Insight on Behavior Management Competencies from the Field of Special Education

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**Behavior Management Insight from The Field of Special Education**

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**ABSTRACT**

A review of the following studies was done to understand previous research and results on the topic of Behavior Management in Special Education:

- On what is typically taught in behavior management courses:
  - 1. The professor (Jane Finn) and student (Claire Kenyon) met to discuss interest in a research project about behavior management in special education.
  - 2. A thorough literature review (ability) and initial research was conducted on the area of interest.
  - 3. Ideas for further research and research questions were identified.
  - 4. A proposal was written and student commitment was established.
  - 5. The project was reviewed by an ICR through Hope College Research Foundation.
  - 6. Over 500 sites of special education teachers and administrators were compiled using district websites from across the country and attention was paid to include sites from various regions.
  - 7. The survey was created using Google forms and includes sections of demographic, beliefs, and additional information.
  - 8. The survey was sent to email addresses collected in Google sheets.
  - 9. The data was sent through SPSS and retrieved for analysis.
  - 10. The data was split based on whether a teacher or administrator completed the survey.
  - 11. The data was run with frequency and ANOVA using SPSS.
  - 12. Demographic information was used to validate the data from the survey.
  - 13. The information from the ANOVA’s were analyzed and conclusions were made based on the research.
  - 14. The poster was created including the findings of our study.

**LITERATURE REVIEW**

A review of the following studies was done to understand previous research and results on the topic of Behavior Management in Special Education:

- The data was collected on Special Education Teachers and School Administrators pertaining to their gender, current position, years teaching, classroom makeup and total weekly hours worked.
- The data was run with frequency and ANOVA using SPSS.

**DESCRIPTION OF SUBJECTS**

- **Gender (Teachers):**
  - 1. 81% Female
  - 2. 19% Male

- **Number of Years They Have Been Teaching:**
  - 1. First year: 2 years (1%) 7 years (1%)
  - 2. 12-26 years (34%)
  - 3. 27 and over years (12%)

- **How Many Students are on your Caseload:**
  - 1. Less than 10
  - 2. 10-15
  - 3. 16-20
  - 4. 21-25
  - 5. 26-30
  - 6. 31-35
  - 7. 36-40
  - 8. More than 40

- **Did your teacher training program effectively prepare you:**
  - 1. Yes
  - 2. No

**PROCE DURE**

- **Behavior Management Insight from The Field of Special Education**

- **STATISTICAL ANALYSIS (ANOVA)**

  - **Teacher-Province:**
    - **Grand mean:**
      - 2500
      - Standard Deviation:
        - 1000
      - ANOVA:
        - F(42,72)=1.263, p=.289

- **Increased Behaviors seen in Special Education**

  - **Grand mean:**
    - 2500
    - Standard Deviation:
      - 1000
    - ANOVA:
      - F(42,72)=1.263, p=.289

**SOURCES:**

- Shedd, D. (2008). The importance of positive discipline in the classroom. *Journal of Special Educaors*, 50(1), 5-21. Therefore, there was no significant difference in each competency. Between the I- and Standard Deviation of each competency according to the Perceptual and Special Educatuors.

**STANDARDIZED (cont.)**

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