

INCIDENCE RATES OF CHILDREN WITH EMOTIONAL DISTURBANCE IN  
SELF-CONTAINED SPECIAL EDUCATION SETTINGS

---

MARY ANNETTE LITTLE



To the Graduate Council:

I am submitting herewith a thesis written by Mary Annette the Little entitled "Incidence Rates of Children with Emotional and/or Behavioral Problems in Various Special Education lable Settings." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master's of Arts in Education, with a major in Special Education.

Larry Lowrance  
Dr. Larry Lowrance, Major Professor

We have read this thesis and recommend its acceptance:

Monique E. Gold  
Lynette M. Henderson

Accepted for the Council:

Len M. Bensley

Dean of The Graduate School

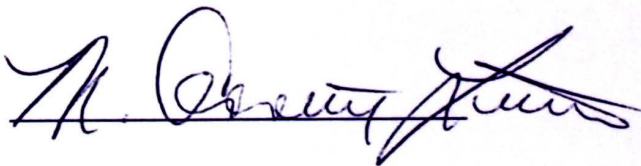


## STATEMENT OF PERMISSION TO USE

In presenting this thesis in partial fulfillment of the requirements for a Master's degree at Austin Peay State University, I agree that the Library shall make it available to borrowers under rules of the Library. Brief quotations from this thesis are allowable without special permission, provided that accurate acknowledgment of the source is made.

Permission for extensive quotation from or reproduction of this thesis may be granted by my professor, or in his absence, by the Head of Interlibrary Services when, in the opinion of either, the proposed use of the material is for scholarly purposes. Any copying or use of the material in this thesis for financial gain shall not be allowed without my written permission.

Signature



Date

July 30, 2002

Mary Annette Little

July 2002



Incidence Rates of Children with Emotional Disturbance in  
Self-contained Special Education Settings

DEDICATION

This thesis is A Thesis to my parents, John and

Presented for the

Master of Arts in Education

Mrs. Degree Wilson

who have Austin Peay State University

and were a constant spiritual support for me.

Mary Annette Little

July 2002



## ACKNOWLEDGEMENT

The completion of this thesis was made possible by the assistance of the Graduate Committee: Dr. Larry Lowrance, Berniqueka Gold, and Dr. Lynnette Henderson. I would especially like to thank my Chairperson, Dr. Larry Lowrance, for his unwavering assistance, guidance, and patience throughout this project.

## DEDICATION

This thesis is dedicated to my parents, Mr. Richard Wilson and Mrs. Dorothy Wilson, who have demonstrated tremendous faith in me and were a constant spiritual support for me. I would also like to acknowledge the contribution of my friends and colleagues at the Sample County Office who contributed their time and expertise with the statistical analysis. Lastly I would like to thank my husband, Robert, for his patience and understanding throughout this project.



## ACKNOWLEDGEMENT

The completion of this thesis was made possible by the assistance of the Graduate Committee: Dr. Larry Lowrance, Dr. Moniqueka Gold, and Dr. Lynnette Henderson. I would especially like to thank my Chairperson, Dr. Larry Lowrance, for his unwavering assistance, knowledge, and patience throughout this project. I would like to thank Dr. Donald Luck, Katie Wilson, and Dr. Henderson for their expertise with the statistical part of this research. I would also like to acknowledge the contributions of my friends and colleagues at the Sample County Special Education Office who contributed their time, effort, and support. I would like to thank my parents and siblings for their faith in me and assistance with my two children, Joshua and Catherine. Lastly I would like to thank my husband, Robert, for his patience and understanding throughout this project.



# TABLE Abstract CONTENTS

Descriptive research was conducted in order to determine if	
there are greater proportions of students with emotional	
disturbance than those with learning disabilities being	
served in more restrictive settings. A database of census	
data, 1,788 entries, from the special education department in	
the observed county was obtained. The null hypothesis, that	
no difference in placement variability between children with	
emotional disturbance and those with learning disabilities	
will exist, was tested using a chi-square test. The null	
hypothesis was rejected. Conclusions, generated from this	
study, suggest that there is a significant difference in	
placement rates of students with emotional disturbance and	
students with learning disabilities across educational	
settings.	
Relationship of the Problem . . . . .	1
Relationship of this Study to the Problem . . . . .	2
Null Hypothesis . . . . .	4
Citations . . . . .	4
Preview . . . . .	6
REVIEW OF RELATED LITERATURE . . . . .	7
Sample Population . . . . .	10
Results . . . . .	13
Sample Population . . . . .	23
Revisiting the Hypothesis . . . . .	26
Descriptive Statistics . . . . .	26
Data analysis . . . . .	33
Research Question . . . . .	34
DISCUSSION OF FINDINGS . . . . .	35
Conclusions . . . . .	35
Recommendations . . . . .	36
Implications for further research . . . . .	38
LIST OF REFERENCES . . . . .	40
APPENDICES . . . . .	43
A. Letters of Approval to Conduct Research . . . . .	44
B. Sample Data Sheet . . . . .	53
C. . . . .	55



# TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION . . . . .	1
Importance of the Problem . . . . .	1
Problem . . . . .	1
Relationship of this Study to the Problem . . . . .	2
Research Question . . . . .	3
Null Hypothesis . . . . .	4
Assumptions . . . . .	4
Limitations . . . . .	4
Definitions . . . . .	5
Preview . . . . .	6
II. REVIEW OF RELATED LITERATURE. . . . .	7
Methods . . . . .	7
Sample Population . . . . .	10
Evaluation Procedures . . . . .	11
Results . . . . .	13
Summary . . . . .	21
III. METHODOLOGY . . . . .	23
Sample Population . . . . .	23
Method . . . . .	24
IV. RESULTS . . . . .	26
Revisiting the Hypothesis . . . . .	26
Descriptive Statistics . . . . .	26
Data analysis . . . . .	33
Research Question . . . . .	34
V. DISCUSSION OF FINDINGS . . . . .	35
Conclusions . . . . .	35
Recommendations . . . . .	36
Implications for further research . . . . .	38
LIST OF REFERENCES . . . . .	40
APPENDICES . . . . .	43
A. Letters of Approval to Conduct Research . . . . .	44
B. Sample Data Sheet . . . . .	53
VITA . . . . .	55



## LIST OF FIGURES

FIGURE	Introduction	PAGE
1.	Gender Percent by Nation, State, County, & Special Education . . . . .	27
2.	Gender Proportions in Sample County . . . . .	28
3.	National Percent by Ethnicity . . . . .	29
4.	Ethnic Percent in State of TN . . . . .	30
5.	Ethnic Percent in Sample County Total Population & Total Special Education Population . . . . .	31
6.	Ethnic Percent in Sample County . . . . .	32



## CHAPTER I

IntroductionImportance of the Problem

Dealing with behavior problems in the classroom is a mounting concern for most educators today. Teachers are no longer responsible for only academics. They must educate the whole child, which includes teaching the child how to function successfully in society. Teaching social skills in a regular classroom setting can be challenging. However, when a child with emotional disturbance is included in the regular classroom setting, this challenge is greatly exacerbated. With the push for inclusion, this challenge is being presented to more and more educators.

Problem

Exposure to appropriate social skills in a regular classroom setting is a vital part of educating a child with emotional and/or behavioral difficulties. These students should be provided with the same academic curriculum that other students of similar cognitive abilities are exposed. Mather and Rutherford, Jr. (1996) state that poor social relationships with adults and peers is a key characteristic for identifying students with emotional or behavior disorders. Self-contained classroom settings limit exposure



to students in the regular classroom setting. It also limits their exposure to the general academic curriculum. Students with emotional and/or behavior disorders could benefit from the exposure to social skills and academics that a regular classroom setting can provide (Mathur, S. R., & Rutherford, Jr., R. B., 1996). Without the acquisition of appropriate social skills these students may struggle to succeed as adults in society (Mathur, S. R., & Rutherford, Jr., R. B., 1996).

#### Relationship of This Study to the Problem

A better understanding of rates at which students with emotional disturbance are being served in self-contained settings will assist in the future with the development of educational programs that more adequately address the social and academic needs of these students. This can be accomplished by a thorough study of research findings concerning educational placement of students with emotional and/or behavior disorders. This study evaluates the rate at which students with emotional disturbance are served in various educational placements and compares this rate with the rate of placement for students with learning disabilities on the basis that both groups have comparable cognitive functions. The National Joint Committee on Learning



Disabilities (1987) (NJCLD) defines learning disabilities as individuals who exhibit difficulties in both academics and non-academics that are not based on intellectual ability. Diagnosis must be based on individual strengths as well as weaknesses. NJCLD (1987) warns against etiological alternatives such as low achievement, underachievement, or maladaptive behavior that may result in the misdiagnosis of learning disabilities. According to the definition provided by Individuals with Disabilities Education Act (1997), emotional disturbance is a condition that exhibits one or more of the following: inability to learn not related to intellectual ability, inability to build or maintain social relationships, inappropriate behaviors under normal circumstances, pervasive mood of unhappiness, and a tendency to develop fears or physical symptoms related to school or personal problems. The definitions of each disability contain a cognitive component indicating a difference in academic performance and intellect.

### Research Questions

In which educational placement are students diagnosed with emotional disturbance being served most frequently? Are there a disproportionate number of students with emotional disturbance being served in self-contained classes as



compared to students with learning disabilities?

### Null Hypothesis

There is no difference in the proportion of students with emotional disturbance and students with learning disabilities receiving special education services in self-contained classrooms.

### Assumptions

The following statements have been assumed for this research:

1. The information obtained from the special education secretary is valid.
2. This sample of subjects involved in the study reflects the general population of students diagnosed with emotional disturbance.
3. The sample school district is representative of other suburban school districts.
4. The teachers followed set rules for coding their census.

### Limitations

The following limitations have been noted for this research:

1. Since the study involved a suburban school district, the results may not generalize to other types of school districts.



2. Data was not available to analyze other relevant factors such as socioeconomic status or the informed advocacy efforts of parents.

3. Since the study is a post hoc review of records, one cannot make assumptions about causality.

### Definitions

1. Social skills: acceptable patterns of behavior that contribute to the building of positive relationships and aid one in avoiding aversive social consequences (Mathur &

Rutherford Jr., 1996).

2. Student motivation (as used in Kindermann, 1993): student motivation is defined as the engagement time versus the disaffection.

3. Provocative victims (as used in Hodges, Boivin, Vitaro, and Bukowski, 1999): victims of bullies who exhibit aggressive provocative behaviors that entice victimization.

4. Externalizing behaviors: behavioral responses to environmental stimuli that can be observed, e.g., physical aggression.

5. Internalizing behaviors: behavioral responses to environmental stimuli that cannot be directly observed, e.g., anxiety.

6. Sociodemographic factors (as used in Coutinho, Oswald,



Forness, 2002): conceptually important community-level characteristics such as ethnicity distribution, wealth, education, English language proficiency, student-teacher ratio, and school fiscal resources.

7. Self-contained classes: For the purpose of this study, self-contained classes will be defined as special education classes in which students spend 23 or more hours per week.

8. Less restrictive environment: for the purpose of this study, less restrictive environment will be defined as special education services that are 22 or less hours per week.

#### Preview

To better understand the effects of various educational settings with students with emotional and/or behavioral difficulties, it is suggested that a study of current research on educational placements for students with emotional and/or behavioral problems be conducted. Recommendations on how to prevent children with behavior problems from becoming failures in society will be made upon completion of the study.

Mattison, Spitznagel, and Felix, Jr. (1998) used an

longitudinal research by Mattison and Felix

to investigate initial enrollment variables of



## CHAPTER II

Review of Related LiteratureMethods

The method many researchers chose for comparing placement rates of children with emotional or behavioral disorders was descriptive research due to the small percent of the general and special education populations who are diagnosed with emotional or behavioral disorders. The two types of descriptive research reviewed in the literature were documentary analysis and longitudinal studies.

Hodges, Boivin, Vitaro, and Bookwork (1999) opted for a one-year longitudinal research design to describe peer victimization in the fourth and fifth grades. The total sample size was 533 children initially, with 393 participants completing the study. As with any longitudinal study, drop out factors are expected to lower the final participant count. Teacher and children rating scales were used to describe peer victimizations within a classroom. As with any study using rating scales, the lie factor must be taken into consideration before attempting to generalize these results.

Mattison, Spitznagel, and Felix, Jr. (1998) used an eight-year longitudinal research by Mattison and Felix (1997) to investigate initial enrollment variables of



students with behavior disorders to predict student outcomes. This correlational study used baseline data and compared it to the success or failure of each participant. As with Hodges et al. (1999) this study had to contend with the drop out rates common to longitudinal studies. There were 173 initial participants and 151 were used for the correlational study by Mattison et al. (1998). Methods of evaluating initial variables included cognitive tests, screening for psychological disorder, affective measures and a review of family stressors. As with any correlational study, the identified variables could not be stated as the cause of students' outcomes.

Kindermann (1993) attempted a causal-comparative study to state that children's peer affiliations contribute to children's motivational levels in school. During the study, experimenters obtained results indicating that the common cause was in effect. In other words, data indicated that multiple independent variables are the cause of peer affiliations and motivational levels. Data was collected using teacher and student rating scales. The data was then used in a correlational study to predict peer affiliations and motivational levels in school.

Singer, Butler, Palfrey, and Walker (1986) used a



documentary analysis in order to provide supplementary information regarding special education placements in five large and geographically dispersed school systems. The majority of the special education students were diagnosed with learning disabilities and/or speech impairments. Percentages ranged from 31% to 58% of the special education population. Students with hearing, vision, or physical/multiple impairments accounted for the lowest percentages of special education students. All five districts had fewer than 7% with these diagnoses. The percentage of students classified as mentally retarded ranged from 6% to 16% of the special education population. Data was obtained using teacher and parent interviews, and a review of the children's school files.

Coutinho, Oswald, Best, and Forness (2002) also used a documentary analysis in order to investigate gender and ethnic proportions among students diagnosed as emotionally disturbed. The relationship between identification and sociodemographic factors was also explored. Coutinho et al. (2002) used data from the U.S. Department of Education Office for Civil Rights (OCR) for the school year 1994-1995 which included school districts in the 50 states and the District of Columbia. This data was matched with the data from the



National Center for Educational Statistics, Common Core of the Data CD-ROM (NCES CCD93 Disc).

Tobin and Sugai (1999) conducted a documentary analysis of a sample of students with discipline problems from another study (Tobin, 1996). They extracted data for all the students who contained the label serious emotional disturbance (SED). This gave them a sample size of only 14, which is 3% of the original randomly selected sample of 526 students with discipline problems. The data was placed into two groups, on track for high school graduation (OT) and not on track for high school graduation (NOT), according to drop out rates, failing grades, and truancy. In order to predict success of students with serious emotional disturbances in high school, comparisons were made with the two groups on other variables such as gender, prereferral interventions, other support, records of juvenile justice contracts, community agency contacts, talented and gifted, and commendation for prosocial behavior. The small sample size generated in this study makes it difficult to generalize to other populations.

#### Sample Population

The sample size of the studies reviewed ranged from fourteen participants to 24 million participants (4,151 school districts). An increase in sample size increases the



ability of the researchers to generalize their results to the total population. The type of research that was conducted had some impact on the number of participants involved. For example Tobin et al. (1999) wanted a more intensive description of placements, experiences, and high school outcomes of individual students. This required a review of records and personal interviews of teachers and parents. This type of study would not have been possible with large numbers of participants. Other studies that utilized census data only were able to manipulate much larger numbers (Coutinho et al., 2002).

The studies consisted of participants across a large variety of geographical settings. These included the Western United States, Southern United States, Northern United States, Eastern United States, and French-Canadian provinces. Definitions of children with behavior disorders were consistent throughout the various geographical regions (Coutinho et al., 2002; Mattison et al., 1998; Singer et al., 1986; Tobin et al., 1999). This increases the researchers' ability to generalize the results to the overall population of students with behavioral disorders.

### Evaluation Procedures

Due to the nature of the research types and student



type, many evaluations consisted of observations, questionnaires, and interviews, which can be very subjective. Other evaluation procedures included standardized tests for the studies that incorporated epistemological approaches, and statistical analysis of student data.

Observations completed by trained professionals and teachers were used in a few of the studies (Hodges et al., 1999; Kindermann, 1993). It is assumed that the teachers were also trained in methods of objectively observing students. In order to generalize the results, these studies computed inter-rater reliabilities, all of which fell within the moderate to high range.

Other studies incorporated rating scales and self-report measures. These included semantic differential scales and Likert scales. Those that chose to utilize only rating and self-report measures used various types and computed concurrent test reliability (Hodges et al., 1999; Kindermann, 1993). Concurrent test reliability factors ranged from moderate to high reliability.

Mattison et al. (1998) used a multi-modal assessment strategy in order to better determine validity and reliability. In addition to the previous types of evaluations discussed, assessments also included standardized achievement



tests, and tests of cognitive abilities. Studies that incorporated the epistemological approaches necessitated the need for standardized achievement and cognitive tests. The standardized achievement tests all had moderate to high validity and reliability factors.

Studies that incorporated socioeconomic factors did so on a much larger scale (Coutinho et al., 2002; Kindermann, 1993; Singer et al., 1986; Tobin et al., 1999). Sociometric factors included age, gender, race, socioeconomic backgrounds, disability, and parent employment and education. These factors assisted in the generalization process to specific subgroups within a community.

## Results

Due to the nature and student type in all of the first studies, many correlations were discovered. Mattison et al. (1998) discovered correlations between four enrollment variables and outcomes of students with behavioral disorders. Enrollment variables that predicted unsuccessful student outcomes included increasing age before being identified ( $p=.003$ ), the presence of a conduct or oppositional disorder ( $p=.003$ ), a Wechsler Intelligence Scale for Children-Revised (WISC-R) verbal IQ 11 or more points lower than the performance IQ ( $p=.04$ ), and the absence of a depressive or



anxiety disorder ( $p=.03$ ). These predictors can be used to assist educators in identifying and planning programming for students with behavioral disorders.

An important predictor of unsuccessful outcomes was the age at which a student was identified as having a behavioral disorder, with later identification being linked to poorer outcomes. Other studies have supported the theory that early identification and treatment of students with behavioral disorders greatly increases the chance of successful outcomes (Kauffman, 1999; Landrum and Tankersley, 1999). A deterrent to early identification is the reluctance of some educators and parents to place the "strong" label of emotional disturbance upon very young children. However, Kaufman (1999) encourages the label for young children since it is the first step in providing intensive treatment at this critical stage in the child's development. Another deterrent to early identification is program funding; if a child is identified, services must be provided (Landrum & Tankersley).

Hodges et al. (1999) discovered correlations between internalizing behaviors, externalizing behaviors, and having a best friend with peer victimization. As with Mattison et al. (1998), Hodges et al. (1999) found strong positive correlations between externalizing behaviors and peer



victimization. Students exhibiting externalizing behaviors were considered to be provocative victims of peer victimization.

There is some disagreement on the relationship between internalizing behaviors and outcomes. Mattison et al. (1998) found a negative correlation with depressive or anxiety disorders (internalizing behaviors) and unsuccessful outcomes; meaning that depressive disorders were associated with more positive outcomes while, Hodges et al. (1999) discovered a positive correlation with internalizing behaviors and peer victimization, a decidedly unsuccessful outcome. The differences in these results could have been affected by the length of each study, or the research design. Mattison et al. (1998) utilized an eight-year longitudinal study while Hodges et al. (1999) utilized a one-year longitudinal study. The longer study tends to be more readily generalized since more time is provided for the effects of extraneous variables to reach insignificance.

Kindermann (1993) found only weak correlations between peer selection, determined by sociometric peer status, and motivation, conceptualized as engagement versus disaffection. Motivation appeared to be a factor in peer socialization (peer interactions) at the beginning of the school year, but



not at the end. Other factors needed to be considered when analyzing peer socialization. As noted in the previous studies, possessing certain socialization skills (externalizing factors) may have a greater influence on peer affiliations than classroom motivation, which is an internalizing factor.

Coutinho et al. (2002) utilized a descriptive analysis of a national database of all disabilities to examine gender and ethnicity disproportion among students diagnosed with emotional disturbance in 4,151 school districts. From the entire sample, only .75% of the students were identified as emotionally disturbed. Relationships between identification and sociodemographic factors were computed. The researchers found that poverty tends to be positively correlated with the identification of emotional disturbance throughout all gender and ethnic groups. A disproportionate number of cultural and linguistically diverse students were also found among students with emotional disturbance. For example African American males displayed an odds ratio of 5.5, which was the largest disproportion. However, when poverty was held as a constant, the researchers found little difference in ED identification rates for African American and White students in the lower poverty communities. This may indicate that



poverty levels have more to do with the ethnic disproportion findings than the actual racial difference. Gender proportion varied greatly despite sociodemographic factors. The researchers found a significantly higher proportion of males being diagnosed as emotionally disturbed over females throughout all ethnic groups.

Singer et al. (1986) utilized an in-depth multiple district design in order to study the characteristics of classroom placement for approximately 950 special education students in five metropolitan school districts. Each district was selected for its geographic, socioeconomic, and ethnic diversity. The researchers utilized teacher interviews, parent interviews, and school records in order to obtain the percentages of time in regular education classes, child characteristics of age, ethnicity, gender, and family composition (income, education, marital status, and employment).

Singer et al. (1986) found that percentages of students with the label emotionally disturbed varied from district to district. The two districts with the lowest per capita income had the highest percentages of children classified as emotionally disturbed. As in Coutinho et al. (2002), this may indicate that socioeconomic status is an important factor



related to the diagnosis of emotional disturbance. However, when family characteristics data was computed with disability, only children diagnosed with learning disabilities or physical/multiple handicaps had outcomes related to socioeconomic status. No significant associations were found between family characteristics and children who are emotionally disturbed. (GED) were placed in the not on

Through analysis of the data, the researchers discovered that instructional placement differed significantly by the child's primary disability (Singer et al, 1986). The researchers obtained results indicating a higher percentage of students with the classification of emotionally disturbed in special classes than any of the other disability areas. However, approximately one-third of these students received some instruction in the regular program. As with the previous studies, results of this study should be generalized with caution. Since data from this study was obtained from the metropolitan school districts, the results may not generalize to other types of school districts. theory that remaining in

Tobin & Sugai (1999) utilized a descriptive analysis of archival records in order to obtain information about placements, experiences, and high school outcomes for students who are labeled emotionally disturbed. Intercoder



reliability agreement was 96 percent. Fourteen students diagnosed with emotional disturbance were divided into two outcome groups. Those students who were enrolled in school and making passing grades were placed in the on track group (OT). Students who dropped out, were enrolled but making failing grades, or were placed on a track toward obtaining a general equivalency diploma (GED) were placed in the not on track (NOT) group.

Of the fourteen students in the study, 43% remained on track for a high school diploma (Tobin & Sugai, 1999). Several differences in the OT group may account for their success rates. First, students in the OT set had fewer discipline problems across all of the types of problems reviewed: violence--fighting type, violence--harassing type, and nonviolent misbehavior than the NOT group. Secondly, students in the OT group were excluded from school as a punishment fewer times than the NOT group. None of the students in the OT group were served in a homebound placement. These results support the theory that remaining in a school setting rather than suspension or homebound placement increases the chance of a student with emotional disturbance graduating from high school.

In Tobin & Sugai (1999) study, 57% of the students were



in the not on track group (NOT). Several characteristics of this group that may have influenced their lack of success in the high school setting were identified. Referrals for discipline problems were greater in all three types of discipline problems reviewed. A higher percentage of these students were excluded from school as a punishment than in the OT group. This may serve as a negative reinforcer for students who are struggling with school. Additionally, 38% of the students in the NOT set were placed on homebound services. In other words, 100% of students diagnosed with emotional disturbance and placed on homebound were not on track for graduating from high school. These results indicate that homebound placement may not be an appropriate placement for students with the ED label. Since a dysfunctional family setting increases the risk of a child receiving the label of emotionally disturbed (Kauffman, 1999), placing a child with ED on homebound may exacerbate the problem. Rockwell & Guetzloe (1996) also found that students who are isolated from the general population are not provided with the social opportunities to learn appropriate social skills, which they need.

Another common characteristic of students in the NOT group is frequent transitions involving educational settings



and place of residency (Tobin & Sugai, 1999). McMahon, Wacker, Sasso, and Melloy (1994) discovered that social skills training was effective for students with emotional disturbance as long as a continuum of training was provided through the reintegration process to assist in generalization of the learned skills. This indicates that consistency in programming and supported transitions are highly important for the success of these students. Frequent transitions may make it difficult for students with ED to adjust to the school setting, and may tax their fragile social skills. While the school systems have no control over many transitions, such as residential moves made by the family, they should make every effort to reduce the number of transitions in services within the school system.

### Summary

Many educators are concerned with educating the whole child. This includes behavior as well as academics. Teachers are also concerned with the amount of time that teaching nonacademic skills takes away from their academic focus time. The review of the literature suggests that several characteristics are common in diagnosed students with emotional and/or behavior disorders. Teachers who are aware of these characteristics can better design a program for



these students that will increase the children's success rates in school. Several predictors for unsuccessful outcomes for students with emotional and/or behavioral disorders are externalizing behaviors (Mattison et al., 1998; Hodges et al., 1999; & Kindermann, 1993), socioeconomic status (Coutinho et al., 2002), and restrictive placements (Tobin and Sugai, 1999; & Singer et al., 1986). Knowing these characteristics, educators can design programs that provide the best chance of students succeeding in a school setting. The review of the literature supports the hypothesis that there are a disproportionate number of students with emotional and/or behavior disorders served in self-contained settings, than students diagnosed with other disabilities.

disabled, other functionally delayed, and other developmental delay.

In order to compare this data with national data, some of the disability areas were combined to reflect the disability areas mandated by the Individuals with Disabilities Education Act (IDEA, 1991). Speech impaired and language impaired were combined into a speech/language disorder. Deaf and hearing impaired were combined. Blind and visually impaired were also combined into one category. Other functionally delayed and other developmental delay were



## CHAPTER III

MethodologySample Population

The initial sample population consisted of 1,788 student entries in the observed county's special education database at the end of the 2001-2002 school year. All of the students in the database had at least one primary disability. Students who were listed as inactive status were removed from the database before the analysis was completed. Areas of disability were learning disabled, mentally retarded, gifted, speech impaired, language impaired, emotionally disturbed, autism, health impaired, physically impaired, deaf, hearing impaired, blind, visually impaired, deaf-blind, multi-disabled, other functionally delayed, and other developmental delay.

In order to compare this data with national data, some of the disability areas were combined to reflect the disability areas mandated by the Individuals with Disabilities Education Act (IDEA, 1997). Speech impaired and language impaired were combined into a speech/language disorder. Deaf and hearing impaired were combined. Blind and visually impaired were also combined into one category. Other functionally delayed and other developmental delay were



grouped together. Gifted was removed as a disability category since it is not recognized by IDEA as a disability. This database from the sample county did not include traumatic brain injury as a disability area. The omission of this disability category may make it difficult to compare to the national special education database. The resulting database (after the removal of inactive files, students labeled as gifted, and the above mentioned compressions of categories to mirror IDEA) had 1,455 entries.

The sample county school district is considered a suburban school district. Median household money income, 1997 model-based estimate, was slightly above the average income for the state of Tennessee (U.S. Census Bureau, 2000).

### Methods

Permission to conduct the study was obtained from the Austin Peay State University Institutional Review Board. Letters requesting permission to conduct the study were sent to the directors of special education in the participating county. Signed approval was obtained from both directors. Consent of the subjects was not obtained since this is a post hoc review of district census records of each student's placement that already exists. Names were not revealed to the researchers. Consent would have compromised the



43  
confidentiality of the students by providing identity to the researchers. The special education database was then obtained by downloading it from the district's special education file to an APSU computer upon which the database is now kept.

Descriptive statistics were analyzed to determine percentages of students labeled emotionally disturbed and learning disabled by race and gender. Comparisons to federal and state databases of all disability groups according to gender and race were also observed.

The data was analyzed by computations generated from the identified 1,455 students by type of placement and by their primary disability (OP1 file and the PH file). Since learning disabilities and emotional disturbances are found in the same cognitive pool, one would expect the same proportion of students in each of the educational placements. A chi-square test was conducted to determine if the children labeled emotionally disturbed (ED) were statistically more often found in self-contained class settings in this district. Proportions of learning disabilities in each educational setting were used as the expected frequency. Actual proportions of emotional disturbance in each educational setting obtained from the sample were used as the observed frequency. The sample county females make up 31% of the total



## CHAPTER IV

ResultsRevisiting the Hypothesis

The null hypothesis states that there is no difference in the proportion of program settings between students with emotional disturbance and those with learning disabilities. Both groups of students are on the same cognitive spectrum and should therefore both be served more proportionately in a less restrictive environment.

Descriptive Statistics

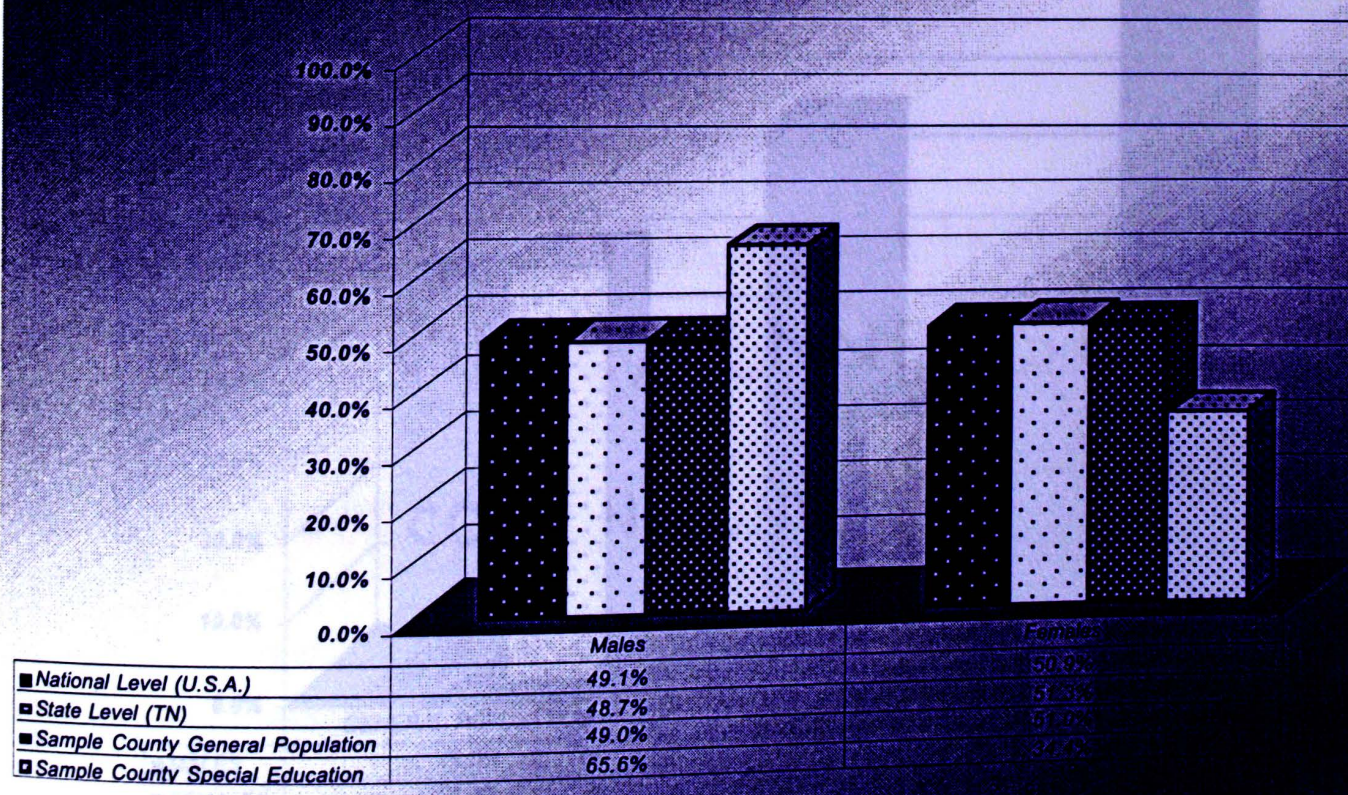
Comparisons were made for gender differences in the general population for the national level, state level in Tennessee, and the county level in the sample. These gender percentages were then compared to the gender percentages found in the special education database in the observed county. According to the U.S. Census Bureau (2000), males represent 49.1% of the total population across the nation. Females therefore, constitute the other 50.9% of the national population. In the state of Tennessee, males make up 48.7% of the population while females represent 51.3% of the population. There is very little gender difference in the nation and the state of Tennessee.

In the sample county females make up 51% of the total



population while males make up the other 49%. This is also comparable with national and state data. However, in the special educational population in the observed county, males represent 65.6% and females constitute only 34.4% of the total. Males are obviously over represented in this special education population sample (Figure 1). This over representation is comparable to the results found in the evaluation of a special education national database by Coutinho et al. (2002), which found males over represented in all disability categories.

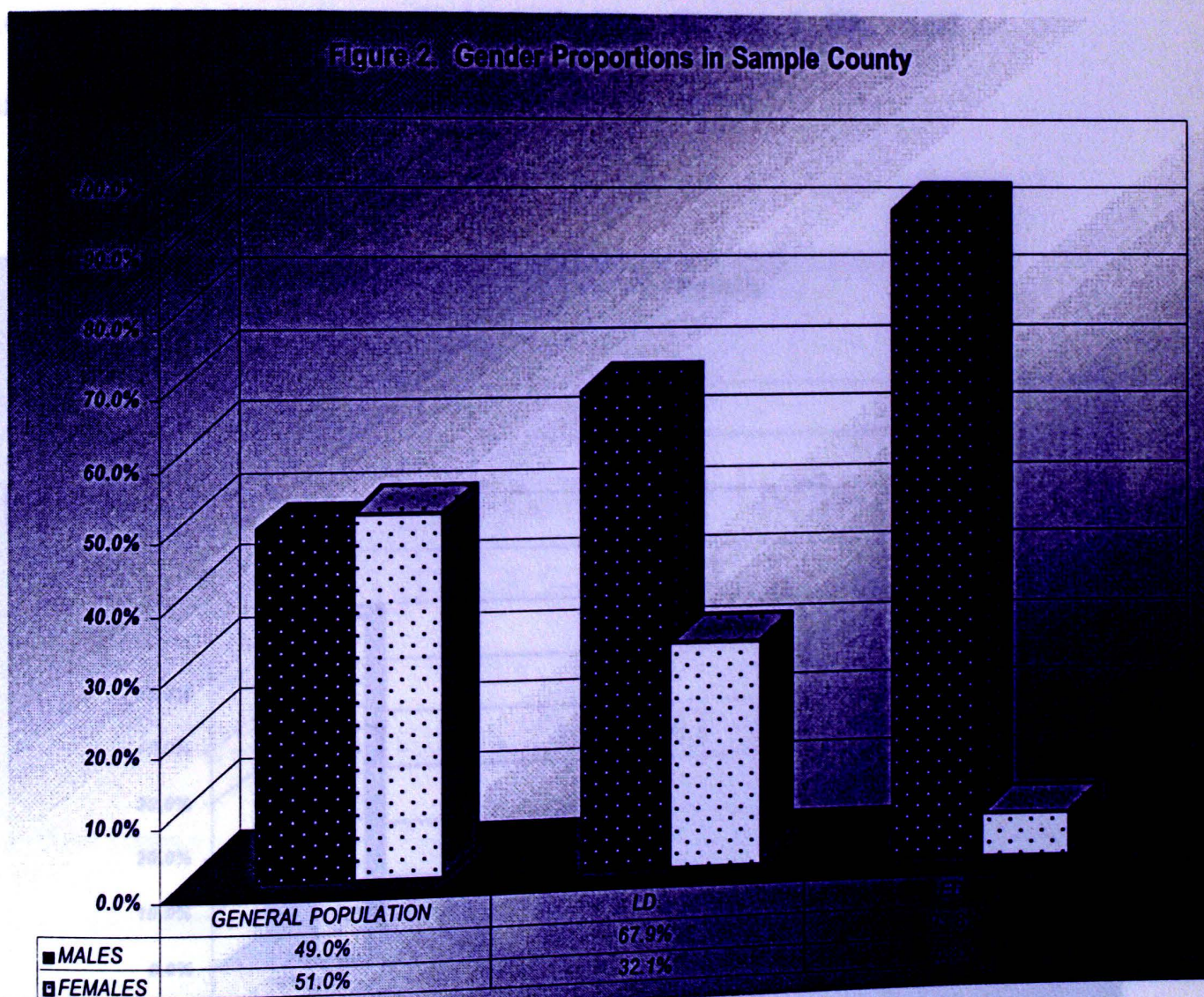
Figure 1. Gender Percent by Nation, State, County, & Special Education





Gender differences in students with learning disabilities, emotional disturbance, and the general population were compared. 67.9% of the sample of children with learning disabilities were male and 32.1% were female. 93.7% of the sample of children with emotional disturbance were male and 6.3% were female. In both disability groups, males were found proportionately more often than in the general population (Figure 2).

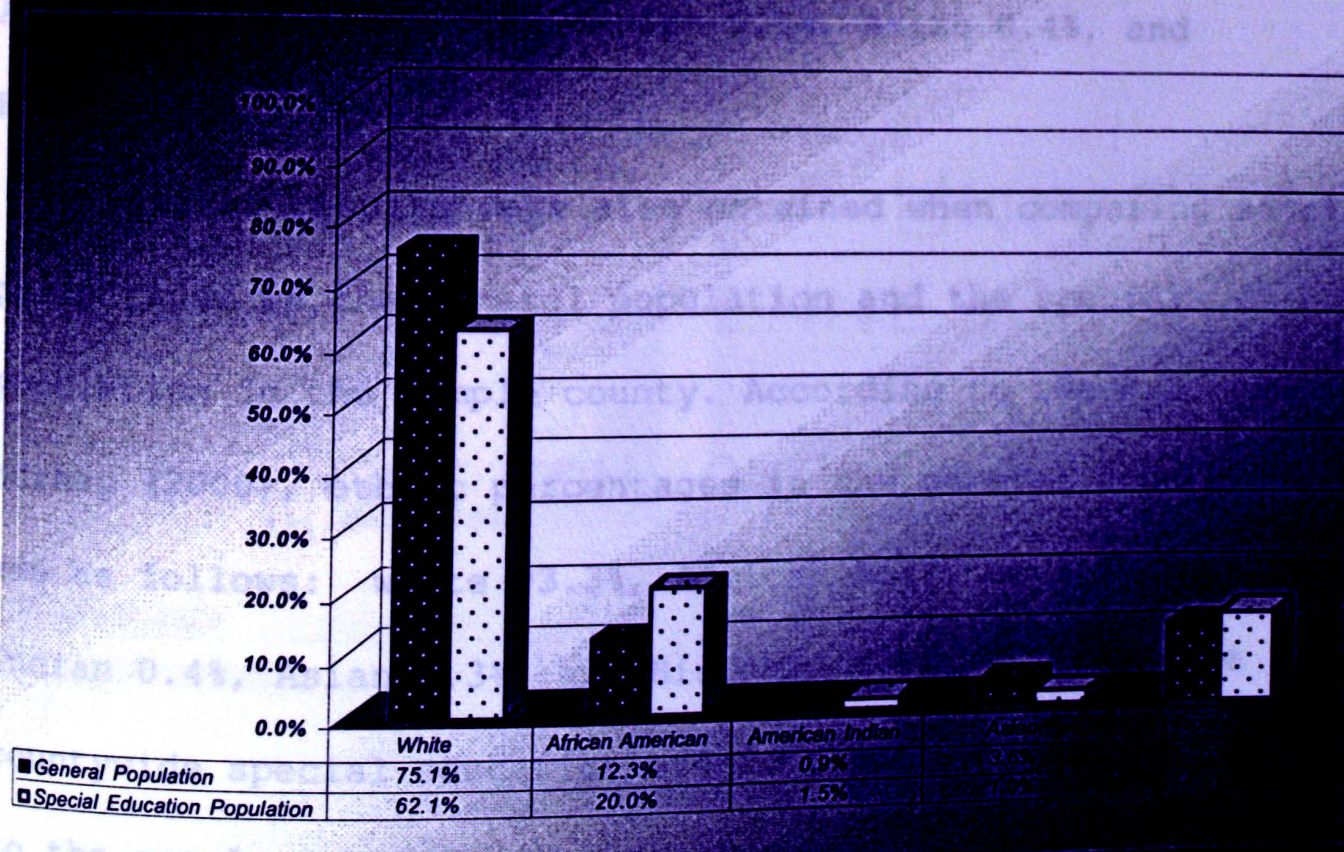
Figure 2. Gender Proportions in Sample County





Comparisons were made for ethnic differences in the general population and the special education population for the national level, state level in Tennessee, and the sample county. According to the U.S. Census Bureau (2000), national ethnic representation is as follows: white 75.1%, African American 12.3%, American Indian 0.9%, Asian 3.6%, and Hispanic 12.5%. However, the nationwide special education ethnic representation according to the U. S. Department of Education (2000) is as follows: white 62.1%, African American 20.0%, American Indian 1.5%, Asian 1.9%, and Hispanic 14.5% (Figure 3).

Figure 3. National Percent by Ethnicity





A particular ethnic group is considered over represented when the percentage in special education is greater than the percentage in the total population (Zhang, D. & Katsiyannis, A., 2002).

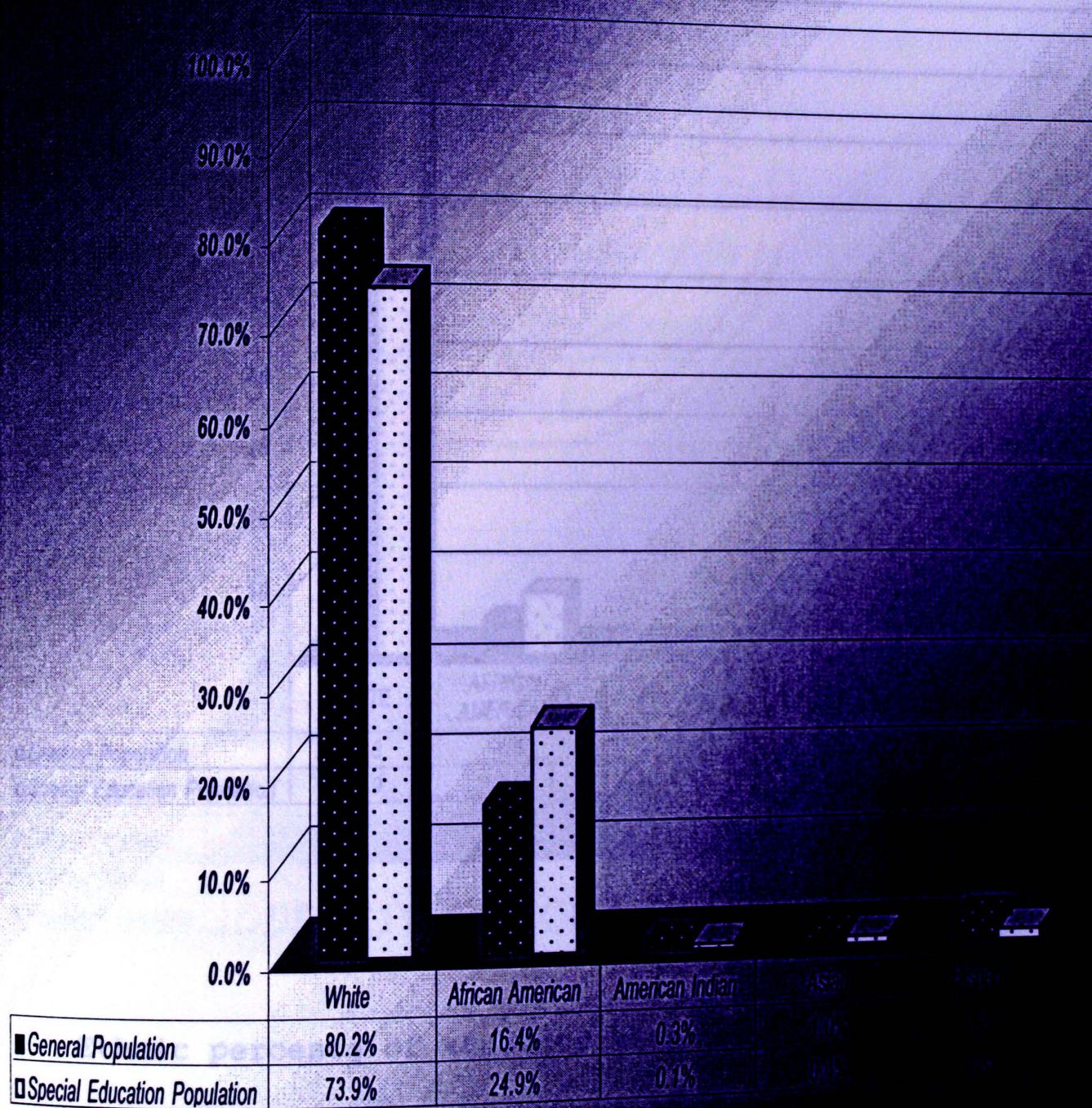
Similar results were obtained when comparing ethnic percentages in the general population and the special education population in the state of Tennessee. According to the U.S. census bureau (2000), ethnic percentages in the general population are as follows: white 80.2%, African American 16.4%, American Indian 0.3%, Asian 1.0%, and Hispanic 2.2%. However, the statewide special education ethnic representation according to the U. S. Department of Education (2000) is as follows: white 73.9%, African American 24.9%, American Indian 0.1%, Asian 0.4%, and Hispanic 0.8% (Figure 4).

Similar results were also obtained when comparing ethnic percentages in the general population and the special population in the sample county. According to the U.S. census bureau (2000), ethnic percentages in the general population are as follows: white 93.3%, African American 4.6%, American Indian 0.4%, Asian 0.3%, and Hispanic 1.1%. However, the countywide special education ethnic representation according to the sample county's special education database is as



follows: white 90.9%, African American 8.5%, American Indian 0.1%, Asian 0.1%, and Hispanic 0.8% (Figure 5).

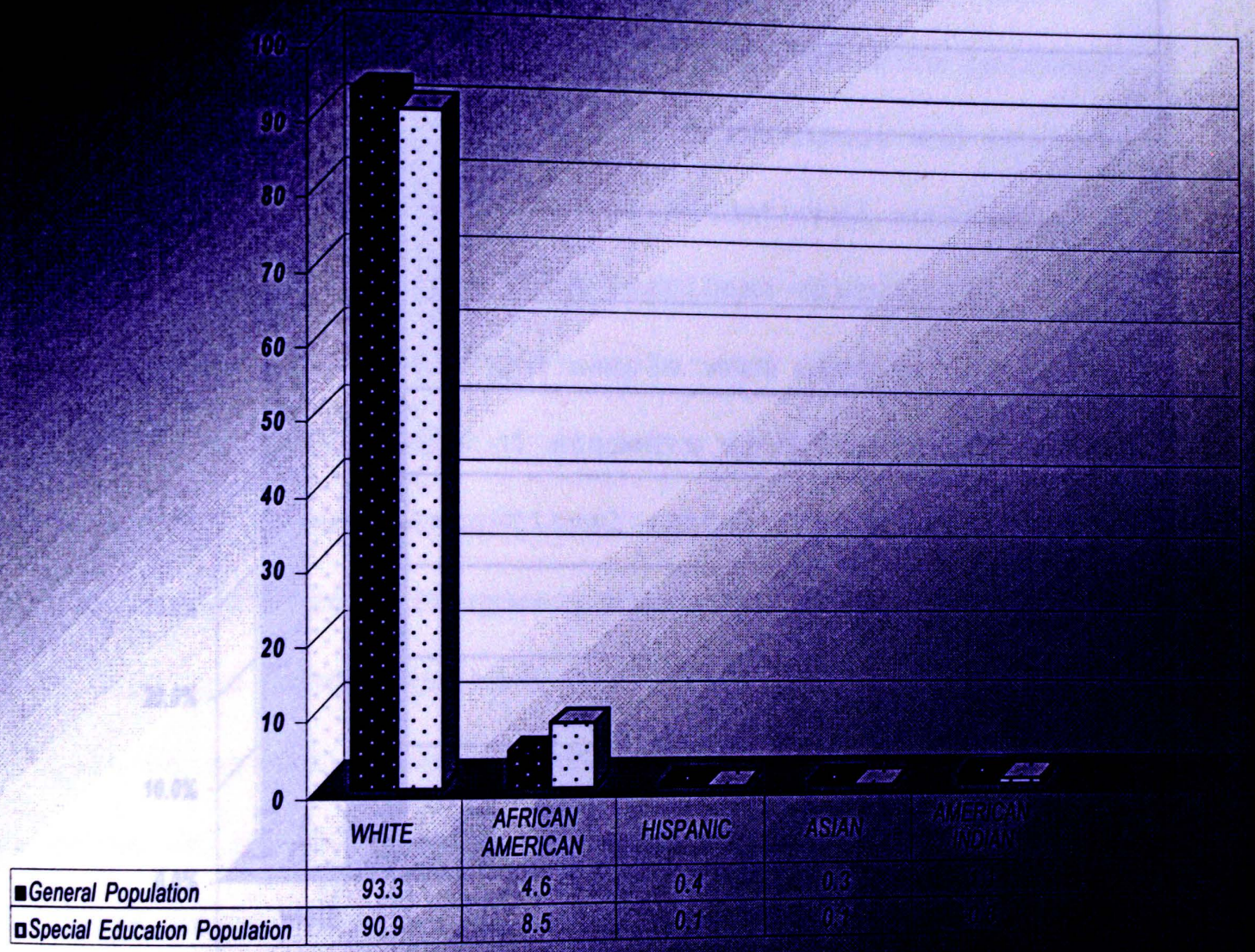
Figure 4. Ethnic Percent in State of TN





of certain minority groups were also noted in these  
 activity areas (Figure 6).

**Figure 6 Ethnic Percent in Sample County Total Population & Total Special Education Population**

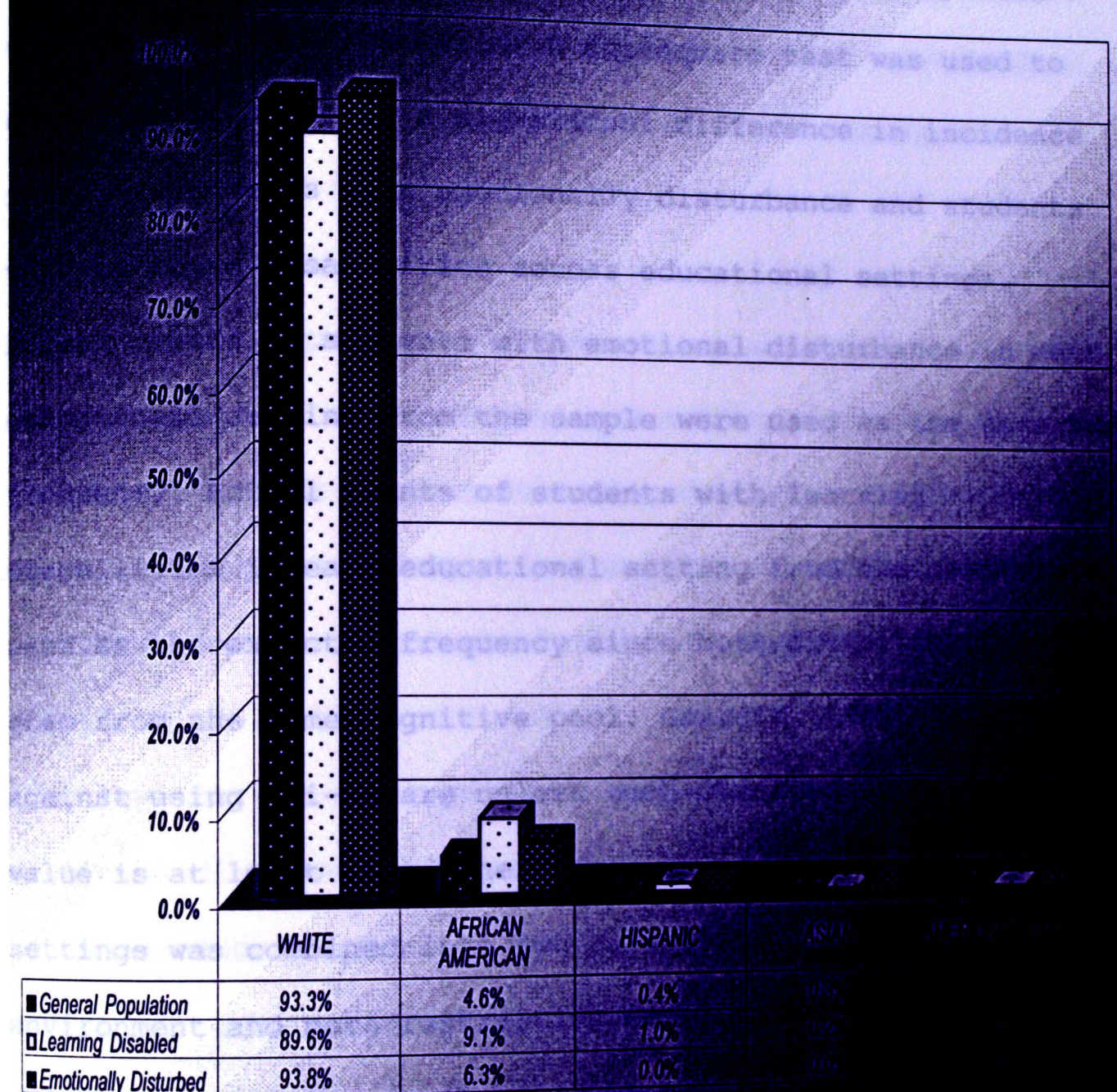


Ethnic percents of students with learning disabilities and emotional disturbance were compared to ethnic percents in the observed county's total population. Over representation



of certain minority groups were also noted in these disability areas (Figure 6).

Figure 6 Ethnic Percent in Sample County



five. Since this created a 2x2 table with some values less than 10, the Yates correction was applied before the chi-square value was calculated. Chi-square was computed as 45.02. The degree of freedom (df) was set at (2-1) (2-1) or



## Data Analysis

Out of 1,788 initial entries, 1,455 (after the removal of inactive files, students labeled as gifted, and the above mentioned compressions of categories to mirror IDEA) were used for the final analysis. A chi-square test was used to determine if there is a significant difference in incidence rates of students with emotionally disturbance and students with learning disabilities across educational settings. Actual counts of students with emotional disturbance in each educational setting from the sample were used as the observed frequency. Actual counts of students with learning disabilities in each educational setting from the sample were used as the expected frequency since both disability areas stem from the same cognitive pool. Garrett (1962) cautions against using chi-square unless each observed or expected value is at least five. Therefore, the range of educational settings was combined into two categories: less restrictive environment and more restrictive environment. This met the criteria for having an observed or expected value of at least five. Since this created a 2x2 table with some values less than 10, the Yates correction was applied before the chi-square value was calculated. Chi-square was computed as 45.02. The degree of freedom (df) was set at (2-1) (2-1) or



1. The level of significance was set at .01 which means that there is less than one chance in 100 that the difference in incidence rates are due to sampling fluctuations or chance. The statistical analysis showed that there is a significant difference in placement rates of students with emotional disturbance and learning disabilities. The null hypothesis was rejected.

### Research Question

In which educational placement are students diagnosed with emotional disturbance being served most frequently? Jr. Children with the label emotionally disturbed in the observed county are served in higher percentages in more restrictive settings. The review of the literature supports these results (Tobin et al., 1999).

Are there a disproportionate number of students with emotional disturbance being served in self-contained classes as compared to students with learning disabilities? Results of the chi-square test indicate a highly significant disproportionate number of students with emotional disturbance being served in more restrictive settings.

Students may struggle to succeed as adults in society

(Mathur, S. R., & Rutherford, Jr., R. B., 1996).

The social and cognitive needs of students with



## CHAPTER V

Discussion of FindingsConclusions

Exposure to appropriate social skills in a regular classroom setting is a vital part of educating a child with emotional and/or behavioral difficulties. These students should be provided with the same academic curriculum that other students of similar cognitive abilities are exposed. This study incorporated students with learning disabilities as the cognitive comparison group. Mather and Rutherford, Jr. (1996) state that poor social relationships with adults and peers is a key characteristic for identifying students with emotional or behavior disorders. More restrictive classroom settings limit exposure to other students in the regular classroom setting. It also limits their exposure to the general academic curriculum. Students with emotional and/or behavior disorders could benefit from the exposure to social skills and academics that a regular classroom setting can provide (Mathur, S. R., & Rutherford, Jr., R. B., 1996). Without the acquisition of appropriate social skills these students may struggle to succeed as adults in society (Mathur, S. R., & Rutherford, Jr., R. B., 1996).

The social and cognitive needs of students with



emotional disturbance are similar to those of students with learning disabilities (The National Joint Committee on Learning Disabilities, 1987). Therefore, the null hypothesis was developed that there is no difference in the proportion of program settings between students with emotional disturbance and those with learning disabilities. However, when the chi-square test was applied to the data, a significant difference was noted. The null hypothesis was then rejected.

### Recommendations

How can educators better diminish behavioral problems in the classroom to allow for more academic focus? There are many implications for educators who work with students who have behavioral problems. Since keeping these students in the mainstream as much as possible increases their likelihood of succeeding in a school setting and fulfills the special education legislation mandating the least restrictive environment that will still meet the child's needs (Schulte, Osborne, & Erchul, 1998), teachers should help these students succeed in a regular classroom setting. Social skills training in the classroom setting could greatly assist students who are having behavioral difficulties (McMahon et al., 1994). Rockwell and Guetzloe (1996) suggest teaching



students to control aggressive behaviors through basic steps of social development. They correlate the stages of social development with Krathwohl's Affective Stages, Maslow's Hierarchy of Basic Needs, and Bloom's Taxonomy (Bloom, Engelhart, Frost, Hill, & Krathwohl, 1956; Krathwohl, Bloom, & Masia, 1956; Maslow, 1962; as cited in Rockwell & Guetzloe 1996).

Educators have little control over family socioeconomic status. However, researchers suggest implementing social learning for the student's entire family. While this is more difficult to accomplish due to time restraints, Dunlap, Dunlap, Koegel, and Koegel (1991) recommend teaching students self-monitoring skills. These skills can then be generalized into the home environment.

Teaching social skills to students can help reduce the number of externalizing negative behaviors exhibited by students with emotional and/or behavior problems (Mattison et al., 1998; Hodges et al., 1999; & Kindermann, 1993).

Teaching students social skills that can be generalized may have life long effects for them. Social skills training gives students the tools they will need to succeed in life. Short-term effects include allowing the teacher to focus more on academics. Far more important are the long-term effects that



allow these students to become productive participants in society. ant and pro social behaviors, studies should be

### Implications for Further Research

There are many implications for further research.

Research needs to be conducted in order to determine possible reasons for the isolation of students with emotional disturbance. The length of social skills training needs to be further investigated in order to determine if extended social skills training over a longer period of time would increase the abilities of the students to generalize these behaviors to various settings (Mathur & Rutherford, Jr., 1996). Mathur & Rutherford, Jr. (1996) also state that researchers should focus on promotion of social skills training to relevant situations. This would be difficult to accomplish if students with behavior disorders are consistently isolated from the general population.

More causal-comparative and experimental research needs to be conducted in order to eliminate extraneous variables that may be affecting the validity of the documentary researches. Researchers should target transition programs that are available to assist students with emotional and/or behavior disorders in order to better assist them with this difficult task (Hodges et al., 1999). Since correlational



studies have found significant relationships between academic achievement and pro social behaviors, studies should be conducted to determine relationships between academic and behavioral problems (Mattison et al., 1998).

linguistically diverse groups with emotional disturbances.

Garrett, H. E. (1998). The Developmental Psychology Company, Inc. 11000 1st Avenue, Suite 100, New York, NY 10022.

Hodges, E. V. E., & Anderson, D. (1999). The role of social skills in the development of children with emotional and behavioral problems. *Journal of Emotional and Behavioral Disorders*, 5(2), 100-110.

Individuals with Emotional and Behavioral Problems. (1997). 20-25. *Journal of Emotional and Behavioral Disorders*, 3(1), 10-15.

Kaufman, J. M. (1998). The relationship between emotional and behavioral problems in children. *Journal of Emotional and Behavioral Disorders*, 4(2), 100-110.

Kinderman, F. A. (1998). The role of social skills in the development of children with emotional and behavioral problems. *Journal of Emotional and Behavioral Disorders*, 4(2), 100-110.

Landman, T. G. (1998). The role of social skills in the development of children with emotional and behavioral problems. *Journal of Emotional and Behavioral Disorders*, 4(2), 100-110.



# Behavioral disorders References millennium: the future

- Coutinho, M. J., Oswald, D. P., & Forness, S. R. (2002). Gender and sociodemographic factors and the disproportionate identification of culturally and linguistically diverse students with emotional disturbance. *Behavioral Disorders*, 27(2), 109-125.
- Garrett, H. E. (1962). The Chi-square test. In David McKay Company, Inc. *Elementary Statistics* (pp. 139-154). New York: Van Nostrand Reinhold.
- Hodges, E. V. E., Boivin, M., Vitaro, F., Bukowski, W. M. (1999). The power of friendship: protection against an escalating cycle of peer victimization. *Developmental Psychology*, 35(1), 92-101.
- Individuals with Disabilities Education Act Amendments of 1997, 20 U.S.C. Section 300 & Section 618.
- Kauffman, J. M. (1999). How we prevent the prevention of emotional and behavioral disorders. *Exceptional Children*, 65(4), 448-468.
- Kindermann, T. A. (1993). Natural peer groups as contexts for individual development: the case of children's motivation in school. *Developmental Psychology*, 29(6), 970-977.
- Landrum, T. J., & Tankersley, M. (1999). Emotional and



behavioral disorders in the new millennium: the future is now. *Behavioral Disorders*, 24(4), 319-330.

Mathur, S. R., & Rutherford, Jr., R. B. (1996). Is social skills training effective for students with emotional or behavioral disorders? Research issues and needs. *Behavioral Disorders*, 22(1), 21-28.

McMahon, C. M., Wacker, D. P., Sasso, G. M., & Melloy, K. J. (1994). Evaluation of the multiple effects of a social skill intervention. *Behavioral Disorders*, 20(1), 35-50.

Mattison, R. E., Spitznagel, E. L., & Felix, Jr., B. C. (1998). Enrollment predictors of the special education outcomes for students with SED. *Behavioral Disorders*, 23(4), 243-256.

National Joint Committee on Learning Disabilities (1987). *Issues in learning disabilities: assessment and diagnosis*. Retrieved July 25, 2002, from [http://www.ldonline.org/njcld/assessment\\_diag.html](http://www.ldonline.org/njcld/assessment_diag.html).

Rockwell, S. & Guetzloe, E. (1996, September/October). Group development for students with emotional/behavioral disorders. *Teaching Exceptional Children*, 38-43.

Schulte, A. C., Osborne, S. S., & Erchul, W. P. (1998). Effective special education: a United States dilemma. *School Psychology Review*, 27(1), 66-76.



- Singer, J. D., Butler, J. A., Palfrey, J. S., & Walker, D. K. (1986). Characteristics of special education placements: findings from probability samples in five metropolitan school districts. *The Journal of Special Education*, 20(3), 319-337.
- Tobin, T. J., & Sugai, G. M. (1999). Discipline problems, placements, and outcomes for students with serious emotional disturbance. *Behavioral Disorders*, 24(2), 109-121.
- United States Census Bureau (2000). *State and county quick facts*. Retrieved July 16, 2002, from <file:///C:/My%20Documents/Dickson%20County%20census.htm>.
- Zhang, D., & Katsiyannis, A. (2002). Minority representation in special education: a persistent challenge. *Remedial and Special Education*, 23(3), 180-188.



# LETTERS OF APPROVAL APPENDICES PRODUCT RESEARCH







**Austin Peay State University Institutional Review Board  
(APIRB)  
Application for Project Approval**

1. **Title of Project:** Incidence Rates of Children with Emotional and/or Behavioral Problems in Various Special Education Settings.
2. **Principal Investigator Information:**  
Mary Annette Little  
Graduate Student  
Department of Education  
1027 Preston Drive  
Burns, TN 37055  
Phone: (615) 441-3775  
E-mail: Little1027@hotmail.com
3. **Faculty Supervisor:**  
Dr. Larry Lowrance  
Department of Education  
P.O. Box 4545  
Clarksville, TN 37044  
Phone: (931) 221-6153  
E-mail: lowrancel@apsu.edu  
Fax: (931) 221-7368
4. **Source of Funding for the Project:** Student
5. **Purpose of the Investigation:** Dealing with behavior problems in the classroom is a mounting concern for most educators today. Teachers are no longer responsible for only academics. They must educate the whole child, which includes teaching the child how to function successfully in society. Teaching social skills in a regular classroom setting can be challenging. However, when a child with emotional and/or behavioral problems is included in the regular classroom setting, this challenge is greatly enhanced. With the push for inclusion, this challenge is being presented to more and more educators. Exposure to appropriate social skills in a regular classroom setting is a vital part of educating a child with emotional and/or behavior difficulties. Self-contained classroom settings limit exposure to students in the regular classroom setting. Students with emotional and/or behavior disorders could benefit from the exposure to social skills that a regular classroom setting can provide. Without the acquisition of appropriate social skills these students will struggle to succeed as adults in society.  
A better understanding of the percentage of students with emotional and/or behavior disorders being served in self-contained settings will assist in the future with the



development of educational programs that more adequately address the social needs of these students. This can be accomplished by a thorough study of research findings concerning educational placement of students with emotional and/or behavior disorders. This study evaluates various educational placements of students with emotional and/or behavior disorders and the advantages and disadvantages of each setting.

This project attempts to answer the following question: What is the current most common placement for students with behavior disorders and does this placement support and most adequately address the needs of these students?

6. This research is being conducted to fulfill requirements for a graduate degree of Master of Arts in Education. This research is being conducted to fulfill requirements for EDUC 6990 under the direction of Dr. Larry Lowrance.

7. This research is a post hoc review of all the special education census files in Dickson County. All the special education files in grades preK-12 will be reviewed. There are approximately 1,600 files in active status in Dickson County Special Education. The researcher has requested and received permission from the Dickson County Schools to review masked census files (with names and personal identification removed) and to place these into a database that will not have any personal identification on the records, each instead will have a number generated by the researcher.

8. Specific data from each special education file will be collected by the secretary at the special education office and given to the researcher without names, addresses, or student identification numbers. Each student will be assigned an identification number. This will ensure confidentiality of every special education student in the study. Data will be computed using disability codes, gender, race, special education services, and activation date of special education services. Please note the attached sample data sheet that will be used in this research.

9. Potential benefits of this research are tremendous. Whether the hypothesis is supported or unsupported, the study will assist Dickson County in ensuring that students with behavior problems are being served in the least restrictive environments possible. Assuming the Dickson County Special Education students are representative of the special education students across the nation, results can be easily generalized. This will hopefully spawn additional research that will assist in better educating students with



behavior problems.

Participants will be exposed to minimal risk. The greatest risk will be a possible breach in confidentiality, which will be controlled by the fact that names are not ever revealed to the researchers.

**10. Informed Consent:** Consent is not required of the students or their parents since students' names are not revealed to the researchers, and this is a post hoc review of district census records of each student's placement that already exists by disability, gender, race, special education service hours, grade, age, transportation services, and activation date of special education services with no manipulation of students or their educational programs. Consent would actually compromise the confidentiality of the students by providing identity to the researcher. Consent from the Directors of Special Education in Dickson County has been obtained in writing. Please see attached permission statement.

May Corbett, Leary  
Principal Investigator's Signature

3-08-02

Larry Lawrence  
Faculty Supervisor's Signature

3-18-02

The following should be completed by the Directors:

If you disagreed above, please state your reasons below.



## Director(s) Approval

I have reviewed the Research Study Request for Mary Annette Little entitled Incidence Rates of Children with Emotional and/or Behavioral Problems in Various Special Education Settings.

She is being given access to post hoc records to create a database to study programming and census information for students with disabilities. She and her professor, Dr. Larry Lowrance, have permission to use this database in this study and to continue to analyze this database after she finishes the study as they find it necessary.

I agree/disagree (circle one) that my school will participate in this study. I also understand that given my approval, this research will be conducted ethically and according to federal guidelines.

Date: 3-06-02

Directors' Names: Linda G. Koellein - Director  
Secondary Special Education

Thomas E. Lee - Director Elementary  
Special Education

Directors' Signatures: Linda G. Koellein - Director Sp. Education  
Thomas E. Lee - Director Elem Sp Education

The following should be completed by the Directors.

If you disagreed above, please state your reasons below.

---

---

---

---

---

*Lou M. Beasley*  
Lou M. Beasley

Chair, Austin Peay Institutional Review Board



# Austin Peay State University

## Institutional Review Board

REQUEST FOR REVIEW  
FOR CONTINUING STUDIES INVOLVING HUMAN PARTICIPANTS

March 20, 2002

Mary A. Little  
Education  
APSU Box 4545

Faculty

Advisor (if applicable)

Title:

RE: Your application dated March 20, 2002 regarding study number 02-053: Incidence Rates of Children with Emotional and/or Behavioral Problems in Various Special Education Settings. (Austin Peay State University)

Dear Ms. Little:

Thank you for your recent submission. We appreciate your cooperation with the human research review process. I have reviewed your request for expedited approval of the new study listed above. This type of study qualifies for expedited review under FDA and DHHS (OHRP) regulations.

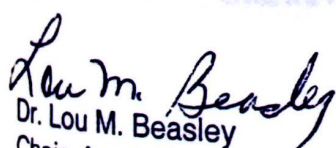
Congratulations! This is to confirm that I have approved your application through original submission. You must obtain informed consent from all subjects; however, signed written consent is not required. This approval is subject to APSU Policies and Procedures governing human subjects research. These policies can be viewed at: [www2apsu.edu/www/computer/policy/2002.htm](http://www2apsu.edu/www/computer/policy/2002.htm). The full APIRB will still review this protocol and reserves the right to withdraw expedited approval if unresolved issues are raised during their review.

You are granted permission to conduct your study as described in your application effective immediately. The study is subject to continuing review on or before March 19, 2003, unless closed before that date. Enclosed please find the forms to report when your study has been completed and to request an annual review of a continuing study. Please submit the appropriate form prior to March 19, 2003.

Please note that any changes to the study as approved must be promptly reported and approved. Some changes may be approved by expedited review; others require full board review. Contact Lou Beasley (221-6380; fax 221-6382; email: [beasleyl@apsu.edu](mailto:beasleyl@apsu.edu)) if you have any questions or require further information.

Again, thank you for your cooperation with the APIRB and the human research review process. Best wishes for a successful study.

Sincerely,

  
Dr. Lou M. Beasley

Chair, Austin Peay Institutional Review Board



## REQUEST FOR ANNUAL REVIEW FOR CONTINUING STUDIES INVOLVING HUMAN PARTICIPANTS

*Please submit this report if your study involving human participants is not completed prior to the IRB annual review date and you require additional time for data collection. IRB approval is valid for one calendar year following the original submission date.*

Principal Investigator (PI): \_\_\_\_\_ Faculty Advisor (if applicable): \_\_\_\_\_

Protocol #: \_\_\_\_\_ Title: \_\_\_\_\_

1. How many participants were tested? \_\_\_\_\_

2. Have there been any adverse effects? \_\_\_\_\_  
If yes, please explain on a separate sheet.

3. Where are data stored? \_\_\_\_\_

4. Will there be changes to any aspect of the original study? \_\_\_\_\_  
If yes, please detail these changes on a separate sheet.

\_\_\_\_\_  
Signature of PI or Faculty Advisor

\_\_\_\_\_  
Date

Return to: Office of Grants and Sponsored Programs  
Browning Building, Room 212  
PO Box 4517  
Austin Peay State University  
Clarksville, TN 37044



# CLOSED STUDY REPORT

## FOR STUDIES INVOLVING HUMAN PARTICIPANTS

52

Please submit this report if your study involving human participants is completed prior to the IRB annual review date or if you have decided not to conduct the study after having received IRB approval.

Principal Investigator(PI): \_\_\_\_\_ Faculty Advisor (if applicable): \_\_\_\_\_

Protocol # : \_\_\_\_\_ Title: \_\_\_\_\_

Check one:

☐ Study is completed. Please close the file. (Answer questions below and sign form.)

☐ Study was never conducted. Please close the file. (Sign form.)

If study was conducted but is now complete, please answer the following questions:

1. How many participants were tested? \_\_\_\_\_

2. Were there any adverse effects? \_\_\_\_\_

If yes, please explain on a separate sheet.

3. Where are data stored? \_\_\_\_\_

\_\_\_\_\_  
Signature of PI or Faculty Advisor

\_\_\_\_\_  
Date

Return to: Office of Grants and Sponsored Programs  
Browning Building, Room 212  
PO Box 4517  
Austin Peay State University  
Clarksville, TN 37044



**Lowrance, Larry K**

---

**From:** Lowrance, Larry K  
**Sent:** Tuesday, April 2, 2002 11:45 AM  
**To:** Sweet-Holp, Timothy  
**Subject:** Mary Annette Little and IRB Proposal

Dr. Sweet-Holp,

As we spoke earlier, I was please and perplexed by the IRB approval form for Mary Annette Little. First it said she was given expedited approval and that she could proceed with the study as it was described in the application, and then it said she had to obtain informed consent from all subjects. There in lies the contradiction. The proposal says she will NOT gained consent from the subjects, because as the study was designed, she does not even know who the subjects are and to keep it confidential, she will never know. The district is deleting the names and addresses and ID numbers from the students before giving her the data.

You indicated you would respond to an email clearing this up, and that is what now we are waiting for. Please RSVP to this request so she can collect the data.

Larry Lowrance

SAMPLE DATA SHEET



## SPECIAL EDUCATION CENSUS FORM

Date: \_\_\_\_\_

Person Completing Form: \_\_\_\_\_

Processing Instruction: Circle One - ADD CHANGE INACTIVE REMOVE

Birthdate: \_\_\_\_\_  
 Sex: Male Female  
 Grade: \_\_\_\_\_  
 A. Ethnic Group: White Black Hispanic Asian American Indian Other  
 Home Building #: \_\_\_\_\_

B. Status Of Service: \_\_\_\_\_  
 C. Reason < Full Ser: \_\_\_\_\_  
 D. Primary Dis.: \_\_\_\_\_  
 D. Secondary Dis.: \_\_\_\_\_  
 E. Contract Service: \_\_\_\_\_  
 F. Separate Facility: No Yes  
 K. Student Type: \_\_\_\_\_  
 Attending School #: \_\_\_\_\_

State: TN.

L. Activation Date: \_\_\_\_\_  
 J. Pri. Eval. Date: \_\_\_\_\_  
 K. Sec. Eval. Date: \_\_\_\_\_

L. Type of Service	M. Number/Unit	N. Time	O. Provider
	Per Wk Mo Yr	HH:MM	Number
1. _____	_____ Per Wk Mo Yr	_____ HH:MM	_____ Number
2. _____	_____ Per Wk Mo Yr	_____ HH:MM	_____ Number
3. _____	_____ Per Wk Mo Yr	_____ HH:MM	_____ Number
4. _____	_____ Per Wk Mo Yr	_____ HH:MM	_____ Number
5. _____	_____ Per Wk Mo Yr	_____ HH:MM	_____ Number
6. _____	_____ Per Wk Mo Yr	_____ HH:MM	_____ Number
7. _____	_____ Per Wk Mo Yr	_____ HH:MM	_____ Number
8. _____	_____ Per Wk Mo Yr	_____ HH:MM	_____ Number
9. _____	_____ Per Wk Mo Yr	_____ HH:MM	_____ Number
10. _____	_____ Per Wk Mo Yr	_____ HH:MM	_____ Number

G. 89 - J13 : No Yes  
 H. Special Trans. : No Yes  
 Materials Only : No Yes

Transportation Information: Complete only if student receives special transportation.

1. Reason Transported: A. Unable to ride Reg. Bus B. Due to Placement C. Other Reasons  
 2. Type of Transportation: A. To and From Residential Fac. B. To and From School C. To and From Community Prog.  
 D. Between Schools or Programs  
 3. Number of Trips & Unit: \_\_\_\_\_ Per Wk Mo Yr  
 (HH:MM)  
 4. Transportation Provider: A. LEA Special Vehicle B. LEA contract - Parent C. LEA contract with Individual  
 D. LEA contract with C. Carrier E. Provided by Other Than LEA

Service Status Information: Complete only if processing instruction is Inactive.

1. Inactive Date: \_\_\_\_\_  
 Reason For Inactive Status: \_\_\_\_\_  
 Anticipated Services: Circle all that apply.  
 A. Counseling/Guidance G. Post Employment M. Interpreter Services  
 B. Evaluation of VR Services H. Maintenance N. Reader Services  
 C. Physical/Mental Restoration I. Transportation O. Technological Aids  
 D. Other \_\_\_\_\_ P. Other Services



# SPECIAL EDUCATION CENSUS FORM

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Person Completing Form: \_\_\_\_\_

Processing Instruction: Circle One - **ADD** **CHANGE** **INACTIVE** **REMOVE**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Birthdate: \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Sex: ☐ Male ☐ Female  
 Grade: \_\_\_\_\_  
 A. Ethnic Group: White Black Hispanic Asian American Indian Other  
 Home Building #: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 State: TN.

B. Status Of Service : \_\_\_\_\_  
 C. Reason < Full Ser: \_\_\_\_\_  
 D. Primary Dis.: \_\_\_\_\_  
 D. Secondary Dis.: \_\_\_\_\_  
 E. Contract Service: \_\_\_\_\_  
 F. Separate Facility: No Yes  
 X. Student Type: \_\_\_\_\_  
 Attending School #: \_\_\_\_\_  
 I. Activation Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
 J. Pri. Eval. Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
 K. Sec. Eval. Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

L. Type of Service	M. Number/Unit	N. Time HH: MM	O. Provider Number
1. _____	____ Per Wk Mo Yr	____:____	____
2. _____	____ Per Wk Mo Yr	____:____	____
3. _____	____ Per Wk Mo Yr	____:____	____
4. _____	____ Per Wk Mo Yr	____:____	____
5. _____	____ Per Wk Mo Yr	____:____	____
6. _____	____ Per Wk Mo Yr	____:____	____
7. _____	____ Per Wk Mo Yr	____:____	____
8. _____	____ Per Wk Mo Yr	____:____	____
9. _____	____ Per Wk Mo Yr	____:____	____
10. _____	____ Per Wk Mo Yr	____:____	____

G. 89 - 313 : No Yes  
 H. Special Trans. : No Yes  
 Materials Only : No Yes

**Transportation Information: Complete only if student receives special transportation.**

P. Reason Transported : A. Unable to ride Reg. Bus B. Due to Placement C. Other Reasons  
 Q. Type of Transportation : A. To and From Residential Fac. B. To and From School C. To and From Community Prog.  
 D. Between Schools or Programs  
 R. Number of Trips & Unit : \_\_\_\_ Per Wk Mo Yr  
 Travel Time One Way : \_\_\_\_:\_\_\_\_ (HH:MM)  
 S. Transportation Provider : A. LEA Special Vehicle B. LEA contract - Parent C. LEA contact with Individual  
 D. LEA contract with C. Carrier E. Provided by Other Than LEA

**Inactive Status Information: Complete only if processing instruction is Inactive.**

T. Inactive Date : \_\_\_\_/\_\_\_\_/\_\_\_\_  
 U. Reason For Inactive Status : \_\_\_\_\_  
 V. Anticipated Services: Circle all that apply.  
 A - Counseling/Guidance G - Post Employment M - Interpreter Services  
 B - Evaluation of VR Services H - Maintenance N - Reader Services  
 C - Physical/Mental Restoration I - Transportation O - Technological Aids  
 D - Vocational Training Services J - Family Services P - Other Services  
 E - Transitional Employment Services K - Independent Living Q - No Services  
 F - Vocational Placement L - Residential Living



VITA

Graduate School

Austin Peay State University

Name: Mary Annette Little

Home Address: 1027 Preston Drive, Burns, TN 37029

Education

I. University of Tennessee at Martin, Martin, TN  
Bachelor of Science in Early Childhood Special  
Education, Magna Cum Laude, December 1994.

II. Austin Peay State University, Clarksville, TN  
Master of Arts in Curriculum and Instruction with  
an emphasis on special education, Magna Cum Laude,  
July 2002.

Certificate

State of Tennessee Department of Education 03 Professional  
teaching license with endorsements early childhood special  
education and special education first through twelfth grade.