Analysis of Interventions Teachers Use to Manage Learners with Selected Behavior Disorders in Primary Schools in Thika Sub-County, Kiambu County, Kenya

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Abstract

Identification process is an important element of behavior disorder management in schools. For proper behavior management teachers need to identify learners with behavioral disorders in order to design intervention programs befitting their educational needs. Therefore, the purpose of this study was to analyze the intervention strategies teachers used in managing learners with selected emotional and behavior disorders (EBDs) in primary schools in Madaraka zone. The objectives were; to establish effectiveness of assessment methods teachers used in identifying learners with selected behavior disorders and to explore intervention strategies teachers used in managing learners with selected behavior disorders. The study used descriptive research design which was appropriate since it enabled the researchers to describe the situation as it existed. A questionnaire was used to collect data. Simple random sampling was done to select four schools which participated in the study. Purposive sampling was used to select a sample size of 30 class seven teachers. Data from the research instruments was analyzed and presented descriptively. The study found that the assessment methods teachers used to identify learners with EBDs were not effective and that teachers in selected schools did not use effective intervention strategies to manage behavior for learners with EBDs. The study recommends that in-service training for teachers be done with a view of building capacity in the area of identification processes and that Kenya Institute of Curriculum Development to give guidelines on behavior disorder management. The significance of the study findings is that it could help stakeholders to come up with effective intervention strategies in managing learners with behavior disorders as well as add to the existing literature on learner disorders.

Keywords: Emotional Behavior Disorders, Interventions, Learners, Teachers

1. Introduction

Suffering from mental disorders has been a common phenomenon all over the world since the ancient times. The emergence of the studies of emotionally and behaviorally disturbed persons revolutionized the impact of diverse theoretical perspectives (disability, deviance and alienation perspectives). In the 20th century, studies were conducted to establish how social norms affect behaviors. These research studies paid more attention to children who engaged in anti-social or criminal behavior with the aim of helping them in learning and social relationships. For instance, Strauss and Lehtinen (1947), published "Psychopathology and Education of the Brain Injured Child", a seminal work that delineated the characteristics that interfere with children's ability to learn (inattentiveness, hyperactivity, distractibility and violability) and provided the basis for the structured classroom model. In the 21th century, the focus changed from source of the problem to how to deal with some of the challenges that faced learners with emotional and behavior disorders. These challenges include prevention, placement and instruction which cut across all nations worldwide. To overcome the challenges, Cullinan (2007) presented three forms of preventions which included universal, selective and indicated. Universal prevention is applied to everyone in a large group (e.g., every student in the school). Selective prevention is conducted with a defined group at risk to develop EBDs because they have certain biological or psychosocial characteristics while indicated preventionis directed at individuals who show early signs of the condition and is designed to reduce the severity of the problem. Examples of universal prevention in schools are programs that teach good classroom and school management skills, pro-social competencies, conflict resolution and substance abuse prevention. Placement is the availability of appropriate placements for children and youth with EBDs (Cullinan (2007).

Placements for children with disabilities would be served in the least restrictive environment that means closest to the general education classroom that best meet each child's needs. Special educators have placed great emphasis on the importance of effective instruction as a prerequisite for sound behavior management (Kauffman, Mostert, Trent, &Hallahan, 2002; Kerr & Nelson, 2002).

In Africa, most countries do not have special educational programs for emotionally and behaviorally disturbed learners. A survey conducted by UNESCO (1985) indicated that only Kenya and Zimbabwe had programs for EBDs in Eastern and Southern Africa. In Kenya, there are no special classes purely for learners with EBDs. Learners with acute problem behaviors or are completelyanti- social are placed in special transitional schools known as Approved schools. These rehabilitation centers serve as juvenile systems which receive learners who are referred by probation officers or courts. Hence it serve only a limited number of learners who get help compared to the many children in school settings who go unreported and therefore remain unattended. Therefore, it is essential that special classes for EBDs be established (Ndurumo,1993). Other important contributions towards the promotion of awareness in the development of EBD in Kenya include; the recommendations of enquiries of Education commission reports of Kamuge (1988) and Koech (1998). They recommended the need to identify learners with special needs, promote awareness on who they are and what their needs entails. Moreover, the legal notice number 56/2001(Republic of Kenya, 2001) outlawed the use of corporal punishment as ameans of behavior management

Most research study findings show that Western countries rely mostly on intelligent quotient (IQ) test as a major screening instrument in identification processes. But IQ screening tools has its own limitations. According to Alvino, Mcdonnel and Richert (1981), IQ test allows for only one answer for every item thus it kills creativity and divergent thinking. It also does not take into consideration the learners' different socio- economic background or sub-cultures. These Western oriented intelligence tests are constructed based on societal values, convictions and traditions different from ours. Thus, there was need to conduct further study to find out if there is need to adapt western based test to make them more friendly to our socio-cultural background of learners. In Kenya, Kamau (2005) did a study on measures used in identification of gifted and talented learners in three sub counties in Kenya. His study sought answers to these questions: Are there significant difference between cognitive and non – cognitive in identification of learners who are gifted and talented? Is there significant difference between teachers nominated and research nominated learners of gifted and talented? The study findings showed that there was significant difference between teachers nominated learners and research nominated learners hence the need to use a standardized tool to supplement teachers' nomination in identification process. Kamau's findings concur with this study emphasis on the importance of assessment using standardized instruments in order to have credible and reliable results. Confirmation of the presence of learners with EBDs could then lead to modifying education curriculum to suit their learning needs.

The conceptual model of this study is anchored on Albert Ellis theory of rational – emotive theory which stipulates that a human being has a biological predisposition towards irrational thinking and that by design their nervous systems are prone to errors. Therefore, learners with EBD are labeled disordered when their behaviors falls outside a range of socially acceptable behavior. However, this happens when deviant behaviors occur with excessive frequency, with great consistency and in unusual abundance. The study presented different identification methods as follow: observation, interviewing, testing, creative and critical thinking as well as medical evaluation.

Observation in natural settings is one of the most commonly used assessment method but its accuracy is dependent more on how accurate direct observation and recording is done (Alberto and Troutman, 2010). Learners with emotional and behavior disturbance can be observed in a natural settings such as in classroom. In recent years, direct and continuous measurement has become more popular as a method of assessing children with behavior disorders. With this method, the actual behaviors that cause a child to be considered disturbed in the first place are clearly specified and observed in the setting where they normally occur such as in classroom every day. Recording is done to determine frequency, consistency and intensity. In addition, teachers use interview as an assessment method to obtain information from parents about their children in order to make an informed decision. Mugenda and Mugenda (1999) noted that interview is advantageous in that it provides in-depth data which is not possible to get using a questionnaire. Guided interviews with teachers, parents and pupils guides the assessment process and address concerns of all those involved with the learner. It provides a picture of learners presenting problems as perceived by the informant. It also provides information about the environmental context in which the problem behavior is occurring. Standardized tests on the other hand have consistency and uniform procedure for administering, scoring and interpreting the behavior of the subject whereas norm referenced tests compare a subject performance to that of others who have taken the same test (Mugenda & Mugenda, 1999).

Furthermore, teachers used district examinations in assessing learners with selected behavior disorders. These assessment of intelligence, academics (reading, writing, math) and other areas of concern provided objectives and normative comparisons of learners' ability and performance levels (Epstein, 2000). It rules in or out other areas of suspected disability. Teachers may use examination records of learners. This method is effective in that teachers and parents can monitor the learner progressive records and take remedial actions based on information from such records. Other assessment methods include; inspection of cumulative records, disciplinary records, history and school achievement or performance records which provide information on excessive truancy or delinquency. It also documents the behavior over time and its impact on learning.

The effectiveness of intervention strategies applied in managing emotional or behavioral problems depend upon proper identification process (Alberto and Troutman, 2010).It is important to note that learners with EBDs are managed by designing an individual curriculum program to suit their educational needs. To this extent, the study presented to teachers intervention strategies which had been proven effective through research and which teachers could adapt to suit learners in schools under study. Some of these are physical environment interventions, academic and instructional interventions, behavioral principles, cognitive principles and teachers' skills and competence.

Physical environment includes school, its facilities such as classrooms and recreational areas, physical movement of learners within the school as they move from one activity to the other. The study conducted by Mastropieri and Scruggs (2002) shows that as much as half the time allocated for instruction during school day is lost to learners' off-task behaviors, interruptions, disruptive behavior and lack of teachers' preparation. According to Polloway, Patton and Serna (2008), teachers can minimize disruptive behavior during transition times by giving learners specific directions on how to move from one activity to another and by rewarding students for making orderly and smooth transition. Also classroom arrangement which is physical layout of the classroom can minimize disruptive behavior (Salend, 2000).

According to Scheurmann and Hall (2008) positive behavioral support include providing effective academic content and instructions to learners with EBDs. It requires curriculum adaptations to incorporate learner's interest into the curriculum. Teachers should endeavor to design a curriculum that is relevant and motivating to learners with EBDs. For instance, instructional delivery involve teachers engaging often and substantially when providing instruction to EBD learners. This view is supported inresearch study done by Knitzer et al. (1990) on instruction programs and policies for children with EBDs.

Behavioral approach to EBDs management is grounded on principles of reinforcement such as operant conditioning and respondent learning to increase appropriate behaviors and reduce inappropriate behavior. The study explored them in the following order; (i) application of principle of strengthening or increasing existing behavior (ii) principle of developing new behavior (iii) and principle of decreasing or extinguishing undesired behavior. Applied behavioral principles for increasing desired behavior are principles which refer to a systematic, performance based, self -evaluative method of changing behavior by applying interventions based on behavioral principles (Alberto and Troutman, 2010). They include; positive reinforcement which focuses onproviding rewards immediately after desired behavior occurs: Premark principle which allows the child to engage in a favored activity immediately following the occurrence of desired behavior: Contingency contracting which specifies in writing the desired behavior and the positive consequences that will follow if the child engages in desired behavior. In addition, applied behavioral principles for developing new behaviors have gained popularity among teachers. They include successive approximation where rewards are awarded at every successive step to desired behavior. Modeling principles allow the child to observe a prestigious person engaging in desired behavior. For instance, for problematic handwriting behavior, one can have a peer demonstrate the correct letter formation and have the learner model the formation. These principles are popular among learners having other disabilities other than EBDs such as physical, hearing and health. Lastly, there are applied behavioral principles for decreasing or extinguishing undesired behavior;it includes extinction whichinvolves arranging conditions so that the child receives no reinforcement following undesired behavior and reinforcement of incompatible behaviors, wherethe teacher reinforces an alternative desired behavior that is inconsistent with the undesired behavior (Ringdahl et al, 2002).

As opposed to behavioral approach, cognitive approach involves covert behaviors which are the products of thought processes. The main emphasis is to teach learners how to respond appropriately to negative stimulus. This study presents cognitive approaches in the following order: - (i) self- management (ii) rational emotive therapy (iii) social skills training (iv) interpersonal problem solving and conflict resolution (v) systematic desensitization (vi) anxiety training management and self –control management.   Self – management refers to as a wide range of activities, both overt and covert, in which learners may engage in the increase or decrease of the probability of appropriate behaviors occurring. Internal activities may involve cognitive prompts such as repeating instructions to one self. External strategies may involve manipulating the environment to establish

stimulus control (Alberto and Troutman, 2010). Two, rational emotive theory upon which this study is grounded is also known as the rational-emotive therapy. It's an active, didactic and re-educative approach. Teachers who use the model should be prepared to be directive and challenging in order to promote learners self- awareness and to help them achieve intellectual as well as emotional insight. Rational Emotive Education (REE) curriculum is a preventive and self-help program. Three, problem solving and conflict resolution are important skills in interpersonal relationships. It assists learners whose thought processes rapidly become disorganized under stress conditions. It is necessary to provide special training in the cognitive skills which are required to deal with problematic situations. It also focuses on teaching learners the "thinking" skills necessary to avoid and resolve interpersonal conflict, resist peer pressure and cope with their emotions and stresses. Learners are taught to identify their problems, consider and select from a range of alternative solutions and evaluate the result of their selection (Vaughn &Lancelotta, 1990).

Systematic desensitization and anxiety management works by enabling the phobic learner to rank clearly defined situations which cause him/her distress. The learner then is trained in relaxation exercises and encouraged to face up the feared situations in real life or by imagination. This technique is effective with those phobic learners who engage in extreme avoidance and escape behavior at the prospect of confronting their fear directly (Cullinan, 2007). The teachers' ability to manage learners with EBDs is a very important element in intervention process. The primary task for a teacher who teaches emotionally and behaviorally disordered learners is to teach them social skills, helping the students replace their maladaptive behaviors with more socially appropriate responses. Moreover, teachers' ability to manage the classroom environment such as desk arrangement, setting class rules and regulations are other important factors (Kauffman,2000).

In Madaraka zone, this study focused on selected schools namely: Kianjau, Garrisa, Kisiwa and Karibaribi. These schools were chosen based on data gathered from each school's behavior inventory book commonly known as '*black book'*where serious cases are recorded. Compared to other schools in the Sub- County, learners in schools under study had a very high rate of problematic behaviors which occurred with increased frequency, consistency, intensity and duration far beyond expected level. For example,   Kianjau primary had most entries with an average of thirty (30) cases per month, followed by Garissa primary (25), Kisiwa primary (17) and Karibaribi primary (13). The analysis of behaviors from school records entries revealed that truancy and delinquency accounted for 50% of all cases, followed by defiance to authority 15%, failure to complete school assignments 10%, drug abuse 6%, fighting and vandalism 5%, lying and withdrawals 5% and others 4%.

The above information therefore was puzzling to the researchers and this necessitated a study to establish if there could be learners with EBDs in selected schools. To achieve this, the researchers provided a standardized behavior assessment scale for teachers to fill. In addition, zonal educational office records revealed that the selected schools were rated as the worst performers. For instance, in the year 2013, class seven end of the year examination showed that the zonal mean score was below the required 250 mark.The schools under study mean scores were as follow: Kianjau-151, Kisiwa-185, Karibaribi-208 and Garrisa- 211. The Kenya Certificate of Primary Education (KCPE) results indicated that none of the schools within the Madaraka zone attained a mean of 250 marks and that the four schools under study were ranked the bottom four schools in the entire Thika sub-county. These gloomy statistics no doubt indicated the need for researchers to conduct the study in the zone with the view of coming helping in behavior and academic management. Thus, the study was focused on the following questions:

  i)   How effectiveness were assessment methods teachers used to identify learners with selected behavior disorders in primary schools of Thika Sub-County?

  ii)   Which are the intervention strategies teachers used in managing learners with selected behavior disorders in primary schools under study in Thika Sub-County?

2. Objectives of the study
  i)   To establish effectiveness of assessment methods teachers used in identifying learners with selected behavior disorders.

  ii)   To explore intervention strategies teachers used in managing learners with selected behavior disorders.

3. Materials and Methods

This study used descriptive research design. The major purpose for using descriptive research design was to describe the state of affairs as it existed within the schools under study (Orodho, 2003).This study used

descriptive design as a process of collecting data in order to determine assessment methods which were used to identify learners with EBDs and subsequently find out intervention strategies that were used in managing selected disorders. The main data collecting instruments was adapted standardized assessment scale to confirm the presence of disorders and constructed structured questionnaire to identify strategies teachers used in disorders management. The validity of the data collected was maintained by wide and intense consultation with experts in the field as well as ensuring sufficient content coverage of items in the questionnaire whereas reliability was guaranteed by pre-testing the measuring instrument.

This study used two sampling techniques. Purposive sampling technique was used to select class seven as the representative of all classes in each school and simple random sampling technique was used to select four (4) schools which participated in the study. Class seven was an ideal choice because it was not an examinable in national examination. The choice was also based on information derived from behavior inventory records from each school which showed that majority of recorded cases involved learners in class seven. The behavioral characteristics of learners who were recorded showed suspected presence of conduct and oppositional defiant disorders as well as anxiety- depression disorder. The researchers made an opinion based on such glaringly facts to anchor the research on class seven. In this study a sample size of 30 teachers from four selected public primary schools participated in the study. This represents 20.13% of the target population (149).The data collected through questionnaires was coded and computed in SPSS software. The data collected were analysed, summarized and presented in pie charts, graphs and table percentages.

5. Result and Discussion

5.1 Demographic Profile of the Teachers

Majority 18(60%) of the teachers were female while 12(40%) were male. From table 1, it was also evident that about almost half 12(40%) of the teachers were holders of certificate in education training, 10 (33%) diploma while 8 (27%) of teachers were graduate. However, according to further information from the schools, it is important to note that although most of the teachers had diplomas and degrees in education, only 36% of the teachers were trained in special needs education. It would be logical therefore to conclude that most of the teachers had no specialized skills in handling learners with disabilities. Moreover, more than three quarters of the teachers also indicated that there were functional guidance and counseling programs in their respective schools. Most 22(73%) of the teachers had teaching experience of more than 20 years while 8(27%) had below 20 years. It would be logical to assume that teachers in selected schools had competencies and skills required to handle learners with EBDs having interacted with learners of different exceptionalities in such long period of time.

Table 1: Teacher's gender, professional qualification and experience

Variables	N=30	%
Teachers' gender		
Male	12	40
Female	18	60
Professional Qualification		
Certificates	12	40%
Diploma	10	33%
Graduate	8	27%
Teachers experiences (years)		
Above 30	5	17%
20 – 29	17	56%
10 – 19	8	27%

5.2 Assessment Methods Teachers Used to Identify Learners with EBDs

To establish effectiveness of assessment methods teachers used in identifying learners with emotional and behavior disorders, the researchers prepared a list of methods used in identifying learners suspected to have behavior disorders. Teachers were asked to rate each method on a three level scale namely; Effective, Not effective and Not Sure. Accordingly, table 2 indicates that more than three quarter 27(90%) of the teachers felt observation was an effective method of identifying learners with EBDs and only few teachers 2(7%) felt it was not effective while 1(3%) responded not sure. When asked to rate interview, more than half 20(67%) of the teachers indicated that it is effective and 3(10%) thought it is not effective while 7(23%) of them were not sure. 18(60%) of the teachers rated testing as effective assessment method and 6(20%) of them responded not effective while 6(20%) of them were not sure. Critical thinking was indicated as effective by only a few 5(17%)

teachers while about two-third 18(60%) of the teachers felt it was not effective and 7 (23%) were not sure. Interestingly, very few 2(7%) of the teachers felt medical evaluation is effective identification method and 10 (33%) of them answered not effective while about two third18 (60%) of the teachers indicated that they were not sure. These findings show that majority of the teachers from selected schools perceived learners with EBDs from deviation perspective where learners are seen as the breakers of social norms as perceived through obedience or disobedience of values and moral standards set by the society. In addition, most teachers' responses show that they were doubtful if medical evaluation can be used to as an educational assessment method. The study findings agrees with earlier research study by Moynihan (1993), who stated that when an individual's overt behaviors falls outside the limits deemed appropriate by the society, he or she may be labeled as mentally disturbed or in the case of children or youth, emotionally or behaviorally disordered. In another study, Epstein (2000) found that assessment of intelligence, academics (reading, writing, and math) and other areas of concerns provided objectives and normative comparisons of learner's ability and performance levels and It rules out other areas of suspected disability.

Table 2: Teachers ratings on effectiveness of Assessment methods

Identification methods	Effective %	Not effective %	Not sure %	Total responses
Observation	27 (90%)	2 (7%)	1 (3%)	30 (100%)
Interviewing	20 (67%)	3 (10%)	7 (23%)	30 (100%)
Testing	18 (60%)	6 (20%)	6 (20%)	30 (100%)
Critical thinking	5 (17%)	18 (60%)	7 (23%)	30 (100%)
Medical evaluation	2 (7%)	10 (33%)	18 (60%)	30 (100%)
Totals	**72 (48%)**	**39 (26%)**	**39 (26%)**	**150 (100%)**

5.3 Intervention Strategies Teachers Used in Managing Learners with EBDs

To explore intervention strategies teachers used to manage learners with selected behavior disorders, the researchers designed a prototype curriculum program for learners with EBDs in a form of a questionnaire which teachers were expected to check- in based on their past experiences. This was necessary in that learners with EBDs are managed by preparing curriculum program for each learner according to his or her educational needs. The program must have five components or indicators for its effectiveness namely physical environmental, behavioral, affective education, personalization of relationship and guidance and counseling. Each component has five items in the questionnaire to make up twenty five items in total.Teachers were expected to check all the items according to how they perceived them as effective in behavior management. The rating was done on a three level scale namely; Effective; Not Effective; and Not sure on each component. A separate scoring sheet is provided.

5.3.1Teachers ratings on physical environment in behavior management

Figure 1 shows that most 25 (83%) of the teachers responded that class organization is effective, while 5(17%) responded not effective. Two third 20(67%) of them felt that adequacy of teaching learning resources is effective while 10(33%) responded otherwise.Majority 21(70%) responded that time management is effective strategy while 6(20%) felt not effective and 3(10%) responded not sure. Most 25(83%) of the teachers felt that school rules and standards are effective strategies while 4(13%) felt not effectiveand 1(3%) not sure. Over half 17(57%) support that reward systems are effective while 10(33%) thought not effective and 3(10%) were not sure.Collectively most (72%) of the responses support physical environment management as an effective strategy for behavior management while (25%) rate it was not effective and only very few responses (5%) were not sure. This study finding concur with earlier research studies by Mastropieri and Scruggs, (2002) whose findings indicated that as much as half the time allocated for instruction during the school day is lost to learners off- task behavior, interruptions, disruptive behavior and lack of teachers' preparation. In fact, Salend (2000) found that disruptive behaviors can be minimized a great deal if the teachers desk's should have a barrier free view of all learners and be positioned to allow the teacher to move quickly if a situation necessitates.
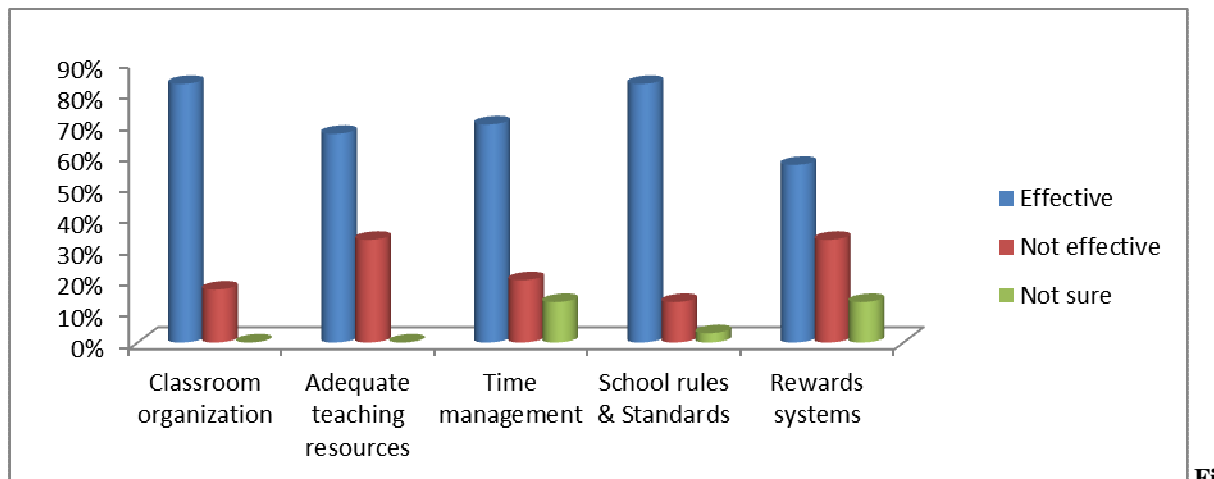
Figure 1: Teachers ratings on physical environment in behavior management

5.3.2 Teachers ratings on behavioral strategy in behavior management

According to table 3 managing aggressiveness was ranked first 16(53%) while developing positive self-image got 15(50%) as an effective strategy in behavior management. From the teachers' responses, it was evident that a half 15(50%) of them indicated that developing positive self-image was critical in behavior management while the same number 15(50%) of them felt locus of control was not critical. It is worth notingthat a significant number 9(30%), 10(33%) and13(43%)of teachers were not sure if teaching social skills,developing locus of control and anger/stress managementrespectively were important to effective behavior management. Generally speaking from the teachers point of view collectively (39%) of the responses support behavioral strategy as effective behavioral management while (37%) consider it as not effective and (25%) of them they are not sure about it. This result could lead to conclusion that understanding and usage of behavioral strategy as a mechanism of learners' behavior management among the teachers were weak. Prior study's findings by Lane et al., (2003) indicated that social skills training can occur at any level of prevention be it at primary, secondary and tertiary even infusion of social skills instruction into the curriculum.

Table 3: Teachers ratings on behavioral strategy in behavior management

Strategies in behavioral strategy	Effective %	Not effective %	Not sure %	Total responses%
Teaching social skills	10 (33%)	11 (37%)	9 (33%)	30
Locus of control	5 (17%)	15 (50%)	10 (33%)	30
Managing aggressiveness skills	16 (53%)	10 (33%)	4 (13%)	30
Developing positive self-image	15 (50%)	14 (47%)	1 (3%)	30
Anger and stress management	12 (40%)	5 (17%)	13 (43%)	30
Total	**58 (39%)**	**55 (37%)**	**37 (25%)**	**150**

5.3.3 Teacher's ratings on affective education in behavior management

According to figure2, it was clear that two third 20(67%) of the teachers thought that train on problem solving and conflict resolution is effective in behavior management while 10(33%) felt that it is not effective. On the case of train on study and self-management skills, most 25(83%) of them responded that it is effective strategy while only 3(10%) felt not effective and very few 2(7%) were not sure. The responses for teach on effective ways of self- expressing were, majority 22(73%) felt it is effective while 5(17%) consider it as not effective and only 3(10%) were not sure. On teaching life skills, most 25(83%) responded it is effective while one sixth 5(17%) labeled it not effective. Finally, giving unconditional positive regards was considered by more than two third 23(77%) as effective while only 1(3%) responded otherwise and few 6(20%) were not sure.Therefore, based on the teachers' positive opinion (76%) on affective education strategy, it is logical to conclude that affective education was an effective intervention strategy in behavior disorders management. This study concurs with earlier study findings by Copper et al., (2007) who did a study on management of learners with EBDs using cognitive behavior modification and found that learners with EBDs experienced significant behavioral change after therapy.
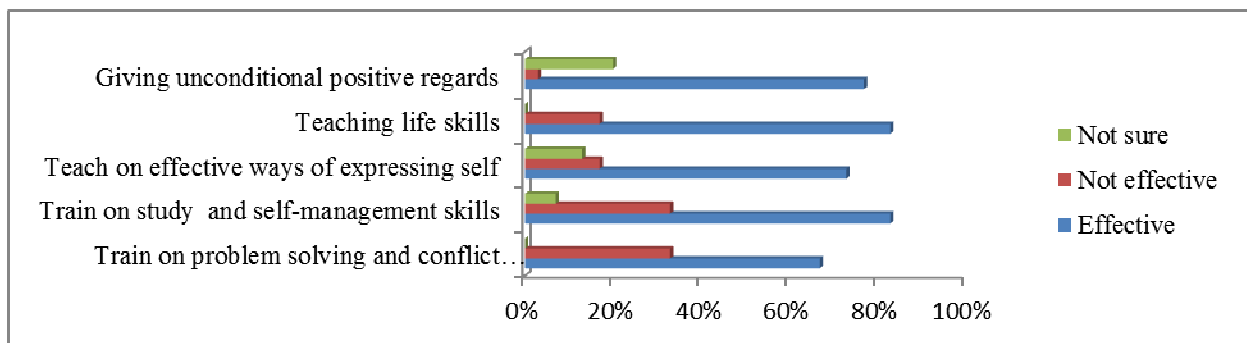
Figure 2: Teacher's ratings on affective education in behavior management

5.3.4 Teachers ratings on personalization of relationship

Table 4, depicts that about two third 19(63%) of the teachers agrees that use of social skills was key strategy and effective while 1(3%) did not agree and one third 10(33%) were not sure about it. Over two third 22(73%) considers check on indecisiveness as effective while over a quarter 8(27%) were not sure at all. On the case of assess use of problem solving skills, more than half 18(60%) of the teachers supported it as effective while few 6(20%) responded otherwise and 6(20%) were not sure. Moreover, about half 17(57%) of the teachers agreed that monitoring interpersonal relationship is effective strategy while 4(13%) felt not effective and 9(30%) were not sure. Finally, on validate learners' feelings, fears and concerns, two third 20(67%) felt it is effective strategy while 10(33%) were not sure. In summary, more than half (64%) of the teachers' responses were in agreement that personalization of relationship was an effective strategy in behavior disorders management. Only a few (7%) of the teachers felt it was not effective while (29%) of the teachers were not sure.Furthermore, the one fifth of "not sure" response could mean that there is a need of training provision for teachers to improve their understanding on how to deal with emotional and behavioral disorder learners.This study finding agrees with earlier study by Vaughn and Lancelotta (1990) which indicated that learners should be taught to identify their problems, consider and select from a wide range of alternative solutions and evaluate the results of their selection (decision).

**Table 4: Teachers ratings on personalization of relationship**

Strategies on personalization	Effective %	Not effective %	Not Sure %	Total responses
Assess use of social skills	19 (63%)	1 (3%)	10 (33%)	30 (100%)
Check on indecisiveness	22 (73%)	-	8 (27%)	30 (100%)
Assess use of problem solving skills	18 (60%)	6 (20%)	6 (20%)	30 (100%)
Monitoring interpersonal relationship	17 (57%)	4 (13%)	9 (30%)	30 (100%)
Validate learners feelings, fears and concerns	20 (67%)	-	10 (33%)	30 (100%)
Totals	**96 (64%)**	**11 (7%)**	**43 (29%)**	**150 (100%)**

5.3.5 Teachers' ratings on guidance and counseling in behavior management

Figure 3 clearly indicates that an equal numbers of teachers 9(30%) felt teaching pre-vocational subjects were both effective and not effective strategies for behavior management while 12(40%) of the teachers were not sure.Half 15(50%) of the teachers also indicated that individualizing educational program for EBDs learners was not effective in behavior management while only 5(17%) of the teachers felt it was effective and 10(33%) were not sure. On provision of adequate academic content, one third 10(33%) of them responded it is effective while 11(37%) responded otherwise and 9(30%) were not sure. When asked to rate training in critical thinking, half 15(50%) of the teachers were not sure if it was effective or not while 8(27%) of the teachers felt that it was not effective and only 7(23%) of them felt it was effective. Finally, guiding in making wise career choices was rated effective by only 1(3%) of the teachers while 17(56%) indicated it was not effective and more than one third 12(40%) were not sure whether or not effective. Cumulatively, figure 3 clearly indicates that less than a quarter of the teachers responses (21%) in schools under study felt that guidance and counseling was effective strategy in behavior disorders management while more than a quarter (40%) felt it was not effective and the (39%) responses of the teachers were not sure on its effectiveness.The later could inform that teachers' awareness on handling learners with EBDs is low that makes it necessary teachers training on EBD management should be in place.

This study findings, however contradicted with other prior studies results. It includes study by Scheuermann and Hall (2008), whose findings indicated positive behavioral outcomes where effective academic content and instruction to learners with EBDs are provided. In addition, the IDEA, (2002) asserts that individualized education program must be written according to the needs of each learner who may not learn effectively in an inclusive setting due to disability. However, the study finding concurs with Etscheidt(2002) findings that although counseling services are essential for learners with EBD they seldom receive services and when they are provided, they may be of poor quality.
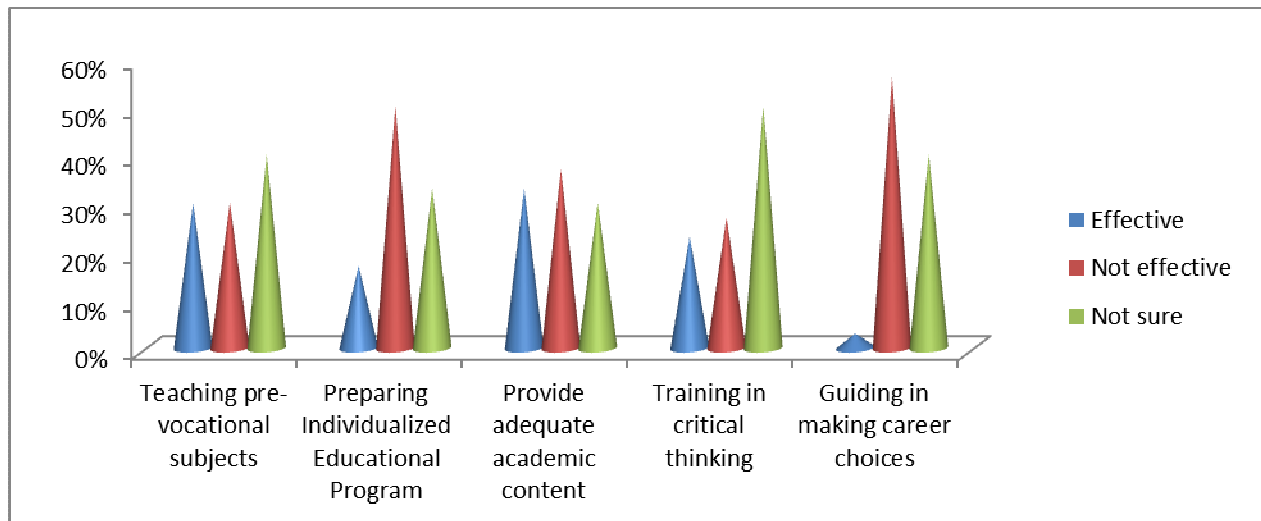
Figure 3: Teachers ratings on guidance and counseling in behavior management

6. Conclusion

The conclusion of the findings of the study is summarized as per the research questions that guided the study as follows:

- The findings of the study on the effectiveness of assessment methods teachers used to identify learners with EBDs revealed that interview and testing methods were used but not as often as observation method. Nevertheless, critical thinking and medical evaluation were the least used to identify learners with EBDs. In addition the study findings revealed that the assessment methods teachers used to manage learners with EBDs were not adequate.
- The study found out that most of the teachers in the selected schools were familiar with environmental management strategies such as time and transition management, school/class routines and standards. Teachers were also aware of affective education as behavior management strategies. In addition, teachers seemed to be knowledgeable on personalizing of relationship as strategy in disorder management. However, behavioral strategy and guidance and counseling strategy (career and academic) were rated as ineffective strategy in behavior management. It is logical then to conclude that teachers in selected schools did not prepare individualized educational programs for learners with EBDs. The study findings indicate that teachers did not use appropriate intervention strategies to manage learners with emotional and behavioral problems.

7. Recommendation

The findings from the study has revealed some implications, thus, the following recommendations maybe of great help to teachers in identifying and managing learners with emotional and behavioral disorders.

- The Ministry of education in collaboration with Teachers service commission ought to conduct in-service training for teachers with a view of building capacity in data collection, recordings and statistical data analysis using various designs. This is crucial in that the results of such process would be credible and devoid of generalities. It would be logical to recommend that teachers be sensitized on alternative strategies in behavior disorders management.

- The ministry of education also needs to formulate a legal policy framework that encourages primary schools to take responsibility of imparting critical thinking and problem solving skills to learners; creative skills and cross disciplinary thinking skills where learners apply knowledge, attitudes, behavior and skills across disciplines in appropriate and effective ways.

- Research could be conducted to establish how home environment factors affect learners with emotional and behavioral disorders in inclusive setting.

- This study was confined to few selected schools and in effect, had limitations in terms of generalization to other similar situations. Therefore, similar research could be replicated to other areas to find out if similar disorders affect learners in other schools.

Competing interests

The authors declare that they have no competing interests.

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