



# **A Qualitative Study: The Perceptions of Mainstream Teachers toward Emotionally Disabled Students**

*Dr. Don Rainwater*

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A general problem in public education is that the negative perceptions of some mainstream teachers toward emotionally disabled and behaviorally challenged students could adversely affect the placement of students. The purpose of this study is to find if negative perceptions toward the behaviorally challenged and emotionally disabled students by mainstream teachers existed. The study explored the lived experiences and perceptions of 20 mainstream teachers in Sheridan, Wyoming. Collected data was analyzed using NVivo 8.0 software to identify the themes regarding inclusion, least restrictive environment, and the educational delivery models for emotionally disabled students. The finding of this qualitative study guided by the modified van Kaam method of analysis confirmed that a negative perception by mainstream teachers did exist toward emotionally disabled and behaviorally challenged students in Wyoming. The three major themes transcending the concepts were the success of the student, the safety the student, the education of the student and the students around them, and the use of a one to one paraprofessional. Recommendations for further study included: (a) a study to find out how many negative attitudes actually exist, (b) a study directed toward which accommodations have worked with specific types of emotional disabilities, and (c) a further study could explore what the exact safety concerns are and how they can be addressed.

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