Abstract

The purpose of this exploratory study was to look at the perceptions of Indiana’s special and general education administrators and teachers regarding service delivery and instructional models used with secondary students with emotional disabilities (ED) and the transitional outcomes for this population of students. Study participants were provided an electronic survey using Ball State’s inQsit software program. Demographic data (i.e. age, gender, and ethnicity) were collected along with school size and educational roundtable location. Study participants were asked to report which service delivery (placement) and instructional (personnel) models were currently being used with their students with ED and also what transitional outcome (i.e. graduating with a diploma) best summarized their students with emotional disabilities. Respondents rated the effectiveness of current placements and personnel used with their students using a Likert-type scale. The study found that administrators and teachers regardless of specialty area perceived their students with ED being educated in the regular classroom or resource room. They also indicated this service delivery model was effective. In regards to personnel, the teacher with paraprofessional support was still reported as the dominant choice for instructional model and was perceived as being effective. Respondents also reported that their students with ED were leaving school with a diploma or certificate of completion. However, over 15% of respondents indicated their students with ED were dropping out of school. The study recommended follow up research to investigate current curriculums used to provide instruction to students with emotional disabilities. Survey participant size (n=245) was considered too small to make generalizations, but the study provides useful insight into potential future research.