

Teachers of Students with Emotional and Behavioral Disorders' Perceptions of the Importance of Selected Professional Standards of Practice

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Utilizing the Council for Exceptional Children's (CEC) standards delineated for preparation programs in teaching students with emotional and behavioral disorders (EBD), the present study sought to determine how graduates of one teacher preparation program perceived the importance of the standards in their work with students with EBD. Results indicated that graduates viewed the CEC standards as important to their work. Further, a multiple regression model examined specific demographic variables (i.e., total years of teaching experience, positions graduates currently held, graduates' feelings about working with students with EBD, and their feelings as to causal factors leading to EBD) as predictors for how graduates perceive the importance of using the CEC standards. Unfortunately, the regression model did not predict the graduates' perceived importance in using the CEC standards; however, graduates' years of teaching experience with students with EBD was a significant predictor for three of the standards.

Keywords: emotional and behavioral disorders, Council for Exceptional Children (CEC) standards, teacher preparation programs