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PERSPECTIVES ON EDUCATING STUDENTS WITH EMOTIONAL-BEHAVIORAL
DISORDERS (243 pp.)

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This study examined approaches to service delivery and intervention for students identified with emotional-behavioral disorders (EBD). Q methodology was employed to investigate the perspectives of a variety of stakeholders involved in the education of this student population. Stakeholder groups included students, parents, teachers, school social workers, school psychologists, special education directors, and building principals. The study compared traditional and alternative approaches to service delivery and intervention. The scope of issues facing professionals in this field ranged from early intervention to school-to-work transition services. Five factors emerged through Q sort factor analysis. The majority of participants loaded on Factor A, which reflected a holistic, strength-based perspective on approaches to service delivery and intervention. Two major themes reflected by Factor A seemed to distinguish positive relationship building as the foundation for successful intervention for students with EBD, and to perceive alternative approaches to programming as essential for supporting the success of this student group. The remaining four factors included fewer numbers of participants and represented a range of perspectives from alternative to more traditionally aligned notions regarding effective service delivery and intervention for students with emotional-behavioral disorders.