

Using Emotions and Turmoil for Effective Transition Planning and Programming for Students with Behavioral Challenges

Emotions and turmoil often get in the way of effective transition planning

- It can be difficult to develop effective transition services for students with EBD because of the nature of their behaviors
- This requires more work from educators, which leads to more frustration and burnout, which lead to less effective transition services
- Connection with students is important for developing the most effective transition plans
- How can we manage associated stresses so that we can plan appropriate transition services?

Background on participants

- This study used teachers of students with emotional disturbance because research has shown that they face the greatest amount of stress among teachers
- In spite of that, they are generally satisfied and enthusiastic
- This indicates that, overall, this group of teachers have the strongest efficacy and they have learned to manage the associated stresses within organizational restrictions
- In short:
 - They found methods to manage job responsibilities in ways that allowed them to be personally *renewed* and *connected* to their students so that they could help develop appropriate services for their students. They did that by...
 - Being professionally adaptable
 - Having and using a professional sense of judgment and humor
 - Learning to be inventive and resourceful
 - Developing unique relationships with students and parents

The focus of this presentation will discuss “developing unique relationships” and “renewal”

- Relationships are effectively developed through
 - Connection with students
 - Understanding and dealing with our personal emotions before we “connect” to students
 - Constant renewal of ourselves psychologically and physically
- The results are teacher longevity, student personalization, and teaching and transition services quality

Connectedness/Relationships supporting categories

- “On a Daily Basis I Apologize”
- “I Need to Model for Them”
- “You Don’t Have to Tell Me all the Details”
- Mirror Neurons
- “Let’s Get This Over With...”
- “Mrs. [Smith] didn’t take her meds today”

Renewal supporting categories

- “Staff Development at the Bar”
- “I Really Enjoy My Drive to Work”
- “I Pray for All My Students”

Humor supporting categories

- “The Wires on His Pacemaker Started Fusing Together”
- “Your Parents Didn’t Have any Children That Lived”
- “Who Told *You*?!”
- “That Which Does Not Kill, Makes Me Bitter and Cynical”
- “A Family Tree That Would Resemble a Wreath”
- “He Would Cluck Like a Chicken”
- “Not 100% Demon Spawn 100% of the Tim

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