

NASET **Special Educator** **e-Journal** **November 2020**

Exceptional Teachers Teaching Exceptional Children



Table of Contents

- [Special Education Legal Alert. By Perry A. Zirkel](#)
- [Preliminary Summary of Dispute Resolution Survey Results. By Natalie Jones & Perry A. Zirkel](#)
- [Buzz from the Hub](#)
- [U.S. Department of Education Releases Parent and Family Digital Learning Guide](#)
- [Prevalence of Hearing Loss in the Winneba Municipality, Ghana. By Emmanuel Kwasi Acheampong](#)
- [Exploring Factors Related to Burnout among Special Education Teachers in Specialized Schools. By Oksana Huk and Brian Cesario](#)
- Book Reviews
- [Emotional Intelligence for the Modern Leader: A Guide to Cultivating Effective Leadership and Organizations. By Julie M. Pfeiffer](#)
- [Lead like a Pirate: Make School Amazing for your Students and Staff. By Cristina Barros](#)
- [If You Don't Feed the Teachers They Eat the Students! Guide to Success for Administrators and Teachers. By Sofia M. Borron](#)
- [Latest Job Postings on NASET Career Center](#)
- [Acknowledgements](#)

Special Education Legal Alert

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This month's update identifies recent court decisions of general significance, specifically addressing the questions of (a) whether a functional behavioral assessment (FBA) qualifies as an evaluation under the IDEA, and (b) to what extent a school nurse's advocacy on behalf of students with disabilities provides legal protection from adverse employment action.

In an officially published decision in *D.S. v. Trumbull Board of Education* (2020), the Second Circuit Court of Appeals addressed the question of whether an FBA is an evaluation under the IDEA, thus requiring parental consent and subject to the regulation for independent educational evaluations (IEEs) at public expense. In this case, the school district voluntarily conducted an FBA each spring as part of the planning process for the IEP of a child with problematic behaviors. Dissatisfied with the 2017 FBA and the 2014 reevaluation of the child, the parents requested an IEE at public expense addressing not only his behavior but also various other specified areas (e.g., SLT, OT, PT, AT, and CAPD). The school district refused and filed for a due process hearing to defend its refusal. The hearing officer followed OSEP guidance that an FBA is an evaluation but ruled against the parents. She ruled that they were not entitled to the requested IEE at public expenses because its scope was well beyond that of the district's reevaluation and FBA. Upon the parents' appeal, the district court affirmed based on the same scope rationale for the FBA after concluding that the reevaluation was beyond the statute of limitations. The parents then appealed to the Second Circuit, which addressed the FBA and related questions.

Did the district's failure to object to the hearing officer's conclusion that an FBA is an evaluation serve as a waiver of this issue?

The appellate court concluded that although often accepting a district's apparent concession of an issue, doing so in this case would pose too much of a risk of misleading parents and schools in applying the IDEA's

	evaluation requirements.
Does an FBA constitute an evaluation under the IDEA?	No, the Second Circuit concluded that an FBA is understood to be a targeted assessment of a child's behavior, thus not meeting the IDEA definition of an evaluation as being a comprehensive assessment that goes well beyond behavior.
What about the longstanding OSEP interpretation that an FBA is an evaluation?	"[The agency's] interpretation ignores the plain text of the statute and regulations, and therefore we owe it no deference."
What about the scope rationale of the hearing officer's and lower court's IEE ruling?	In dicta, the Second Circuit disagreed, concluding that nothing in the IDEA suggests that a parent cannot challenge an evaluation as being too limited.
What about the statute of limitations for the reevaluation?	Reversing the lower court, the Second Circuit concluded that the time period to challenge an evaluation is until the next evaluation occurs.
Although only binding in Connecticut, New York, and Vermont, this decision is the highest judicial authority to date on these various questions and, thus, its significant rulings merit careful attention and assessment in other jurisdictions.	

In an officially published decision in *Kirilenko-Ison v. Board of Education of Danville Independent Schools* (2020), the Sixth Circuit addressed the Section 504/ADA retaliation and state whistleblower claims of a school nurse who had received a five-day suspension without pay in the wake of disagreements with the parents of two students with diabetes as to the mutual implementation of these students' 504 plans.¹ The court also addressed the nurse's failure-to-accommodate claim under Section 504/ADA and

¹ This case also extended to a second plaintiff, who was a part-time school nurse, with similar but not identical claims and factual allegations.

parallel state civil rights law that arose at the start of the next school year. She requested various accommodations based on multiple purported diagnoses, including Parkinson's, POTs, and polyneuropathy. She claimed that the school board forced her to resign by requiring medical authentication of her asserted disability diagnoses, as a pre-condition of determining whether to approve or deny her requested accommodations. The lower court granted the district's pretrial motion to reject all of her claims. She filed an appeal with the Sixth Circuit.

For the retaliation claim, the appeals court reversed the lower court to the extent of allowing the plaintiff-nurse to proceed to a trial. The court concluded that she had provided sufficient evidence for a jury to make a final factual determination of the applicable flowchart-like steps: (a) did she engage in protected activity under Section 504/ADA; (b) if so, did she prove her suspension was causally connected to this activity; (c) if so, did the school district prove that it had a legitimate, nondiscriminatory reason for the suspension; and (d) if so, did she prove that this reason was a pretext for discrimination?	The sufficient evidence the appeals court found for each step was: (a) their complaints to the superintendent about the district's acquiescence to the parent's noncompliance and requests could reasonably amount to the protected activity of advocacy on behalf of students with disabilities; (b) the timing and related circumstances of the suspension could reasonably amount to the requisite causal connection; (c) the district's proffered reason of its FAPE obligations under Section 504 and the plaintiff's obligations under the nurses' code of ethics could reasonably be determined to be legitimate and nondiscriminatory, and (d) the alleged threats by the administration and the allegedly good employment record of the plaintiff raised a genuine issue of possible pretext.
For the whistleblower's claim, the appellate court affirmed the judgment for the defendant-district.	The plaintiff did not meet the requirement of the state whistleblower's law of reporting to a state agency any school district violation of law.
For the failure-to-accommodate claim, the Sixth Circuit also affirmed the lower court's	For employee disability claims, Section 504 and the ADA require an interactive process,

summary judgement for the defendant-district.	and precedent in the Sixth Circuit allows districts to require documentation of asserted disability status.
<p>In some cases, either the plaintiff's or the defendant's assertion of ethically proper conduct may or may not square with the specific boundaries and standards of law. The mixed outcome in this case gives school professionals, including but not limited to nurses, teachers, and administrators, reason to think twice about their actions and reactions under the federal and state laws specific to employees, including those who assert disability status or who advocate on behalf of others with disabilities.</p>	

Preliminary Summary of Dispute Resolution Survey Results

Natalie Jones and Perry A. Zirkel

September 28, 2020

In early September, we surveyed the 51 state education agencies (SEAs), including the District of Columbia, as to the extent of dispute resolution activity arising from COVID-19 for students with disabilities. More specifically, the structured questionnaire asked for the number of (a) filings and (b) decisions for (1) due process hearings and (2) written state complaints per primary COVID-19 issue as of August 31, 2020. We received complete or, for a few states, partial responses from 47 (92%) of the SEAs. The following chart represents the summary of responses. We plan to prepare a more detailed follow up report.

Primary Issue	Due Process		Written State	
	Hearings		Complaints	
	Filings	Decisions	Filings	Decisions
FAPE-Procedural: <i>evaluation timeline</i>	12	1	10	6
FAPE-Procedural: <i>IEP meetings/review</i>	15	0	7	3
FAPE-Procedural: <i>prior written notice</i>	1	0	3	6
FAPE-Procedural: <i>other</i>	13	0	10	7
FAPE-Substantive: <i>Endrew F.</i>	38	1	13	13
FAPE-Implementation	144	3	104	52
Miscellaneous Other	84	4	4	2

TOTAL NO. FOR EACH COLUMN ²	432	11	230	207
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- The predominant issue for due process hearings (DPHs) and written state complaints (WSCs) was an alleged failure to implement the IEP or its distance alternative. The other issue categories have been subject rather limited activity thus far.
- Although DPH filings are almost double those for WSC, the proportion of decisions for WSC (59%) thus far exceeds the proportion for DPHs (3%), likely due to their different procedures and timelines.
- As will be revealed in the subsequent, more detailed report, the states with the highest activity levels were in descending order as follows:
 - DPHs: New York, New Jersey, Texas, and Washington & Pennsylvania (tie)
 - WSCs: Massachusetts, Washington, Texas, and Michigan
- In some states, the nationwide lawsuit in *J.T. v. de Blasio* contributed, at least temporarily, to the number of DPH filings.

² These bottom-line totals includes not only the row-by-row numbers but also the numbers from two high-activity states (Massachusetts and New York) that provided only the totals for their filings and decisions.

Buzz from the Hub

All articles below can be accessed through the following links:

<https://www.parentcenterhub.org/buzz-oct2020-issue1/>

<https://www.parentcenterhub.org/buzz-august2020-issue2/>

Behavior Challenges: Conversation Starters to Use With Your Child’s Teacher

When your child has behavior challenges, it can be hard to talk about them with teachers. But having these conversations can help you and the teacher be partners. It also helps you get support for your child at school, even if learning is happening at home. (This resource comes with a worksheet for parents to use in preparing for talking with the teacher.)

The LD Checklist: Recognize and Respond

Most preschoolers and school-age children struggle with learning and behavior now and then. But what if the difficulty persists? Sometimes, that signals a learning disability (LD). Parents can use this interactive tool to detect potential signs of LDs or an attention issue in their child.

20 “Stay-Put” Play Spaces for Little Ones with Sensory Impairments and Other Special Needs

This booklet is about creating spaces and materials that encourage infants and toddlers with sensory impairments to explore. *[Also available in Spanish.](#)*

Guides to Education Technologies

As schools re-open for the new school year, a group of 70 developers and researchers collaborated to produce this new series of guides providing info on government-supported education technology products that are ready for in-class and remote learning (either as no-cost or as fee-based). The guides include resources appropriate for young children through postsecondary students in education and special education, for English learners, and for teachers across a wide range of educational topics.

Module | Interagency Collaboration

Like all young adults, students with disabilities require support as they leave school and enter the adult world. For students with disabilities, there may be many agencies and organizations that

provide supports and services. That's why interagency collaboration is a must! This module includes information, videos, surveys, and interactive activities to help you build or strengthen your interagency team. Just create a (free) account at the Transition Coalition, and you're in!

[OSEP Updates: September 2020](#)

The September 2020 issue of *OSEP Updates* is fantastic, packed to the brim with the resources and tools we all can use. (By the way, if you don't already subscribe to *OSEP Updates*, [signing up is a snap](#).)

[Fighting the Big Virus Children's Book](#)

(Also available in Spanish, simplified Chinese, Finnish, Portuguese, and Mandarin)

The National Child Traumatic Stress Network developed this children's book, to help young children and families talk about their experiences and feelings about COVID-19 and the need to shelter in place.

[10 Kids' Books That Star Protagonists with Special Needs](#)

These 10 books are just some of the many options that feature kids with special needs (and their siblings) fighting crime, solving mysteries, navigating school, loving each other, making friends, and just being awesome.

[Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities](#)

This OSERS transition guide will help students and youth with disabilities and their families to better understand how state education agencies, local education agencies, and vocational rehabilitation agencies work together to facilitate improved outcomes for students and youth with disabilities.

[100 Things Students Can Create To Demonstrate What They Know](#)

Because variety is the spice of life!

[6 Tips for Keeping Kids Motivated for Online Learning](#)

This 2-minute video *(also available in [Spanish](#))* gives helpful tips and techniques to encourage and motivate your kids during virtual lessons in what promises to be a very unusual school year.

[Types of Strengths in Kids](#)

Children have many different kinds of strengths. Recognizing and talking about these strengths

can help your child thrive. This is especially true for kids who are struggling in school. Use this list to help identify your child's strengths.

U.S. Department of Education Releases Parent and Family Digital Learning Guide

WASHINGTON – The U.S. Department of Education released a new Parent and Family Digital Learning Guide, a resource to help parents and guardians understand how digital tools can provide tailored learning opportunities, engage students with course materials, encourage creative expression, and enrich the educational experience.

"As technology continues to iterate and benefit every part of our lives, all students need more opportunities to leverage the potential of technology in education," said U.S. Secretary of Education Betsy DeVos. "We hope families can use the information we release today as many of them are relying on technology more so than ever before and are navigating learning from home."

Digital learning can help families and educators meet the specific needs of individual students, understand a child's progress, and connect families and students with resources in their school community and beyond. As an increasing number of school systems implement digital learning both inside and outside of the traditional classroom, this guide demystifies digital learning for parents and empowers them to be effective advocates for high-quality digital learning.

The Parent and Family Digital Learning Guide includes guidance and best practices for caregivers around topics including:

1. How to leverage flexibilities and innovations technology and digital tools provide, such as accessibility options, to meet the unique needs of every learner — including students with disabilities and English language learners.
2. Simple steps parents can take to keep their children safe online and foster safe online behavior, such as accessing security features on a child's device, keeping track of log-in information, and keeping children safe while videoconferencing. The guide also discusses the importance of digital citizenship and offers parents the resources to help their child navigate online bullying or encounters with troubling content.
3. How a competency-based learning approach, which measures a student's knowledge of a subject rather than time spent on the subject, can harness technology for the benefit of students.

Digital resources like online assessments, periodic check-ins, and more can update parents on their child's learning progress, and they can provide instructional flexibility in the event of a school disruption.

4. Easy-to-understand primers on major federal laws governing student privacy and safety, such as FERPA, IDEA, and COPPA.

The Parent and Family Digital Learning Guide was informed by the feedback and contributions of digital learning experts representing researchers, parents, educators, and school leaders, as well as Digital Promise and Learning Heroes. This publication is the first in a series that will ultimately provide digital learning knowledge and resources to educators and school leaders in addition to parents and students.

The guide can be viewed at:

<https://tech.ed.gov/publications/digital-learning-guide/parent-family/>

Prevalence of Hearing Loss in the Winneba Municipality, Ghana

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Abstract

This study aims to systematically analyse data on the prevalence of hearing loss on reported cases at the Center for Hearing and Speech Services in the University of Education, Winneba in the Effutu Municipality. A sample of 671 out of 1200 recorded cases in 2018 were extracted from a standard protocol such as audiometric screening test and case histories of clients. Out of 671 clients, 170 (25.3%) were diagnosed as having significant hearing loss. The percentage of hearing loss in males (58.2%) was higher than in females (41.8%). The majority of the clients with hearing loss were within the ages of 21-40 which constitutes (46.5%). The occurrence of sensorineural hearing loss was more than other types of hearing loss (51.8%). The study recommends that all data at the center should be analysed and similar studies be conducted across Ghana to establish the prevalence of hearing loss in the country.

Keywords: audiometry, prevalence, hearing loss, incidence, hearing impairment

Introduction

In Winneba of the Effutu Municipality of Ghana, about 357 (19.5%) of the people have some form of hearing impairment (Ghana Statistical Service, 2014). However, there are no empirical studies conducted using audiological equipment to establish the exact number of people with hearing loss.

The fact is that hearing impairment (hearing loss) is invisible, and it cannot be detected by asking people whether they have it or not, to effectively determine the prevalence of hearing loss for a particular group of people. The Center for Hearing and Speech Services has been in existence for the past 27 years (1993-2020). The center has a pile-up of data on clients from Effutu Municipality and beyond. Since its existence, no prevalence study has been published. It is worthwhile to note that analysis of data from a good resource Audiology Centre at the University

will provide the necessary scientific data which could be presented for the Effutu Municipality and be used or adapted for proper estimates at the national level and also to lay a foundation for further work in the area of hearing impairment in other parts of the country, Ghana, as a preparation towards a public hearing impairment awareness and estimates for better planning in the future.

The capability of hearing is perilous to understanding the world around us as well as relating to each other (Duthey & Ph, 2013). Hearing loss is the utmost recurrent sensory deficit in human populations and affects newborns, children, adults and elderly (Matters, Smith & Concha, 2000). The dealings between a person and his or her immediate setting are arbitrated through sensory experiences. The sense of hearing, in particular, primarily facilitates communication and fosters communal interaction. Hearing is the key to learning oral language and is important for the intellectual development of children (Schick, Marschark & Spencer, 2005; Spencer & Marschark, 2006). Without the right intercessions, hearing loss is a barrier to both education and social integration (Krug et al., 2010).

Hearing is one of the vital senses of human communication. Hearing impairment is a partial or total inability to hear (Gondim et al, 2012). Hearing impairment at any stage of life can compromise the communication process and influence an individual's quality of life (Gondim et al, 2012; Salter, 2015). In addition to its effect on the individual, hearing impairment makes a large contribution to the burden of conditions which substantially affects social and economic development in communities and countries.

The objective of the study was to systematically analyze/establish the data on the prevalence of hearing loss on reported cases at the Centre for Hearing and Speech Services in the University of Education Winneba in the Effutu Municipality.

Worldwide, studies have been carried out to make known how hearing loss is prevailing. World Health Organisation (WHO) (2012) published new estimates on the magnitude of disabling hearing impairment based on 42 population-based studies. Globally, they suggest that there are 360 million persons with disabling hearing loss (5.3% of the world's population). The prevalence of disabling hearing loss is greatest in South Asia, Asia Pacific and sub-Saharan Africa. In low and middle-income countries (LMIC) such as Ghana, inadequate comprehensive health care system especially ear and hearing care at primary and secondary levels of education contribute to the prevalence of hearing loss. Also, inadequately trained ear and hearing professional at all levels has also resulted in late identification of hearing loss. Again, inadequate primary,

secondary and tertiary prevention interventions, lack of national planning and programmes for ear and hearing care and low resource allocation in this field also account for the high prevalence rates of hearing loss (Duthey & Ph, 2013). It is worthwhile to know that Amedofu (2002), pointed out that in Ghana, very little has been done to make known the prevalence of hearing loss in the country. In Winneba, the centre for Hearing and Speech Services formerly the Audiology Clinic has been in existence since 1993 and has huge data which have not been analyzed to ascertain the prevalence of hearing loss in the Municipality, therefore the need for the study to open the way for further analysis for all the records.

An effective way of managing the problem of hearing loss is to make available information on the magnitude, pattern, and risk factors associated with it (Opoku, 2016). Such data is important for prioritizing, planning appropriate intervention, to predict needs, and monitor outcomes and support economic analyses such as cost-effectiveness (Olusanya Okolo and Ijaduola, 2000). It has, therefore, become necessary that a study is conducted on the incidence of hearing loss in the Effutu Municipality in order to provide data relevant to generate knowledge which supports and influence policymakers and health educators and promoters to take the necessary action to ameliorate the situation. Effutu Municipality can boast of one of the best hearing assessment centres in the University of Education, Winneba which has been in existence since 1993. The centre has qualified audiologists, other auxiliary staff and the necessary protocols for hearing assessment.

Prevalence of hearing loss

Hearing loss prevalence increases as age increases, reaching its highest prevalence level for adults over the age of 65 years (from 18% in the high-income region to almost 50% in the South Asia region) (Duthey, 2019). The prevalence increases with age are more than five times for all the regions except high income and Central/East Europe and Central Asia region (Lopez et al, 2006). Johns (2011) conducted a study on the prevalence of hearing loss on the population of the United States of America (USA) and found that nearly a fifth of all Americans aged 12 years or older has hearing loss that may make communication difficult

Studies show that Sub-Saharan Africans, South and East Asia people remains the world areas with the greatest occurrence of hearing loss in both grownups and youngsters (Rejoice, 2015). Explanation to this could be based on the fact that there are high grades of pre- and post-natal

infantile infections like chronic otitis media, rubella, meningitis, and use of ototoxic drugs, measles, and excessive noise exposure (Meinke, 2017). Between 15 out of 20 children, there is high occurrence and prevalence in children considered to be due to greater rates of infections like acute or chronic otitis media, and meningitis (Rejoice, 2015). Excessive noise exposure and ototoxic drugs use in the low revenue countries also increase the prevalence of hearing loss. Rejoice (2015), studies point to these issues and add that poverty contributes greatly to hearing loss. This is as a result of the fact that there is a majority of Ghanaians lives below the poverty line and are not able to afford hearing care services and attends clinics early even when they are aware that they have hearing problems (Essel, 2001; Denkyira et al., 2002)

In Ghana, studies on hearing loss focused on the adults. Hence, there is very little information on the prevalence of hearing impairment specific to children. In particular, Awuah et al. (2012) reported a 72.6% prevalence of hearing loss among out-patients both adult and children attending a hearing clinic at Korle-bu Teaching hospital. In a study by Amedofu et al. (2006), a prevalence of 89.9% was reported among 6,428 patients with hearing problems in the Offinso Municipality of the Ashanti Region of Ghana. In a different study involving 128 children aged between 1-5 years Amedofu et al., (2006) reported that 51.5% presented with congenital sensorineural hearing loss (SNHL), congenital sensorineural hearing loss (CSHL), while the remaining 48.5% suffered acquired sensorineural hearing loss (ASHL) at an ENT and audiological clinic. This is an indication that the prevalence of hearing loss is common among young people. This is because the late efforts at addressing the suspected hearing problems at an early stage could be attributed to parents' inability and inefficient methods at detecting early signs of hearing impairments at birth in their children. Only a few government clinics, especially the teaching hospitals, have some modern equipment like OAE (Otoacoustic Emissions, is used to find out how well your inner ear, or cochlea, works), to detect hearing loss at the early stages. There is no government policy making it a mandatory requirement although Ghana is a signatory to most international treaties that emphasize early detection and prevention of hearing loss.

Problems associated with the management of hearing loss

Hearing loss is one of the major forms of disability in Ghana (Fobi & Oppong, 2019; Oppong et al, 2018; Fobi & Oppong, 2019). However, in order of ranking among the various regions in Ghana, it is the fourth after visual, mobility difficulty and learning disabilities (MESW, 2000). This makes individuals with hearing loss a minority group within the country. This creates a

situation that easily leads to their needs being side-lined. In addition, their disability is not easily identified by others in society because it is not physically visible (Opoku, 2016). This is noted by Ademokoya (2008), who stated that “those who suffer from deafness do not readily get the sympathy and support from able-bodied persons as those with blindness do”.

The hearing health care system is largely unknown or difficult to penetrate by the general public (Fobi & Oppong, 2019; Oppong & Fobi, 2019).

In managing problems of hearing loss, precise diagnostic assessment is required for providing suitable treatment and effective management (Marfo, 2011). In Ghana, often the facilities for carrying out assessment may be limited due to the scarcity of technological assistance for equipment calibration and repair, limitation of stable and dependable electricity for equipment, and other factors (Amedofu, 2002; Amoako, 2019). Nevertheless, knowledge of basic audiological principles and methods involved can ensure optimal use of resources that are available.

In children, disabling hearing loss impedes speech and language development and sets the affected children on a trajectory of limited educational and vocational attainment. This is because the hearing loss will cause significant effects on speech and language development, particularly if it is not detected early. It also negatively affects the development of reading abilities because phonological processing, one of the fundamental prerequisites for reading, takes place in the auditory areas of the brain at an early stage (Olusanyo et al., 2015). In adulthood, disabling hearing impairment can lead to embarrassment, loneliness, social isolation and stigmatization, prejudice, abuse, psychiatric disturbance, depression, difficulties in relationships with partners and children, restricted career choices, occupational stress and relatively low earnings (Mulwafu et al, 2016).

Individuals with hearing loss are often relegated to the background and therefore face barriers to participation in societal activities. Lack of participation often leads to their inability to take control of their lives and health. World Health Organisation (WHO), explained that health is not only the absence of disease but also the presence of sound physical, social and psychological wellbeing (WHO, 2016). Lack of participation in any given situation leads to feelings of inferiority. These feelings further leads to lack of self- esteem and a perception of low self-image. Such feelings affect the psychological and social health of a person (Annan, 2009).

Orrie and Motsohi demonstrate this in a study exploring healthcare delivery by English and African speaking providers to IsiXhosa speaking patients. Orrie and Motsohi (2018), stated that individuals with hearing loss who have sign language (SL) as their first language are most disadvantaged and could potentially benefit most from a sign language interpreter service at healthcare facilities. It has been reported that deaf patients gave more positive ratings to healthcare interactions when sign language was used than not. However, while interpreters help overcome language barriers, inappropriate use of escorts as interpreters may deny a patient his or her autonomy and right to confidentiality.

Strategies to address the incidence and management of hearing loss

Health care in general is also undergoing transformations that can propel hearing health care forward, and priorities have been identified which can be applied and incorporated into hearing health care. Efforts are focused on patient-centred care that is evidence-based with attention to quality, safety, and value (Meinke, 2017). Team-based care is also a priority, with teams that include the patient and family in addition to the relevant health care professionals (Education & Liu, 2013). Principles identified as key to team-based hearing health care are (a) shared goals (b) clear roles (c) mutual trust (d) effective communication, and (e) measurable processes and outcomes in a continuous loop of improvement (Gustafson & Tharpe, 2015). Additionally, emphasis on a health hearing care system will be of great benefit to the management of hearing loss (Meinke, 2017). As defined, a health care system is one in which science and informatics, patient–clinician partnerships, incentives, and culture are aligned to promote and enable continuous and real-time improvement in both the effectiveness and efficiency of care. Health care encompasses a broad network with widely varying resources and skills applied to a vast array of health concerns. Nevertheless, progress is being made and efforts put forward that coordinate and integrate hearing health care into the evolving broader health care system. Hearing health care, throughout all of its diverse professional and patient care pathways, offers a wealth of opportunities for fully engaging in changing the paradigms and embracing the quality measures and actions that can improve care for individuals with hearing loss. Opportunities include the exploration and evaluation of diverse delivery and payment system (Baguley & McFerran, 2015).

Managing hearing loss is important for the well-being of individuals with hearing loss, and there is increasing understanding of its potential connections to health. However, only a small proportion of the individuals with hearing loss access hearing health care (Goman, Reed & Lin, 2017). An interventional audiological approach to educating communities through outreach and community-based health promotion programmes could raise general awareness of hearing health care, potentially decreasing the time between recognition of hearing loss and seeking audiological care (Goman, Reed & Lin, 2017).

One effective public health approach for reaching underserved populations is to conduct health promotion and ear health education outreach. Community Health Workers (CHWs) in the community are members of the public health workforce who develop linkages between the health care system and the community. In other areas of health promotion, CHW interventions have been successful in improving health care access and management of chronic health conditions. CHWs have served as outreach liaisons targeting underserved or disadvantaged populations to facilitate access to services and improve the quality and cultural competence of service delivery (Duthey & Ph, 2013).

An interaction with the coordinator for Centre for Hearing and Speech Services (CHSS) Winneba stated that, since 2015, the CHSS in the Effutu Municipality has helped to increase access to ear care and ear health education, encouraged community empowerment, improved quality of care and compliance with care, reduced costs, improved health status, promoted behaviour change, and helped people manage their chronic hearing loss.

Method

Research Design

The present study was as part of a document analysis conducted at the Centre for Hearing and Speech Services (CHSS) in the University of Education, Winneba. Clients' database and assessment results were carefully analysed.

Ethics

The research was conducted within the University of Education, Winneba (UEW), Center for Hearing and Speech Services (CHSS). As a former coordinator for CHSS, permission was sought from the current coordinator of the centre in order to get access to the records of potential participants of the study. These clients had already given their consent on a case history form for their data to be used for academic purpose only without the disclosure or identity of the client. Database information on recorded cases for the period 2018 was used for the study. Data were extracted using a standard protocol that's audiograms using audiometric hearing test results.

Participants

The total cases recorded for the year 2018 study was 1200 was used for the study. Out of the 1200 recorded cases, 671 cases were selected for the study. These were all individuals from Winneba. Both male and female individuals with hearing loss in this category were considered.

Sample

The sample cases used for the study were 671. The researcher purposively selected 2018 because analysis of the records revealed that clients who attended the centre consented that their records could be used for academic research purposes. This consists of individuals within the Effutu Municipality who visited CHSS for hearing assessment.

Out of 671 cases from the Municipality who visited CHSS, 169 (representing 25.2 %) belonged to the 0-20 age group, 313 (representing 46.6 %) were 21-40 years old, 117 (representing 17.7 %) were within the ages of 41-60 years and 72 (representing 10.7%) were above 60 years. Among 671 recorded cases from the Effutu Municipality, 364 (representing 54.2%) were male while 307 (representing 45.8 %) were females. The table below presents the summary demographic details of participants.

Table 1: Demographic data of participants

The table below present the demographics of participants used for the study.

Location	Number	Percentage
Winneba	671	55.9%
Other Communities	529	44.1%
Total	1200	100%

Table 2: Age distribution of participants

This table presents the age range or distributions of participants for the study.

Age range	Number	Percentage
0-20	169	25.2 %
21-40	313	46.6 %
41-60	117	17.7 %
Above 60	72	10.7%
Total	671	100

Data Collection

Data for the study was retrieved from the clinical recorded cases of individuals who had visited the Center for Hearing and Speech Services (CHSS) in the Effutu Municipality, Winneba in the year 2018. Audiograms for the participants were used. It was because, it was found out that all the participants in that year consented that their results could be used for academic research purpose.

Data Analysis

Data was analysed by interpreting and reviewing audiograms and audiometric assessment of cases at the Center for Hearing and Speech Services to give meaning around the assessment results. This was based upon the standard classification used by the centre on the threshold measurement classification from mild to profound (Offei, Essel, Cobbina, Acheampong & Diedong, 2009)

The information obtained is presented in tables and figures below.

Results

Audiometric Test

Figure 1 shows the distribution of the results of the documentary analysis of the audiometric test results. To fail audiometric test means not able to respond correctly to stimuli for all frequencies 250Hz - 800Hz intensity range from 26db and above and to pass audiometric test means to respond correctly to stimuli for all frequencies 250Hz - 800Hz intensity range from less than 26db. Out of the 671 records selected from the cases, majority of the respondents, 501 (representing 74.7 %) passed the audiometric test while 170 (representing 25.3%) of the respondents failed the audiometric test and had treatment at the CHSS for further clinical examination and management or referred for further management and treatment.

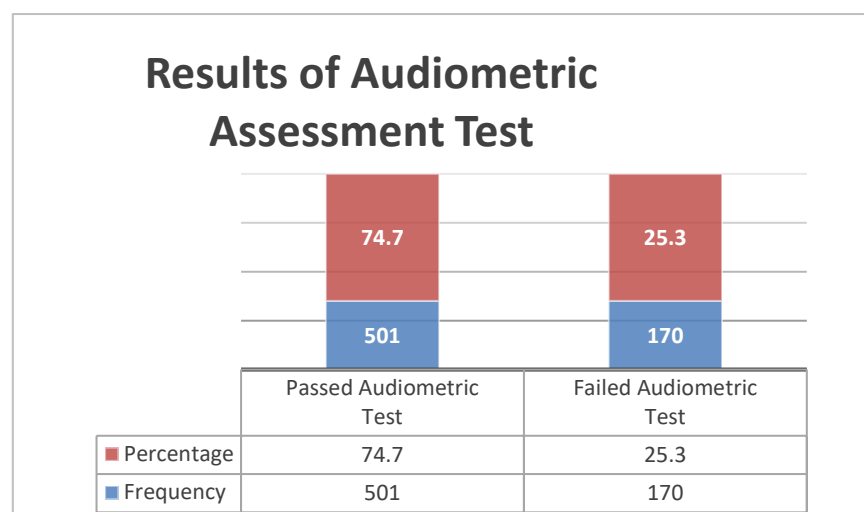


Figure 1 : Results of clients audiometric assesment test

Age Distribution of Clients Audiometric Test

Figure 2 shows the age distribution of audiometric test of participants. Out of 170 cases, those who failed audiometric test, 43 (representing 25.3%) were below age 20, 79 respondents (representing 46.5 %) belonged to 21–40 age group, 30 respondents (representing 17.6 %) belonged to 41-60 age group and 18 (representing 10.6%) were above 60 years. This implies that the occurrence of hearing loss in the Winneba Municipality is common in younger adults with the age range of 21-40 and also old people within and above 60 years. It could be deduced that participants within age 60 were attributed to presbycusis (old age hearing loss).

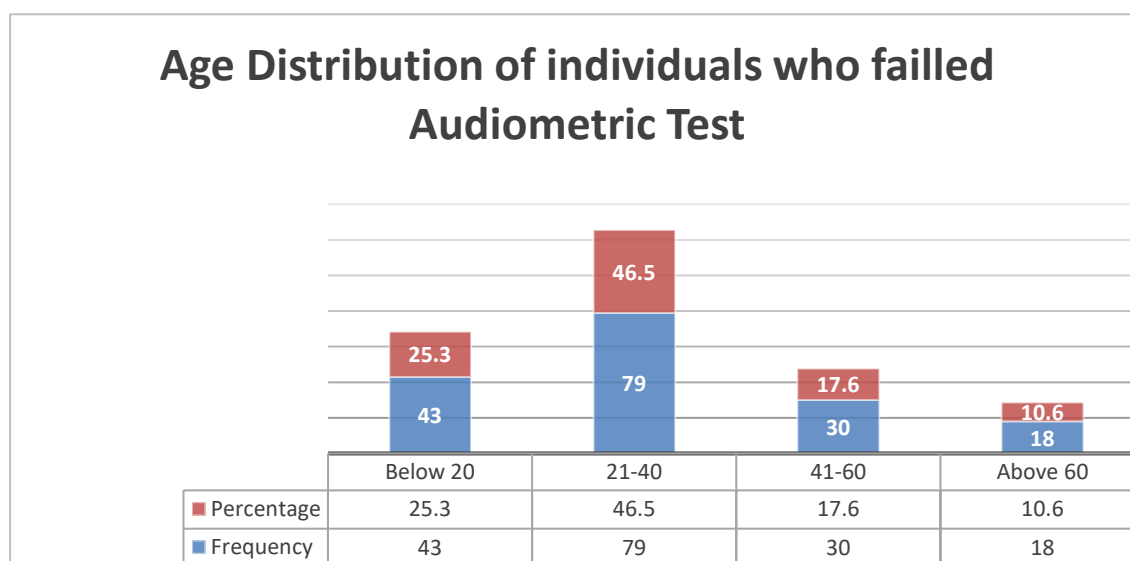


Figure 2 Age Distribution of clients who failed Audiometric Test

Gender Distribution of Clients Audiometric Test

The gender distribution of associated cases with hearing loss in the present study is shown in **figure 3** below. Out of 170 cases with hearing loss, 99 respondents (representing 58%) were male while 71 respondents (representing 42%) were female. This result indicated that more males within the municipality had some form of hearing loss than females. This was attributed to the fact that more males visited the centre within that period than females. Also, it is an indication that more males are at high risk. This is because most males who reported at the Centre according to their case history were staying at the coast and had fishing as their major occupation. Therefore, once majority of the respondents with hearing impairment were males, it could be said that the males in Winneba are exposed to high risk of hearing loss. This finding validates the assertion of Amedofu and Fuente (2008), who reported that workers in Ghana

especially the males are exposed to noise in farm jobs where noisy equipment such as tractors, chainsaws, and grain crushers are used. In this case the primary occupation of the natives is fishing and could cause a threat to the men.

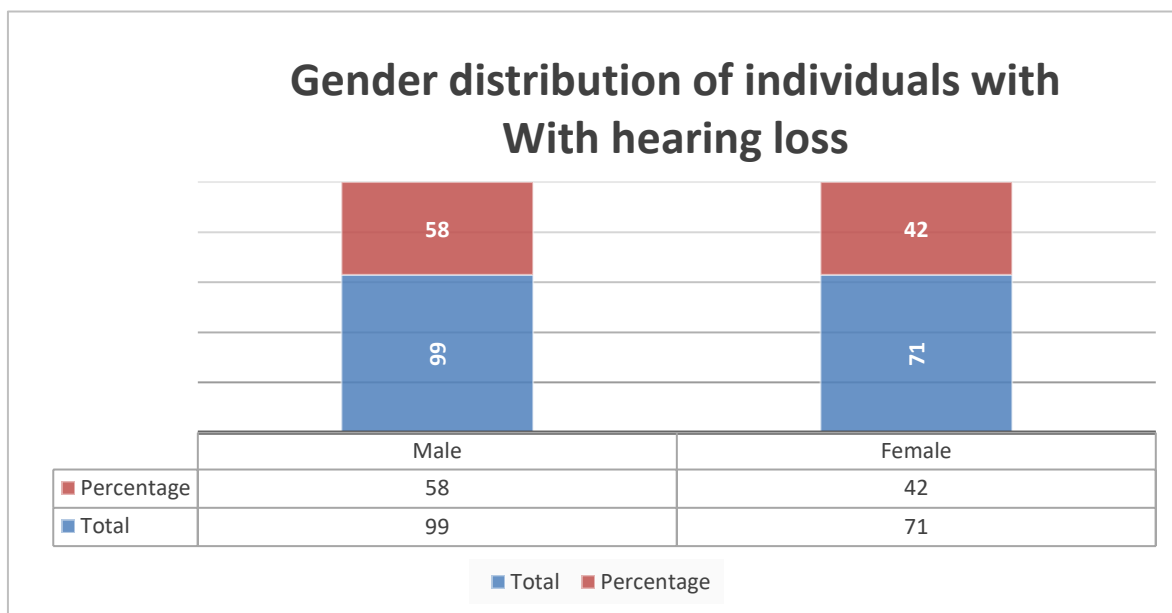


Table 3: Gender Distribution of Clients Audiometric Test

Audiometric Assessment of Severity of Clients with Hearing loss

Figure 4 show results of audiometric assessment of severity of clients with hearing loss. Of 170 respondents found with hearing loss, 44 respondents (representing 25.9%) had mild hearing loss, 38 respondents (representing 22.4%) had moderate hearing loss, 32 respondents (representing 18.8%) were found to have moderately severe hearing loss, whereas 22 respondents (representing 12.9%) had severe hearing loss, and 34 respondents (representing 20%) had profound hearing loss. This is an indication that most people with hearing loss in Winneba have mild type of hearing loss with only few with severe and profound hearing loss.

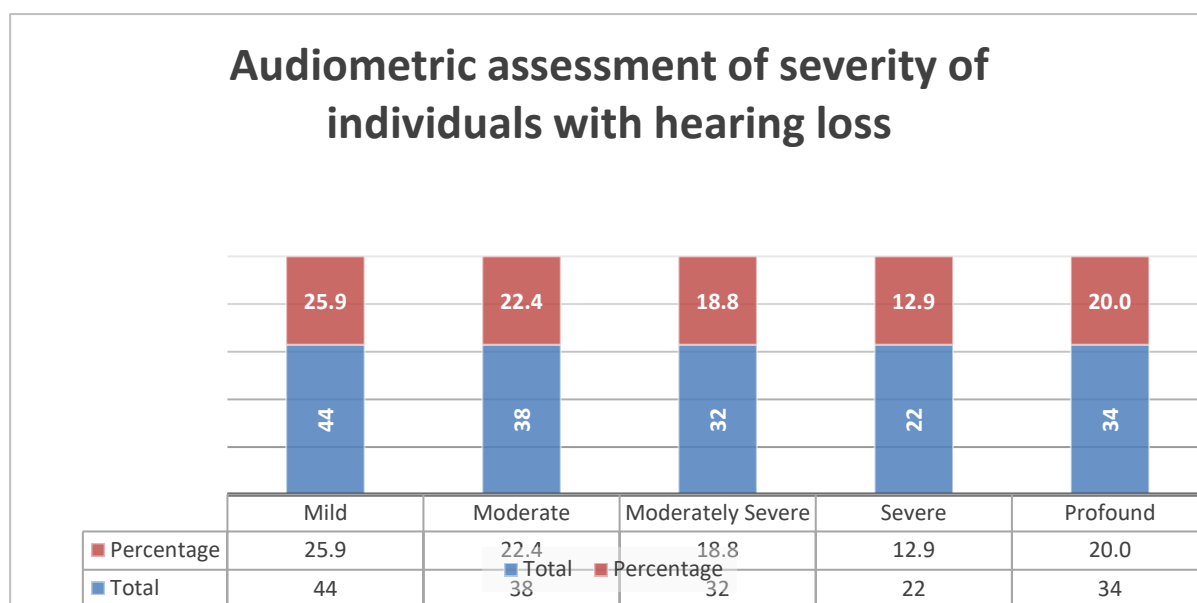


Figure 4: Audiometric Assessment of Severity of Clients with Hearing loss

Configuration of Hearing Loss

The study shows that, out of 170 respondents with hearing loss, 42 respondents (representing 24.7%) had problems in the right ear, 42 (representing 24.7%) had problems in the left ear, and 86 (representing 50.6%) had problems in both ears. The result from configuration or pattern of hearing loss indicates that most individuals have bilateral type of hearing loss thus, hearing loss affecting both ears. This can be as a result of factors in the outer, middle or external to the carnal or a combination of both among clients.

Types of Hearing Loss

The types of hearing loss of respondents in the study shows that, of 170 respondents with hearing loss, 42 (representing 24.7%) had conductive hearing loss, 88 (representing 51.8%) had sensorineural hearing loss, and 40 (representing 23.5%) had mixed hearing loss. The results of the study indicate that, most individuals in the Effutu Municipal have the sensorineural type of hearing loss.

Risk factors that contribute to hearing loss in the Winneba Municipality

The clinical reports and case histories attached to the audiograms attributed to hearing loss for the cases analysed is presented in **figure 5** below. Out of 170 cases with hearing loss, 129 of the cases were attributed to medical conditions of hearing loss, 46 (representing 36%) had cerumen impaction, 30 (representing 23%) had otitis media, 23 (representing 18%) were taking ototoxic drugs and 30 (representing 23%) had presbycusis (old age hearing loss). Incidence of impacted cerumen was very high (36%). Ototoxic drugs recorded the least (representing 18%) medical conditions associated with hearing loss common in Winneba.

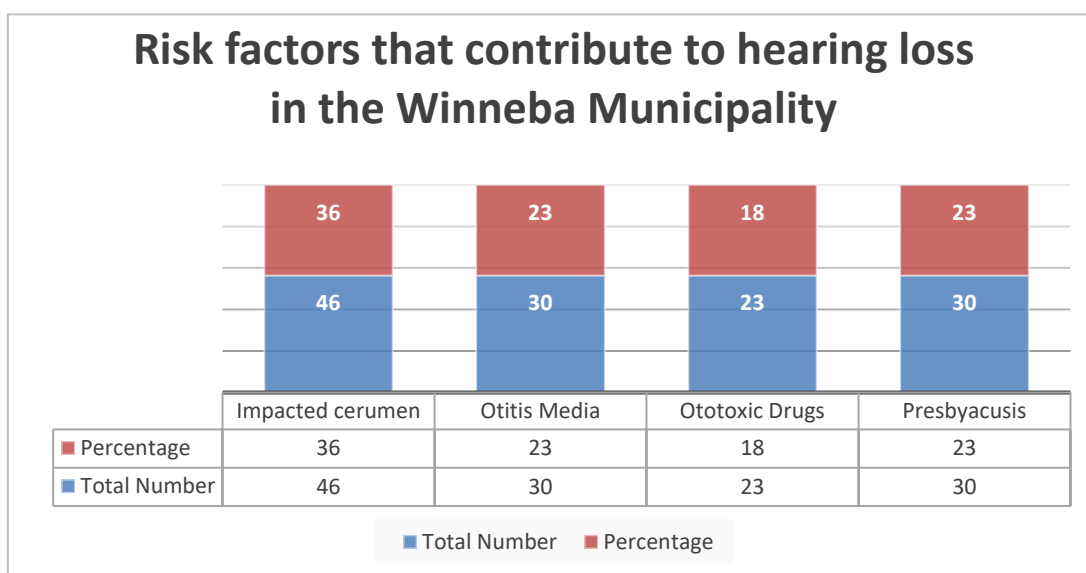


Figure 5 Risk factors that contributes to hearing loss in the Winneba Municipality

Discussion

The findings of the study showed that 671 out of 1200 individuals who were from Winneba and visited the Centre for Hearing Speech Service (CHSS) in 2018, one hundred and seventy (170) were identified with hearing loss. 43 respondents (representing 25.3%) belonged to the 0-20 age group, 79 respondents (representing 46.5%) were in the 21 – 40 age groups, and 30 respondents (representing 17.6%) belonged to 41-60 age group while 18 of the cases observed (representing 10.6) were above 60 years. The results show that respondents within the ages of 21-40 years have higher number of hearing loss in the Effutu Municipality.

Again, it was found that out of 170 cases reviewed for hearing loss, 99 (representing 58%) were male while 71 (representing 42%) were female. Therefore, once majority of the cases with

hearing loss were males, it could be said that the males in Effutu Municipality are exposed to high risk of hearing loss. Further, the study reveals that most of the people in the Effutu Municipality who visited the Centre for Hearing and Speech Services in the year 2018 were diagnosed of having mild hearing loss of which most of these were attributed to noise and other medical conditions especially middle ear infections. The most common configuration or pattern of hearing loss among people in the Effutu was bilateral type of hearing loss (which means both ears affected). Also, the study indicates that, most individuals in the Effutu Municipality have the sensorineural type of hearing loss.

The study further revealed that out of 129 observed cases with medical conditions associated with hearing loss, majority of cases representing 36% were impacted cerumen. This figure is higher than the one reported by Lamptey et al (2004) who reported that 32.2% of the 1,433 school children screened by otoscopy had unilateral or bilateral impacted cerumen occluding the tympanic membrane in the Sunyani district of Ghana. The incidence of impacted cerumen is very high with (36%). Otitis media and old age hearing loss recorded the next highest (representing 23%) medical condition associated with hearing loss in the municipality. Itching ear infections (Acute or Chronic otitis media) were also found to be significantly associated with prevalence of hearing loss in this study. Those with itching ear infections were more likely to have hearing loss in one or both ears than those who had no experience of itching ear.

Recommendations

Considering the research findings and conclusions made from the study, the researcher made the following recommendations.

People working or living in this environments or communities (fishing) should go for regular hearing assessment and related check-ups and use other ear protecting devices. This is because they are most often exposed to noise from the sea and noise from their canoe or boat engine. Also, more attention should be paid to the identification of the hearing impaired so that appropriate interventions can be initiated as early as required. It is necessary for governments, health planners and other decision makers to educate and protect the society by enacting laws aimed at safeguarding the life and protection of those who might be vulnerable to hearing impairment related problems. Future research should consider finding the incidence of hearing loss for the Municipality by analysing all the data at CHSS from 1993 to date. This is likely to

give an informed data in all the cases at the centre. There is also the need for national survey to access the incidence of Hearing Impairment in the country by considering data from other parts of the country.

Conclusion

The objective of the study was to systematically analyse/establish the data on the prevalence of hearing loss on reported cases at the Centre for Hearing and Speech Services in the University of Education Winneba in the Effutu Municipality. Out of the overall 170 diagnosed cases emerged. 42 of the cases were right ear hearing loss while 42 had left ear hearing loss with 86 having bilateral hearing loss. Hearing loss of clients was mostly acquired. With the acquired cause, clients' vulnerability to infectious diseases like meningitis, otitis media, measles, and prolonged excessive noise exposure to the ears caused the hearing loss. The presence and impact of disabling hearing loss is unequally distributed across the world, with the burden of hearing loss (both individual and societal) being greatest in low-resource countries, where access to education, medications, technology and interventions are limited. Given the social, emotional and significant economic impact of hearing loss, it is important that resources are targeted towards minimizing the load. Interventions aimed at reducing the burden hearing loss, through the prevention, identification and management of ear disease and hearing loss, are imperative. These include: building stronger otological and audiological service delivery models, developing affordable hearing aid and rehabilitative services, improving health and community education programmes, providing closer regulation and monitoring of use of medications, creating incentive schemes to encourage attendance at health clinics, and improving the uptake of immunizations. It can be concluded that most of these findings are preventable if appropriate measures are taken.

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Exploring Factors Related to Burnout among Special Education Teachers in Specialized Schools

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Abstract

The purpose of this initial exploratory research was to examine the extent to which burnout and turnover among special education teachers working within specialized schools were related to student maladaptive behavior (aggressive behaviors, self-injurious behaviors, and stereotypic behaviors), workplace support (from administration and colleagues), and teacher irrational beliefs. Correlational analyses indicated that all forms of student maladaptive behavior, administrative support, teacher irrational beliefs (low frustration tolerance and attitudes toward the school) were significantly related to burnout. Student self-injurious behavior and low frustration tolerance were significantly related to turnover. Teacher burnout and teacher turnover were also significantly positively correlated. Colleague support, self-downing, and authoritarian attitudes toward students were unrelated to burnout or turnover. Furthermore, no association was found between turnover and student aggression, student stereotypical behavior, and support from administration.

Keywords: special education, burnout, turnover, irrational beliefs, teachers

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Exploring Factors Related to Burnout among Special Education Teachers in Specialized Schools

Teacher burnout and teacher turnover negatively impact students' academic, behavioral, and emotional needs (Irving, 2013; Klusmann, Richter, & Ludke, 2016; McGrew, 2013; Oberle & Reichl, 2016). Special education teachers experience higher levels of burnout and turnover than general education teachers (Grant, 2017; Williams & Dikes, 2015). Subsequently, students in special education are more likely to experience negative consequences than students in general education settings. Teacher burnout has been shown to be a significant predictor of whether students in special education classes meet their IEP goals (Ruble & McGrew, 2013) and more likely to experience stress themselves (Williams & Dikes, 2015). In turn, the students who need the most help and consistency may be taught by the teachers demonstrating greater levels of stress or turnover, yet are less likely to receive the quality of support they need.

To help these students, we must first understand factors related to burnout and turnover among teachers. Research has shown that teacher burnout and turnover are related to student misbehavior (Aloe et al., 2014; McCormick & Barnett, 2011), workplace support (Cancio, Albrecht & Johns, 2013; Langher, Caputo, & Ricci, 2017), and teacher irrational beliefs (Bermejo-Torro & Prieto-Ursula, 2006; Bernard, 2016). Although some of this research has been on special education teachers (Aloe et al., 2014; Cancio, Albrecht, & Johns, 2013), very little research has been conducted on teachers who work in specialized schools (i.e., schools that only serve students who need significantly more intensive instruction than is offered in a public school).

Student misbehavior is likely to be higher and more difficult to directly modify in these settings than students in regular education settings. Similarly, teachers likely cannot directly increase the support they receive from their colleagues or administration. Further, not every teacher in each school experiences the same levels of stress or burnout. As such it seems a more logical and effective approach might be to understand teachers' perceptions about the student behavior or the degree of support they receive may influence their stress levels.

Burnout and Turnover

Occupational burnout can be conceptualized as feeling depleted emotionally and physically to the point that one finds ways to become detached from work and their job performance diminishes significantly (Maslach, Schaufeli, & Leiter, 2001). Maslach et al. (2001) demonstrated that burnout is comprised of three constructs: Emotional Exhaustion (fatigue), Depersonalization (cynicism), and Reduced Personal Accomplishment (lower self-efficacy). Kristensen, Borritz, Villadsen, and Christensen (2005) argue that depersonalization is most likely

a coping mechanism to combat the fatigue, and that reduced personal accomplishment directly results from feeling fatigued. They posit that burnout should be conceptualized as its core component of fatigue and exhaustion along with whether the individual attributes this fatigue and exhaustion to their work and/or their clientele.

As such, Kristensen et al. (2005) conceptualize burnout as three concepts: personal burnout, work burnout, and client burnout. Personal burnout captures the core concept of exhaustion or fatigue and is most like emotional exhaustion put forth by Maslach et al. (2001). Work burnout refers to the degree to which respondents attribute this fatigue as being as a direct consequence of one's work, and client burnout refers to when respondents attribute the fatigue as being direct consequence from working with one's clients. Thus, according to Kristensen et al. (2005), teachers would be considered to be burned out when they first endorse feeling extremely fatigued coupled with subsequently attributing this fatigue as resulting from either their work tasks (e.g., work burnout), from working with the students (e.g., client burnout), or from a combination of both.

Burnout and Turnover among Teachers

Burnout has been related to greater physical illness among teachers (Aloe et al., 2014; Brunsting, 2014), absenteeism (Kyraicou, 2001), and turnover (Grant, 2017; Rudow, 1999). Not surprisingly, research has shown that individuals that experience burnout are more likely to leave their jobs (Wang et al., 2016). Special education teachers have been shown to have higher burnout and turnover rates than other general education teachers (Grant, 2017; Michell & Arnold, 2004; Williams & Dikes, 2015). The term turnover may refer to a teacher resigning from his or her school, or even from the profession altogether.

Special education teachers may feel more burned out as they often have a higher workload (Williams & Dikes, 2015), and that they experience failure more often than regular education teachers which may take an emotional toll (Lindmeier, 2013). They are also more likely to experience burnout when working with students classified as emotionally disturbed (Wisniewski & Gargiulo, 1997) and having autism (Brunsting, 2014).

Turnover is also a more pressing issue among special education teachers than regular education teachers. Grant (2017) has shown that when special education teachers have more turnover when they have a broader range of students with disabilities in their classes. One-third of new special education teachers are likely to leave the profession within the first 3 years of teaching (Dillon,

2007), and especially within the first year (Grant, 2017). As special education teachers working within specialized have more students with varying disabilities and more intense needs, they may experience burnout and turnover at even higher levels than special education teachers working in general education settings.

Teacher Burnout and Impact on Students

Teacher burnout has a direct and detrimental effect on student well-being. Teachers with who experience burnout are more likely to mismanage classrooms (Brouwers & Tomic, 2000; Jennings & Greenberg, 2009), are less attentive to students (Jennings & Greenberg, 2009), use more punitive measures (Osher et al., 2007; Piekarska, 2000). They are also less likely to form close relationships with students (Osher et al., 2007) and in general value their relationships with students less (Osher et al., 2007). Irving et al. (2013) report that special education teachers who taught children with Autism were less likely to use adult language when they were more stressed. Findings by Ruble and McGrew (2013) indicate that special education teachers are less likely to adhere to interventions for their students when they are more stressed. Students are placed in specialized settings when they require more intensive support than a general education setting can provide. To provide this level of support, teachers must be capable of being attentive and adhering to academic and behavioral intervention plans. This suggests that burnout among teachers in specialized settings may be more detrimental to students' well-being than in regular education settings.

Additionally, untreated teacher stress is thought to lead to teacher burnout (Rudow, 1999). Teacher stress also increases student stress. Oberle and Reichl (2016) note that higher teacher stress predicted higher levels of the stress hormone cortisol found in their students. Thus, students of stressed teachers experience greater physiological stress than students of non-stressed teachers. Teacher stress has been shown to be related to lessened student academic achievement as well (Klusmann, Richter, & Ludke, 2016). Students of special education teachers experiencing burnout struggle more socially, emotionally, and meet their IEP goals less often than other teachers (Jennings & Greenberg, 2009; Ruble & McGrew, 2013). Accordingly, students are negatively affected when teachers are stressed more and, as such, it is important to understand what factors are related to teacher stress. Given the findings in the literature, it is reasonable to hypothesize that student misbehavior corresponds to the degree of stress they experience. Thus, if teacher stress leads to student stress, which then increases student misbehavior; teacher stress

is exacerbated even further. If we may reduce or prevent teacher stress, we can then potentially help the students achieve more academically, emotionally, and behaviorally.

Factors Related to Teacher Burnout and Turnover

Both school-based characteristics and teacher characteristics can influence teacher stress. Among school-based characteristics, student misbehavior has been shown to increase teacher burnout (Aloe et al., 2014), while perceptions of support from administration or colleagues has been shown to decrease burnout (Langher, Caputo, Ricci, 2017). Not every teacher in every school experiences the same level of stress; therefore, the role of teachers' personal characteristics also warrants further exploration.

Student Maladaptive Behavior

According to a meta-analysis by Aloe, Shisler, Norris, Nickerson, and Rinker (2014) higher levels of student misbehavior are related to higher levels of teacher burnout, but they also noted that the term 'student misbehavior' is frequently operationalized differently from study to study. McCormick and Barnett (2011) note that student misbehavior is most strongly related to burnout. According to Pepe and Addimando (2013), special education teachers are more likely to work with students who act aggressively. As such it is reasonable that students placed in more restrictive settings are more likely to show more aggressive and destructive behaviors than similar students in less restrictive settings. Interestingly, teachers' knowledge of classroom management mediates burnout and behavior (Tsouloupas et al. (2010), as cited in Brunsting, 2013), but teachers who are more burned out are less likely to effectively manage their classrooms (Brouwers & Tomic, 2000; Jennings & Greenberg, 2009). If teachers do not have the coping skills or resources to manage student maladaptive behaviors, then they are more likely to feel stressed. As teachers in specialized settings are more likely to witness maladaptive behaviors, they would likely need greater coping skills and resources.

Nistor (2013) examined the associations between both the intensity and frequency of maladaptive student behavior (student aggression, student self-injurious behavior, and student stereotypic behavior) with burnout among 20 teachers working within a specialized school in Romania. The type of behavior demonstrated by the students influenced what type of burnout the teachers experienced. Personal burnout (level of fatigue) was related to the severity of stereotypic behavior and the severity of aggressive behavior. Work burnout (attributing fatigue to one's work) was related to frequency and severity of aggression. Client burnout (attributing

one's fatigue to the students) was related to the frequency and severity of self-injurious behavior. Interestingly, the more experienced teachers were less likely to believe that students had control over their own behavior which led to less burnout. In other words, teachers felt most fatigued when faced with students that demonstrated very severe stereotypic behavior, like rocking, and very severe aggressive behaviors, like hitting others. The teachers attributed this fatigue to their job when they had students in their class that exhibited more frequent or more severe aggression. They were most likely to attribute this fatigue to working directly with the students when the students demonstrated a lot of self-injurious behavior, like self-scratching, and very severe self-injurious behavior. It would be helpful to explore these same student variables with the added variable of teacher irrational beliefs. Specifically, to what extent are teacher perceptions associated with teacher burnout levels compared to these student behaviors and teacher burnout?

Workplace Support

Within the extant literature, support from the administration is consistently negatively related to teacher stress (Langher, Caputo, & Ricci, 2017) particularly among special education teachers (Skaalvik & Skaalvik, 2007). Degree of administrative support strongly predicts employment resignation among special education teachers (Cancio, Albrecht, & Johns, 2013). However, the relationship between coworker support and burnout is inconsistent in the literature; sometimes it is helpful and other times not (Brunsting, 2014). Zabel and Zabel (2002) found that among 301 special education teachers, those that perceived their co-workers to be more supportive reported lower levels of emotional exhaustion and higher levels of personal accomplishment, but support from coworkers was unrelated to teacher depersonalization levels. As very little research has been done on teachers within specialized settings, it would be helpful to investigate the degree to which workplace support is related to these teachers' stress levels.

Irrational thinking

Lazarus and Folkman (1984) note that stress among teachers is not related to the stressors they have at work, but rather it is a result of a combination of their perceptions of those stressors coupled with their coping mechanisms. Rational Emotive Behavior Therapy (REBT) put forth by Ellis similarly suggests that situations do not lead to one's feelings, but rather one's thoughts about situations lead to their feelings (DiGiuseppe, Doyle, Dryden, & Backx, 2013). According to this theory, teachers do not experience higher levels of stress due to greater demands placed on them but as a result of their thoughts about these demands. For example, two different teachers may have the same number of students in their classes. One teacher may think that

although they would prefer to have fewer students in their class than they can tolerate having more; whereas another teacher with the same number of students may think that it is awful that they have as many students in their class as they do and cannot tolerate so many students. According to this theory the first teacher may feel annoyed but may still be able to employ helpful behaviors. The second teacher, however, is likely to feel an unhealthy level of stress and may behave in self-defeating ways.

Bernard (1990) modified Ellis' irrational beliefs to construct a measure of irrationality in teachers: Teacher Irrational Belief Scale (TIBS). Included in the TIBS are the following beliefs: Self-downing (a belief that one's worth is contingent upon their ability at work and receiving approval from others), low frustration tolerance (a belief that teaching should be easier) authoritarian attitudes towards students (a belief that students should behave in a certain manner and should be punished if they do not) and attitudes to school organization (a belief that teachers should be involved in running the school). Bernard found that among 792 primary and secondary teachers, that greater irrational beliefs teachers endorsed were related to greater levels of stress among them. This finding was supported again on a sample of teachers in Australia in 2016 (Bernard, 2016). Bermejo-Torro and Prieto-Ursula (2006) used this scale to measure stress among teachers in Spain and found that low frustration tolerance and authoritarian attitudes toward students led to the most stress. Popov and Popov (2015) further found that low frustration tolerance was the strongest predictor of stress and that overall irrational beliefs partially mediated the relationship between work and stress. Therefore, it can reasonably be inferred that it is not necessarily the work environment that leads to teacher stress but rather their perceptions of the environment. Further, the more irrational beliefs they endorse the more likely they are to experience stress.

Purpose of This Study

The purpose of this initial exploratory study is to understand factors that relate to special education teacher burnout and turnover. There is evidence in the literature to substantiate the notion that burnout and turnover tend to be higher among special education teachers than general education teachers (Grant, 2017; Michell & Arnold, 2004; Williams & Dikes, 2015). When teacher burnout is high, students are less likely to meet IEP goals, are less likely to use sophisticated language, and are more likely to experience stress themselves (all of which may potentially exacerbate teacher stress too). Similarly, students clearly cannot learn from a teacher who has left the profession or school.

Factors that lead to teacher stress are often not easily amenable (e.g., student behavior, workplace support), and teachers may not be able to directly decrease student maladaptive behavior or directly increase support from their administration or co-workers. A teacher may not be able to directly change how a student behaves or how much support the administration provides, but a teacher can modify his or her thoughts about the students or administration. Additionally, it is likely that these factors are unpredictable on a day-to-day basis, and as a result, teachers may experience varying levels of stress dependent on what is happening around them.

While teachers may not be able to directly modify their environment, if given the proper tools they may learn how to modify their thinking thereby preventing their own stress regardless of how students, administration, or co-workers behave. This study is important, because if teachers' perceptions determine their stress levels, preventative measures can then be taken to teach teachers how to prevent their own stress. As a result, teachers would be more available to the students who would learn more.

This study is also important as it examines burnout among teachers working within specialized schools. To date, little research has been done on stress levels within this population. It is likely that students in these schools may show more maladaptive behavior, leading the teachers to need more support that may not be possible. With greater student maladaptive behavior and less support, these teachers are more likely to experience more stress and require interventions.

Hypotheses

Student maladaptive behavior (student aggressive behavior, student self-injurious behavior, student stereotypic behavior) as measured by the BPI-S will be positively correlated with teacher burnout as measured by CBI and will be positively correlated with teacher turnover as measured by ITQ.

Perceived work-related support (administrative support and colleague support) as measured by JDWH will be negatively related with teacher burnout as measured by CBI and will be negatively related with teacher turnover as measured by ITQ.

Teacher irrational beliefs as measured by TIBS will be positively correlated with burnout as measured by CBI and will be positively correlated with teacher turnover as measured by ITQ.

Teacher burnout as measured by CBI will be positively correlated with teacher turnover as measured by ITQ.

Methods

Procedure

Special education teachers were recruited through 118 specialized schools dedicated to providing services to children with special needs in New York, New Jersey, and Connecticut. Special education teachers in specialized schools were chosen for this study because research has shown that special education teachers experience greater levels of burnout and turnover (Grant, 2017; Mitchell & Arnold, 2004; Williams & Dikes, 2015) than general education teachers, and as such stress among these teachers is important to understand. One hundred eighteen principals of out-of-district schools were forwarded a description of the study and a copy of the consent form that would eventually be given to teachers and were asked for permission to collect data within their schools, and 6 chose to participate. Starting in October of the school year, a recruitment email directed to the teachers was sent to principals of approved settings to forward to the teachers in their school. The study remained open until June of the same academic year. Additionally, schools were provided with a flyer to post in the teachers' lounge. Participants were provided with an opportunity to enter a raffle to win a \$20 e-gift card to Amazon. One in 20 participants received the e-gift card. A brief write-up of the key study findings was sent to all participants as well.

Participants

All special education teachers within this sample worked within specialized schools dedicated to providing services to students with special needs. The majority of the sample was female (92.0%; $n = 23$) and was aged between 20 and 29 years (36.0%; $n = 9$). Most of the sample had a master's degree with less than 30 additional credits (52%; $n=13$), had 5 years or less of experience (44%; $n=11$). The number of students per class ranged from 6-12 and the average number of adults helping in their classes ranged from 1-10. Only 8% ($n = 2$) of the teachers reported having a homogenous class where all students had the same classification; the rest of the teachers listed multiple classifications for the students in their class. Similarly, 72% ($n = 18$) of the teachers reported working with children of only one age group, whereas the rest of teachers reported working with children within multiple age-ranges. The frequencies and percentages of the demographic variables are provided in Table 1.

Table 1.

Demographic Characteristics of Participants

Feature	n	%
Gender		
Male	2	8.0
Female	23	92.0
Age		
20-29	9	36.0
30-39	8	32.0
40-49	4	16.0
50-59	3	12.0
60-69	1	4.0
Education		
Bachelors degree with less than 30 additional credits	1	4.0
Masters degree with less than 30 additional credits	13	52.0
Masters degree with more than 30 additional credits	11	44.0
Special Ed Certificate	25	100.0

Table 1 (continued).

Years' Experience		
5 years or less	11	44.0

6-10 years	6	24.0
11-15 years	3	12.0
16-20 years	1	4.0
21 years or more	4	16.0
Students		
Autism	24	96.0
Deaf-blindness	5	20.0
Deafness	4	16
Dev delay	18	72
Emotional Disturbance	9	36
Hearing Impairment	9	36
Intellectual Disability	19	76
Multiple Disabilities	22	88
Orthopedic Impairment	9	36
Specific Learning Disability	6	24
Traumatic Brain Injury	5	20
Visual Impairment	11	44
Other health impaired	13	52

Table 1 (continued).

Professional Focus

Ages 5-11	10	40
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Ages 11-14	10	40
Ages 14-18	7	28
Ages 18-21	6	24
Other	1	4

Sample Size and Missing Data

Although 27 teachers completed the surveys, two cases were excluded from the analyses as the respondents did not complete the items necessary for calculating the student behavior scales. Approximately 11% of the data were missing; Little MCAR test results suggest that the data were missing at random ($\chi^2 = 29.27$; $df = 35$; $p = .74$). Median substitution was used for missing data.

Measures

Burnout. The Copenhagen Burnout Inventory was designed by Kristensen et al., (2005) to measure burnout among human service professionals. The measure consists of 19 items assessing the frequency or rate with which employees experience the statements on a five-point scale (1=Never/Almost Never; 5=Always) and (1=To a very low degree; 5 = To a very high degree) respectively. Burnout is measured by assessing three separate constructs: personal burnout, work burnout, and client burnout. Personal burnout refers to how fatigued and emotionally depleted an individual feels (Kristensen, 2005). Work burnout refers to the degree to which respondents attribute feeling fatigued and exhausted to their work, and client burnout refers to the degree to which respondents attribute feeling fatigued and exhausted to working with clients (Kristensen, 2005). Each subscale is measured by summing the responses with higher scores on each of the subscales reflect more severe burnout. According to a study by Nestor, A. (2013) on 20 special education teachers working within special education schools in Romania, internal consistency alphas ranged from .61-.88, and test-retest coefficients were between .80 and .85.

Turnover. The Intent to Quit Scale was designed by Bradley (2007) assessing the degree to which individuals think about leaving their school, their job, and their career. It consists of 3 items that assess intent to quit on a 5-point Likert scale (1= strongly disagree, 5= strongly agree).

Responses on the items are summed to create one score in which higher scores reflect a greater intent to quit. Sass, Seal, and Martin (2011) achieved a Chronbach's alpha of .73.

Student Maladaptive Behavior. The Student Behavior Short Form was designed by Rojahn et al. (2001), measure the frequency and severity of maladaptive behaviors among an individual with special needs. The measure consists of 30 items assessing the frequency of a list of behaviors (1=Monthly; 4=Hourly) and the severity of the same behavior (1=Mild; 3=Severe). The measure consists of 5 subscales Self-Injurious Behavior – frequency, Self-Injurious Behavior- severity, Aggressive/Destructive Behavior – frequency, Aggressive/Destructive Behavior- severity, and Stereotypic Behavior - frequency. For the purposes of this study, teachers completed the measure for each of the students in their class. An average was calculated for each subscale based on the sum of the teachers' responses divided by how many students they have in their class. Higher scores on each of the subscales reflect either more frequent or more severe demonstrations of the behavior. According to a study by Nistor (2013) Cronbach's alphas ranged from .82-.91.

Administrative and colleague support. The Job Demands Worker Health was designed by Caplan et al. (1975) to teacher perceptions of support from administration and colleagues. The measure consists of 8 items assessing the frequency with which employees experience the statements on a four-point scale (1 = Not at all; 4 = Very Much). Support is measured by assessing two separate constructs: Administrative Support and Colleague Support. Each scale is calculated by summing the responses where higher scores on each of the subscales reflect more perceived support. Sass, Seal, and Martin (2011) found Cronbach's alphas of .93 for both subscales.

Irrational beliefs. The Teacher Irrational Belief Scale was designed by Bernard in 1990, and it assesses the degree to which teachers endorse irrational beliefs related to teaching. The scale consists of 22 items that use a 5-point Likert scale (1= Strongly Disagree; 5= Strongly Agree). Items correspond to 4 separate scales: Low Frustration Tolerance (a belief that teaching should be easier), Self-downing (a belief that one's worth is contingent upon their ability at work and receiving approval from others), Authoritarian Attitudes toward Students (a belief that students should behave in a certain manner and should be punished if they do not), and Attitude of Running the school (a belief that teachers should be involved in running the school). Items for each scale are summed, and the greater sums indicate a greater degree of irrational thinking. Research by Calvete and Villa (1999) using this scale resulted in Chronbach's alphas ranging from .71-.74 (as cited in Bermejo-Torro & Prieto-Ursúa, 2006).

Data Analysis

Pearson's r correlations were conducted to analyze the associations between teacher burnout and between teacher turnover with the following variables: student aggression, student self-injurious behavior, student stereotypic behavior, administrative support, colleague support, student, and teacher irrational beliefs. Pearson's r correlations were conducted to analyze the associations between burnout and turnover.

Results

All data were analyzed using the IBM SPSS Statistics, version 25. Descriptive information on measures are provided in Table 2.

Table 2

Psychometric Properties of Scales

	M	SD	a	Range		Skew	Kurtosis
				Potential	Actual		
CBI PB	54.33	17.57	.87	.00-600.00	12.50-87.50	-.35	.31
CBI WB	51.00	18.37	.88	.00-700.00	7.14-85.71	-.47	.90
CBI CB	28.33	16.40	.69	.00-600.00	.00-54.17	.01	-1.23
ITQ	8.67	3.09	.71	3.00-15.00	3.00-13.00	-.63	-.82
BPI SIB FREQ	2.56	2.18	-.27	.00-32.00	.00-9.00	1.28	1.63
BPI SIB SEV	1.61	1.29	-.20	.00-16.00	.00-4.29	.75	-.56
BPI AGG FREQ	4.99	4.56	.78	.00-40.00	.00-16.43	.98	.16
BPI AGG SEV	3.52	3.38	.82	.00-30.00	.25-13	1.39	1.52
BPI STER FREQ	4.17	2.73	.94	.00-12.00	.71-11.71	.95	.99
JDWH ADMIN	11.22	3.49	.92	4.00-16.00	5.00-16.00	.06	-1.29
JDWH CO	12.17	3.13	.88	4.00-16.00	5.00-16.00	-.71	-.35

TIBS: LFT	13.84	3.72	.77	.00-20.00	7.00-20.00	-.29	-.48
TIBS: SD	22.58	4.39	.67	.00-40.00	15.00-30.00	-.22	-.80
TIBS: Students	9.43	2.12	.44	.00-25.00	5.00-14.00	.27	.41
TIBS: Organization	18.64	3.67	.72	.00-25.00	11.00-25.00	-.17	-.49

Note: CBI = Copenhagen Burnout Inventory, ITQ = Intent to Quit, BPI = Behavior Problems Inventory –Short Form, JDWH = Job Demands Worker Health, TIBS = Teacher Irrational Beliefs Scale

The Copenhagen Burnout Inventory (CBI). The CBI (Kristensen et al., 2005) is a self-report measure of burnout among educators. The measure consists of three subscales: Personal Burnout, Work Burnout, and Client Burnout. There is no current normative information for this measure; however clinical levels of burnout are considered to be 50 points or more (Kristensen et al., 2005). Within this sample 76% of the clients experienced clinical levels of personal burnout, 60% reported clinical levels of work burnout, and 16% reported clinical levels of client burnout. These findings suggest that this sample seemed to have elevated stress related to their overall well-being and that they attributed to their job, but interestingly only a small portion perceived the stress to be related from working with the children. Overall the Copenhagen Burnout Inventory had Cronbach's alpha coefficients ranging from .69 -.87 indicating that it is a reliable measure.

The Intent to Quit Scale (ITQ). The ITQ (Bradley, 2007) is a self-report measure of turnover among employees. The measure consists of 1 scale in which higher scores reflect a greater desire to quit their job. Overall the ITQ was fairly reliable with a Cronbach's alpha coefficient of .71. There is currently no normative information for this measure.

Behavior Problems Inventory- Short Form. The teachers completed the BPI-S on each student in their class. The teachers were asked how frequently the student demonstrated specific aggressive (e.g., hitting others), self-injurious (e.g., self-scratching), and stereotypic (e.g., rocking) behaviors as well as the how severe the same aggressive and self-injurious behaviors were. Response options ranged from (1=Never – 4= Hourly) for frequency-related questions and from (1= Mild- 3= Severe) for severity-related questions. Data on the severity of stereotypic behaviors was not collected. Subscales were created for the frequency of aggression, frequency of self-injurious behaviors, frequency of stereotypic behaviors, severity of aggressive behaviors, and

severity of self-injurious behaviors. An average was calculated for each subscale based on the sum of the teachers' responses for each child divided by how many students they have in their class. Higher scores on each of the subscales reflect more frequent or more severe demonstrations of the behavior within a classroom. Cronbach's alphas ranged from .78-.94 for the aggression scales and stereotypic behaviors scale indicating that it is generally reliable, although alpha values in excess of .90 may indicate that some items are redundant. The self-injurious behaviors scale returned a Cronbach's alpha of -.27 and -.20 for the frequency and severity scales respectively. The negative alpha may be attributable to the small sample size and should therefore be interpreted with caution. There are currently no normative data on this measure.

The Job Demands Worker Health. The JDWH (Caplan et al., 1975) is a self-report measure of perceived support from administration and colleagues and represent two separate subscales. Each subscale is measured by summing the responses, and higher scores reflect greater perceived support. The internal consistencies for this sample were as follows: administrative support ($\alpha = .92$), colleague support ($\alpha = .88$). This is considered to be a reliable measure, although the high alpha values may indicate some item redundancy. There is currently no normative data on this measure.

Teacher Irrational Beliefs Scale (TIBS). The TIBS (Bernard, 1990) is a self-report measure used to assess teacher irrational thinking. Four separate subscales are measured: Low Frustration Tolerance, Authoritarian Attitudes Toward Students, Attitudes Toward School Organization, and Self Downing. Each subscale is measured by summing the responses provided for the items, and for each scale higher scores reflect higher irrational thinking. The Cronbach's alphas for this sample were as follows: Low Frustration Tolerance ($\alpha = .77$), Authoritarian attitudes towards students ($\alpha = .44$), attitudes toward school organization ($\alpha = .72$), and Self Downing ($\alpha = .67$).

Student Maladaptive Behavior, Teacher Burnout, and Teacher Turnover

Aggression and Teacher Burnout. Consistent with the hypothesis, both the frequency and severity student aggression were significantly and positively correlated with teacher fatigue and teacher's attribution of this fatigue of being related to their work: personal burnout (frequency: $r(25) = .47, p < .05$; severity: $r(25) = .53, p < .05$), and work burnout (frequency: $r(25) = .48, p < .01$; severity $r(25) = .43, p < .01$). Interestingly neither the frequency nor the severity of aggression were significantly related to client burnout ($r(25) = .22, p = .15$; $r(25) = .18, p = .19$, respectively). These results indicate that greater student aggression and more severe aggression is related to

greater teacher fatigue and a stronger likelihood of teachers attributing this fatigue to their work. The aggression is unrelated to teachers perceiving their fatigue as coming from the students. The correlation coefficients can be found in Table 3.

Table 3

Correlation Coefficients between Student Maladaptive Behavior, Work-Place Support, Irrational Beliefs with Teacher Burnout

	CBI PB	CBI WB	CBI CB
Student Maladaptive Behavior			
Self-Injurious Behavior - Frequency	.41**	.37**	.28
Self-Injurious Behavior – Severity	.46**	.42**	.13
Aggressive Behavior - Frequency	.47*	.48**	.22
Aggressive Behavior - Severity	.53**	.43**	.18
Stereotypic Behavior - Frequency	.54*	.42**	.10
Work Place Support			
Administrative Support	-.50**	-.56**	-.35*
Colleague Support	-.12	-.07	-.05
Teacher Irrational Beliefs			
Self-Downing	.28	.23	.20
LFT	.53**	.50**	.48*
Attitude to School	.34*	.25	.34*
Authoritarian Attitude	-.08	-.10	.32

*p < .05, **p < .01 Note: CBI = Copenhagen Burnout Inventory

Aggression and Teacher Turnover. Inconsistent with the hypothesis, neither the frequency of aggression nor the severity of aggression were found to be related to turnover (frequency: $r(25) =$

.27, $p = .20$; severity: $r(25) = .22$, $p = .30$). These results indicate that the amount or severity of aggression demonstrated by students is unrelated to whether or not teachers think about leaving their job. The correlation coefficients can be found in Table 4.

Table 4

Correlation Coefficients between Student Maladaptive Behavior, Work-Place Support, Irrational Beliefs with Teacher Turnover

Scale	ITQ
Student Maladaptive Behavior	
Self-Injurious Behavior - Frequency	.47*
Self-Injurious Behavior – Severity	.49*
Aggressive Behavior - Frequency	.27
Aggressive Behavior - Severity	.20
Stereotypic Behavior - Frequency	.15
Workplace Support	
Administrative Support	-.40
Colleague Support	-.19
Irrational Beliefs	
Self-Downing	.21
LFT	.48**
Attitude to School	.34
Authoritarian Attitude	-.01

* $p < .05$, ** $p < .01$. Note: ITQ – Intent to Quit

Student Self-Injurious Behaviors and Teacher Burnout. Consistent with the hypothesis, both the frequency and severity of student self-injurious behavior were significantly and positively

correlated with personal burnout [frequency: $r(25) = .41, p < .01$, severity: $r(25) = .46, p < .01$] and work burnout [frequency: $r(25) = .37, p < .01$, severity: $r(25) = .42, p < .01$]. Interestingly neither the frequency nor the severity of self-injurious behavior were related to client burnout ($r(25) = .28, p = .09$, $r(25) = .13, p = .27$, respectively). These results indicate that more frequent and more severe self-injurious behaviors are associated with greater fatigue experienced by the teachers and the greater likelihood that teachers will attribute this fatigue to their work. The correlation coefficients can be found in Table 3.

Student Self-Injurious Behaviors and Teacher Turnover. Consistent with the hypothesis, both the frequency and severity of student self-injurious behavior were significantly and positively correlated with turnover [frequency: $r(25) = .47, p < .05$, severity: $r(25) = .49, p < .05$]. These results indicate that greater and more severe self-injurious behaviors are associated with a greater desire for teachers to leave their job. The correlation coefficients can be found in Table 4.

Student Stereotyped Behavior and Teacher Burnout. Consistent with the hypothesis, stereotyped behavior was positively associated with teacher stress. The frequency of student stereotyped behavior was significantly positively associated with personal burnout: $r(25) = .54, p < .05$ and work burnout: $r(25) = .42, p < .01$. Once again the frequency of self-injurious behavior were not associated with client burnout ($r(25) = .10, p = .31$). These results indicate that the more often students demonstrate stereotypical behavior is associated with greater fatigue experienced by the teacher as well as to greater attribution of this fatigue to their work. The correlation coefficients can be found in Table 3.

Student Stereotyped Behavior and Teacher Turnover. Inconsistent with the hypothesis, stereotyped behavior was not associated with turnover ($r(25) = .15, p = .50$). This result indicates that the more often students demonstrate stereotypical behavior is not associated with a teachers' desire to leave their job. The correlation coefficients can be found in Table 4.

Exploratory Analyses. For each maladaptive behavior, frequency and severity, the maximum responses for each item in each scale were averaged together. Correlational analyses were conducted with burnout and turnover, and with the exception of frequency of stereotypic behavior, the same results were found. The maximum frequency average stereotypic behavior was not associated with any burnout or turnover measure (Personal Burnout: $r(25) = .28, p = .01$; Work Burnout: $r(25) = .12, p = .29$; Client Burnout: $r(25) = .15, p = .24$; Turnover: $r(25) = .14, p = .26$). Taken together, these findings indicate that the number of students who exhibit frequent or severe self-injurious behavior is impertinent in determining teacher burnout. Contrary,

teachers with a few students with very frequent stereotypic behavior is less likely to be associated with burnout than if the teachers have a group of students with frequent stereotypic behavior. These results can be seen in Table 5.

Table 5

Correlation Coefficients between Student Maximum Maladaptive Behavior, Teacher Burnout Teacher Turnover

Maximum Average Student Maladaptive Behavior	CBI PB	CBI WB	CB CB	ITQ
Self-Injurious Behavior - Frequency	.47**	.43*	.13	.49**
Self-Injurious Behavior – Severity	.49**	.44*	-.03	.48**
Aggressive Behavior - Frequency	.40*	.44*	.20	.23
Aggressive Behavior - Severity	.45*	.46*	.11	.14
Stereotypic Behavior - Frequency	.28	.29	.15	.14

Workplace Support, Burnout, and Turnover

Administrative Support and Teacher Burnout. A Pearson r correlation was calculated to examine the association between administrative with teacher burnout. Consistent with the hypothesis, administrative support was significantly negatively associated with teacher stress (personal burnout: $r(25) = -.50, p < .01$, work burnout, $r(25) = -.56, p < .01$, and client burnout, $r(25) = -.35, p < .05$.) These results indicate that greater perceived support from the administration is associated with lower teacher fatigue. Interestingly greater perceived support from the administration is also associated with less of a likelihood that teachers will attribute this fatigue to either their work or their work with students. The correlation coefficients can be found in Table 3.

Administrative Support and Teacher Turnover. A Pearson r correlation was calculated to examine the association between perceived support from administration with teacher turnover. Inconsistent with the hypothesis, administrative support was not associated with teacher turnover ($r(25) = -.40, p = .06$). This result indicates that greater perceived support from the administration

is not associated with teachers' desire to leave their job. The correlation coefficients can be found in Table 4.

Colleague Support and Teacher Burnout. A Pearson r correlation was calculated to examine the association between colleague support with teacher burnout. Contrary with the hypothesis, however, colleague support was not associated with any form of teacher burnout ($p=.33$, personal burnout: $r(25) = -.12$, $p=.28$, work burnout, $r(25) = -.07$, $p=.37$, and client burnout, $r(25) = -.05$, $p=.413$.) These results indicate that the degree of support perceived from colleagues is not associated with teacher burnout. The correlation coefficients can be found in Table 3.

Colleague Support and Teacher Turnover. A Pearson r correlation was calculated to examine the association between perceived support from colleagues with teacher turnover. Inconsistent with the hypothesis, colleague support was not associated with teacher turnover ($r(25) = -.19$, $p=.37$). This result indicates that greater perceived support from the colleagues is not associated with teachers' desire to leave their job. The correlation coefficients can be found in Table 4

Qualitative Analyses Administration. Participants were asked to complete the following sentences: "I feel most supported by my administration when they..." and "I would feel more supported by my administration if they..." A series of patterns emerged that demonstrated a need for professional validation and guidance. Teachers wrote that they feel most supported when their administration provides strategies on how to perform their job better (35%; $n=7$) and then to acknowledge their hard work (25%, $n=5$). Teachers also suggested that they feel most supported when their administration comes to their classroom (20%, $n=4$), implements strategies that staff suggests (20%, $n=4$), and follows through on tasks or responds to emails and requests (20%, $n=4$). Teachers demonstrated a preference for administration to come to their classrooms more (35%, $n=6$), provide more communication, specifically positive communication (29%, $n=5$), and validate their hard work (18%, $n=3$). These results can be seen in Table 6.

Table 6

Qualitative Responses to Questions on Administrative Support

Item/Response	n	%
What does your administration do that leads you to feel supported?		
Provide feedback on how to do things better/professional development	7	35%

Acknowledge/validate hard work	5	25%
Be in the classroom more/active/present	4	20%
Follow through on tasks/ respond to requests/emails	4	20%
Listen to staff and implement strategies suggested	4	20%
Back them up	3	15%
Communicate with parents	1	5%
Extend deadlines	1	5%
What do you wish your administration would do to help you to feel more supported?		
Come in classroom/more direct contact	6	35%
More communication/more positive communication	5	29%
Show empathy/recognize hard work	3	18%
Money	2	12%
Ask how they can help/for input	2	12%
Professional development	1	6%
Limit challenges/Provide resources	1	6%
Follow through	1	6%

Qualitative Findings. Participants responded to open-ended questions about their co-workers. Teachers wrote that they felt most supported by their co-workers when tasks were completed on time and correctly without having to ask (57%, n=12), and when their feelings were validated (48%, n=10). Similarly, when asked what their coworkers could do to help them feel supported, teachers reported that they would like them to understand what needs to be done (27%, n=3), be more positive and open to new ideas (27%, n=3), and be willing to work together (18%, n=2). These findings can be seen in Table 7.

Table 7

Qualitative Responses to Questions on Colleague Support

Item/Response	n	%
What do your co-workers do that lead you to feel supported?		
Do what needs to be done/without being asked/follow through on tasks/ Run class the way I like	12	57%
Listen/Validate feelings	10	48%
What do you wish your co-workers would do to help you to feel more supported?		
Be more positive/open to new ideas	3	27%
Understand what needs to be done	3	27%
Be more willing to work together	2	18%
Age divide	1	9%
“less work stress”	1	9%

Irrational Beliefs, Burnout, and Turnover

Teacher Irrational Beliefs and Teacher Burnout. A Pearson r correlation was calculated to examine the association between teacher irrational beliefs with teacher burnout. Low Frustration Tolerance was significantly positively related with all forms of burnout as well: personal burnout, $r(25) = .53, p < .01$, work burnout, $r(25) = .50, p < .01$, and client burnout $r(25) = .48, p < .05$. Attitudes toward the organization was significantly positively associated with personal burnout, $r(25) = .34, p < .05$, client burnout, $r(25) = .34, p < .05$, but not work burnout ($r(25) = .25, p = .11$). Self-downing was not associated with personal burnout, $r(25) = .28, p = .09$, work burnout, $r(25) = .23, p = .13$, and client burnout ($r(25) = .20, p = .17$). Authoritarian attitudes towards students were not associated with personal burnout, $r(25) = -.08, p = .34$, client burnout $r(25) = .32, p = .06$, or work burnout, $r(25) = -.10, p = .31$. Thus, lower frustration tolerance among teachers is associated with greater teacher fatigue, and it is associated with a greater likelihood of

a teacher attributing this fatigue to either work or to work with students. The more a teacher believes that the school should operate in a certain way, the greater the fatigue experienced by the teacher and the greater the likelihood that the teacher will attribute this fatigue to working with students. Interestingly the greater demands teachers place on either themselves or students is not associated with the teacher fatigue or attributions for fatigue. The correlation coefficients for these analyses can be found in Table 3.

Teacher Irrational Beliefs and Teacher Turnover. A Pearson r correlation was calculated to examine the association between teacher irrational beliefs with teacher turnover. Low Frustration Tolerance was significantly positively related with teacher turnover ($r(25) = .48, p < .01$). All other beliefs were not associated with to turnover (Attitudes toward the organization: $r(25) = .34, p = .11$; authoritarian attitudes towards students: $r(25) = -.01, p = .96$; self-downing: $r(25) = .21, p = .33$). These results indicate that the greater low frustration tolerance a teacher endorses is associated with a greater desire to leave one's job. However, the greater expectations teachers place upon students, organization, or themselves is not associated with their desire to leave their job. The correlation coefficients can be found in Table 4.

Teacher Burnout and Teacher Turnover

A Pearson r correlation was calculated to examine the association between teacher burnout and teacher turnover. Consistent with the hypothesis all forms of burnout were significantly positively associated with teacher turnover [personal burnout $r(25) = .55, p < .01$; work burnout: $r(25) = .55, p < .01$; client burnout: $r(25) = .45, p < .05$]. These results indicate that the greater fatigue and exhaustion a teacher experiences are associated with a greater desire to leave one's job. Similarly, the greater a teacher attributes this fatigue to be a result of their job or of working with students are both associated with a greater desire to leave one's job. The correlation coefficients can be found in Table 8.

Table 8

Correlation Coefficients between Teacher Burnout with Teacher Turnover

Scale	Turnover
Personal Burnout	.55**
Work Burnout	.55**
Client Burnout	.45*

*p <.05, **p<.01

Discussion

The purpose of this study was to examine factors associated with teacher burnout and teacher turnover among special education teachers working in specialized schools. As expected, student behavior (self-injurious behavior, aggressive behavior, and stereotypic behavior), administrative support, and teacher irrational beliefs were all associated with both burnout and turnover.

Support from colleagues was not associated with burnout or turnover.

Discussion of Sample and Review of Measures

Although 118 principals of out-of-district schools in New York, New Jersey, and Connecticut were contacted, only principals from 6 schools chose to participate. As the participants were recruited specifically from specialized schools, all teachers had their bachelor's degree and special education certificate, and 96% earned master's degrees. Only 8% (n=2) teachers taught homogenous classes where all students had the same classification; whereas most of the participants' students had a wide range of classifications.

Most measures could be considered reliable as they had internal consistencies equal or greater to .71. Scale scores that should be interpreted with caution include self-downing ($\alpha = .67$) and authoritarian attitudes toward students' belief ($\alpha = .44$). Scales that should be interpreted with extreme caution include frequency of self-injury ($\alpha = -.27$) and severity of self-injury ($\alpha = -.20$) scales. These lower internal consistencies were most likely a result of the small sample size. Additionally, these scales were measured at the ordinal level, thereby rendering Cronbach's alpha a less accurate indicator of reliability. In future research with larger sample sizes, we plan to evaluate the reliability of these scales via categorical principal components analysis

(CATPCA), which will yield Cohen's weighted kappa (Fleiss & Cohen, 1973; Fleiss, Levin, & Paik, 2003).

Discussion of Hypotheses

Student Maladaptive Behavior, Teacher Burnout, and Teacher Turnover. All forms of student maladaptive behavior (i.e., self-injurious behavior, aggressive behavior, and stereotypic behavior) were associated with greater levels of fatigue experienced by the teachers. Similarly, these behaviors were more likely to be associated with teachers believing that the fatigue they were experiencing was a direct result from their work in general. These findings are consistent with previous research that showed that student maladaptive behavior was associated with greater burnout among teachers (Aloe et al., 2014).

Interestingly, student maladaptive behavior of any kind was not associated with teachers' perceptions that their fatigue was a result of working with students. That is teachers did not believe feeling fatigued was a result of working directly with the students. Perhaps this finding is unique to the sample of teachers that choose to work within specialized schools. Nistor (2013) found that years of teaching experience was significantly negatively correlated with believing that the students had control over their behavior and as a result experienced less burnout. Thus, the more experience teachers had was negatively correlated with believing that the student can control his or her behavior, and as such, they were less likely to experience burnout. It is possible that teachers who choose to work with students with significant challenges are generally less likely to attribute the cause of their negative feelings to working with the students and instead to the work in general.

Among student maladaptive behavior, only self-injurious behavior was associated with teachers' desires to leave their job; neither aggression nor stereotypic behavior were associated with turnover. Further research would be warranted to first replicate this finding and second explore the reasons for why this might be. It is likely that this finding is the result of a very small sample size or perhaps the specificity of the sample. It might be possible that different types of student maladaptive behavior elicit different emotions in teachers, and that self-injurious behaviors elicit an emotion that subsequently evokes a greater desire to leave the position. Future research should explore this association.

Workplace Support, Teacher Burnout, and Teacher Turnover. Greater perceived support from the administration was associated with less fatigue endorsed by the teachers. This support from the

administration was also associated with less likelihood that any fatigue experienced was a result of their job or also from working with the students. That is, teachers who believed their administration provided them with more support were less likely to feel fatigued, and they were less likely to believe that their fatigue was a result of their job or from working with the students. These findings are consistent with previous research that indicate that support from the administration serves as protection from stress (Skaalvik & Skaalvik, 2007).

Contrary to the hypotheses, support from the administration was unassociated with whether teachers considered leaving their job. This could be a result of having a very small sample size. Also, it is possible that teachers working within specialized settings feel a greater attachment to the students and as a result less likely to want to leave their position.

Perceived support from colleagues was not associated with either burnout or turnover. Research on teacher stress and turnover as it relates to colleague support has been inconsistent (Brunsting, 2014). This finding is similar to research that found that contrary to what one might expect support from colleagues was not associated with depersonalization (Zabel & Zabel, 2002), or it could be a result of a very small sample size.

It should be noted that burnout is not uncommon among early career teaching professionals (e.g., Goddard & Goddard, 2006; Goddard, O'Brien, & Goddard, 2006; Schaefer, Long, & Clandinin, 2012). However, the sample itself was unique in that the teachers surveyed were generally quite young (most were under 30). This represents a unique segment of the population as some literature suggests that young adults may be more prone to job burnout than older employees (e.g., Luyckx, Duriez, Klimstra, & De Witte, 2010). Therefore, the findings of this research should be considered within the context of the sample used.

Teacher Irrational Beliefs, Teacher Burnout, and Teacher Turnover. Among teacher irrational beliefs, low frustration tolerance was most associated with both burnout and turnover. That is, teachers who were more likely to think that they “cannot stand it” when faced with an aversive stressor were more likely to endorse feelings of fatigue and attribute this fatigue to their work in general and also their work with students. Teachers who were more likely to think along these lines way also were more likely to consider leaving their job. The association between teacher low frustration tolerance and stress is supported by previous research (Bermejo-Torro & Prieto-Ursula, 2006; Bernard, 2016; Popov & Popov, 2015).

Teachers who placed a greater expectation of how the school should operate were also more likely to feel fatigued and interestingly attribute this fatigue directly to their work with students rather than their work in general. Perhaps, these teachers believed that if the school operated in a different manner, the students would behave differently, and as a result they would feel less fatigued.

Teachers that placed higher expectations of themselves or the students were no more likely to be burned out or consider leaving their job. This finding could be particular to the sample. Perhaps teachers who choose to work in specialized settings are less demanding that students should behave a certain way. They may instead have a greater understanding of the students' limitations and capabilities. Similarly, perhaps this sample views themselves as doing the best job they can, and therefore are less likely to place significant expectations on themselves.

Teacher Burnout and Teacher Turnover. Not surprisingly, teacher burnout was consistently associated with teacher turnover. Teachers that endorsed more fatigue were more likely to endorse greater feelings of wanting to leave their job. Similarly, teachers that attributed this fatigue to either their work in general or their working with students also were more likely to consider leaving their job. This finding is consistent with previous research that indicates that that greater burnout among teachers is associated with greater intent to leave their job (Grant, 2017; Rudow, 1999).

Limitations

There are some limitations associated with this research that should be taken into consideration. First, when attempting to study teacher stress, those teachers who experience the most stress may be less likely to take time to complete a survey, thereby leading to a somewhat biased sample. These teachers may feel too exhausted to take on an extra task of completing a survey, or the survey itself may be too emotionally difficult to confront as it may feel very familiar. Second, this sample size was rather small, owing primarily to the specialized population of interest and the narrow geographic area within which recruitment took place. With a greater number of participants, the sample would be more representative of special education teachers. Finally, many of the measures lacked normative data, and one measure even returned a negative Cronbach's alpha, likely attributable to the small sample size.

Future Research

Future research should continue to look at what variables are associated with teacher burnout and turnover, particularly for special education teachers. Furthermore, research should examine these roles among teachers in specialized settings. By understanding what leads to burnout and turnover among this population, interventions can then be tailored to help teachers who have a desire to help these students.

Future research should also attempt to understand what constitutes support from administration. According to Brunsting (2013), administrative support is not defined consistently in the research. As such, it would be important to understand what exactly the administration must do for teachers to feel supported.

Student maladaptive behavior and teachers' belief that they can no longer tolerate aversive situations were both found to be associated with burnout and turnover. Student maladaptive behavior may be seen as aversive by teachers working with them. Thus, it would be worth exploring if perhaps administrative support might moderate either student maladaptive behavior or teachers' level of tolerance. Perhaps when administration provides appropriate resources that lessen student maladaptive behavior (e.g., classroom management training for the teachers, supportive paraprofessionals), teachers then feel that they can handle the behavior more.

The correlation between teachers' believing that they, as teachers, should somehow be running the school with higher levels of burnout provides background for this rationale. Perhaps teachers believe that if they were running the school better, there would be less student maladaptive behavior. One suggestion is to conduct interviews of teachers asking them what they believe helps a school run more smoothly.

Similarly, research should look at what strategies exist to decrease Low Frustration Tolerance among teachers. Low frustration tolerance was found to be associated with both burnout and turnover, and this finding is consistent with previous research (Bermejo-Torro & Prieto-Ursula, 2006; Bernard, 2016; Popov & Popov, 2015). Perhaps in-service training tailored to teaching teachers' coping mechanisms for reducing their low frustration tolerance may help prevent burnout and turnover among special education teachers.

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Book Review: Emotional Intelligence for the Modern Leader: A Guide to Cultivating Effective Leadership and Organizations

Julie M. Pfeiffer

“The mind set of looking forward to the next thing is priceless,” Christopher D. Connors learned this lesson from his 5-yr. old son and uses it as inspiration for guiding and informing leaders and executives. Christopher D. Connors is a keynote speaker, leadership consultant and an executive coach. He weaves the main, core concepts of emotional intelligence with the foundational aspects of leadership in a straightforward manner in his book, *Emotional Intelligence for the Modern Leader: A Guide to Cultivating Effective Leadership and Organizations*, (Connors, 2020). His book serves as a practical guide and a resource to current modern leaders such as CEOs, school administrators and anyone who has the desire to improve by understanding oneself and how to utilize emotional intelligence to enhance success.

The purpose of Christopher Connor’s book is to clearly outline and guide the reader through what emotional intelligence is in a leader, and how leaders successfully use their own emotional intelligence within the context of leading organizations. The Institute for Health and Human Potential defines EQ as the ability to: recognize, understand and manage our own emotion; recognize, understand and influence the emotions of others, (2020).

Connors proposes that the five pillars of emotionally intelligent leadership are embodied by purposeful leaders who begin by examining their core values and getting to know themselves. They begin a commitment to a journey of becoming an emotionally intelligent leader in order to have greater impact on their organizations through the development of a connected culture and embrace the process of sustainable change. Connors supports this thesis with compelling examples and a structural guide with practical reflections.

Emotional Intelligence or EQ, according to Connors, is the predictor that distinguishes outstanding performers and leaders from the average (pg. xi). By highlighting relevant examples of leaders in varying industries and providing powerful behavioral examples, Connors supports the idea that competent and effective leaders lead with self-knowledge, by modeling, and following the Golden Rule.

Themes

Connors begins by presenting his audience with strong examples of leaders who are very relatable. He highlights many positive qualities of these leaders and how they embody the fundamental characteristics of emotionally intelligent leaders. The examples range from CEOs, entrepreneurs, a successful author, actor and director to an influential, winning basketball coach. Through the vivid illustrations of these examples, the reader is able to have a deep sense of the qualities and characteristics of how these individuals tapped into their emotional intelligence to be successful in leadership roles within their organizations. Additionally, the described leaders were intentional in developing relationships and communication with the people around them in their organizations.

Next, the five pillars of emotionally intelligent leaders are featured and explained in detail. The pillars include: self-awareness, self-management, motivation, empathy and social skill. Dr. Daniel Goleman established the five pillars in *Emotional Intelligence* (1995). Connors emphasizes that self-awareness is the most challenging pillar to master because it takes time, energy and skill to really get to know ourselves and understand our own motivations (pg. 15). Self-management requires each individual to hold himself/herself accountable with regards to managing emotions, responsibilities, time, and needs of the organization, along with planning and implementing effective strategies. Motivation encompasses the passion and energy that leaders bring to the workplace. The motivation of the leader can inspire members of the team of the organization to build the momentum required to work towards goals with optimal productivity. An empathetic leader actively listens, focuses and connects with individuals in an authentic manner and builds relationships and communication which is foundational for the trust in working cohesively toward the vision of the organization. The social skills of the emotionally

intelligent leader give him/her the ability to influence and engage colleagues and members of the team in an impactful way. Once again, Connors weaves the content with vivid examples of authentic leaders who demonstrate the pillar or behavior that he is highlighting.

Leadership styles are described in detail, along with mostly the positive aspects of the various styles with only a few negatives. Leadership styles highlighted by Connors include: visionary, coaching, affiliative, democratic, pacesetter, and commanding. Connors highlights the ways that these styles are alike and different, mostly focusing on how a leader's emotional intelligence serves him/her in the type of style that he/she exhibits. There is overlap in the leadership styles and the two main styles which have potential pitfalls are the pacesetter (the leader must be mindful of not pushing the team too hard and too fast, and the commanding, which can fail to take the input and feelings of others into leadership). Connors relates the different styles to the emotionally intelligent leader and gives suggestions to those who have leadership styles which do not as naturally follow the pillars, but leaders with the pacesetter and commanding styles can keep the key concepts in the forefront in order to be effective.

In Connor's recommendations for becoming an emotionally intelligent leader, he begins with a dive into self-awareness, and a clear plan for leaders, which includes reflection of the individual on his/her values, passion, and purpose, with commitment, discipline and self-accountability checks. He proposes a 5 yr.-plan, and includes the why, the direction, and the substance of what matters to the leader. Connors provides thoughtful questions and guiding activities so that the reader can think through these steps in the book. Connors continues by recommending visualization, and a positive attitude which results in a feeling of self-satisfaction.

Leaders transform organizations by building relationships and seeking feedback from others. Connors acknowledges that there may be some regression in response to transformation and change, and it requires leaders to face adversity by being kind to oneself, eliminate excuses, invite others to be part of the journey and put thought and mindfulness into actions.

In the leadership of an emotionally intelligent organization, those at the top begin with the creation of a collaborative culture by building relationships and cultivating communication with an open mind. Effective leaders understand the importance of both understanding the needs of each team member and facilitating the sharing of ideas and knowledge.

Collaborative cohesive environment, building a dynamic culture leading with empathy, adaptability, a positive outlook and a belief in people. Connors guides with reflection activities to enhance the experience of contemplation of the vision, mission, purpose and core values. He emphasizes the value on investing in people, listening with an open mind, and facilitating communication. Connors again complements the learning with clear examples of how different leaders have shown emotionally intelligent leadership in practice with respect to influencing culture, relationships and communication. Connors recognizes that there will be obstacles to meet and emotionally intelligent leaders recognize, acknowledge and respect the process.

In the stage of sustaining change, Connors provides a simple formula: commitment + consistency + momentum = impact (pg. 109). He acknowledges that keys to success in sustaining organizational change is a combination of continuity, consistency and flexibility.

Key Quotes

Emotionally Intelligent leaders form lasting connections and “realize the potential and ability that they have inside them. That’s the genius of a true leader.” (pg. 6). Connors features the characteristics and story of success of Tyler Perry, who is a role model, actor, owner of a film studio and one of the most successful entertainers in the industry. Perry is famous for saying “You’re not truly successful unless your success is having a positive impact on the world.” (pg.6)

A values-based leader who believes in himself, earns the trust of those around him and who has “attention to detail, and making people understand why details matter, set him apart” is Brad Stevens, the current coach of the Boston Celtics, (pg. 7). Stevens has an altruistic approach which is firmly rooted in service. “Serve your employees first. Serve those you lead. Lead by example, but part of that leadership should be conscious acts of serving for success. He presents the cornerstone EQ principle of adaptability, which is at the heart of what makes him so special. (pg. 9). Connors picked Stevens to illustrate the coaching style of leadership which has a

strength in that it is highly focused on service. Servant Leadership, defined as “a philosophy and set of practices that enriches the lives of individuals, builds better organizations, and ultimately creates a more just and caring world. Successful leaders are respected and admired by others because they give without the expectation of anything in return. (pg. 31)

“Putting people first and the important of employee engagement as modeled by CEO Herb Kelleher of Southwest Airlines. The culture that he developed transformed the business.” (pg. 36). Connors illustrates how an emotionally intelligent leader can influence the direction of a company through people, relationships and communication.

Katrina Lake, the CEO of Stitch Fix, and the youngest woman founder to lead an IPO in 2017, is a spot-on example of a democratic leader, “operating in reciprocal relationships. Building powerful, personalized relationships that translate to collaborative teams. At the heart of democratic leadership is a great listening ear and a mind-set of teamwork, which create the expectation and promulgation of communication and new ideas from employees. Valuing the input and contributions of her team, active listening is at the heart of a truly emotionally intelligent leader”. (pg. 53).

Strengths and Weaknesses

Connors brings readers on a journey of learning about emotional intelligence, and qualities and characteristics of emotionally intelligent leaders. He guides with a “how to” approach which involves reflection, contemplation and problem solving. This book could be used by an individual or a team to facilitate goal setting, mission building and organization in leadership. It also can be used to develop the culture, relationships, communication and organization.

Connors blends the right amount of definitions, descriptions and explanations with vivid examples which gives the reader insight into the various leaders, CEO’s, school leaders, entrepreneurs, authors, entertainers, and coaches. He makes meaningful connections between the content of the book and the relevancy of the examples that he has chosen. It is clear that

Connors has a passion for the topic of emotional intelligence and that he effectively provided a construct for people to understand how to become more intentional and tap into emotional intelligence when working to improve aspects of life, especially work life.

One area of weakness is that in the descriptions of leadership styles, it seemed that some of the styles were clearly more in line with the way in which emotionally intelligent leaders lead, and at least two of the styles had some inherent flaws. Connors takes note that the pacesetting and commanding styles do need more reflection in order to stay mindful of how they can be perceived if they do not acknowledge the potential pitfalls of these two styles.

Comparison

Another comprehensive leadership book by Michael Fullan, *Leading in a Culture of Change*, (2001) is also very comprehensive in its approach to a framework of leadership. These books are similar in that they both have very strong recurring themes about qualities of exceptional leaders and both give an excellent framework to follow in order to implement successful leadership in a dynamic time.

Fullan and Connors both reference Dr. Daniel Goleman and the pillars of emotional intelligence (1995). They recognize the importance of these qualities in a leader and the ability of leaders to cultivate these fundamental aspects of emotional intelligence within themselves through intention and reflection.

Fullan and Connors agree that emotionally intelligent, or intentional leaders begin with a strong sense of their vision, mission and purpose. Fullan refers to the moral purpose of the organization which is a key component of a successful leader. Connors emphasizes leaders examining their own values and beliefs and knowing themselves and then inviting the organization to be part of the vision and mission of the organization. Both Fullan and Connors illustrate clear and meaningful examples to highlight their points, giving relatable, real world scenarios and descriptions.

Both of the authors give importance to emotionally intelligent leaders building relationships in organizations and facilitating communication through team building and sharing knowledge and ideas so that all team members feel valued and listened to in such a way that each member has opportunities to participate. Both authors provide structure and organization so that the “how to” concepts build upon the examples and foundation. They are not giving a recipe, but a process to think through, contemplate and give intention to the development of leadership, the culture and the organization.

With respect to leadership styles, both authors define and name them similarly. Fullan names the commanding style as coercive, and the visionary style as authoritative (which is inviting). Both Fullan and Connors describe the styles well and give examples. Fullan shows preference for the authoritative, affiliative, democratic and coaching styles above the coercive (commanding), and pacesetting styles. Connors mentions the pitfalls of the commanding and pacesetting styles of leadership, and is able to find positive qualities about all six styles.

Another difference between the two books is that when Fullan discusses resistance to change, he illustrates how it is an expected disturbance which is an essential part of the process, and that it can generate ideas and sharing of thoughts which leads to creative solutions. Connors describes resistance as an obstacle which will require persistence, determination and commitment from the leader. Both perspectives add value to the problem solving aspect of working through the unforeseen resistance and difficulties which are encountered as part of the change process.

These two authors provide excellent overviews and guides for exceptional leadership using the core qualities of emotional intelligence, while cultivating self-knowledge and reflection. The guidance gives solid and effective constructs for effective leadership through relationship building, fostering communication, and building collaborative teams.

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Book Review: Lead like a Pirate: Make School Amazing for your Students and Staff

Cristina Barros

Purpose and Thesis of Book

Often times as educators our purpose is to reach the maximum potential of our students and from time to time we ask ourselves “How can we do more for our students?” . In this book, Lead like a Pirate, its main purpose is to increase student engagement, boost creativity, and transform your life as a leader. Burgess presents a “pirate” philosophy that can revitalize and place the emphasis back on students and learning. Pirate in this case, is an acronym that stands for: Passion, Immersion, Rapport, Ask and Analyze, Transformation, and Enthusiasm. Although the main target for this book is for teachers to be able to be a leader in their classroom. This book contains core ideas all principals should embrace, espouse, and model in their actions while leading their school. It embraces how to achieve the PIRATE philosophy. Principals today are much more than mere disciplinarians or supervisors. A school leader must act as an entrepreneur: a person of vision who is able to inspire, empower, and motivate his or her staff under a shared mission and common goals. Principals today are expected to be PIRATES: transformational leaders who communicate a school vision that promotes instructional practices, permeates classrooms, and leads to high level achievement.

Main Themes

Throughout the novel, Burgess expresses the importance and effectiveness of implementing the PIRATE philosophy throughout the school. He emphasizes the importance of each part of the acronym starting with Passion, explaining that if us as educators are not passionate about the role we play, we cannot expect enthusiasm from our staffs, students, and school communities. Burgess connects the passion of leaders to one’s willingness to explore new frontiers without a clear map. Our educational world today is filled with new frontiers, and passion must be a guiding force for us to move ahead and continue advocating for our students and their learning. Next up in the list is Immersion, which is the secret to improving at almost any skill. Becoming a better leader by fully listening. Get to know students better by spending time with them in classrooms, in the lunchroom, and even during their unstructured activities. Also becoming more knowledgeable about the curriculum and the standards by reading, digging, and leading other

teachers to apply them. Which works alongside with maintaining a good Rapport, by building relationships are built and start with trust. Nothing leaders do matters much without the trust of their teams and communities. It's nearly impossible to build the kind of school's educators dream of if trust isn't involved. Trust is the oxygen of the school's systems. Burgess expresses you can't see it, hear it, touch it, or feel it, but without it, you will find yourself struggling to survive. Leading to the next main concept of our actions as leaders to ask and analyze. As leaders we are often spurred by the questions we ask and the answers we receive. Burgess gives the reader an insight if they are truly asking the right questions. He reminds educators who are reading the types of questions we ask determine the types of answers we receive. Leaders must ask critical questions that will lead staff members and students to tune into the areas that need our attention. This part of the PIRATE philosophy needs to be mastered before entering the next phase which is Transformation. PIRATE leaders want to make a significant difference, a notable contribution, and transform the lives of their students. They need to have a clear vision about where they want to go and why it is an important journey for people to take with them. Leading to the last and final important aspect of the PIRATE philosophy which is Enthusiasm which leaders must infuse into their work. They bring it every day, and they are committed to being on. Enthusiasm leaders are the ones who can bring you up when you are down; they help their staff reignite your fire when it is starting to burn out, they point out how you have contributed and made a difference.

Quotes

"Everyone wins when highly effective leaders bring their passion work" (pg. 2) -This quote explains how highly effective leaders can be when they bring their passion to their work. It shows that if you believe in what you are doing that it will show high results.

"Hope on its own doesn't create change. Action Does" (pg. 17) – Burgess expresses that in order to see change within the school environment one must not hope for it one must perform the necessary actions in order to see the results.

"Nothing leaders do matters much without the trust of their teams and communities" (pg. 31) – This quote brings the main idea of this book all together, that leaders may be leaders but nothing you may do as a leader won't matter if you don't have the trust of your team and community.

"Good questions inform; great questions transform" (pg. 48) – In this part of the book, it is expresses how the type of leader you are is defined by the type of questions you answer and how you analyze them.

“Brainstorm ways to individualize intervention time so students can get what they truly need” (pg. 59) – This quote and this book expresses the importance of taking the time to be able to understand what your students really need, and what type of instruction that will be overall effective.

“Enthusiasm is often the missing element to engagement” (pg. 70) – Often times, when there is a lack of enthusiasm your overall team and community has a lack of motivation leading to no involvement. But it is important that as leaders that each element of enthusiasm is implemented to ensure that your school community is overall engaged.

“Programs don’t teach kids; teachers do, and teachers are capable of making magic happen for kids” (pg. 94) – The solution to any school challenge or issue is never just a new program. It is a commitment to the people who are doing the work. It is building a sense of self-efficacy in the individuals on your team and convincing them that the magic isn’t in the latest program – the magic is them.

Strengths and Weaknesses

Burgess, and Houf novel is nothing but famous for their wittiness, motivational, and inspiring words. In which brings educators, principals, and leaders to looking at a different point of view when it comes to handling their leadership. This book embraces and realizes all the challenges that leaders face day to day it provides a guide how to overcome these challenges or fears by shining light on the main purpose on why they became a leader in the first place and which was to make change, take action, and lead by example. The PIRATE philosophy is the biggest strength that this book has it created an acronym that leaders can easily remember and follow and implement within their staff. Each chapter was designed on how to implement this philosophy within your schools community and gave detailed explanations on how these strategies will be most effective.

Now on the other hand this book may have its strong characteristics, but it has some aspects where it lacks true statistical information. This book leads on theories on what these educational leaders Burgess and Houf believe in. At times educators rely on real life experiences that leaders have overcome so readers can actually apply to their own experiences. Also, this book stays very close to the pirate theme it creates images and pirate phrases throughout the book that from time to time can confuse or disengage a reader. For example, at the end of a chapter it will refer the

reader to go to Twitter and use their hashtag. It would lose the momentum that the reader had already gained.

Comparison to Fuller

While *Lead like a PIRATE* focuses on their own philosophy on how to establish a strong leadership role using all aspects of your school's community, Fullan's text relies on teambuilding and how administrators should work together with all parties involved to create not only a successful team but the leadership within their teams. Fullan's novel makes a clear vision on how to create a plan, put it on paper, and bring it to life within the school community.

Throughout the novel of *Lead Like a PIRATE*, it displays pictures that symbolize pirates. But compared to Fullan's text it displays descriptions and vivid tables that bring everything that is stated in text together.

But much like Fullan's text, Burgess and Houf focus their book around leaders who have just chosen this career path. Both texts focus on utilizing their resources to create a more effective school environment to then overall reach their staff and students.

References

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Fullan, M. (2009). *The challenge of change: start school improvement now!* Thousand Oaks, CA: Corwin.

Book Review: If You Don't Feed the Teachers They Eat the Students! Guide to Success for Administrators and Teachers

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Abstract

This book review is for the book *If You Don't Feed the Teachers They Eat the Students!: Guide to Success for Administrators and Teachers*, by Neila A. Connors. This paper focuses on key components necessary to have a successful administration that provides effective leadership for the teachers and school. The purpose of this book was to reflect on successful schools and how administrators led the school in an effective way while supporting the teachers. The information in the book is based on observations, discussions, personal learning experiences, shadowing, and common-sense practices.

Introduction

The best teachers understand the students within the class and remember what it was once like to be a student. *If You Don't Feed the Teachers They Eat the Students: Guide to Success for Administrators and Teachers* provides leaders with powerful tools that are necessary to keep the school successful while keeping the teachers engaged and successful. The book offers acronyms for each chapter that compare school to a fine dining experience, while explaining the steps necessary towards achieving it. Administrators need to understand the teachers and remember what it was like being a teacher in order to be an effective leader. Educators deal with a variety of children from different backgrounds and issues at home that are then brought into the learning environment. The power that each educator holds in a child's life can either have a positive or negative impact. As teachers and administrators, a safe, secure, professional, and encouraging environment must be provided for students (Connors, 2000). Teaching is not an easy profession and requires acts of appreciation in order to promote positive experiences. The main ideas throughout the book include the importance of administration feeding the teachers and themselves, creating the appropriate ambiance for success, and the key components of a great school and personality. *If You Don't Feed the Teachers They Eat the Students: Guide to Success for Administrators and Teachers* by Connors (2000), provides a framework for administrators to follow in order to promote student and teacher success through leadership and collaboration.

Feeding the Teacher and Administrator

According to Connors (2000), a leader who creates a culture of nurturing and identifying talents is one who “feeds” the teachers continually. If administrators treat teachers with respect, then administrators and teachers can become allies. Administrators who strive towards success must check in with the teachers and commonly ask questions in order to open a line of communication and respect. Administration may ask questions such as, “How was your week?”. Administration may also ask, “What are some successes you experienced this week?” (Connors, 2000, p. 22). This also provides feedback to the administrator in order to stay informed, while creating rapport between each other. Random acts of kindness can be done by both the teacher and the administrator as well because the administrator also needs to be fed (Connors, 2000). Teachers want to be seen and be acknowledged and once teachers are, then teachers and administrators can work as a team toward school success.

Appropriate Ambience for Success

According to Connors (2000), administrators in present times must recognize the importance of climate within the school. Climate is defined as “the prevailing circumstances or set of attitudes influencing environmental conditions characterizing a group.” Schools must provide safety both physically and intellectually for the students and staff. The school staff should feel as if they belong in order to model stability for the students. Connors (2000), states how leaders need to lead in a climate of change. This is a similar perspective to Fullan (2007), who talks about the importance of change and how leaders need to lead in a culture of change. According to Connors (2000), the appropriate ambience includes a happy and healthy climate. In order to be a great leader, one must bring out the best in others and assist them in displaying a great attitude. “Your attitude is not determined by circumstances, but by how you respond to those circumstances”, (Connors, 2000, p. 55).

Key Components of a Great School and Personality

Like any great restaurant, how you are treated can dictate your dining experience. The best administrators are present and positive, uplifting and motivating for the staff. According to

Connors (2000), success is based directly on attitude. Great leaders can recognize what decisions are best for the entire school and continually do so. These leaders must have a pleasing personality including appearance, great actions, great attitude, and solutions to problems. If a leader maintains passion, others become motivated and feel as if they have a purpose and mission. A theme throughout the book is the idea of compassion. As an administrator, caring for staff is essential. Once teachers feel cared for, everything falls into place and schools can aim for success. Teachers need to be praised for hard work and efforts made in order to feel appreciated. According to Connors (2000), administrators should always praise in public and criticize in private while including training for what's wrong. The open line of communication is essential between teachers and administrators because problems need to be solved and not just seen as complaints. Collaborative efforts and effective communication between teachers and administrators promote success in schools.

Educational Leadership and Administration

Both Fullan (2001) and Connors (2000), write about the importance of collaboration in order to become an effective leader and have many points in common. The points made by Connors were repetitive, but it allows the reader to understand the importance of an uplifting and positive persona. These points include moral purpose, understanding change, developing relationships, and the reasoning as to how effective leaders do it. While Fullan (2007), offers wonderful examples, the examples are not solely related towards educational leadership. Connors (2000), is very specific in each chapter towards the points being made and how to achieve them. Many of the chapters in *If You Don't Feed the Teachers They Eat the Students: Guide to Success for Administrators and Teachers* include questionnaires that administrators can use with teachers and staff in order to effectively collaborate and communicate, while pinpointing the personality traits necessary to effectively lead. *Leading in a Culture of Change*, by Fullan (2001), gives insight to the culture of change, but it does not define the characteristics of effective leaders in such depth as *If You Don't Feed the Teachers They Eat the Students: Guide to Success for Administrators and Teachers*. Both books do explain the importance of educational leadership and administration. The points made in *If You Don't Feed the Teachers They Eat the Students: Guide to Success for Administrators and Teachers* by Connors (2000) was detailed, but could have included some evidence-based practices or research studies rather to increase validity.

Conclusion

While teachers need to be cared for, administrators need to be as well. The business of administration is not easy administrators must pave the way for the rest of the staff. “The S.A.N.E. take time in making choices to avoid additional stress due to outcomes” as stated by Connors (2000). The way that an administrator carries themselves, determines the way the staff will as well. The foundations for effective leadership include collaboration and communication while embracing humanity. A leader that displays compassion with staff and makes the staff feel cared for and acknowledged can make all the difference. The main ideas that are listed throughout the book detail the importance of administration feeding the teachers and themselves, how to create the appropriate ambiance for success, and the key components necessary for a great school and personality. *If You Don’t Feed the Teachers They Eat the Students: Guide to Success for Administrators and Teachers* by Connors (2000), effectively provides a framework for administrators to follow in order to promote student and teacher success through leadership and collaboration.

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