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Journal Article Summary:
“Inclusive Instruction for Students with Emotional Disturbance: An Investigation of Classroom Practice”

McKenna, J. W., Newton, X., Brigham, F., & Garwood, J. (2021). Inclusive instruction for students with emotional disturbance: An investigation of classroom practice. *Journal of Emotional and Behavioral Disorders*, 106342662098260.
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John McKenna and his fellow researchers investigated effective educational strategies for students with emotional disturbance (ED) disabilities in the inclusive classroom setting. The research team explored the differences in teaching procedures between general education and special education teachers and how their strategies impacted students with ED. The team also looked at the importance of educational classroom integration, and if there were other factors that offered enhanced support to the students.

The research for *Inclusive Instruction for Students with Emotional Disturbance: An Investigation of Classroom Practice* was conducted by evaluating teacher self-reported educational practices using a four factor model that included behavioral support, differentiation, classroom management, and instructional practices (McKenna et al. 2021, pp.2-3). The surveys were completed by 160 educators, 54 of whom were special education teachers. All of the teachers surveyed were from schools in the Northeast region of the United States.

The findings of the study conducted by McKenna, Newton, Brigham and Garwood concluded that special education teachers were uniquely trained to implement effective behavioral strategies in the classroom and reported more success than their general education peers. The most important aspect, aside from the additional training that special education teachers brought to the classroom, was their focus on inclusion as integral to support. The recommendations from the study were for general education teachers in integrated classrooms to collaborate with special education teachers using co-teaching methods (McKenna, et. al, 2021, p.12). By collaborating regularly with special education teachers, general education classrooms can offer effective social emotional instruction and support to ED students.

References

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