any behavior plans or descriptions of this child?” Response: “No!”
- “Maybe a meeting prior to the school year with teachers or staff who had previously worked with that student?”
- “More formalized training or in-service would have helped.”
- “Can you describe your relationships with the parents of this child? Response: “To be honest I don’t know them at all.”
- “He was able to get away with things because of some discipline policies that we have.”

Second Cycle Coding Graphs

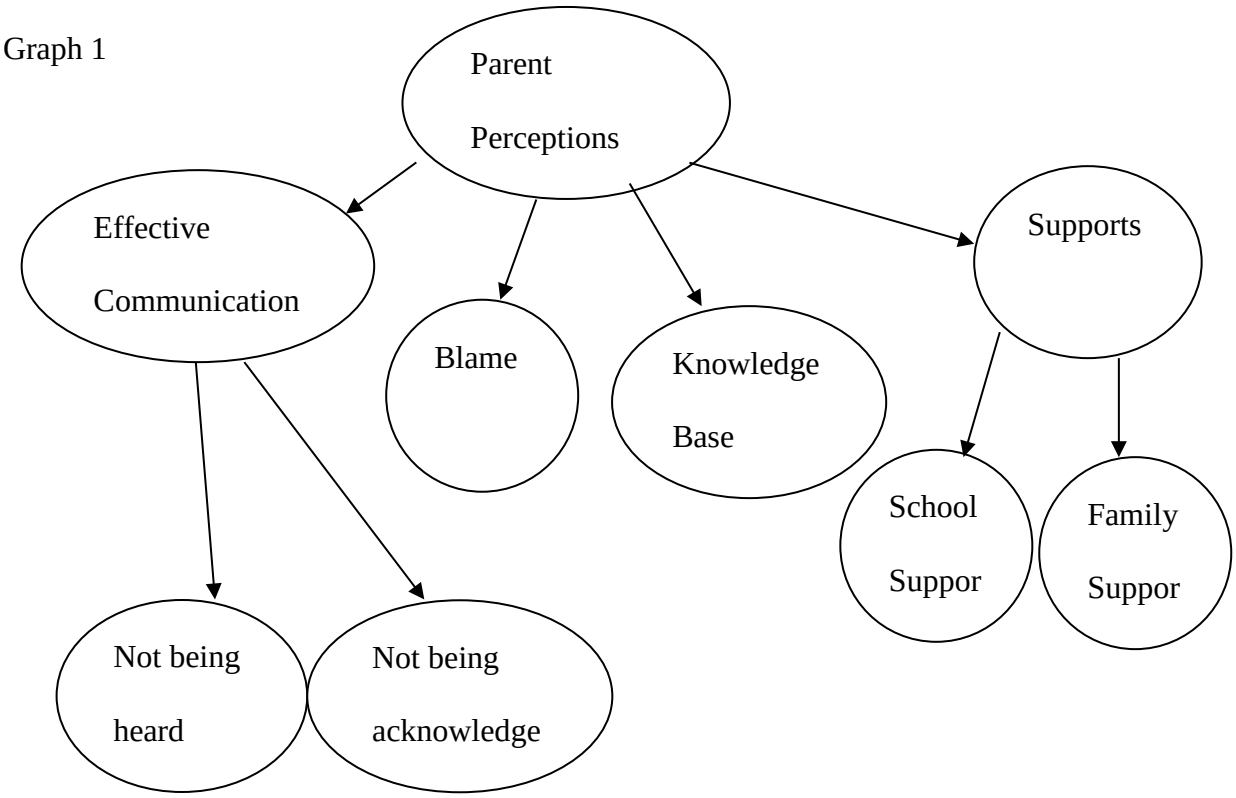
A second cycle coding method used to identify Domains and Taxonomies (Saldaña, 2013, p. 159) was utilized. “Though time intensive for organizing categories and meanings” (Saldaña, 2013) it allows the participants voices to be heard and is “particularly effective for studying microcultures” (Saldaña, 2013, p. 159). This second cycle is supported when looking at the data and attempting to identify perceptions and feeling which are supported in Grounded Theory (Glaser & Strauss, 1967).

During Second cycle coding connections to Domains and Taxonomies began to emerge. This researcher reorganized Domains to reflect what data presented and moved some information into the area of taxonomies. The taxonomies were graphed in the following manner:

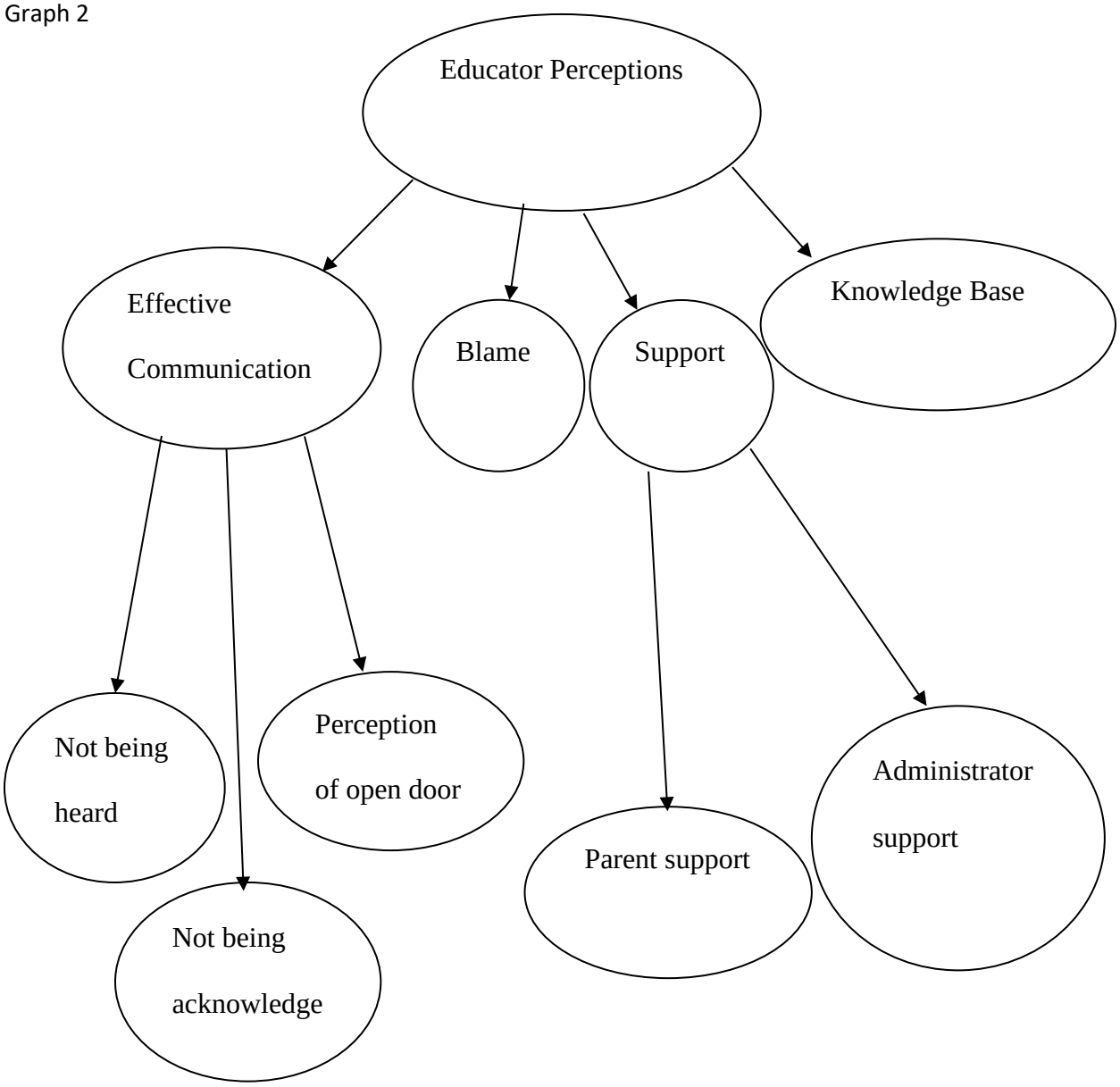
Graph one represents the new layout of domains and taxonomies for parent data.

Graph two represents the new layout of domains and taxonomies for educator data.

Graph 1



Graph 2


Educator Perceptions
Effective Communication
Blame
Support
Knowledge Base
Not being heard
Perception of open door
Not being acknowledge
Parent support
Administrator support

Domains of Second Cycle Coding

Four Domains emerged from my research. They were Effective Communication, Blame, Support and Knowledge Base. These domains were perceived by the researcher in the Parent and Educator interview data coding.

Taxonomies

Sub themes began to emerge as data was reviewed. The Major themes of Communication were adjusted to reflect effective communication skills.

Effective communication is described as communication that is clearly and successfully delivered, received and understood ("Effective Communication,"2016)

Taxonomies for Effective Communication were identified as not being heard, not being acknowledged under Parent perception with the addition of a perception of an open door policy under Educator Perception.

Data for Communication Taxonomies

Parent Effective Communication

In the Parents data diagram, moving the heading of (not being heard) and (not being acknowledged) under communication is supported by the definition of communication. Communication is described as "the interchange of thoughts and information using words, signs or behaviors to express ideas, thoughts or feeling to another individual" ("Communication," 2015). An individual that does not feel that what they are trying to express is not being acknowledged or heard is not participating in effective communication.

Parents expressed communication interactions with the following statements:

- “Umm, I felt like I could really talk to her and ask her questions and she took time, you know, to listen to me or if she didn’t have the time she was, you know, I get, I understand, can I email you later or call you later.”
- “I could always approach them with you know umm things questions or umm the preschool teacher would be a great resource with things. So I guess just really the communication interaction you know was…”
- “She was just easy going, easy to talk with, umm; she didn’t blame him you know what I mean?”
- “I know it’s hard in education but I think if you notice those signs, that the kids are lacking, you know to say to the parent that you know this is what I see, I am concerned you know.”
- “Umm I feel sometimes that she avoids my phone calls, at times. I, I get if you’re busy but umm or she redirects my question to, to you know the principal and things.”

Parents needs for effective communication and interactions were identified during the transcription of the interviews. These statements express either frustration or feelings of not being heard and acknowledged. These statements work with the definition of communication and therefore would fall under a main domain of Effective Communication.

This communication struggle is expressed in the literature. Effective Communication was a struggle for Educators and Parents and was expressed in the interview data. This finding is supported in the literature. One of the clearest statements being from Waller in 1932 “Both, supposedly wish things to occur for the best interests of the child; but…the fact seems to be that parents and teachers are natural enemies” (Waller, 1932/2014) (Miretzkey, 2004).

Confusion in communication between parents and educators can involve many forms. One of the forms that are present to me is the understanding of common language. “Parents and educators perceive language based on their perceptions of the meaning of the words being communicated. Many educators have a “school-centric” definition” (Lawson, 2003).

Many parents hold a “community-centric” definition (Lawson, 2003) (William & Sanchez, 2012) (Baker & Soden, 1997) (Baker, 1997) to language. These language differences were found in the study done by Barges and Loges (2003) where different perceptions of parental involvement and communication between parents and educators of middle school children were defined. (Barges & Loges, 2003).

Educator Effective Communication

In the Educator data diagram, moving the heading of (not being heard) and (not being acknowledged) and (perception of an open door policy) under communication is supported by the definition of communication. Communication is described as “the act or process of using words, sounds, signs or behaviors to express or exchange information or to express your ideas, thought, feeling to someone else” (“Communication,” 2016). An individual that does not feel that what they are trying to express is not being acknowledged or heard is not participating in effective communication.

Educator’s interviews presented the following data to support these taxonomies under the domain of Effective Communication:

- “I don’t know if it was just a lack of openness or lack of communication between him and me.”

- "It's just contact, contact, contact, but I know it my responsibility, my fault, but just listening to that and thinking I am not going to get any response so why bother."
- "In general I think it is safe to say I have a good relationship not with just the EI students but with all students. It was a very good relationship. I tried to keep the communication open as best we can."
- "I have an open door. I think it is a rather good relationship. I communicate via that remind app when works due. I umm, let them know whenever there is homework, tests that kind of stuff. I think it is pretty open communication. They know the door is open if they ever want to come in and shadow their student."
- "Sometimes it's hard for me to understand and I have had conversations with my assistant principal. You have to understand that they don't think about things the way we do."

Data Evidence for Taxonomies

The Domain of Support under Parents Perceptions has two taxonomies identified. One is School Support and the other is Family Support.

Educators Perceptions has two taxonomies that are identified as Parent Support and Administrator Support.

When identifying the parent taxonomy of school support and family support the following interview statements were reviewed.

School Supports Taxonomies

When looking at School support needs the statements of:

- "I think it's important to, to empower parents a little bit."

- "You know, to give them resources that they need and I think his preschool teacher was really good because she was supportive."
- "I think that is very important to help parents out, you know, know, I think that what is umm, a lack of outside resources for parents you know too."
- "Parent: yeah I get that but it's a lack of education with parents. I get that too but even with me working in the field, I think there is such a lack of education done with things."
- "So I felt like they created a lot of these problems. Because they didn't have the skills to know how to handle it."
- "I even brought in a behavioral therapist from Beaumont to give them strategies and techniques and things we do it home, and they just kind of brushed her off. And their psychologist and their people they didn't have a clue, like "you're the psychologist, what ...what do we do?" (laughter) you know, but they didn't help out much."
- "Umm, at times I was frustrated when they, when you know they just didn't want to deal with her. They just wanted to get rid of her."

Family Supports Taxonomy

When addressing the issues of family supports, the following statements supported my perception of the placement under supports:

- "You know I'm learning too as I go on. Researcher: There's no rule book for parents. Parent: yeah!"

- I hear my dad talking with his friends, “oh you know he’s made such improvement, you know, it’s going to take time and this and that, you know. And then I just kinda get like, (grimace), and now you can hear their views.”
- “He’s really close to Papa (his grandfather); you know he is the easiest to be manipulated.”
- “Because we had so many problems I kept going back to them saying look this is what we need to do.”
- “I think just the consistency of it you know to get it together for everybody to be consistent that’s been the hardest.”
- “Researcher: How does your family view your child’s disability? Parent: They don’t have any sympathy for her really.”
- “Um I think they just see her as a bad kid though.”

Educators identified administration and family supports as areas of commonality.

Administration Supports Taxonomies

Most educators indicated that Administrators did display support in dealing with the problems of a child with Emotional Impairments. One indicated that a conversation had taken place but others indicated minimal conversation or interaction in regard to their special education population.

This perception is supported by the data with these statements:

- “In this school, this particular school year, he was able to get away with things because of some discipline policies that we have.”
- “More consistent discipline from an office stand point.”

- “There have been days I have questioned my life choices. Where I have walked out at the end of the hour going, I survived, how (pause).”
- “I didn’t know who my students were going to be. It took quite a long time to get all of the information on who had what kind of situation as far as special needs.”

This finding of educators feeling minimally supported was found in the literature. The literature indicated that educators felt “under attack and feared for jobs and positions” (Farkas & Duffett, 2015) this could be an influence on the data.

Parents and educators produced a Domain in common that was a lack of knowledge was presented in both Parental Perceptions interviews and Educator Interviews. This Domain heading has been renamed to Knowledge Base. Knowledge base is described as a “store of information or data that is available to draw on” (“Knowledge Base,” 2016). This description fits the data observed in Parent and Educator data areas. Because both Parents and Educators seem to perceive knowledge base in the same manner I have presented the data together.

Domain of Knowledge Base

Knowledge base was identified by parents and educators as a need. Both sets of study participants expressed feeling not prepared for the challenges an EBD child can bring. This is expressed in the data by the following statements:

- “You know like there was resources that I was finding out and I was giving them and saying hey, there is this workshop maybe you want to uhh pass this out to your other parents or whatever. Then I noticed that the principal too was starting to put things on the like, they have like a school face book page, and I think that partnership helps.”

- “It’s not what my training is in emotional impairment. So I don’t want to say it is outside the norm but it’s definitely not what I am use to.”
- “Not really what I was trained for.”
- “I just think more training and understanding and my certification is in learning disabilities and now I have emotionally impaired students and for me sometimes it’s hard for me to understand… You have to understand that they don’t think about things the way we do. So I think for me even more training and kind of understanding how to deal with some of their meltdowns and things like that.”
- Researcher: And what was your initial reaction when learning you had a child with an emotional impairment in your classroom? Teacher 2: The initial reaction was fear.”
- “Saying the wrong thing ummm, are my word choices triggering something else. I haven’t had the training.”
- “What training I wish I had? Researcher: Yes. Teacher: Any! Being placed in this position as only in my teaching classes deal with the peripheral of special ed we weren’t special ed teachers so we didn’t have that training. Umm so I think I wish I had been more prepared of what to expect.”

Summary

Domains

In reviewing data from interviews connections between educators and parental perceptions were found. Both groups had similar Domains of Effective Communication, Blame, Knowledge Base and Support.

Connections were supported by looking across the data and I perceived interviews and observation transcript producing common and repetitive statements and meanings.

Taxonomies

Under the Domain of Communication the taxonomies of not being heard and not being acknowledged appeared for both Parents and Educators. The educator data also placed an emphasis on taxonomy of teachers' perception of an open door policy.

Under the Domain of Support Parents and Educators data indicated that they perceive support or a lack of support from the following areas. For Parents the support areas are School Support and Family Support.

In the Educators perceptions data the domain of Support indicated two taxonomies of Parent support and Administrator Support. These areas indicated both positive and negative comments of supports made by School personnel and Families.

The domains and taxonomies have been presented as I see them. This is then open to interpretation from others and reorganization as Data is reviewed and observed from the position of a new knowledge base.

With the interviews transcribed and reviewed parent and educator perceptions may carry the same domain name but are viewed in different manners.

While parents indicated they desired more open and effective communication, educators perceived that they had the open and effective communication in place. Parents did not express in the data an awareness of the open communication that the educators described.

Educators believed they had an open communication model but that parents did not always take advantage of the communication process.

This contrast of similar views represents to me the breakdown in communication and terms. A common language was used but the perceptions of the terms were different.

Blame was another area that while the vocabulary is similar, the meanings to the individuals were different. Parents believed they were being blamed for their child's behavior while the educators felt that parents were not interested in the behaviors of their children and administrators were not actively involved with the classroom to support the needs of a child or children, with behavior issues.

Both parents and educators described feelings of blame from each other. Parents felt educators, school support personnel, and administrators blamed them for their childes disability. Parent and educators produced interview data that indicated that parents blamed educators for their child's behaviors and not always the child's disability at times.

Educators indicated that administrators wanted them to handle the problem and expressed fear that they would not be seen as effective if they could not effectively manage the issues the Childs disability presented.

CHAPTER 5: RESEARCH QUESTIONS

The purpose of this study is to explore what educators and parents perceive as best practices, related to "a good" teacher for the child with EBD and how educators can improve parent involvement at school (Kauffman, 1993) (Hewitt, 1999) (Jackson, Harper, & Jackson, 2001).

This study will look specifically at what perceptions a parent has of teachers for their child identified as emotionally impaired. Parent involvement can greatly impact a child's education (Johnson & Duffett, 2003).

The following questions guided the study:

1) What are parent's perceptions of an effective teacher to work with their child who has been identified as emotionally?
2) What educator's perceive as effective educators of children with emotional impairments.
3) What do parents perceive as a welcoming environment to work with an educator?
4) What do parents of children identified as EBD find difficult when dealing with a teacher or school administrator?

Research Question One

What are parent's perceptions of an effective teacher to work with their child who has been identified as emotionally impaired?

When reviewing data to address the first guiding question of the study I found that Parents look at Educators based on communication skills, knowledge base, support and blame.

Parent's expressed feelings of comfort and frustration when dealing with educators and schools in the domain of effective communication. Parents expressed that while some educators were very good at communication and built relationships with them:

- “Umm, I felt like I could really talk to her and ask her questions and she took time, you know, to listen to me or if she didn’t have the time she was, you know, I get, I understand, can I email you later or call you later.”
- “I could always approach them with you know umm things questions or umm the preschool teacher would be a great resource with things. So I guess just really the communication interaction you know was…”

Other educators and administrators left them feeling that any communication will be a challenge:

- “Umm I feel sometimes that she avoids my phone calls, at times. I, I get if you’re busy but umm or she redirects my question to, to you know the principal and things”
- oh yeah and still to this day I haven’t talked to that OT she won’t, won’t talk to me and it makes me feel like you know like, like I’m responsible you know I mean I felt really bad for her they didn’t want me to have any contact with her still to this day she wasn’t at the IEP. I emailed her once a question then the teacher got back to me not her. So yeah it’s very, I don’t know (Parent visibly appears upset).”

Parents expressed a desire for open communication with teachers and administrators of their child. This open communication would be effective for their child and their relationship with school.

Parents perceived educators as having the knowledge base to work with their child. At times this perception was correct:

- “Well, she went above and beyond with testing and making sure he went to see the right people and having the extra you know getting an aide. She pushed for him and she advocated for him a lot. So then you know when then I or we move on you expect all the teachers to do that. So and she was a preschool teacher. You know she was good yeah. She was really good.”
- “I liked talking with her and I mean, just learning.”
- “Real genuine personality down to earth you know kind of personality. Umm, the other preschool teacher, she knew I was a single mom and was always telling me how great a job I am doing with him and was just always approachable I guess. I could always approach them with you know umm things questions or umm the preschool teacher would be a great resource with things. So I guess just really the communication interaction you know.”

At other times parents saw the educators and support people at a loss on how to work with their child and that they were the ones that had to bring the knowledge to them:

- “And I had asked for (behavior specialist from RESA) to come out. And he did observe him briefly one time but not like involved like he was this past school year. I had to ask for him to be more involved and for whatever reason why he didn’t because it started to get better a little bit and he didn’t come to meetings and things like that umm, he put a brief plan in place.”
- “I felt like they didn’t want to deal with it and you know and try to find how educate him you know and I still feel like that.”
- “So I felt like they created a lot of these problems. Because they didn’t have the skills to know how to handle it.”

Parents also expressed a desire from education professionals for support when dealing with the education system for their child. Parents expressed frustration on how to maneuver the system and felt they had to find out about supports on their own instead of the schools expressly providing communication on what they could to support their child.

- “I even brought in a behavioral therapist from Beaumont to give them strategies and techniques and things we do it home. And they just kind of brushed her off. And their psychologist and their people they didn’t have a clue, like “you’re the psychologist, what ...what do we do?” (Laughter) you know, but they didn’t help out much.”
- “Like “this isn’t going to help”. Now he knows what he needs to do to come home. So, and he’s not getting his education that he needs.”
- “I think that’s the majority of what happens with kids like this. They’re just taken out of the classroom, they’re sent to the office, and they’re left there. They’re sent home.”
- “I felt she doesn’t want to deal with these kids that are in her school district.”
- “She has a friend who had a daughter with, umm Asperger’s, and they basically got shooed out of the school.”

Parents expressed feelings of blame when their child struggled to function in the educational environment appropriately. They felt under attack at times by professionals and feelings of frustration on how to help their child so the child did not feel like education professionals blamed them for their disability.

- “Because he doesn’t look handicapped, so they’re like he’s spoiled.”
- “It’s like, you know, we don’t do enough for him.”

- “Like I said I think they think he’s just spoiled.”
- “Like she didn’t look at him like he’s doing it on purpose. Like she knew that she knew there was something else going on. She knew the sweet boy that was struggling.”
- “He’s not doing it because he doesn’t have structure at home, because he doesn’t have parents who love him. You know, I feel like they wonder like where he gets this stuff from. What’s going on at home? That’s sometimes the feeling that I get.”
- “So I feel like sometimes they judge the parents.”

Research Question Two

What educator’s perceive as effective educators of children with emotional impairments?

Educators were interviewed with semi structured questions to query their views on teaching children with emotional and behavioral disorders. Educator’s responses also fell into the four domains of Effective Communication, Knowledgebase, Supports and Blame.

Educators expressed views that they produced an environment that promoted open communication and expressed views that parents didn’t always take advantage of this open communication:

- “I have an open door.”
- “I think it is a rather good relationship. I communicate via that remind app when works due. I umm, let them know whenever there is homework, tests that kind of stuff. I think it is pretty open communication.”
- “They know the door is open if they ever want to come in and shadow their student.”
- “I tried to keep the communication open as best we can.”

In the Domain of knowledge base for educators there was overwhelming responses that they felt underprepared and not trained enough in special education for dealing with children with emotional and behavioral disorders. Educators expressed desire for more training and base knowledge to support the children in their classroom that displayed behavioral challenges and or emotional impairments. This displayed by the following statements:

- "Not really what I was trained for."
- "Behaviors that I struggle sometimes with finding a way to accommodate him."
- "I am not sure what I am doing is right with him."
- "I just think more training and understanding and my certification is in learning disabilities and now I have emotionally impaired students and for me sometimes it's hard for me to understand."
- "Researcher: What training do you feel would have assisted in working with a child that has emotional behavioral disorders?

  Teacher: What training I wish I had?

  Teacher: Any! Being placed in this position as only in my teaching classes deal with the peripheral of special ed we weren't special ed teachers so we didn't have that training. Umm so I think I wish I had been more prepared of what to expect and I, I should have sought this more with my mentor, umm but I just wish it would have been like, here's this is how this kid operates and here is what we can expect."

Educators responded to queries that they did not always feel supported by administrators or families when dealing with children that displayed emotional and behavioral challenges. When

queried about what they wish the support from administrators looked like the following responses occurred;

- "Anything. I truly believe anything would have been helpful while it was the other teacher to have said, just to give you a head's up, this is their 504, this is their IEP, here is their behavior plan. Ah, any of that I think would have been very, very helpful to understand what I was walking in, into for behaviors."
- "It's tough because the numbers are big the classroom sizes are so large, 32 kids one adult, that is not a good ratio and then when you have the extra added needs, makes it very interesting."
- "It's hard for me to understand and I have had conversations with my assistant principal. You have to understand that they don't think about things the way we do."

Educators desired more communication with families on what works for their child and more communication with educators and administrators on what works for the children and what doesn't.

In the area of blame educators expressed responses that their perception is that if the child has more support they would see less displays of aversive behaviors.

At times during the interviews educators expressed frustration with families in regard to medication or having administrators leave them to figure out what to do and when it is not effective they felt inadequate.

- "In this school, this particular school year, he was able to get away with things because of some discipline policies that we have. Umm, and I think he knew that and took advantage of that to a certain extent. I think that there were things that

maybe if he would have known he was going to get in trouble he may not have done them, I don't know, but I like to think that. More consistent discipline from an office stand point, I think may have helped him."

- "I know one student is ADHD but he is not medicated. I've got some who are ADHD, (pause) I not sure what else but it depends on if they took their meds that day."
- "I wish I would have had umm maybe a quick synopsis of some previous triggers or previous situations. So then maybe I would have been better prepared that way."

Research Question Three

What do parents perceive as a welcoming environment to work with an educator?

Parents and educators described perceptions of the environments of what they wish would happen and what does happen. The views that the parents and educators had are not always similar.

Parents expressed frustration with the environments and at times felt blamed and isolated when dealing with their child's disability this is expressed in the data with the following quotes:

- "Maybe they do care but I'm made to feel like they don't care this is not my problem this is your problem."
- "It makes me feel like you know like, like I'm responsible you know I mean."
- "And so, yeah, umm they're not judging me, at least openly judging me."

Parents wanted educators and an environment that welcomed their child and educators that expressly displayed a connection with their child in the classroom.

- "She was just easy going, easy to talk with, umm; she didn't blame him you know what I mean?"

- “Try to work with him more like understand him more I think demands put on him the way they’re presented to him It just gets overwhelming to him you know and try to find the way he learns best, you know.”
- “She really got to know him real well. You know, I think just that bond you know, is important to have.”
- “I guess as a whole (the county) it just doesn’t have, I wish there was some kind of program that he, you know that special ed students can go to over the summer, there is a gen ed summer program but there is no special ed program.”

Educators expressed the view that they provided an open environment for communication for parents and it is not always taken advantage of;

- “I have not seen a whole lot of them but whenever I call them and talk to them they seem very receptive. I called on one student, three students last week and got to talk to two of the people and the one father was very receptive and said he was working on the same problem and gave me some reasons on why he thinks his child is being a bit of a problem for me and umm he was very supportive and he said he would take care of, talk to him. I feel if I can talk to the parents and the children know I have done that when they come back they are a little bit stronger umm looking at what I want them to do.”
- “Open communication and having them be available to talk. Umm because they can contact me.”
- “I have an open door. I think it is a rather good relationship.”

This discord has been addressed in the literature with Lawson’s definition of “School-centric” and “community-centric” language barriers. This discord can be viewed from a cultural

aspect also. Cultures view interactions based on “their individual cultural orientations that are present in every social interaction” (Koen & Ebrahim, 2013). Educators struggle to become skilled in cross cultural communications “it is essential to understand the role that culture plays within the multi-cultural school setting” (Pratt-Johnson, 2006). Individual culture affects “all aspects of human life, including personality, how people express themselves (which includes displays of emotion), the way they think, how they move, and how problems are solved. (Pratt-Johnson, 2006) (Samovar, Porter, McDaniel, & Sexton Roy, 2004, 2007, 2010/2013).

Research Question Four

What do parents of children identified as EBD find difficult when dealing with a teacher or school administrator?

Parents expressed real concern that educators and professionals did not want to be bothered with their children. They expressed feelings of frustration, sadness and anger that their schools and the professionals in them did not support them and their child in a comprehensive manner. Examples of this frustration are as follows;

- “Parent: ummm well like when he was getting suspended and that? I felt like they didn’t want to deal with it and you know and try to find how educate him you know and I still feel like that, they didn’t and you know they, maybe they do care but I’m made to feel like they don’t care this is not my problem this is your problem.” (Parent statement made emphatically and frowning)
- “Parent: they claim I’m not consistent. They are constantly calling me out on things. And I was like I think I’m the parent here. That gets really frustrating.”
- “Parent: Oh yeah and still to this day I haven’t talked to that OT she won’t, won’t talk to me and it makes me feel like you know like, like I’m responsible you know

I mean I felt really bad for her they didn't want me to have any contact with her still to this day she wasn't at the IEP. I emailed her once a question then the teacher got back to me not her. So yeah it's very, I don't know. (Parent visibly appears upset)"

- "Parent: Oh I am fully involved and I, I try to be I guess you know. When I feel like sometimes my voice isn't being heard."
- "Parent: I feel like they would like to test out their own theories and that they will finally try what I'm saying. I feel like (Behavior Specialist from RESA) of anybody that was involved this year he listened the most to me. And felt like the most concerned or what's going on but I feel like they like to test out their own theories first then they will do what I say you know."
- "Parent: Sometimes I think they just don't want to deal with it."
- "They're just taken out of the classroom, they're sent to the office, and they're left there. They're sent home."
- "Parent: Hmmm, I wish and this is a wish I know, I don't know how this would look necessarily, but I would like to see her enjoy School more. Because she has a lot of talent."

Conclusions

This researcher believes the findings support the following:

1) More effective communication training for educators and administrators.
2) More effective format to disseminate information available to parents and guardians.
3) Availability of resources by the district to teachers to support parents and guardians.

4) Redistribution of resources to provide parents with support in districts that follow the traditional farm calendar.

An environment that is not conducive to open conversation is not helping our most at risk population or their families. Educators do believe they are doing the best they can for their students and families but I believe they do not know there is a different way that could be more effective. Imparting that information could transform how our families and students perceive education and support available. This would allow the work that teachers do with families to be more effective. I believe that this would also allow families to feel more connected to school and enhance the school home connection to foster more success for our students with emotional and behavioral disabilities.

Limitations of the study

Limitations of this study could be issues with sample size, convenience sampling. This study had a small sample of parents and small sample of educators taken from the same geographic area. A more robust sample from various geographic areas may produce different data that could impact the domains and taxonomies that I viewed.

Race and cultural differences of a more diverse population could also impact findings due to communication and belief system differences.

I believe the study would have added interesting data and subsequent analysis if I would have been able to include school administrators in interviews.

Parents removing themselves from the study could have produced more robust data however collected parent data seemed to be cohesive in the response to questions and clarifications asked of them.

Future Research

Future research should include relationship building between school and families. When revisiting the data issues such as relationships between educators, families and children could be promoted more effectively which may have limited impact on the miscommunication, feeling of being blamed or not being supported by educators and families.

Along with the impact of miscommunication with families I believe that viewing the impact of culture and race will give light to ways to build relationships with our families and students. These relationships would then be based on their cultural views and communication needs. This would build more effective communication and engagement in our schools for students and families.

Results of the data lends itself for a closer look at the impact of a paradigm shift from an empirical paradigm that is driven by a "top down" model to an interpretive paradigm that supports a "bottom up" model thus giving more attention to the voices of parents, teachers and administrators but more importantly including children as a member of the community that have a voice. These voices need to be heard and understood to be effective stake holders in our communities and schools.

Lingering Questions

How much does relationship building impact these families from diverse backgrounds? How would relationship building impact financially and ethnically diverse families? Would that impact be in a greater degree than homogeneous communities?

What supports in teacher education programs could be put in place to support future educators to feel more proficient at handling children that display behavior or emotional challenges? As future educators progress through pedagogical programs, could we included special education course work to support general education teachers in an inclusive setting?

Should these training programs require all teachers to be trained in these areas not just special education teachers? If we continues to mainstream children and not provide training for all educators to be effective then our dismal outcomes will continue for our population of emotionally and behaviorally impaired individuals.

APPENDIX A: TIME TABLE FOR STUDY

Data Collection by Month

Schedule Tentative	2016	2016	2016	2016	2016
Subject PID Teacher 1	Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting5
Interview Date	4/21/16	5/2/16	5/6/16	6/6/16	6/10/16
Transcription Date	4/21/16		5/7/16		6/13/16
Analysis Date	6/26/16	5/2/16	6/27/16	6/6/16	6/28/16
Time of Contact with Subject	23 Mins	62 Mins	10 Mins	58 Mins	20 Mins
		Observatio		Observatio	
Interview Number	1	n 1	2	n 2	3
Length of Interview	8 Mins	62 Mins	12 Mins	58 Mins	18 Mins
Subject PID Teacher 2					
Interview Date	4/26/16	5/2/16	6/1/16	6/9/16	6/10/16
Transcription Date	4/26/16		6/1/16		6/13/16
Analysis Date	6/29/16	5/2/16	7/1/16	6/9/16	7/2/16
Time of Contact with Subject	22 Mins	60 Mins	10 Mins	61 Mins	15 Mins
		Observatio		Observatio	
Interview Number	1	n 1	2	n 2	3
Length of Interview	8 Mins		8 Mins		10 Mins
Subject PID Teacher 3					

Interview Date	4/26/16	5/2/16	5/6/16	6/9/16	6/13/16
Transcription Date	4/27/16		5/7/16		6/14/16
Analysis Date	7/3/16	5/2/16	7/5/16	6/9/16	7/6/16
Time of Contact with Subject	19 Mins	60 Mins	10 Mins	61 Mins	15 Mins
		Observatio		Observatio	
Interview Number	1	n 1	2	n 2	3
Length of Interview	7 Min		8 Min		11 Mins

For educators: between the first interview and the last interview two classroom observations were conducted. These observations were of the educator's behaviors when they were interacting with students.

Parent Interview Timetable

Subject PID Parent 1	Meeting 1	Meeting 2	Meeting 3	Meeting 4
				Parent asked for meeting to be held during 3rd
Interview Date	6/28/16	7/6/16	7/11/16	interview
Transcription Date	7/1/16	7/8/16	7/12/16	
Analysis Date	7/3/16	7/10/16	7/15/16	
Time of Contact with Subject	75 Mins	64 Mins	95 Mins	

Interview Number	1	2	3 & 4	
Length of Interview	61 Mins	52 Mins	80 Mins	
Subject PID Parent 2				
				Parent asked for meeting to be held during 3rd interview
Interview Date	7/18/16	7/20/16	8/1/16	
Transcription Date	7/19/16	7/21/16	8/3/16	
Analysis Date	7/22/16	7/24/16	8/4/16	
Time of Contact with Subject	78 Mins	62 Mins	93 Mins	
Interview Number	1	2	3&4	
Length of Interview	59 Mins	60 Mins	88 Mins	
Subject PID Parent 3				
Dropped out 7/6/16) Stand by Parent				
dropped out 7/24/16)				
Interview Date				
Transcription Date				
Analysis Date				
Time of Contact with Subject				
Interview Number				

Length of Interview

Subject PID Parent 4

Interview Date	7/5/16	7/20/16	7/27/16	8/19/16
Transcription Date	7/7/16	7/21/16	7/28/16	8/21/16
Analysis Date	7/13/16	7/24/16	8/1/16	8/23/16
Time of Contact with Subject	75 Mins	61 Mins	64 Min	50 Mins
Interview Number	1	2	3	4
Length of Interview	62 Mins	55 Mins	53 Mins	40 Mins

APPENDIX B: PARENTAL INTERVIEW QUESTIONS

The following questions were asked at the interviews. Questions are as follows:

Interview One

1) Please tell me about your child.
2) When did you realize he or she had issues with their behavior?
3) Can you describe how you first became aware of your child having special needs in relation to school?
4) How did the treatment of you and your child by school personnel make you feel?
5) How do you see yourself today, in terms of your child's disability?
6) What does our child's disability mean to you?
7) Can you describe any particularly difficult or traumatic experiences related to your child's disability with a teacher?
8) Can you describe how your child fits into their school classroom?
9) To what extent do you consider yourself active as an advocate for your child?
10) What, if anything would you change about your child's teacher?
11) How does your family view your child's disability?

(Janesick, 1998)(Questions adapted from Janesick, V. (1998) "Stretching" exercises for qualitative researchers.)

Interview Two

12) How do you think this impacted your child's education?
13) Can you please describe a time when you were pleased with your child's teacher?

14) Please describe how you felt interacting with this teacher?

15) Can you describe a difficult time in dealing with a teacher for your child?

16) How do you think this impacted your child's education?

17) Do you have anything else you want to tell me about dealing with your child's teachers or the school?

Interview Three

18) When thinking of a teacher that you found pleasant to work with, can you describe the benefits your child received from being with this teacher?

19) Can you describe the benefits your child received from being with this teacher?

20) Can you describe how working with this teacher impacted your relations with other teachers?

21) Describe how this impacted your interaction with other educators?

22) If you could say something to this teacher to impact their teaching, what would that be?

23) Why do you think your child was identified as emotionally or behaviorally impaired?

Interview Four

24) When working with the teacher you found positive, please describe how this teacher interacted with you and your child.

25) Is there anything else you would like to tell me about this teacher?

26) If you could tell teachers or school district supervisors anything when dealing with your child, what would that be?

27) Is there anything else you would like me to know about your child and the relationship with the school and teachers?

APPENDIX C: EDUCATORS QUESTIONAIRES

Interview One

1) How long have you been teaching?
2) Have you taught children identified as having Emotional Impairments?
3) What was your initial reaction when learning you had a child with emotional impairments in your classroom?
4) What preliminary information would have made it easier for you to work with this child?

Observation

Interview Two

5) How would you describe your relationship with the parents of the child?
6) What would you have wanted the relationship to be like?
7) In your opinion, what would have made the relationship to the parents more effective?

Observation

Interview Three

8) What was your relationship with the child like?
9) What do you think would have improved the relationship with the child?
10) What was the child's relationship with their peers?
11) What do you think you could have done to foster a better relationship between the child and his or her peers?
12) What training do you feel would have assisted in working with a child that has emotional behavioral disorders?

The interviews with educators included two classroom observations of the teacher interacting with students. The observations were completed after the first interview and before the last interview.

APPENDIX D: QUALIDYING QUESTIONS FOR SUBJECTS

Qualifying Questions

- Is your child identified as a child with EBD?
- How long has your child been in special education with an identification of an emotional impairment?
- Does your child have a clinical diagnosis? If so, would you be willing to share that diagnosis with this researcher?
- What grade is your child in?
- What school is your child in? (for statistical purposes only)
- How old is your child?
- IS this your only child identified as EBD? If not, how many other children are identified as EBD and what are their ages?

APPENDIX E: CODING FORMAT

Coding Format (Saldaña, 2013, p. 184)

_____Coding

Description:

Application:

Example:

Analysis:

Notes:

APPENDIX F: TRANSCRIPTION TABLE

Transcription Data	Theme	Specific words

APPENDIX G: TRANSCRIPTION DATA CODING EXAMPLE

Transcription Data	Theme	Specific words
7/6/16 Parent 1 Interview 2 Researcher: We ended last time and how your family views your child's disability, this picks up as how do you think that impacted your child's Education? Parent: umm, well, being he's an only child that impacts him some. Not having other kids there or he got away with a lot I would say but we didn't have the behavior problems we did, that we have now then. So I think that you		

know we let him kind of manipulate a little by being an only child and I think umm, he's really close to Papa (his grandfather), you know he is the easiest to be manipulated. For the discipline I think I am the authoritative one for the most part. Although sometimes they, they try to step in I think too much. And I think this year we've gotten them the most on track you know, because we had so many problems I kept going back to them saying look this is what we need to do. We were going to consider counseling like as a family at one point but	Support Family	So I think that you know we let him kind of manipulate a little by being an only child and I think umm, he's really close to Papa (his grandfather), you know he is the easiest to be manipulated

it was hard with everybody schedule. So, I just kind of, So I just kind of like it got a little insight, He Kinda, the psychologist, gave me a DVD for parent training so I can tell them kind of what I've learned And this is what we're going to try. So I don't think it really impacted it negatively, umm, I think just the consistency of it you know to get it together for everybody to be consistent that's been the hardest. But I think now we're coming together. Researcher: So you anticipate this year being	Support Family	But I think now we're coming together.

better Because of the consistency? Parent: Yeah, yeah. They're letting me, they, they, like I tell Papa you need to check with me. If I have said no and you're going to be telling him yes, you need to say no, you know, what does mom say? (laughter) or you know let's go check with Mom first. Researcher: Can you describe a time when you were pleased with your child's teacher? Parent: umm, (Pause), well probably more so like with	Family Support	like I tell Papa you need to check with me.

the second grade teacher that umm, When he does inclusive you know reading and science. And she just kind of, she has a better grasp of it. One she's a parent and two She has a child that has ADHD at home too. And she just kind of says, “and this is what we're going to do”. I think the other teacher does that too but in a different way, you know, umm so she just says, “ahh he didn't want to do it”, and he didn't do it. She gave him the choice. And other teachers sometimes she would kinda ask do you want to go to the, instead I'm saying	Support/Communication	she just kind of, she has a better grasp of it.

“Nope, it's time to go to (teacher's name)”. You know she would say “are you ready to go” instead of “saying hey you know let's go”. I think she’s, it took her awhile, that you know let's just do this. Researcher: the offer impacts him? Parent, Yeah, yeah even your choice of words with him you know. Researcher: So the teacher you were pleased with was the second grade		

Parent: yeah, the gen ed teacher. Researcher: Because of how she stated things to him? Parent: yeah, yeah Researcher: when she communicated that with you how did that go with you, were you pleased with how that went? Parent: oh yeah, yeah it was great because he shouldn't have the choice because he need “let's do this”, because when he does have the choice you know because that's when he		

says no or give him that confidence Boost too, I can do that, because he finds the easy way out with things sometimes you know. Researcher: okay, how did you feel interacting with this teacher? Both of them, the one you were pleased with and the one that struggled with the interactions. Parent: umm, well being that he's had that Gen Ed teacher too for 2 years she got him, you know, she had his number, (chuckle) I a, I a, I liked talking with her and I mean just learning, I think when he was in there I	Communication	I liked talking with her and I mean just learning

could see more of what he was capable of doing because, and I had questions, although now we are on the same page with him being challenged appropriately in a special ed room. Umm, she tries to give him work he can do independently, and then work he might need a little bit of help with. They give him work independently to kinda see where he's at too. You know what he can do, what are you able to do, on his own and, uhh, I think we've gotten more on track with that too with that education piece of it. And in the Gen Ed room seeing		

what he is capable of doing. he has a parapro in there but she, umm, is very good about letting him do things on his own and just kind of stepping back and when she sees him struggle maybe help Maybe writing, um, things with a highlighter and then later he traces over them And things like that. Researcher: so the expectations that this teacher has for him has stepped up his academic participation? Parent: oh yeah I would say so.		

Researcher: the last time we talked you were kind of concerned about some of the parapro and how they interacted. Are these the same parapro's you're talking about right now? Parent: umm yeah but I would say the parapro he has with him in the Gen Ed Room is the probably like the better one. Researcher: so the Parapro in the special ed rooms struggle with him and interactions?		

Parent: I would say they are not all consistent you know with him. I would say and, umm, I actually witnessed umm, them provoking a child by stating what is behavior was, and like provoked him. She kinda was, we were talking about the circus and she told the other kids, the other kids had said "I want to go" and then she told him "well if you wouldn't do this, this and this, then you maybe would get to go to the circus". And well that provoked him and he was jealous of my son the whole day and he wanted, it just provoked him to a behavior.	Knowledge	I actually witnessed umm, them provoking a child by stating what his behavior was, and like provoked him.

He was just after my son, and (child's name) was good about it. I think being that I was there and he went back to the other room. They have two rooms and we were in the sensory, what they call the sensory room, room 2. And ever since then I just have an uneasy feeling witnessing that. I had an uneasy feeling like how are they handling things with (child's name), you know. But if they're doing that to him what are they doing that setting him off or…(she trailed off here) Researcher: Can you describe a difficult time in	Communication/Trust / relationship?	And ever since then I just have an uneasy feeling witnessing that. I had an uneasy feeling like how are they handling things with (child's name), you know.

dealing with a teacher for your child? Parent: well I would say with the suspensions, you know, that has been the difficult thing. I feel like I said, educationally everything's going good it's just the discipline that um, you know, and being consistent, you know, umm, with him and, you know I guess just when i get the phone calls and it's hard for me to picture like what went on. Because I'm going based on their words and documentation and umm, that's been the most		

difficult I think this past year. Researcher: Is it more teachers or more administrators that you are struggling with? Parent: I would say both. Researcher: How do the administrators interact with you? Parent: well this past year it's been good and I think it's just because of the suspensions and you know they're, it's very concerning for me. Umm, well the last time I guess was when we		

had, we had that crisis plan. for him said he would have 1 Behavior in the general it or special ed room, or in the building and he would then go to an alternative setting which was that room 2, you know, for the remainder of the day. Well, he had behaviors all day this day and then they called me at the end of the day and said he was suspended. But I am like you let him go all day we agreed, we had this crisis plan in place, we agreed one Behavior in the gen ed room, he would get sent, or one behavior in a classroom you would get sent, he would get set to an	Communication, Trust?	But I am like you let him go all day we agreed, we had this crisis plan in place, we agreed one Behavior in the gen ed room, he would get sent, or one behavior in a classroom you would get sent, he would get set to an alternate setting. And another behavior and I would be called and he's sent home. Why let him go all day there?

alternate setting. And another behavior and I would be called and he's sent home. Why let him go all day there? Why not start his suspension right away, you know, I feel like what are you going to get through to him that day if he's like that. I don't know what exactly played out but it looked like, based on documentation that, it looked like one behavior at 12, another at 1, another behavior at 1:30. You know it was just to close. I didn't understand that. And it was almost that I was made to look like the bad person. You know, and I am like, I		

don't understand that because we agreed on this plan. You know, I signed off on this plan. They made it, they got together as a team, the principal, Umm (behavior interventionist name) involved in it, the teacher, (special ed director name), and they made it, and then they reviewed it with me and asked me if I had any questions, you know, on it, I said about a couple of things in the wording and I agreed, you know. We need to be consistent with him. Do I want to get that phone call? No. I don't want to get that phone call but I was these		

behaviors to, you know, for him to learn that this is unacceptable. And,...(trailed off) Researcher: how did you feel when they presented the plan to you without considering you in making the plan? Parent: what do you mean when they got together as a team? Researcher: yes, and then presented you with the plan and reviewed it with you. Parent: well no I was still involved with it you know,		

they didn't put it in place, they talked about it and then umm, they came to me before they actually put it in place. They didn't put the plan in place before discussing it with me. Researcher: They made the plan and then reviewed it with you? Parent: yeah. Researcher: Did they invite you to help make the plan? Parent: umm, I don't think so.		

Researcher: Would you have been more comfortable if they had done that to begin with? Parent: probably, yeah Researcher: So the disconnect in the communication between Administration and you and in building plans for him. Parent: I think so; I mean sometimes I don't feel like I am given the choice. Like when they say, well you agreed to this but often like with this cumulative suspension plan that went from 1 to 3 to 5. I didn't	Communication	I mean sometimes I don't feel like I am given the choice. Like when they say, well you agreed to this but often like with this cumulative suspension plan that went from 1 to 3 to 5. I didn't think I had a choice in that, the way they said it. They kinda just said this is what we are going to do. They don't say, what do you think about this?

think I had a choice in that, the way they said it. They kinda just said this is what we are going to do. They don't say, what do you think about this? You know. It's often how I feel with the administrative; this is what we are doing. Researcher: so they are very cut and dried with you instead of having that communication to see what they could do to keep him in school? Parent: Yeah, (the behavior specialist) and I met weekly or biweekly until I was working full time and I think		

I mentioned to you that we did the phone conference so at least I was still involved in it. Because I like my voice to be heard even though sometimes I don't think it is being heard. I like to be able to communicate and I mean, that's why I decided I was going to make a state complaint based on the suspensions but then we agreed to go to mediation because that is what the state going to want you to do. Researcher: They are going to want you to take it one step at a time. I will be interested to see what that	Acknowledgement	Because I like my voice to be heard even though sometimes I don't think it is being heard. I like to be able to communicate

says. If we are done, just shoot me an email about the outcome. Parent: Yeah, I will Researcher: How do you think this lack of communication with the teacher and administration has impacted your child's education? Parent: umm, well in the beginning I would say not so good because you know I had a hard time you know to not say nothing in front of him (the child) or you know I have done better now like you know go stand		

in that room right now or say I can't talk right now or you know like not say anything like when I pick him up or he's just been suspended I just say we will talk later. One time the teacher even tried to say something and I was like yeah let's talk about this later and she was like, yeah, yeah ok. You know, I had to give her a hint because I don't want him; I want him to view us as all on the same side. I want him to be view, that is why I kinda want him to be a small part of the meetings, or called in after, you know. Get his input a little bit too. I want him to	Knowledge base	One time the teacher even tried to say something and I was like yeah let's talk about this later and she was like, yeah yeah ok. You know, I had to give her a hint because I don't want him; I want him to view us as all on the same side.

know that these people are trying to help him versus just getting him out, you know want to send him home all the time. You know, they want him to do well and learn how to cope with you know, whatever is frustrating him. Umm, you know I don't know if he totally gets that now. Researcher: No I see where keeping that conversation from him so he can't see where to pick people apart. Like you had told me, he is fairly manipulative in being able to get to people. Parent: oh yeah, yeah	Knowledge base Relationship?	I want him to know that these people are trying to help him versus just getting him out, you know want to send him hone all the time.

Researcher: You started that this year, before that, did you have issues with saying things about his teacher in front of him? Parent: yeah, yeah. Researcher: did you see that play out in school Parent: yeah, yeah, a little bit Researcher: can you tell me about a time that happened? Parent: I don't remember, just a kind of I don't have to		

listen to you kind of thing is what he would say. Researcher: Ok, in dealing with the teachers in the school, do you have anything that comes to mind good or not good that you would want to tell me about with his educational process? Even from early on. Anything you would want to say this is great this i would like to see more of, or this isn't great, this i don't want to see more of. Parent: well, early on I would say it was hard because of discipline because he communicating		

to us. He couldn't communicate about what exactly was frustrating him or it was too loud or you know if he had sensory overload. We couldn't tell. It was hard to see because we viewed it as impulsive behavior. Umm, I think that like at the end of last , not this past school year but the year before, the principal was out for a while and It kinda started to get worse at the end of, you know he was held back in second grade so before when he was held back I think that is when it kind of started to get bad and I think just being a little more		

consistent with it then, they were just sending him home too, not even suspending him and (the advocate) got on to me and said they should be suspending him so it's on the record. You know, so I kinda like told them at the beginning of the year if you're going to send him home you need to write a suspension form. We need to be keeping track of this. You know, so I don't know how many, it was a few, maybe a handful of , like two or three times he was sent home before. You know I think then if we had gotten a little bit more on the same page, it was kinda	Knowledge Knowledge base Communication Support	I think just being a little more consistent with it then, they were just sending him home too, not even suspending him and (the advocate) got on to me and said they should be suspending him so it's on the record. You know, so I kinda like told them at the beginning of the year if you're going to send him home you need to write a suspension form. You know I think then if we had gotten a little bit more on the same page, it was kinda hard with the principal being out.

hard with the principal being out. And I had asked for (behavior specialist from RESA) to come out. And he did observe him briefly one time but not like involved like he was this past school year. I had to ask for him to be more involved and for whatever reason why he didn't because it started to get better a little bit and he didn't come to meetings and things like that umm, he put a brief plan in place. I probably have it somewhere in there (pointing at a file she had brought) I think asking for breaks or something like that, but...	Support-knowledgebase	. I had to ask for him to be more involved and for whatever reason why he didn't because it started to get better a little bit and he didn't come to meetings and things like that umm, he put a brief plan in place.

Researcher: they were trying to get him to advocate for himself? Parent: yeah Researcher: do you find he has problems advocating for himself with teachers? Parent: Umm, I think now he is starting to recognize it now. Before he didn't recognize it when he was frustrated, you would think he was calm and he would go back and he was still frustrated and he didn’t realize you know that frustration level was still there. I think he's doing a		

little better now recognizing. He will ask to go to the other room to do a little bit of work or go take a break in the principal's office you know versus having, getting into that melt down phase or behavior. Researcher: with the principal being gone did they put a substitute in? Parent: yeah, yeah the resource room teacher stepped up. Researcher: Now is this the same teacher that knows him?	Communication	He will ask to go to the other room to do a little bit of work or go take a break in the principal's office you know versus having, getting into that melt down phase or behavior.

Parent: not really. He does not go to the resource room just the gen ed room for reading and science. Researcher: but she is the special ed teacher? Parent: she is the CI room teacher. Researcher: With his IQ being on the borderline, do you want them to work with him as a cognitively impaired child or would you like to see the school move toward challenging him more?		

Parent: Yeah, I have always asked him to challenge him more because when he was having those behaviors and they weren't really disciplining him. Like you know, like I said what would you do with a typical developing child that would flip a chair or whatever? Oh they would get lunch detention, or whatever and I said ok there you go, let's do that. You know, let's see if that makes an impact with him I said. Then they were on board with that. You know, that if he had a behavior that morning he would have lunch detention. If it happened in the	Knowledge or communication	Yeah, I have always asked him to challenge him more because when he was having those behaviors and they weren't really disciplining him.

afternoon then I would discipline him. I discipline him even if he still has a behavior in the morning but it just would be more if he turned around and continued with that behavior, you know it would be a little bit more at home. It would be extra chores to do or privileges lost. Researcher: Do you think that sometimes his behaviors are because of a lack of challenge? Parent: you know, academically you mean? Researcher: yes		

Parent: you know I was concerned with that at the beginning of the year and then umm well they had actually said that and I told them I don't think so but, umm it's just anything he doesn't want to do. Pretty much anything he does not want to do. Umm sometimes, like I said, at the beginning of the year I was worried because he was getting coloring sheets and some things like that. You know I said I don't want to see, you know, see all that. He needs to be, you know, doing like work. He's capable, at his level. Just	Communication/ Knowledge base	You know I said I don't want to see, you know, see all that. He needs to be, you know, doing like work. He's capable, at his level.

coloring. If its coloring sheets where he has to do adding or color all the ones that have an x or this, whatever, that's a little different. But I mean this was just coloring like from a coloring book you know. Some of it was because he came in from the gen ed room and say they were already doing science and he did science they would just give him a coloring page until they went on to the next activity but that is like 10 Mins that he could be reading you know or something with the parapro. Reinforcing some skills.		

Researcher: with the school, the academic push is a concern for you? That is something you would like to see strengthened for him? Parent: Well I think this year they did that, this past year I mean I saw a lot more work come home. And umm, seeing what he could do in the gen ed room helped the teacher to see like, oh he can do this kind of thing. You know umm and kinda keep him at that same level. I wanted him to be at doing grade level work and even like a combination of what he does in the gen ed room back in that room. That is	Support/Communication	Well I think this year they did that, this past year I mean I saw a lot more work come home.

what they kinda did. Say if he didn't finish his work too in there then they would bring that back to this room. So I think this year that has happened. I think my concern is just the discipline. Researcher: How many hours does he spend in the CI program? Parent: I think it's an hour and a half. He has 30-40 Mins of reading and 30-40 Mins of science and he does go to music with them on Friday. He loves music. He is going to do music. I think		

on the IEP it says he can go up to 3 hours. Researcher: Is there anything more about school you would want to tell me? Parent: umm just basically like I said I want that discipline you know is my main concern. I think the discipline, I don't know if really negatively affects his education. I just think we would probably see more educationally for him and he might make a little bit more progress even though has, despite the suspensions, made progress. I don't think he really lost any skills and	Support	Parent: umm just basically like I said I want that discipline you know is my main concern. I think the discipline, I don't know if really negatively affects his education. I just think we would probably see more educationally for him and he might make a little bit more progress even though has, despite the suspensions, made progress.

has made progress this past year surprisingly. And I think part of it, it you know , i am not saying it a good thing, you know but part of it when he had those in-house suspension they were giving him independent work so someone didn't really have to sit right, i mean they are there to help but you know keep him busy. Researcher: supplement what he is missing in the classroom? Parent: yeah, not saying it's a good thing that he got the suspension but he was there.		

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ABSTRACT

PARENTAL PERCEPTIONS OF EFFECTIVE EDUCATORS FOR EMOTIONALLY IMPAIRED STUDENTS

by

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May 2017

Advisors: Dr. Gerald Oglan and Dr. Eruka Bocknek

Major: Education

Degree: Doctor of Philosophy

The voices of families with children identified as EBD needed to be heard. This dissertation study allowed those families to express their joys, needs and concerns. Included with the voices of families are the voices of educators that are teaching a struggling population of children and usually in an inclusive classroom.

This dissertation study was qualitatively driven and employed an ethnographic process with a case study format. Data was viewed in a naturalistic style to preserve the voices of the subjects.

Conclusions supported from the study were the need for more effective communication training provided educators and administrators. Educators need to have a more effective format to disseminate information to parents, guardians and teachers on the availability of resources provided by districts. Districts need to address the possibility of a redistribution of resources to provide parents support when districts follow the traditional farm calendar.

I believe these findings will support families and educators that work with some of our most challenging students by strengthening the home-school connection and impact the outcome for children, parents and educators.

AUTOBIOGRAPHICAL STATEMENT

After my undergrad degree I started teaching in a self-contained program for children with emotional and behavioral disorders. This pushed me to complete my masters in Emotional impairments and Learning Disabilities. From there I perused my Doctor of Philosophy from Wayne State University in Special Education concentrating in Learning and Behavior Disorders with a cognate in Social Work.

During the pursuit of these advance degrees I kept true to my roots by teaching in the public school system. I moved from teaching in a self-contained program to working with our challenging children in an inclusive setting. Nothing has been more rewarding than seeing one of my former students come back after graduation and show me their accomplishments.

During this time I also started honing my skills in teaching and mentoring future educators in the field of Emotional Impairments, Learning Disorders, Behavior Supports and Early Childhood Special Education. The ability to impact these future educators and their students keeps me striving for more effective programs and research to support our struggling children and families.

Education: Wayne State University Ph.D. Special Education

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