

EXAMINING BEHAVIORAL RATING DIFFERENCES BETWEEN CHILDREN WITH AND WITHOUT EBD IN RURAL AND URBAN SCHOOLS

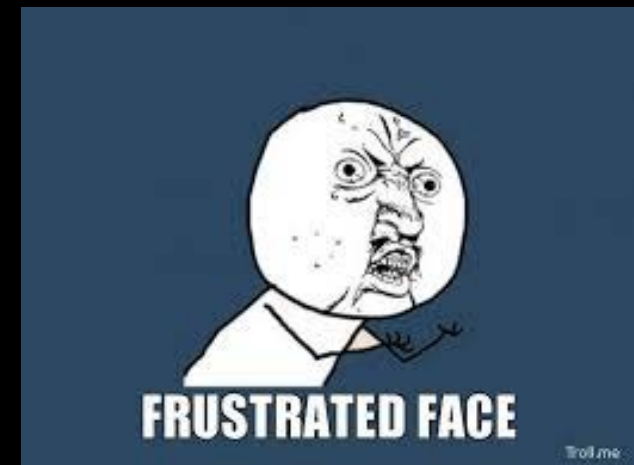
Jessica Wery, Ph.D. - Elon University

Corey Pierce, Ph.D. – university of Northern Colorado

Jacqueline Huscroft-d'angelo – University of Nebraska-lincoln

WHY FOCUS ON EBD?

- Teachers don't feel they have the skills to work with children with Emotional and Behavioral Disorders (EBD)
- Special educators feel they have only a moderate grasp of the knowledge and skills to work with students with EBD



UNIQUE FACTORS IMPACTING RURAL SCHOOLS FOR DEALING WITH BEHAVIOR

- Over 9 million students are served in rural public schools across the U. S., and over 1.5 million of those students receive special education services (Snyder & Dillow, 2015).
- In smaller rural communities, students with disabilities are more likely to be served within more inclusive settings, with special education teachers providing services within the general education classroom (Jung & Bradley, 2006).
- Administrators report difficulties filling openings for special education teachers (especially those who are qualified to teach students with EBD and retaining teachers in those positions (Berry, Petrin, Gravelle, & Farmer, 2011; Mitchem, Kossar, & Ludlow, 2006).

PURPOSE OF THIS STUDY

- Examine differences in teacher ratings of student behaviors between rural and urban settings

STUDY CONTEXT

Completed as a part of national norming of two popular behavior rating scales: 1) Scale for Assessing Emotional Disturbance; 2) Behavioral and Emotional Rating Scale

DEMOGRAPHICS OF STUDENTS RATED

| Geographic Representation | | Grade level | | Race/Ethnicity | |
|---------------------------|-----|---|------------|------------------------|-----|
| Georgia | 5 | Kindergarten – 6 th 25% | 53 | 2+ races | 17 |
| Iowa | 1 | | | African American | 63 |
| North Carolina | 114 | 7 th – 12 th 75% | 162 | Asian | 2 |
| Nebraska | 56 | | | Caucasian | 120 |
| New Jersey | 3 | | | American Indian/Native | 1 |
| New York | 20 | | | unreported | 12 |
| Virginia | 16 | <u>Total</u> | <u>215</u> | Hispanic | 20 |
| | | | | Non-Hispanic | 190 |

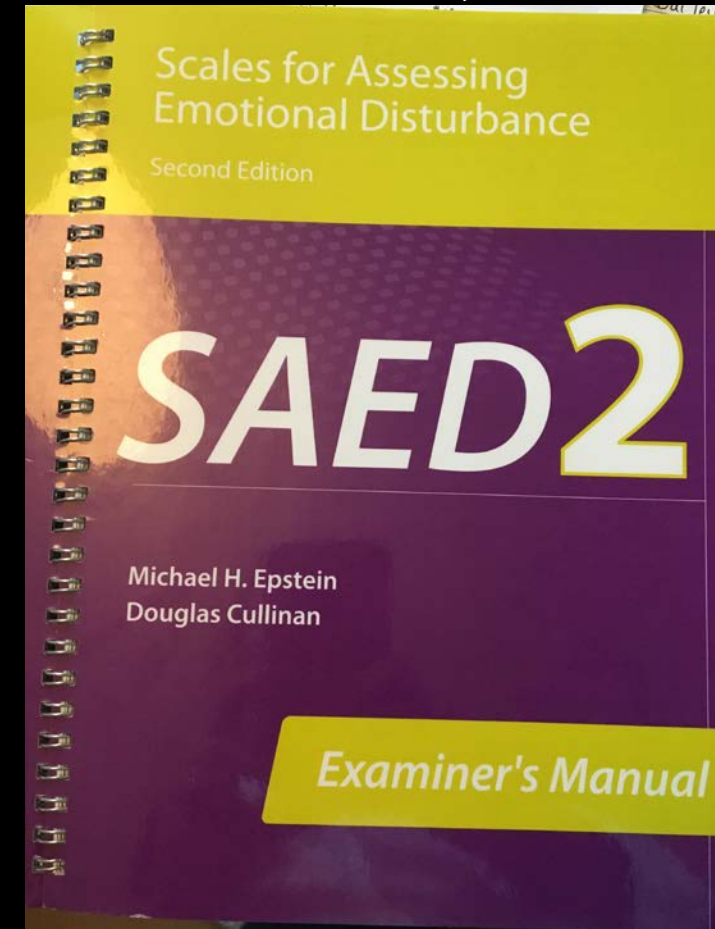
DEMOGRAPHICS OF STUDENTS RATED

| | Very rural | | | | Rural | | | | Urban | | | |
|---------------|------------|--------|----|-------|-------|--------|----|-------|-------|--------|----|-------|
| | Male | Female | UR | Total | Male | Female | UR | Total | Male | Female | UR | Total |
| ED | 38 | 10 | 2 | 50 | 18 | 11 | | 29 | 23 | 12 | 1 | 36 |
| No Disability | 24 | 18 | | 42 | 27 | 10 | | 37 | 18 | 4 | 2 | 24 |

| | Very rural | | | | Rural | | | | Urban | | | |
|---------------|------------|----|----|-------|-------|----|----|-------|-------|----|----|-------|
| | ES | MS | HS | Total | ES | MS | HS | Total | ES | MS | HS | Total |
| ED | 7 | 10 | 33 | 50 | 1 | 0 | 28 | 29 | 4 | 15 | 17 | 36 |
| No Disability | 22 | 10 | 8 | 42 | 3 | 4 | 30 | 37 | 8 | 7 | 9 | 24 |

SCALE FOR ASSESSING EMOTIONAL DISTURBANCE (SAED-3)

IL – Inability to Learn
RP – Relationship Problems
IB – Inappropriate Behavior
UD – Unhappiness or Depression
PF – Physical Symptoms or Fears



EMOTIONAL AND BEHAVIORAL RATING SCALE (BERS-3)

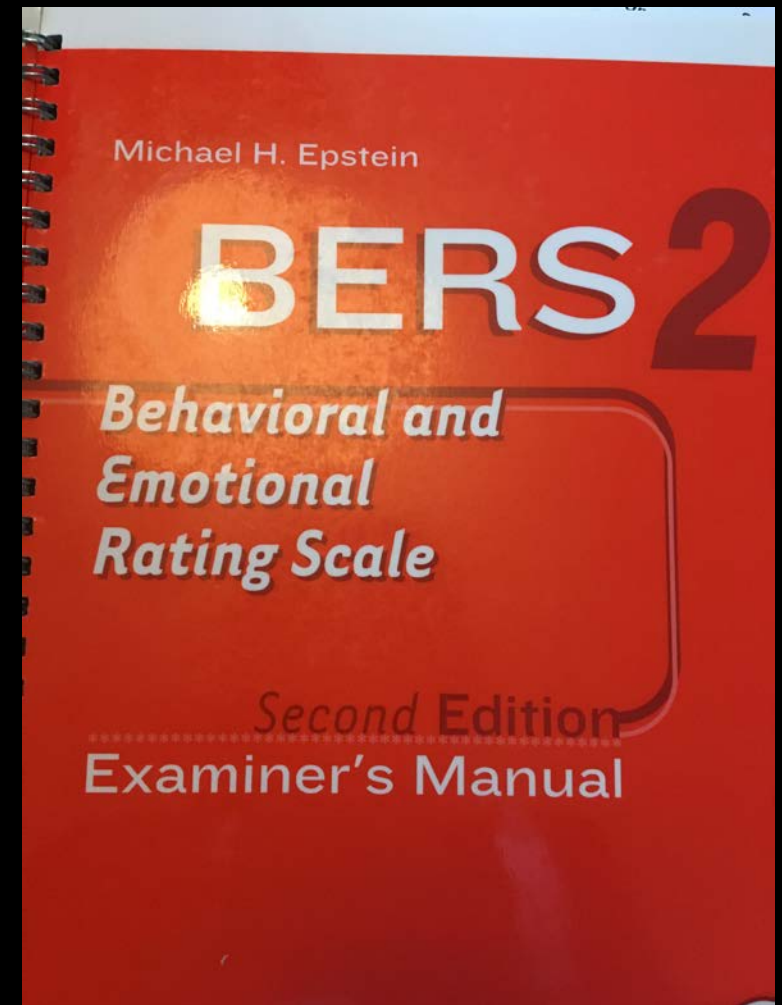
IS – Interpersonal Strength

IF – Involvement with
Family

SF – School Functioning

IaS – Intrapersonal
Strength

AF – Affective Strength



RESULTS: SAED-3

| | IL SS | | RP SS | | IB SS | | UD SS | | PF SS | | Total Index | | ANOVA |
|-------------------|---------------|---------------|---------------|--------------|---------------|---------------|---------------|--------------|---------------|---------------|-----------------|-----------------|----------------|
| | ED | No Dis | ED | No Dis | ED | No Dis | ED | No Dis | ED | No Dis | ED | No Dis | p-value |
| Very rural | 11.34 3.22 | 9.44 3.18 | 11.68 3.17 | 9.56 2.29 | 10.92 2.51 | 10.47 2.21 | 10.24 3.59 | 9.25 1.85 | 11.44 1.49 | 9.78 2.21 | 107.38 19.21 | 97.94 12.73 | .016287 |
| Rural | 10.72 2.90 | 10.46 2.09 | 10.69 2.48 | 9.68 2.17 | 11.10 3.03 | 10.62 2.77 | 10.14 3.30 | 9.51 2.65 | 11.24 3.24 | 10.43 2.69 | 105.14 16.74 | 100.70 13.67 | .240326 |
| Urban | 11.89 2.50 | 8.83 3.20 | 11.11 2.64 | 9.13 2.56 | 11.94 2.61 | 9.63 2.39 | 11.31 2.81 | 8.33 2.28 | 11.42 3.06 | 8.83 2.43 | 110.19 14.56 | 92.67 16.28 | .000054 |
| | | | | | | | | | | | .49654 | .09847 | |

RESULTS: BERS-3

| | IS SS | | FL SS | | IaS SS | | SF SS | | AS SS | | Total Index | | ANOVA |
|------------|--------------|---------------|--------------|--------------|--------------|---------------|--------------|---------------|--------------|---------------|----------------|-----------------|---------|
| | ED | No Dis | ED | No Dis | ED | No Dis | ED | No Dis | ED | No Dis | ED | No Dis | p-value |
| Very rural | 8.90 3.58 | 10.16 3.20 | 8.62 3.17 | 8.72 3.56 | 8.70 3.98 | 11.03 3.64 | 8.36 3.47 | 9.31 3.17 | 9.68 3.74 | 10.97 3.88 | 92.04 21.97 | 100.19 19.26 | .172671 |
| Rural | 8.10 2.78 | 9.65 2.56 | 7.69 2.69 | 8.35 1.86 | 8.34 3.45 | 10.11 2.35 | 8.45 3.36 | 10.68 2.65 | 9.62 2.56 | 10.43 2.69 | 87.24 18.06 | 97.62 13.15 | .045077 |
| Urban | 8.39 3.16 | 11.67 3.62 | 7.58 2.61 | 9.08 3.05 | 8.49 2.84 | 11.75 3.48 | 7.67 3.27 | 10.42 3.68 | 8.14 3.12 | 11.46 3.75 | 84.86 13.97 | 105.00 22.30 | .000108 |
| | | | | | | | | | | | .28264 | .29811 | |

FINDINGS

- Ratings in rural schools weren't as distinctly different for ED and non-ED students
 - Lack of training/expertise = inability to detect differences in behavior?
- BERS results indicated almost no difference in School Functioning between ED and Non-ed students
 - How does this impact intervention planning?
- Similar ratings between the deficit-based scale and the strengths-based scale
 - Why not focus on the strengths more?
 - "Always play from a position of strength" – Rud Turnbull at his afternoon session

FUTURE RESEARCH NEEDS

- We would like to examine with more elementary-aged students
- Continue to examine the effectiveness of assessment tools to evaluate behaviors of students in rural schools
- Compare behavior rating scale data with teacher behavior observation data in rural schools



THANK YOU!

- jwery@elon.edu
- Corey.pierce@unco.edu
- jndangelo@unl.edu

