

Give summary and page reference, where these components are addressed in original research reports:

*Group-experimental research III. Quasi-experimental designs: comparative designs for pre-existing groups.*  
Read Cullinan, Osborne, and Epstein (2004); Neal, McCray, Webb-Johnson, and Bridgest (2003).

Autho rs	Cullinan, Osborne, and Epstein (2004)
Impor tance p. 276	<p>Emotional disturbance (ED)-I D-E. A. characteristics-an inability to learn inability to build or maintain satisfactory interpersonal relationships with peers and teachers inappropriate types of behaviors or feelings pervasive mood of unhappiness or depression tendency to develop physical symptoms or fears associated with problems include schizophrenia does not apply to socially maladjusted unless they also have an emotional disturbance</p> <p>Must exhibit at least one of the five characteristics</p> <p>Many assessment procedures available</p> <p>Few are designed to be linked to characteristics and features of ED</p> <p>It is important to understand female students with ED so we can help them effectively</p>
Prese nt resear ch indica tes... p. 277	<p>Abundant research on various diagnosed mental disorders and other clinically significant patterns of emotional IE problems of social interaction and friendship, aggression and oppositional behavior, depression, anxiety,</p>
Howe ver,... (limit ation) p. 277	<p>Although the definition has remained stable for 30 years there are relatively few research studies on the characteristics of ED including variations by gender, age, or grade level, race, or ethnic status</p> <p>Participants rarely selected on the basis of school problems off in referred to mental health services or selected to be representative of all young people</p> <p>Females were not clearly represented</p>
There fore ... (Purp ose)/ resear ch questi ons	<p>We need to study such students specifically</p> <p>In studies regarding girls with ED</p> <p>Present study-to examine and report data on the characteristics of ED among females with and without ED Act III school levels and into racial groups particular interest-in her actions among the three groupings</p> <p>second purpose-focus on female students to manifest multiple characteristics of ED to an extreme degree-</p>

	<p>students with certain combinations of emotional and behavior disorders tend to have poorer outcomes</p> <p>little research on comorbidity across the characteristics of ED</p>
<p>Participants</p> <p>p. 277</p>	<p>689 female US student</p> <p>218 girls identified by public school systems students with ED and receiving services</p> <p>32 states all geographic regions 471 girls without ED or other disability</p> <p>34 states all regions of the United States free school levels elementary-six to 11 years</p> <p>Middle school girls 12 to 14 or enrolled in grades six to eight</p> <p>High school ages 15 to 18 or grades nine through 12</p> <p>Mean and standard deviation of each group elementary- 8.6 years SD= 1.7 middle school-12.9 SD = 0.9 high school 16.1 SD= 1.0</p> <p>160 African-American girls 529 European American girls</p>
<p>Data Sources</p> <p>p. 278</p>	<p>Scale for assessing emotional disturbance (SAED) uses educators supplies information to measure five characteristics of ED</p> <p>Rating scale of 45 items</p> <p>Measure emotional social and behavioral problems of students</p> <p>Produces five subscales corresponding to the characteristics a through any</p> <ol style="list-style-type: none"> <li>1. Inability to learn-distracted attention following directions</li> <li>2. relationship problems relationship with peers and teachers</li> <li>3. inappropriate behavior-defiant aggressive disruptive behaviors</li> <li>4. unhappiness or depression</li> <li>5. physical symptoms or fears-anxious worry tents</li> <li>6. operationalize his social maladjustment-vandalizes property-antisocial behaviors while not in school situation</li> <li>7. overall competence measuring students personal and external resources-family support</li> </ol> <p>Interrater and test retest reliability-acceptably high teachers report form</p> <p>Revised behavior problem checklist</p>

Procedure	<p>Educators rated groups of students Using SAED</p> <ol style="list-style-type: none"> <li>1. some teachers rated Students with ED</li> <li>2. other teachers rated students without ED</li> </ol>
Data analysis p. 278	<p>Set the scale raw scores were calculated by summing item scores</p> <p>Each student received a subscales score for each of the 5 ^ patristics and for two other subscales</p> <p>First objective-explore how the five characteristics of ED as well a social maladjustment and overall competence</p> <p>how did it differ among girls across the two disability categories with ED without ED elementary, middle school, in high school, and to racial groups African-American, European-American</p> <p>2x3x2 (category x school level race ) ANOVA was performed separately on each of the seven dependent variables alpha set at .014 main and interaction effects</p> <p>.005 for follow-up mean comparisons</p> <p>Analyzing for comorbidity-manifested two or more characteristics of ED to a significant extent-90 eighth percentile</p> <p>26 different ways</p> <p>further into five categories</p> <p>chi-squared statistics to investigate the district you shins of comorbidity among female students with ED across three school levels across two races set Alpha at .01 for comparing three school levels in two races</p>
Results/discussion P. 282	<p>The five characteristics in the federal definition were confirmed as being more prevalent in girls with ED</p> <p>Previous research predominantly concerned with understanding assessing, and intervene with defiant, aggressive, and disrupted school behavior of males</p> <p>Present results show the concern is appropriate for female as well as male students with ED</p> <p>In addition to the five characteristics of ED female students also exhibited warm maladaptive functioning than those without ED</p> <p>Little research to compare present findings on student strikes and resources that were assessed in the overall competence he which would definitely have implications for planning and delivering appropriate education and related services</p>