

MATHEMATICS INSTRUCTION FOR MIDDLE SCHOOL STUDENTS WITH AND  
AT-RISK FOR BEHAVIORAL DISORDERS: A SURVEY STUDY

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ABSTRACT

This survey study was designed to investigate mathematics instruction for middle school students with and at-risk for emotional and behavioral disorders (EBD). It sought to identify who is teaching mathematics to students with and at-risk for EBD, investigate if mathematics and special education teachers are implementing recommended curricula and instructional practices and their perceived level of impact of these recommendations, and also determine if there are differences between mathematics and special educators. A questionnaire was developed and distributed to mathematics and special education teachers of grades 6-8 in Missouri. Responses were compared by teacher type. Results indicate that there are statistically significant differences between the teacher groups for some areas of curriculum and instructional practice usage. Generally, mathematics teachers are implementing curriculum recommendations more frequently than special educators. While special educators are implementing instructional practice recommendations more frequently compared to mathematics teachers. Yet, overall teachers are implementing curriculum recommendations and instructional practices and perceive these practices to have impact on the academic outcomes of students with and at-risk for EBD. Limitations and implications are discussed.