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Interventions and Attitudes of special education
teachers in Thailand on challenging behaviors of
students with disabilities: A case study

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Abstract

This research aimed to (1) identify strategies and intervention used by teachers to comprehend the challenging behaviors of students with disabilities, and (2) identify the attitudes of the special education teachers who currently support students with disabilities who have challenging behaviors. Accordingly, the researchers used three main questions with is about intervention measures, collecting procedures, and attitudes of special education teachers. There were 52 special education teachers from the laboratory school in Bangkok, Thailand were recruited by using convenience sample design. Both survey questionnaire and interview data were collected. The findings indicated that the special education teachers respond to

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students' challenging behaviors in similar pattern. When students demonstrated challenging behaviors the special education teachers chose to respond to the behaviors using some strategies rather than using ignorance strategy. The data collection that the special education teachers used the most was observation in order to find the cause of the behaviors before applying interventions to decrease the challenging behaviors. Discussion and limitations of this research were discussed.

Keywords: behavior intervention, attitudes, challenging behaviors, special education teachers, students with disabilities

1. Introduction

In school settings, challenging behaviors are considered as an important issue because these behaviors impede students from learning and teachers from teaching (Cook et al., 2012). For students with disabilities, disability itself affects students to have several difficulties in learning and living in and outside of a classroom. When students with disabilities have challenging behaviors, these challenging behaviors induce them to have more difficulty in learning and developing skills. Thus, students with disabilities who demonstrate challenging behaviors need specific and effective interventions that respond to the exceptional characteristics and the challenging behaviors at the same time. Thus, special education teachers are expected to implement effective behavior interventions for supporting students with disabilities who demonstrate challenging behaviors.

Based on the current studies, the findings had shown that many teachers in the United States did not selected behavior interventions that were evidence-based interventions (Dukes, Rosenberg, & Brady, 2008; Westling,

2010) or were correspondent with the cause of a behavior. Applied non-evidence-based practices and non-functional based-interventions could increase the probability of failing to support students who had challenging behaviors (Ingram, Lewis-Palmer, & Sugai, 2005). In Thailand, there is limited research studies on what type of behavior interventions that have been implemented by Thai teachers for supporting students with disabilities who demonstrate challenging behaviors. Therefore, it is doubtful whether Thai teachers implement evidence-based behavior interventions and functional-based behavior interventions when students with disabilities demonstrate challenging behaviors. Also, it cannot be ensured whether Thai teachers have sufficient knowledge and skills on supporting students with disabilities who demonstrate challenging behaviors. According to these issues, there is a need for more research in this area in Thailand to ensure that students with disabilities in Thailand receive effective supports from special education services.

In addition, when teachers have to deal with serious challenging behaviors teachers should have positive thoughts on those problems. Otherwise, these problems could have negative effects on teachers, for example, making teachers feel burnout or resigning from a teaching job. Based on the studies, challenging behavior in classrooms was one of the reasons for teachers to feel burnout (Hastings & Brown, 2002; Machalicek, O'Reilly, Beretvas, Sigafoos, & Lancioni, 2007). Many teachers perceived that the behavior problems consistently demonstrated in their classrooms and they did not know how to support and manage these behavior problems. In Thailand, there is also limit research on attitudes of Thai special education teachers on students with disabilities who have challenging behavior. Thus, it is questioning whether special education teachers in Thailand have positive attitudes toward students with disabilities who demonstrate

challenging behaviors and whether they have sufficient knowledge and skills on behavior interventions.

Based on the above issues, this research aimed to investigate (a) current services and interventions that have been utilized for supporting students with disabilities who demonstrate challenging behaviors, and (b) attitudes of Thai special education teachers on students with disabilities who demonstrate challenging behaviors.

The research questions were (a) what are the processes or strategies that special education teachers in Thailand utilize when students with disabilities demonstrate challenging behaviors?, (b) what data collection procedures do special education teachers use when creating behavior intervention plans (BIPs)?, and (c) what are special education teachers' perspectives toward students with disabilities that demonstrate challenging behaviors, and toward the use of behavior interventions?

2. Materials and Methods

2.1 Survey Questionnaire

The "Survey on Special Education Teachers with Challenging Behaviors and Behavior Interventions" was created by the researchers. There were three sections in this survey to answer about the interventions, data collection methods, and perspectives toward challenging behaviors and behavior interventions.

The survey questionnaire was created based on a review of literature relating to Functional Behavior Assessment (FBA), Positive Behavior Support (PBS), and Behavior Intervention Plan (BIP). After the survey questionnaire developing process was finished, the survey questionnaire was translated into Thai because the first language of the participants was Thai. A Thai

doctoral student in the School of Special Education involved in examining the accuracy of the translation.

2.2 Setting

The participants were special education teachers in a K – 12 laboratory school in Bangkok, Thailand. Most students with disabilities were included in classrooms and used the age - appropriate curriculum.

2.3 Participants

Convenience sampling method was used to recruit 52 special education teachers to participate in this study. The characteristics of the participants in this study were teaching and/or supporting students with disabilities and had at least one student with disabilities in an inclusive classroom. Ten of 52 special education teachers were randomly selected to participate in the interview section.

2.4 Data Collection Procedure

After receiving the approval from the University of Northern Colorado Institutional Review Board (IRB) and the permission from the school, survey questionnaires, including consent forms, were sent to special education teachers. Fifty- two special education teachers completed the survey questionnaires and returned to the researchers. The interview section began after the survey questionnaires were sent out for a month. Ten special education teachers were asked to participate in the interview section. The interview section took around 30 to 45 minutes for each special education teacher. After receiving the data from both the survey questionnaire and interview section, the researchers input data from the survey questionnaire into Excel spreadsheet and transcribed data from the voice recorder into Word document for analyzing data.

3. Results and Discussion

3.1 Results

Fifty-two survey questionnaires (94.55%) were returned to the researchers. Ten special education teachers participated in the interview section.

Research Question 1: The Process and Interventions using when Students with Disabilities Demonstrate Challenging Behaviors

From the survey questionnaire, across different challenging behaviors most special education teachers rated the frequency of using the process and strategies in similar patterns. Overall, the special education teachers rated that they often responded to challenging behaviors in some ways such as “approach and stop behavior immediately” or “redirect to the classroom rules.” Most of the special education teachers rated that they had never ignored challenging behaviors in their classrooms.

To increase the acceptable behaviors, a majority of special education teachers reinforced the students by giving rewards and consequences including praise, access to privilege activities, and social reinforcement. Also, the negative reinforcement such as losing point, giving time out, taking away access to privilege activities were utilized to increase the acceptable behaviors. Other strategies that the special education teachers utilized for increasing the acceptable behaviors and decrease the problem behaviors were teaching acceptable behavior, changing the environment, preventing the occurrence of the problem behaviors, and creating an individual instruction.

To instruct a student, most of the special education teachers sometimes stopped a student in front of their classmates (44.2%) and corrected a student’s challenging behavior in front of his/her classmates because the teacher did not want other classmates to repeat the same behavior (30.8%).

Regarding the process for selecting the strategies, most special education teachers often selected the strategy based on experience (34.6%), types of problem behaviors (48.1%), and the function of the problem behaviors (28.8%). Most of the special education teachers sometimes selected the strategy based on the research that they had read (40.4%). Most special education teachers always found out what a student needs or is trying to communicate through demonstrating challenging behaviors (38.5%).

Based on the above findings from survey, some of these findings were consistent with the results from the interview. From the interview, all special education teachers agreed that students should receive reward and consequences from their actions. Most special education teachers said that they gave the student verbal praise, non-verbal praise, or something to the student when the student achieved something or performed an acceptable behavior. Special education teachers mentioned about using positive reinforcement for handling and preventing challenging behaviors. “To increase a student’s acceptable behaviors, I use positive reinforcement such as when the student can answer the question I give him/her a star or praise him/her,” the special education teacher who worked with the students with autism said. Four of ten special education teachers mentioned that they used token economy strategy to deliver the consequence when a student performed an acceptable behavior. The students might get star, smiling face, sticker, and something that they like to eat or do when the students demonstrated acceptable behaviors. The special education teacher who worked with the students with learning disabilities stated, “I once gave my student a cup of green tea as a reward when the student decreased off-task behavior during the class activities.”

When the student performed challenging behaviors the special education teachers would use negative reinforcement to increase an acceptable behavior, for instance, taking away something from the student. Four of ten special education teachers described that they also used negative reinforcement to increase an acceptable behavior. The first-grade special education teacher stated that “by using cutting the point strategy, take away the stars strategy, or giving the sad face strategy, the students learn that if they do this behavior they will get sad face. If they do the acceptable behavior they will get the star or smiling face We talk about the classroom rules at the beginning of the semester...”

To select the strategy for dealing with challenging behaviors, half of the special education teachers from the interview identified that they selected the strategy based on experience. One high school special education teacher mentioned, “Experience of the teachers is an important factor for handling students with challenging behavior. I usually selected the interventions based on my previous experience....” When the special education teachers found out that the interventions that were used were effective, the special education teacher would decide to use the same intervention again with other students. However, the strategy would be adapted based on the students’ characteristics as well.

Another commonly used strategy was having a conversation with the student about his/her challenging behavior. The special education teachers believed that middle and high school students were mature enough to control their behaviors or make a decision to do or not to do something. The middle school special education teacher who worked with the students with learning disabilities mentioned that one time the student used inappropriate language during the class activity, she stopped teaching and talking to the student about that behavior. After having the conversation, the student stopped using inappropriate language during the class.

The last strategy that the special education teachers mentioned about utilizing is collaborating with other teachers and/or parents. Most special education teachers stated that to handle the student's challenging behaviors the collaboration from others was needed. One special education teacher stated that it was very difficult when parents did not cooperate with teachers to handle behavior issues. Some special education teachers mentioned that they usually had an informal meeting to come up with the strategy for supporting the students with challenging behaviors. "In [name of the student]'s case all teachers would talk together about the student's behavior In order to find the strategy to support the student during the informal meeting ..." the special education teachers said.

Research Question 2: Data Collection Procedures that were Used

From the survey questionnaire, most special education teachers often used basic data collection methods such as observation and having a conversation with different people to find the cause of the behaviors. Most special education teachers never used assessments or other forms to collect data and find the cause of students' behaviors.

The findings from the survey questionnaire were consistent with the results from the interviews. Most special education teachers mentioned about finding the cause of the challenging behaviors in order to create and apply an effective strategy for dealing with the challenging behaviors. "Finding what is the cause of the problem behavior in order to find an appropriate strategy," said the special education teacher who worked with the students with at risk. To find the cause of the challenging behaviors, the special education teachers applied different strategies. First, most special education teachers mentioned that they utilized observation process to find the cause of the behavior (40%). Informal observation strategy supported the special education teachers to find a strategy dealing with the challenging

behaviors. One elementary special education teacher mentioned that the informal observation process was a primary process that was used before creating the BIP for the students. Similar to another elementary special education teacher who worked with the students with significant support needed autism, the special education teacher used informal observation strategy to assess the student's emotion before asking the student to complete the task. If the student were not ready to complete the long period task, the special education teacher would reduce the amount of task process. Another special education teacher who taught students with learning disabilities for more than seventeen years said, "When the student demonstrates a challenging behavior the first step is to observe that behavior. Not only one time. It has to be several times...."

Another strategy was making short note or behavior log to record the occurrence of the challenging behaviors. The record from short note or behavior log could be used to identify the cause of the behaviors. There was also one special education teacher who worked with the high school students with autism mentioned about using the A-B-C-record form in order to find the cause of the challenging behavior. As shown in the findings from the survey, a small group of special education teachers used the A-B-C recording form for finding the cause of the challenging behaviors (36.5%).

The special education teachers also used interview process to explore students' information in order to find the cause of the behaviors. Special education teachers responded that they would interview parents (36.5%), other teachers (42.3%), and a student (42.3%). The special education teacher who worked with second graders with autism mentioned that when the student did not return the homework or the homework was not complete she talked to the student's mother to discover the cause of the occurrence of this behavior.

Research Question 3: Special Education Teachers' Attitudes toward Students with Disabilities who Demonstrate Challenging Behaviors and the Use of BI

Based on the responses from the survey questionnaire, a majority of the special education teachers rated that they agreed on being concerned about the student's feeling when correcting the student's challenging behaviors (40.4%). More than half strongly agreed that the special education teachers had responsibility for helping a student to decrease challenging behaviors. Approximately 40% of the special education teachers agreed that the student had a responsibility of controlling his/her behaviors after receiving the warning. A majority of the special education teachers strongly agreed that the student changed his/her behaviors for better because of the teacher's presence (32.7%). A majority of the special education teachers agreed that the student changed his/her behaviors for better because of his/her wants (40.4%).

Regarding attitudes toward the use of strategies of the special education teachers, a majority of the special education teachers agreed that they used effective strategies (48.1%). A majority of the special education teachers neither agreed nor disagreed that they used ineffective strategies (44.2%). More than half of the special education teachers strongly agreed that when the first strategy did not work they changed the strategy for supporting the student. More than 40% of the special education teachers neither agreed nor disagreed that the strategies that they used were not effective because of the disabilities and the lack of skills to perform an acceptable behavior.

From the interview data, the challenging behaviors were considered as a significant issue that all special education teachers believed that they had to provided supports for decreasing the challenging behaviors because the effect of these behaviors. Some challenging behaviors did not only

impede students from learning and teachers from teaching, but also caused students to be in a dangerous situation. One special education teacher who had been working with the students with autism for more than twenty years replied that “Challenging behavior of the student is the issue that has to be managed by providing support and creating a plan for handling it. Especially, the aggressive behavior should be handled as soon as possible. These behaviors cannot be ignored.” Another special education teacher who was studying master’s degree in special education and had been working for more than ten years also said, “Challenging behaviors had to be eliminated immediately when those behaviors disturb the classroom activity.”

3.2 Discussion

3.2.1 Significant Findings

According to the descriptive data about the special education teachers’ education background, to become a special education teacher in Thailand is not required by the special education law that a special education teacher needs to hold the special education license or graduate from special education major (Kritzer, 2014). Graduating from education field or related field is the only requirement for becoming the special education teacher. Therefore, special education teachers in Thailand have diverse knowledge and skills relating to special education. The findings of this research indicated that not all special education teachers received training in BIP, PBS, and FBA. Especially training in FBA, a majority of the special education teachers in this research did not receive training in this area. These findings were consistent with the research of Vorapanya and Dunlap (2014) where the training of teachers had been issued as a challenging factor of inclusion in Thailand. Vorapanya and Dunlap (2014) indicated that many Thai teachers both pre-and in-service did not receive specific training to support the students with disabilities; thus, it was challenging for having a successful inclusive classroom in Thailand.

Another finding was most special education teachers in this study used similar strategies to deal with challenging behaviors. Most special education teachers rather applying some strategies to respond to challenging behavior than ignoring the challenging behaviors. According to interview results, ignorance strategy was not applied because the challenging behaviors usually impeded students to learn and teachers to teach and these behaviors could not be ignored.

The next finding related to the interventions was the strategy for selecting the intervention of the special education teachers. A majority of the special education teachers rated that they selected the strategy based on their experience. This finding was consistent with the information from the interview data. Most of the special education teachers explained that they selected the strategy based on their experience. The special education teachers would repeat using the same intervention with the different students who demonstrated similar problem behaviors if the intervention could decrease the problem behaviors of the previous students. In Thailand, there were several behavior interventions that had been investigated the effectiveness of the interventions such as differential reinforcement of alternative behavior (DRA) strategy (Chawannawibunyangkul, 2004), token economy (Puenpueng, Singhalert, Simmathan, & Odton, 2008), visual communication experience strategy (Sukkasame, Channate, & Naksuwan, 2011), and Check in and out strategy (Suwanakasa & Tantixalerm, 2012). However, most of the special education teachers did not utilize knowledge from research findings to apply these effective behavior interventions strategies for supporting the students who had challenging behaviors.

The next finding related to the strategies that had been used for supporting the students with disabilities who had challenging behaviors. As mentioned, most special education teachers considered using some

strategies to respond to the challenging behaviors rather than using “ignorance strategy.” Several special education teachers from the interview mention using the “ignorance strategy” should not be used or should be the last strategy to use because the challenging behaviors had an effect on the student him or herself and other classmates. For increasing the acceptable behaviors, most special education teachers agreed upon providing some rewards as a reinforcer for students to increase the frequency of performing acceptable behaviors. The reinforcer that was used for increasing the students’ acceptable behaviors such as student’s favorite stickers, points, verbal and/or non-verbal praise, or other access to the student’s favorite activity. Other strategies that were reported from the special education teachers from the survey were teaching acceptable behaviors, changing environment, and changing instruction.

The common strategy that most of the special education teachers used for collecting the students’ data was observation. Across descriptive data analysis and interview data analysis, the special education teachers used observation process to find the cause of the behaviors before applying any strategy to deal with the challenging behaviors. Even though the observation strategy had been used, the record form that the special education teachers should be used such as A-B-C- recording form were not used by the special education teachers. Thus, the regular type of the observation that the special education teachers used was informal observation. Another process that most special education teachers used for collecting the students’ data is interview process either interview parents, other teachers, or students. The majority of the special education teachers used the interview process to find the cause of the behaviors. Without applying several assessments and recording forms to analyze the function of the behaviors, there was a high probability for creating the BIP that did

not relate to the function of the behavior and implementing ineffective strategies for supporting the students with disabilities who have challenging behaviors (Katsiyannis, Conroy, & Zhang, 2008).

The significant finding related to attitudes of the special education teachers toward the students with disabilities and challenging behaviors was the correlation between the “use of ineffective strategies of the special education teachers” and the “strategies are likely to be ineffective because of the disabilities,” was significantly correlated. This meant that when the scores of agreement about using ineffective strategies of the special education teachers increased, the scores of agreement about the cause of ineffective strategies was because of the disabilities also increased. As shown from this result, the special education teachers believe that one of the factors related to the strategy to be ineffective was the student’s disabilities. This attitude could cause the significant effect on how the special education teachers interacted with the students with disabilities who demonstrated complex challenging behaviors. The motivation of the special education teachers to find the alternative strategies to deal with challenging behaviors could also be decreased based on this attitude.

3.2.2 Limitations

In the present research, the participants were recruited from one laboratory school in Bangkok, Thailand; therefore, there was a limitation of generalization of this research. The participants were required by using convenience sampling. As a result of using this sampling method, the results from the responses of the special education teachers who participated in this research could not be used to generalize to all special education teachers in Thailand from other areas or different types of schools. Future research should consider using random sampling design to increase the generalization of the research findings.

The next limitation was the bias based on the responses of the participants. This research was a survey research. The research findings were based on how the participants rated the frequency and agreement level using the self-report. Thus, the participants may not rate the frequency or the agreement level consistent with the actual interventions, data collection, and attitudes that they had.

3.2.3 Implications

From the findings in the present research, there are needs in the field of special education in Thailand. In-service special education teachers in Thailand do not only need more training program to gain knowledge and skills to support the students with disabilities who demonstrate challenging behaviors, but these special education teachers also need to receive effective training program. The specific training program that the special education teachers should receive is about the FBA process in order to increase knowledge and skills in collecting data to create an effective BIP. The special education teachers in Thailand should receive training program introducing and encouraging the use of evidence-based practices for supporting the students. This type of training will allow the special education teachers to have alternative options to choose interventions based on the students' needs. Pre-service special education teachers need to receive high quality teacher preparation program to increase pre-service special education teachers capability to support the students in this area. Providing high quality training program for in-and pre-service special education teachers will also help changing their attitudes toward students' problem behaviors because these teachers will learn how to deal with complex situation relating to students' problem behaviors.

4. Conclusion

The purposes of this research were, first, to identify what the strategies or interventions, data collections special education teachers in Thailand utilized when students with disabilities demonstrated challenging behaviors. Second, this research aimed to reveal attitudes of the special education teachers in a school in Thailand toward students with disabilities who had challenging behaviors. 52 Thai special education teachers participated in this research. Survey questionnaire and interview questionnaire were used to answer the research questions of this study. Based on the research findings, Thai special education teachers utilized similar strategies responding to students with disabilities who demonstrated challenging behaviors. The ignorance strategy was rarely utilized by these special education teachers. Data collections that these special education teachers usually utilized were observation and interview. Some special education teachers agreed that one of the factors related to the strategy to be ineffective was the student's disabilities.

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Appendix A

List of Abbreviations

Abbreviation	Meaning
FBA	Functional Behavior Assessment
PBS	Positive Behavior Support
BIP	Behavior Intervention Plan
DRA	Differential Reinforcement of Alternative behavior

Appendix B

Descriptive Data: Percentage of the Special Education Teachers' Responses on Using Strategies Supporting Challenging Behaviors

Item	Description	Never	Rarely	ST	Usually	Often	Always
1.	When a student disrupts the class by yelling out or speaking without permission I will approach the student immediately in order to stop the student behavior.	-	5.8	19.2	13.5	44.2	17.3
2.	When a student disrupts the class by yelling out or speaking without permission I will ignore the student behavior.	44.2	19.2	30.8	1.9	3.8	-
3.	When the student disrupts the class by yelling out or speaking without permission I will redirect him/her to my classroom rules.	-	-	15.4	23.1	44.2	17.3
4.	When a student disrupts the class by acting out I will approach the student immediately in order to stop the student behavior.	-	5.8	19.2	9.6	40.4	25.0
5.	When a student disrupts the class by acting out I will ignore student behavior.	50.0	17.3	28.8	1.9	1.9	-
6.	When the student disrupts the class by acting out I will redirect him/her to my classroom rules.	-	5.8	7.7	23.1	46.2	17.3
7.	When a student does not follow a direction or does not complete a task I will approach the student immediately in order to ask the students to follow a direction or complete task.	1.9	5.8	11.5	25.5	38.5	17.3
8.	When a student does not follow a direction or does not complete a task I will ignore the student's behavior.	57.7	30.8	9.6	1.9	-	-
9.	When the student does not follow a direction or does not complete a task I will redirect him/her to my classroom rules.	-	5.8	13.5	30.8	28.8	21.2
10.	When the class starts if a student still keeps talking with peers I will stop the behavior immediately.	46.2	28.8	17.3	5.8	-	-
11.	When the class starts if a student still keeps talking with peers I will begin to teach and expect him/her to quit talking and participating.	38.5	28.8	19.2	7.7	1.9	1.9
12.	When the class starts if a student still keeps talking with peers I will redirect him/her to my classroom rules.	-	7.7	15.4	19.2	40.4	15.4
13.	When a student destroys or ruins property by throwing or breaking I will immediately interrupt the behavior and then return to my lesson.	5.8	11.5	15.4	17.3	19.2	28.8

(Cont.)

*Descriptive Data: Percentage of the Special Education Teachers' Responses on Using
Strategies Supporting Challenging Behaviors*

Item	Description	Never	Rarely	ST	Usually	Often	Always
15.	When a student destroys or ruins property by throwing or breaking I will redirect him/her to my classroom rules.	3.8	1.9	7.7	13.5	38.5	34.6
16.	When a student hurts him/herself or other classmates I will immediately interrupt the behavior and then return to my lesson.	13.5	3.8	7.7	17.3	19.2	36.5
17.	When a student hurts him/herself or other classmates I will immediately stop my lesson and send the student out of the classroom.	23.1	13.5	9.6	11.5	21.2	19.2
18.	When a student demonstrates problem behaviors a student will receive a consequence for his/her behavior such as losing points, receiving time out, or taking away some privilege activity.	1.9	9.6	19.2	15.4	32.7	21.2
19.	When a student completes task on time I give verbal praise to a student.	-	3.8	1.9	3.8	34.6	55.8
20.	When a student completes task on time I give nonverbal praise such as smile to a student.	-	1.9	1.9	5.8	42.3	48.1
21.	When a student completes task on time I use tangible or point reinforce to reward a student.	-	5.8	11.5	11.5	42.3	28.8
22.	When a student completes task on time I do not give a student special acknowledgement.	65.4	26.9	3.8	1.9	-	1.9
23.	When a student follows a direction I give verbal praise to a student.	-	-	-	15.4	40.4	44.2
24.	When a student follows a direction I give nonverbal praise such as smile to a student.	-	-	1.9	15.4	36.5	46.2
25.	When a student follows a direction I use tangible or point reinforce to reward a student.	-	7.7	13.5	11.5	42.3	25.0
26.	When a student follows a direction I do not give a student special acknowledgement.	61.5	25.0	7.7	-	5.8	-
27.	When a student demonstrates acceptable behavior a student will receive a consequence for his/her behavior such as receiving praise or accessing to some privilege activity.	-	-	1.9	11.5	53.8	32.7
28.	When working the student with problems behaviors I teach a student to perform an acceptable behavior.	-	-	1.9	9.6	46.2	40.4

(Cont.)

Descriptive Data: Percentage of the Special Education Teachers' Responses on Using Strategies Supporting Challenging Behaviors

Item	Description	Never	Rarely	5T	Usually	Often	Always
30.	When working the student with the problems behavior I find strategies to prevent the problem behavior from happening.	-	1.9	7.7	11.5	48.1	28.8
31.	When working the student with the problems behavior I try to find out what the student needs or is trying to communicate when the student demonstrates the problem behavior.	-	1.9	5.8	15.4	36.5	38.5
32.	When working the student with the problems behavior I use tangible or point reinforce to decrease the problem behavior.	-	3.8	9.6	21.2	44.2	19.2
33.	When working the student with the problems behavior I change my instruction to individualize for the student.	-	-	9.6	13.5	44.2	30.8
34.	I use positive reinforcement to increase an acceptable behavior.	-	-	5.8	15.4	42.3	36.5
35.	I use social reinforcement, such as praise and social attention, to increase an acceptable behavior and decrease a problem behavior.	-	-	-	15.4	40.4	44.2
36.	When a student demonstrates a problem behavior I stop the student in front of their classmates.	3.8	23.1	44.2	7.7	15.4	5.8
37.	When a student demonstrates a problem behavior I approach the student quietly and redirect him/her privately.	1.9	5.8	17.3	26.9	42.3	5.8
38.	I correct a student problem behavior in front of his/her classmate in order to inform other students to not repeat the same behavior.	9.6	19.2	30.8	15.4	19.2	5.8
39.	I choose strategies to respond to student problem behaviors based on my experience.	-	-	19.2	28.8	34.6	17.3
40.	I choose strategies to respond to student problem behaviors based on the research that I have read.	1.9	5.8	40.4	26.9	23.1	1.9
41.	I choose strategies to respond to student problem behaviors based on the type of the problem behavior.	1.9	1.9	9.6	21.2	48.1	17.3
42.	I choose strategies to respond to student problem behaviors based on the function of the problem behavior.	11.5	1.9	25.0	21.2	28.8	9.6

Appendix C

Descriptive Data: Percentage of the Special Education Teachers' Responses on Collecting Data

Item	Description	Never	Rarely	ST	Usually	Often	Always
1.	When the student demonstrates problem behaviors I will observe the student behavior to find what causes the behavior to occur.	-	1.9	3.8	13.5	40.4	38.5
2.	When I do the observation I conduct more than two observations to find what causes the problem behavior to occur.	-	3.8	3.8	13.5	36.5	38.5
3.	I observe a student in different settings to find what causes the problem behavior to occur.	1.9	1.9	11.5	25.0	30.8	26.9
4.	When a student demonstrates problem behaviors I will observe what he/she does in the situation where the problem behavior does not occur.	1.9	-	7.7	28.8	36.5	23.1
5.	When a student demonstrates problem behaviors I will talk to his/her parents to find what is the cause of the behavior.	-	5.8	17.3	23.1	36.5	15.4
6.	When a student demonstrates problem behaviors I will talk to other teachers in order to ask whether the student does the same behavior in other classes.	-	1.9	9.6	25.0	42.3	19.2
7.	When a student demonstrates problem behaviors I will talk to a student to ask why a student does that behavior.	-	-	13.5	23.1	42.3	19.2
8.	When a student demonstrates problem behaviors I will use some types of assessment such as Motivation Assessment Scale (MAS) in order to find the function of the behavior.	65.4	17.3	5.8	5.8	1.9	1.9
9.	When the student demonstrates problem behaviors I will use A-B-C recording form to collect student data	36.5	19.2	11.5	11.5	9.6	9.6
10.	I describe the student problem behaviors in a weekly journal or behavior log	5.8	1.9	7.7	7.7	26.9	48.1
11.	When I describe what the student did in a weekly journal or behavior log I will describe the student behavior by answering the questions: who, when, where, what behavior, how, and why.	7.7	-	13.5	7.7	36.5	32.7
12.	When I describe what the student did in a weekly journal or behavior log I will describe the solution I use for helping the student.	7.7	7.7	13.5	25.0	26.9	17.3
13.	I try to identify what is an objective definition of the student problem behavior.	3.8	1.9	13.5	11.5	32.7	34.6
14.	When I see the problem behavior I try to find out whether the problem behavior is occur in certain activity, setting, or with certain people.	-	7.7	11.5	15.4	34.6	28.8

Appendix D

Descriptive Data: Percentage of the Special Education Teachers' Responses on Attitude Toward Student Problem Behaviors and Intervention

Item	Description	Strongly Disagree	Disagree	Neither Agree/ Disagree	Agree	Strongly Agree
1.	When I deal with a student problem behavior I am concerned about how the student feels when being corrected.	3.8	7.7	34.6	40.4	13.5
2.	When a student demonstrates problem behaviors I have a responsibility to help the student to decrease a problem behavior.	-	-	1.9	36.5	61.5
3.	When I give a student a warning for performing a problem behavior a student has a responsibility to control him/herself.	-	-	21.2	48.1	30.8
4.	I change my strategy when my first strategy does not work to control the student behavior.	-	-	1.9	40.4	57.7
5.	Students change their behaviors for the better when I am presence.	5.8	1.9	30.8	28.8	32.7
6.	Students change their behaviors for the better when I give the student an order.	3.8	7.7	48.1	32.7	7.7
7.	Students change their behaviors for the better when students want to.	-	1.9	28.8	40.4	28.8
8.	I think most of my strategies are effective because students decrease their problem behaviors.	-	1.9	28.8	48.1	21.2
9.	I feel my strategies are ineffective because I do not see reasonable decreases of problem behaviors	9.6	34.6	44.2	3.8	7.7
10.	When students have disabilities strategies are likely to be ineffective because of the disabilities.	11.5	25.0	44.2	15.4	3.8
11.	When students have disabilities strategies are likely to be ineffective because the student is lack of skills to perform an acceptable behavior.	9.6	26.9	48.1	13.5	1.9