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Administrator Support for Students with Emotional and Behavioral Disorders in Inclusive School Environments: A Literature Review

Laura K. Anderson

Kristine Melloy

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Administrator Support for Students with EBD in Inclusive School Environments

Laura K. Anderson, M.A. & Kristine Melloy, Ph.D.

University of Northern Colorado

INTRODUCTION

- Students with EBD are at greater risk for poor long-term outcomes than are students with any other disabilities...Leaders have a responsibility to ensure they are well supported.”
Bettini et.al., 2020, p. 226
- Students with EBD are disproportionately impacted by practices that deny them FAPE as guaranteed by IDEA (e.g., suspension, expulsion, seclusion, physical restraint) at rates higher than students without disabilities
US Dept. of Education Office of Civil Rights
- Administrators who know how to implement EBP:
 - Effective communication,
 - Positive behavior interventions and supports, successfully support SEBD in inclusive school settings
McLeskey et.al., 2014



RESEARCH QUESTIONS

- What are the most effective strategies for supporting SEBD in inclusive school environments?
- What practices do administrators implement to support SEBD in inclusive school environments?

METHODS

Literature Search:

- Comprehensive electronic database (i.e., ERIC, Education Source);
- Search terms (i.e., emotional and behavioral disability, challenging behavior, inclusion)
- Peer reviewed journal articles - 2008-2018 =100 articles
- Titles and abstracts reviewed for criteria: administration, inclusion of SEBD = 9 articles

Articles analyzed for common themes

- Themes coded and written into margins
- Constant comparison between articles
- Themes identified
- Significant statements from articles noted

RESULTS

Theme	EBP	Authors
Principal's Attitude & Support	<ul style="list-style-type: none"> ■ Normal practice; value ■ Provide leadership & guidance around inclusive practices to ensure implementation fidelity <ul style="list-style-type: none"> - Create school committees - Develop infrastructures such as PBIS ■ Intentional hiring practices of teachers supportive of inclusion ■ Intentional designs of specialized programs, pedagogy & curriculum to meet all students' needs 	Evanovich & Scott (2016); Irvine et al. (2010); Maggin et al. (2010); Pinkelman et al. (2015); Ryan (2010); Whitley (2010)
Creation of Teacher Buy In	<ul style="list-style-type: none"> ■ Create active participation in the inclusion process <ul style="list-style-type: none"> - Key stakeholders (e.g., teachers) develop a shared vision ■ Supportive school team: <ul style="list-style-type: none"> - ID teacher leaders - Leadership committees to oversee implementation of inclusive schooling ■ Crucial to school-wide practices (e.g., PBIS) 	Evanovich & Scott (2016); Irvine et al. (2010); Maggin et al. (2010); Philpott et al. (2010); Pinkelman et al. (2015); Ryan (2010); Whitley (2010)
Collaboration	<ul style="list-style-type: none"> ■ Enable schools to become professional learning communities: teachers, administrators, staff ■ Create an effective communication infrastructure <ul style="list-style-type: none"> - Provide information and advice to each other - Support formation of relationships - Allow opportunities for teachers to work together to build trust - Effective teaming and team meetings to convey needed information - Maintain communication with families 	Huscroft-D'Angelo et al. (2018); Irvine et al. (2010); Kindzierski et al. (2013); Maggin et al. (2010); Philpott et al. (2010); Pinkelman et al. (2015); Ryan (2010)
Professional Development Opportunities	<ul style="list-style-type: none"> ■ Effective classroom practices implemented with fidelity ■ Curricular adaptations (e.g., accommodations and modifications) <ul style="list-style-type: none"> ■ Key areas: <ul style="list-style-type: none"> - inclusive policy, - diversity, - nurturing positive attitudes, - evidence-based teaching strategies (e.g., <i>High Leverage Practices for Inclusive Classrooms</i>, McLeskey et al., 2019), - collaborative and meaningful teaching 	Huscroft-D'Angelo et al. (2018); Irvine et al. (2010); Kindzierski et al. (2013); Maggin et al. (2010); Philpott et al. (2010); Pinkelman et al. (2015); Ryan (2010); Whitley (2010)

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CONTACT

Laura K. Anderson
laura.anderson@unco.edu

Kristine Melloy
kristine.melloy@unco.edu