The needs of the students (Braaten & Quinn, 2000; Dodge, Keenana, & Lattanzi, 2002; Hansen, Litzelman, Marsh, & Milspaw, 2004; Ingersoll, 2001) problem in both general and special education, the field of special education experiences a higher rate, (Fore, Martin, & Bendor, 2001). Over the next ten years, California will need to hire an estimated 200,000 teachers to account for retirement of baby boomers, low retention rates, shortage of teachers in field, and fewer teachers entering the field (Posnick-Goodwin, 2008a). According to Posnick-Goodwin (2008a), across the nation the typical American school already has 30% more teachers compared to California schools. If the state planned to try to reach the national student-to-teacher ratio, they would need to hire 100,000 more teachers. She further states that due to retirement and attrition, the state will have to hire an additional 53,000 teachers over the next five years. Even factoring in the declining student enrollment in the state of California, it will not offset the shortage of teachers (Posnick-Goodwin, 2008b). Strizek and colleagues (2006) stated that 73.7% of all public schools reported a vacancy for the current year. Concerning both special and general education teachers, almost 50% of beginning teachers leave within the first five years (Campos, 2006). Nationwide, teachers are leaving the field before reaching retirement. At the end of the 1999-2000 school year, 6% of public school teachers left prior to retirement, according to the Center for Educational Statistics (Futernick, 2007). In the state of California, 7.13% of beginning teachers left the profession in their first two years of employment. By the end of the fourth year 22% had left? (Futernick, 2007, p. 10). According to Futernick (2007), California’s teacher shortage is a consequence of high levels of teacher attrition, less teachers entering the field and teachers currently in the field approaching retirement. Research in the field of teacher attrition shows that there are certain groups of teachers who are more likely to burnout than other groups. Younger, inexperienced, & part-time teachers, recent degree earners, teachers with a recent change in marital status, and those who earn less money are more likely to burnout then their counterparts (Boe, Bobbitt, Cook, Whitener, & Weber, 1997; Singh & Billingsley, 1996). There have also been studies looking at gender differences and burnout (Sari, 2004). Sari (2004) found that female teachers experienced more emotional exhaustion while male teachers experienced more depersonalization. A majority of our nation’s schools serve students with special needs. According to Strizek, Pittsonberger, Riordan, Lyter, and Orlofsky (2006) 97.7% of schools serve students with Individual Education Plans (IEPs). Due to the high levels of students needing special education support, it is imperative that focus be given to retaining special education teachers. It is not uncommon for special education positions to not be filled throughout the school year. Within special education, 67.4% of public schools report having vacancies. Of those, 29.2% are reported as difficult or unable to be filled in public schools (Strizek et al., 2006). Due to teaching vacancies, positions need to be filled and possibly by teachers who do not have a special education credential. According to Futernick (2007), in the 2004-2005 school year, 49% of first year special education teachers did not have valid certification to be teaching children with disabilities. While teacher attrition is a problem in both general and special education, the field of special education experiences a higher rate, (Fore, Martin, & Bendor, 2002; Ingersoll, 2001; Posnick-Goodwin, 2008b) with teachers of students with behavior disorders leading within the field (Fore et al., 2002). In working with students with Emotional and Behavioral Disabilities (EBD), it is imperative that professionals collaborate to best support the needs of the students (Braaten & Quinn, 2000; Dodge, Keenana, & Lattanzi, 2002; Hansen, Litzelman, Marsh, & Milspaw, 2004; Mackler, 2002; Osterloh & Koorland, 1998; Malmgren & Meisel, 2002; Wagner et al., 2006; Wilkinson, 2005). According to Wagner and...
colleagues (2006), 85.4% to 92.3% of students with EBD spend part of their day in the general education classroom. A majority of students spending a part of their day in the general education classroom creates the need for collaborative services between general and special education. Mental health providers should also be included in collaborating with school personnel. Students with EBD benefit from mental health services. Researchers agree that both educational and mental health needs should be addressed to ensure maximum benefits (Wagner et al., 2006). Without collaboration there is the possibility of duplicating services and having gaps in services (Gresham & Bursuck, 2002). Other (2002) defines duplicating services as multiple agencies providing the same services which can have a negative impact on cost, waste resources, become a burden to families, and decrease effects of interventions. Statement of the Problem This study will focus on the difference in mean level of burnout among EBD teachers and the amount of time they spend collaborating with other professionals. Definition of Terms Emotional or Behavioral Disabilities (EBD)/Serious Emotional Disturbance (SED): individuals who are unable to build or maintain satisfactory interpersonal relationships, exhibit inappropriate types of behaviors or feelings, have a general or pervasive mood of unhappiness or depression, or have been diagnosed with schizophrenia. (Individuals, 04) Teacher Attrition: leaves the field of special education (transferred to general education, retired, stayed at home with young children, or took nonteaching positions in education) (Billingsley, 2004a). Teacher Burnout: burnout is measured by a loss of idealism, energy, purpose, and concern due to working conditions (Edelwich & Brodsky, 1980). Collaboration: involves efforts to unite organizations and people for the purpose of achieving common goals that could not be accomplished by any single individual or organization acting alone? (Osher, 2002, p. 94). Osher (2002) states four key elements of collaboration, ?(1) agreed upon and institutionalized mutual competence and common goals; (2) jointly developed structure and shared responsibility; (3) mutual authority and accountability for success, [sic] (4) shared resources and rewards? (p.94). Low level of burnout: ?one or more standard deviations below the mean on the E/BD-TSQ? (Center & Callaway, 1999, p. 46). Intermediate level of burnout: between ?+1 and -1 standard deviations from the mean on the E/BD-TSQ? (Center & Callaway, 1999, p. 46). High level of burnout: ?one or more standard deviations above the mean on the E/BD-TSQ? (Center & Callaway, 1999, p. 46). Paradigm and Assumptions This quantitative study will be conducted utilizing the Postpositivist paradigm due to the need for comparing the means of variables. This study is examining the difference between the means of EBD teachers who collaborate and their perceived level of burnout. Limitations of this study will include time, participants, and money. Limitations will be further discussed in Chapter three. Assumptions include that participants will be honest in reporting their perceived level of teacher burnout, that EBD teachers view collaboration, and that they will be honest and accurate in their recording of time spent working with other professionals. Significance If EBD teachers who collaborate more often experience lower rates of burnout than EBD teachers who collaborate less often further studies can be conducted to determine how to increase collaboration among professionals to decrease the burnout level that our teachers of students with EBD experience. Decreasing feelings of burnout may lead to less teacher attrition in the field of special education. In California, teacher attrition, prior to retirement, is a major cause of our teacher shortage (Futernick, 2007). It is imperative, for the success of our students, that highly qualified teachers are retained. Teachers of students with EBD are burning out at the highest rate. These positions are difficult to fill and EBD teachers are working with the students that need the most support; therefore, it is more logical to attempt retaining EBD teachers instead of trying to recruit teachers into a ?difficult to fill? position. Chapter 2: Review of Literature Introduction To better understand teacher attrition and collaboration it is important to explore previous research. One must understand the causes of burnout, recommended solutions to preventing or alleviating burnout, and the effect that burnout has on our teachers. Previous research can also help highlight the impact collaboration has in supporting teachers. This review of the literature will be divided into several sections. First, teacher burnout, in general, will be discussed, followed by teacher burnout in the field of special education and teachers of students with EBD, in particular, and finally what reduces a teacher? s feelings of burnout. After examining teacher burnout, the focus will shift to collaboration and how it has been measured. Finally, this review will look studies where collaboration has reduced teacher burnout. Teacher Burnout Many researchers have examined teacher burnout in the field of education (Bennice, 1989; Billingsley, 1993; Billingsley, 2004a; Billingsley & Cross, 1991; Certo & Fox, 2002; Farber, 1984; Fimian, 1984; Friedman, 1991; Friedman & Farber, 1992; Friedman, 1995; Futernick, 2007; Jepson & Forrest, 2006; Ho & Au, 2006; Movrant & Gersten, 1995; Nummela, 1982; Sari, 2004). A recent study of teacher attrition in California was conducted by Futernick (2007). Participants included 875 K-12 public school teachers responding to an online, web-based survey. One-half of the teachers had left the classroom within the last five years and the other half were still teaching in California. Of the 875 respondents, 53% who had left or were planning to leave stated some level of dissatisfaction with compensation or school conditions as a reason for leaving. In examining the sources of dissatisfaction, a leading cause stated by teachers was inadequate support systems. The most cited reasons included: bureaucratic impediments (57%), poor district support (52%), lack of resources (42%), unsupportive principal (42%), and too little time for planning (36%). Jepson and Forrest (2006) examined Type A behavior, personal achievement goals, commitment to occupation, gender and experience of teaching on perceived stress. Participants included 95 primary and secondary teachers from the United Kingdom, responding to the Perceived Stress Scale (PSS), the Bortner scale (type A behavior scale), the Teacher Achievement Striving Scale (TASS), and the Teacher Occupational Commitment Scale (TOCS). This study found that Type A behavior significantly predicts perceived stress. They also found that primary teachers had a higher level of perceived stress than secondary teachers, in this sample. They concluded that individual differences are significant in teacher stress. Friedman (1995) investigated student behavior as a contributing factor to teacher burnout. Respondents included 348 Israeli teachers in both secular and religious school who completed the Teachers? Scale, which collected descriptive data as well as measured burnout. Students in the teachers? homeroom class also were surveyed by the Students? Scale. They found that aside from student behavior, other factors were involved in teacher burnout; however, among student behavior patterns, student disrespect was the pattern that best predicted burnout in teachers. Friedman and Farber (1992) examined teachers? individual self-concept and burnout. Respondents included 641 Israeli elementary school teachers. The teachers were assessed using a modified version of the Maslach Burnout Inventory (MBI), the Tennessee Self Concept Scale, and the Perdue Teacher Questionnaire. Of the 641 teachers surveyed, 25% were considering leaving the profession and 21% stated that they had had it? with teaching. Findings from this study included, but are not limited to: a negative correlation between professional satisfaction and burnout, teachers? self-perceptions of professional competence and professional satisfaction had the strongest correlation to burnout, and stronger correlations existed in how teachers? perceived themselves versus the perception of others. Friedman (1991) investigated factors associated with the school site that contributed to teacher burnout. Participants in this study included 1, 597 elementary school teachers who completed the MBI. The schools were then identified as high burnout schools and low burnout schools. The two groups differed by administrative stability and social and geographic position. They identified four variables that contribute to burnout in teachers; goal achievement imposed on teachers through administration, teachers not feeling as though they are trusted as professionals, school culture, and the physical environment. A previous study assessed teacher burnout in suburban teachers using the Teacher Attitude Survey (TAS), a modified version of the MBI (Farber 1984). Respondents included 398 public school teachers in New York. The major sources of stress, noted by suburban teachers in this study, included excessive paperwork,
unsuccessful administrative meetings, and the lack of advancement opportunities. Teacher Burnout in Special Education Researchers have examined attrition in special education (Billingsley, 2004; Billingsley & Cross, 1991; Brownell, Smith, McNellis & Miller, 1997; Center & Steventon, 2001; Fore et al., 2002; Futernick, 2007; Kaff, 2004; Morvant & Gersten, 1995). Morvant and Gersten (1995) investigated reasons urban special education teachers leave the field or transfer to another educational position. Respondents in their study included 17 teachers who left the field. Finding from this study indicated that changing caseload, troubles with scheduling, collaboration, changing job design, and increased paperwork were factors that increased teachers’ burnout. In a study of 1,052 special education teachers in California, Futernick (2007) found that 66% of the teachers who had left stated lack of support of special education students as a reason for leaving. Other reasons included colleagues not understanding special education challenges (60%) including Individualized Education Plans (IEPs) and related paperwork was burdensome (50%). Kaff (2005) found similar results. She surveyed 341 special education teachers in Kansas and found that 63% of EBD teachers, 43% of teachers of students with Learning Disabilities (LD), and 37% of teachers of students with intellectual and development disabilities were considering leaving the field. She found that administrative issues, support of special education personnel, dissatisfaction with the new role of the special educators in the general education classroom, caseload size, and paperwork were factors in deciding to leave. Fifty one percent of respondents cited that collaboration with general education teachers in co-teaching and planning would encourage special education teachers to stay in the field. Brownell and colleagues (1997) conducted phone interviews with 93 special education teachers, in Florida, who had not returned to their teaching positions following the 1992-93 school year. Participants were questioned regarding reasons for leaving, incentives that would entice them to return, and their future career plans. They found that 49% were classified as disgruntled leavers who felt that they had not been supported, were unprepared, were overwhelmed by the job, didn’t have any power, or a combination of all or some of these factors. Singh and Billingsley (1996) investigated special educators’ intent to stay in teaching. They compared teachers of students with EBD and special educators working with other populations in Virginia. Respondents included 658 special educators, of which 159 were teachers of students with EBD. Among both groups, they found that job satisfaction was the biggest indicator for intent to stay in teaching and the teachers who had been in the profession the longest were the most likely to stay. Specific to EBD teachers, they found that teachers who were committed to their profession, experienced less stress, enjoyed their work, and experienced less role-related problems were more likely to stay. Studies have also investigated the transfer of special education teachers into general education teaching positions (Billingsley & Cross, 1991). According to Futernick (2007), 35% of the special education teachers surveyed, in their study, held special education credentials but taught general education. Billingsley and Cross (1991) investigated reasons teachers chose to transfer from special to general education. Respondents in their study included 286 regular education teachers in Virginia who had previously taught special education. In their checklist of deterrents to being a special education teacher, they found that the number one deterrent was paperwork and the second was caseload size. Of the 286 respondents, 25% of them could not imagine any incentive that would entice them to return to teaching in special education. Respondents also identified central office administration as a reason for leaving more often than site-level administration. Solutions to Teacher Burnout While the majority of the literature focuses on the causes of teacher attrition, there have been studies that looked into prevention. The most common methods noted for preventing attrition include mentoring (Darling-Hammond 2003; Fore et al., 2002; Stedman & Stroot, 1998; Vail 2005), stress reduction techniques (Bryne, 1998; Campos, 2006; Cooley & Yovanoff, 1996; Iwanci, 1983; Fore et al., 2002; Gold, 1987; Sari, 2004) and support from administration (Brownell et al., 1997; Campos, 2006; Fore et al., 2002; Gersten, Keating, Yovanoff, & Harniss, 2001; Gold, 1984; Kaff, 2004). In contrast, Otto and Arnold (2005) found that experienced special education teachers felt that they were supported by administration in comparison to beginning teachers. They suggested that either beginning teachers use lack of support as an ?excuse? for stress or that experienced teachers are better able to utilize their administration for support. Not all researchers agree regarding solutions to teacher burnout. According to Friedman and Farber (1992), “Efforts, therefore, to combat burnout through the alleviation of stress, the promotion of social support networks, or even the awarding of large salary increases, although laudable, are likely to be only partially or temporarily successful in preventing burnout?” (p. 33). Another common prevention involved teacher induction programs (Billingsley, 2004b; Kelley, 2004; Posnick-Goodwin, 2008c). The University of Colorado and six participating school districts tracked ten cohorts of beginning teachers in an induction program into their fifth year of teaching through their Partners in Education program (Pie) (Kelly, 2004). Participants in this study included 161 teachers from 1988-1997. At the beginning of their 5th year in teaching, only 15% of the original 161 had a teaching contract (94%). They associated the following induction activities with retention; intensive mentoring, cohort group networking, and ongoing inquiry into practice. In California, the BTSA program is improving teacher retention and student achievement (Posnick-Goodwin, 2008c). Posnick-Goodwin (2008c) states that BTSA costs about $6,000 to $10,000 per new teacher; however, the cost benefits analysis from October suggests that $every dollar invested in the program produced a return on investment of about $1.66 after a five-year period? (Posnick-Goodwin, 2008c, p.17). Gersten and colleagues (2001) investigated factors that would retain special education teachers. They surveyed 887 special education teachers in three large urban school districts, measuring teachers’ perceptions. Teachers cited relevant professional development, having help with conflicts and confusion, and having a school culture that promotes support as factors that increase a teacher’s intent to stay. Billingsley (2004b) discusses factors that are important to retaining special educators. She suggests providing a responsive induction program, deliberate role design, positive work conditions and supports, and professional development. She discusses several problems with role design including the confusion of roles with the shift to co-teaching and working in the general education classrooms, role dissonance and conflict due to lack of support and not enough time to collaborate, and the overload of the special educator with non-teaching tasks. Billingsley discusses the importance of administrative support and meaningful professional development. Collaboration Collaboration among professionals is necessary for successfully supporting students with EBD (Braaten & Quinn, 2000; Cohen et al., 2006; Dodge et al., 2002; Hansen et al., 2004; Malmgren & Meisel, 2002; Wagner et al., 2006; Wilkinson, 2005). Wagner and colleagues (2006) analyzed data from the Special Education Elementary Longitudinal Study (SEELS) and the National Longitudinal Transition Study-2 (NLTS2). The SEELS included data for all students ages six through twelve receiving special education services during the 1998-2000 school year. The NLTS2 included data for students ages thirteen to sixteen who received special education services during the 2000-2001 school year. Findings include the need for collaboration between special education and mental health providers. They found that general education teachers do not feel that they have received enough training to effectively work with students with EBD. As children reached the high school level, they found that the level of supports and services students receive decreased. Wilkinson (2005) investigated collaborated among the school psychologist, classroom teacher, and parents. Case studies of two students with behavioral challenges were evaluated to determine the effectiveness of Conjoint Behavioral Consultation (CBC). Both students were fully included into general education classrooms. CBC was defined as collaboration among teachers, parents, and other school personnel join together to assume responsibility for the student’s success. The CBC model involves a problem-solving process, in which all involved work together, collect data, plan and implement an intervention, and evaluate the effectiveness of the plan. The two students showed an average of
64% increase in on-task behavior and compliance from baseline. Four weeks after intervention, a follow-up was conducted and the students were 42% above baseline. Hansen and colleagues (2004) suggest the use of multiple systems to support students with EBD. They discuss three models that successfully use multiple systems; Henggeler’s multisystemic therapy (MST), Pennsylvania’s family based mental health services, and Wraparound Milwaukee. All three models have successfully used collaboration to improve services for students with EBD. In Rhode Island, the Westerly Public School District provided wrap around services for students with EBD (Dodge et al., 2002). They developed a Support Service Team, at the Westerly Planning Center, consisting of the school psychology, school social worker, a behavior specialist, and a school site administrator. The team members consulted with teachers, parents, community agencies, physicians and therapist and then provided feedback to the school. Benefits to this model included multiple service providers who had worked in the classrooms increased the amount of support each student received. They recognized the importance of interagency collaboration to ensure that services were not duplicated. Services were coordinated with the court system, mental health agencies, physicians, police, and child protective services. Collaboration among service providers facilitated successful inclusion of students with EBD into their neighborhood schools. Braaten and Quinn (2000) described collaboration among professionals working with students with EBD at an urban elementary school in Minnesota. They discussed collaboration among the school personnel, the community mental health agency, families, and the school social worker. Braaten and Quinn state that the program continues to improve each year. Measurement of Collaboration Researchers have examined the measurement of collaboration in the field of special education (Osterloh & Koorland, 1996). Osterloh & Koorland (1996) surveyed 50 district contact personnel for students with Emotional and Behavioral Disorders. They asked respondents three open-ended questions regarding collaboration of services of mental health professionals and teachers working with students with EBD. Of those surveyed, 71% stated that there was not enough time spent collaborating. Roache, Shore, Gouleta, and de Obaldia Butkevich (2003) investigated collaboration among professionals working with Culturally and Linguistically Diverse (CLD) students with disabilities. Respondents included 125 teachers including: general education teachers (n=25), special education teachers (n=25), ESL teachers (n=25), speech pathologists (n=25), and guidance counselors (n=25). The researchers developed the Collaborative Survey for Teachers working with Culturally and Linguistically Diverse and Exceptional Students (CS-CLDE). The CS-CLDE has a six-point, likert-type scale with one being very frequent to six being very infrequent. They also had open-ended questions for qualitative coding. Findings showed that educators understood the importance of collaboration but didn’t know the roles of other professionals in the collaborative process. Participants stated that they did not have the time or administrative support for collaboration and that they did not receive enough training for successful collaboration. Collaboration and Reduction of Teacher Burnout Collaboration among professionals reduces the feeling of isolation that teachers often experience and is suggested as an alleviator of teacher burnout (Cheney, 1998; Westling, Herzog, Cooper-Duffy, Prohn, and Ray, 2006). Westling and colleagues (2006) discussed the Teacher Support Program (TSP) developed in North Carolina. The TSP included multiple components aimed at decreasing burnout, one of which was the Collaborative Problem Solving/Mutual Teacher Support (CPS/MTS). Participants included 178 school employees; including 138 special education teachers, 27 general education teachers, 7 paraprofessionals, 2 administrators, and 4 individuals identified as others. During sessions, participants identified difficulties they were experiencing and the group collaboratively problem-solved solutions. Teachers participated in ten to twelve sessions per semester approximately 2 ½ hours in duration. Special Education teachers frequently cited feeling isolated and the lack emotional support. At the end of the year, teachers were given surveys. Participants found the sessions beneficial. They cited feeling supported and enjoyed suggestions and feedback. Conclusion There have been many studies evaluating the causes, effects, and possible solutions to teacher burnout. Many studies have examined collaboration and its importance in the new role of the special education teacher working in the general education environment. Studies have emphasized the importance of collaboration among professionals in working with students with EBD, in particular. Few studies have investigated the role of collaboration as a method to decrease teacher burnout; however, none of the studies specifically focused on EBD teachers.

Subjects
Characteristics and Number of Participants
Sample The sample will include all K-12 teachers of students with EBD in SDCS. Only teachers of students with EBD will be sampled due to the higher level of burnout experienced by teachers serving students with EBD (Cross & Billingsley, 1994). Teachers of students with EBD will be identified by the Emotionally Disturbed (ED) Program Office. There are less than 80 EBD teachers in SDCS.

Selection Criteria and Participant Screening
Approved
a. Only teachers of students with EBD will be sampled due to the higher level of burnout experienced by teachers serving students with EBD (Cross & Billingsley, 1994). b. All K-12 EBD teachers will be invited to participate. The only exclusion criteria is that they must be a K-12 EBD teacher in San Diego City Schools (SDCS). c. There will not be any participants who will be ineligible. d. Consent will be obtained through use of consent form.

Subject Identification
The Emotionally Disturbed (ED) program office with San Diego City Schools (SDCS) is providing a list of names of EBD teachers in the district.
Recruitment Process

Approved

a. The surveys are being distributed through school mail. The ED program office will furnish the list of names after IRB approval. b. The study will be announced through email to all K-12 EBD teachers in SDCS. The names of the EBD teachers will be provided through the ED program office at SDCS. See attached.

Potential Problems

Approved

limitations of this study include time, participants and money. Data must be collected, analyzed, and reported within eight weeks (maximum time limit). Participants may not be willing to complete and return surveys or they may forget to return the surveys. There is no funding for this project; therefore there is no monetary rewards for participants to complete the study.

Informed Consent Process and Procedures

Approved

Informed Consent Process

a. The participants will be explained the purpose of the study in the cover letter and informed consent form. The language used will be clear and understandable to participants. The study involves two surveys; therefore it will not be necessary to continue participation following the surveys. b. Minors will not be used in this study. c. There will be no persons who are cognitively impaired participating in the study.

Informed Consent Procedures

Approved

a. Melissa Hartley will present the study to potential participants. b. Melissa Hartley has been a special education teacher prior to beginning her doctoral program. She received her B.S. and M.S. from Florida State University in Emotional Handicaps, Learning Disabilities, and Varying Exceptionalities. She has designed the study and will be able to answer any questions the participants have. c. The principal investigator, Melissa Hartley, will verify that the consent forms are signed. d. The signed consent forms will be kept in a locked file cabinet for three years. e. There will be no non-English speaking persons participating in the study. f. There is no waiver or alteration of the consent process being proposed. g. There is no waiver being requested for informed consent. h. Consent form will be attached.

Research Design and Methods

Approved

Description of Research Design

Research Questions and Hypothesis? What is the level of teacher burnout among teachers of students with Emotional or Behavioral Disorders (EBD) in San Diego City Schools (SDCS)? ? Is there a difference in mean level of burnout between teachers who spend more time collaborating versus teachers who do not? Hypothesis: It is hypothesized that some teachers, in SDCS, working with students with EBD are experiencing some level of burnout. EBD Teachers who are more involved in a collaborative process experience less feelings of burnout. Research Design Both descriptive and survey methodologies will be utilized in this research study. Descriptive information will be collected to determine the number of years teaching students with EBD, the total number of years teaching, the number of years teaching at their current school site, credentials held, teacher?s gender, grade level of students served, number of preps, the related service providers with whom participants work, the number of hours spent working with the related service providers, and forms of communication between professionals (see Appendix). An attitudinal survey will also be given. The Emotional and Behavioral Disorders Teachers Stressors Questionnaire (E/BD-TSQ) consists of 31 items. This instrument measures the perceived level of stress of teachers with students of EBD.(see Appendix). The E/BD-TSQ used a three-point, likert-type scale, where 0 = no experience with the item, 1 = not distressing, and 2 = distressing. The EBD-TSQ has already been determined as a reliable and valid instrument for assessing teachers? stress (Center & Callaway, 1999; Center & Steventon, 2001). This instrument was found to have a test-retest reliability, retention of .91 (n=35). The final version had an average adequacy rating of 1.54 (SD = .505). Graduate students, who were also EBD teachers, were used to measure construct validity over the course of four terms. The teachers were asked to rate the questionnaire items by how well the items represented stressors in teaching students with EBD, using a three-point scale (0 = Poor, 1 = Adequate, 2 = Excellent). Center and Callaway (1999) found a relationship between the number of teacher-reported stressors and teacher willingness to accept a non-EBD teaching position, if one was offered. The higher level of perceived stress on this instrument indicates that the EBD teacher is more likely to leave his/her EBD teaching position. Measures The variables that will be measured include; number of hours spent collaborating with other professionals, the grade level the participants teach, the number of preps they have, the number of professionals with whom participants are collaborating, the number of hours spent collaborating, the number of years they have been teaching, the number of years participants have been teaching at their current school, the number of years they have been teaching students with EBD, credentials held, the teachers? gender, the EBD teacher?s role (i.e. day class, co-teaching), forms of communication between professionals and level of perceived burnout. Data Collection Procedures A description of the purpose of the study and descriptive and survey scales will be sent in packets through school mail. Packets will include descriptive questionnaire, the EBD-TSQ, and a self-addressed envelope to be returned using school mail. An initial email will be sent to all sample members briefly explaining the study and alerting them that mass emails will be sent as reminders. They may request to be removed from the email distribution list. Follow-up emails will be sent to all participants due to the anonymity of the data collection procedures. The directions on the E/BD-TSQ read, ?On the basis of your personal experience during the past 7 months, rate the...
extent to which you have been distressed by the following items. Please answer every item, and use the following scale to select your answers: 0 = no experience with the item, 1 = not distressing, and 2 = distressing. Both surveys can be completed in 15 minutes.

Subject Involvement
Participants will be asked to complete two questionnaires, the Emotional and Behavioral Disabilities Teachers' Collaboration Questionnaire (EBD-TCQ) and the Emotional and Behavioral Disorders Teachers' Stressors Questionnaire (EBD-TSQ). Descriptive information will be collected through the EBD-TCQ (23 items) to determine the number of years teaching students with EBD, the total number of years teaching, the number of years teaching at their current school site, credentials held, teacher's gender, grade level of students served, number of preps, the related service providers with whom participants work, the number of hours spent working with the related service providers, and forms of communication between professionals (see Appendix). The Emotional and Behavioral Disorders Teachers Stressors Questionnaire (E/BD-TSQ) consists of 31 items. This instrument measures the perceived level of stress of teachers of students with EBD. (see Appendix). The E/BD-TSQ used a three-point, likert-type scale, where 0 = no experience with the item, 1 = not distressing, and 2 = distressing. Both surveys can be completed in 15 minutes.

Research Instruments
Descriptive information will be collected to determine the number of years teaching students with EBD, the total number of years teaching, the number of years teaching at their current school site, credentials held, teacher's gender, grade level of students served, number of preps, the related service providers with whom participants work, the number of hours spent working with the related service providers, and forms of communication between professionals (see Appendix). An attitudinal survey will also be given. The Emotional and Behavioral Disorders Teachers Stressors Questionnaire (E/BD-TSQ) consists of 31 items. This instrument measures the perceived level of stress of teachers of students with EBD. (see Appendix). The E/BD-TSQ used a three-point, likert-type scale, where 0 = no experience with the item, 1 = not distressing, and 2 = distressing. The EBD-TSQ has already been determined as a reliable and valid instrument for assessing teachers' stress (Center & Callaway, 1999; Center & Steventon, 2001). This instrument was found to have a test-retest reliability, r = .91 (n=35). The final version had an average adequacy rating of 1.54 (SD = .505). Graduate students, who were also EBD teachers, were used to measure construct validity over the course of four terms. The teachers were asked to rate the questionnaire items by how well the items represented stressors in teaching students with EBD, using a three-point scale (0 = Poor, 1 = Adequate, 2 = Excellent). Center and Callaway (1999) found a relationship between the number of teacher-reported stressors and teacher willingness to accept a non-EBD teaching position, if one was offered. The higher level of perceived stress on this instrument indicates that the EBD teacher is more likely to leave his/her EBD teaching position.

Study Location
The surveys will be sent through school mail to the teachers' school site of employment.

Potential Benefits
If EBD teachers who collaborate more often experience lower rates of burnout than EBD teachers who collaborate less often further studies can be conducted to determine how to increase collaboration among professionals to decrease the burnout level that our teachers of students with EBD experience. Decreasing feelings of burnout may lead to less teacher attrition in the field of special education. In California, teacher attrition, prior to retirement, is a major cause of our teacher shortage (Futernick, 2007). It is imperative, for the success of our students, that highly qualified teachers are retained. Teachers of students with EBD are burning out at the highest rate. These positions are difficult to fill and EBD teachers are working with the students that need the most support; therefore, it is more logical to attempt retaining EBD teachers instead of trying to recruit teachers into a ?difficult to fill? position.

Risk Assessment and Management
Due to the personal nature of the questions asked, participants may feel uncomfortable. If participants begin to feel uncomfortable, they may stop completing the surveys.

Confidentiality
Confidentiality will be maintained to the extent allowed by law. Participants individual responses are anonymous. The questionnaires
will be stored in a locked file cabinet to protect the data. They will be stored for 6 months and will then be shredded. Federal regulations require that the Institutional Review Board (IRB) periodically review all approved and continuing projects that involve human subjects. To ensure that participant rights as a subject are being protected in this study, it is possible that representatives of the Institutional Review Board may come to this research site to inspect study records.

### Special Considerations for Maintaining Confidentiality

| Not applicable |

### Costs

| Approved |

| There are no costs to participants. |

### Investigator Experience

The principal investigator, Melissa Hartley, has presented a pilot study investigating teacher burnout at two National Conferences (Teacher Education Division of the Council for Exceptional Children in 11/06 and Association of Teacher Educators in 2/07) prior to admission into the PhD program. The pilot study was a mixed-method study investigating ways that teachers can reinforce themselves to prevent burnout and was conducted by the researcher outside of any university affiliation. Ms. Hartley has five years teaching experience in working with students with EBD and received both her B.S. and M.S. in Emotional Handicaps, Learning Disabilities, and Varying Exceptionalities from the Florida State University. She is currently enrolled in Dr. Santa Cruz’s Advanced Educational Statistics course. Dr. Santa Cruz participated in a Master’s program at the University of Southern California in Special Education. After earning her doctorate, Dr. Santa Cruz became a faculty member at SDSU in the Secondary Education Department. She currently teaches statistics and research methods to doctoral students.

### Conflict of Interest

| Approved |

| There are no financial interests. |

### References