

# Academic, Behavioral, and Social Strategies For General Education Teachers Working With Students with Emotional Disturbances and Behavior Disorders

Nagia Abdu

Graduate School Of Education, Touro University-California

**Introduction:** The purpose of this study was to research multiple strategies and accommodations and determine the best positive behavioral accommodations that General Education teachers can implement within their classrooms when working with students with Emotional Disturbances and/or Emotional Behavior Disorders . These strategies will allow them to help students participate successfully academically, behaviorally, and socially within the classroom.

**Statement of Problem:** IDEA includes two fundamental requirements for students: they must have a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). Because of these requirements, many students are being placed in general education classes with teachers who are not trained to instruct students with diverse disabilities (Wagner, M., 2006). Students with emotional disturbances are a very challenging population to work with and one of the most unidentified and underserved populations in our schools today (Forness, S., 2012). Researching positive behavior accommodations and supports is crucial to help students be successful within the classroom.

**Methods: (fix)** The researcher gathered evidence-based positive accommodations and strategies from peer-reviewed articles and studies that demonstrate successful strategies when implemented with students with EDs and/or EBD. The literature was then compiled into a manual. This manual may be used as toolkit that includes: background information, helpful academic, behavior, and social strategies such as: lesson preparation, student engagement, increasing appropriate behaviors, motivating students, relationship building, classroom management and various other strategies and accommodations.

**Conclusions:** Students with ED and/or EBD are among the least identified and served populations today. Many teachers feel incredibly overwhelmed with such students because of their often challenging behaviors, and their own lack of training on how to support our students with emotional and behavioral difficulties. The researcher created a manual filled with information for General Education teachers to use within their classroom that will assist them to support their students and with lesson design, ensuring that they follow federal laws that rightfully allow appropriate inclusion for students with ED/EBD despite the challenging behavior that often comes with this population.



## Literature cited:

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**Further information Contact:**  
[nagia.abdu@tu.edu](mailto:nagia.abdu@tu.edu)