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**INCREASING ACADEMIC ENGAGEMENT AMONG STUDENTS WITH
EMOTIONALL AND BEHAVIORAL DISORDERS**

Colby Barrett

Educational Leadership

Master of Education Program

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of the requirements of

Master of Education

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ABSTRACT

The achievement gap between general education students and students with Emotional and Behavioral Disorders being served in self-contained classrooms at Neighborhood Lakes Elementary (Pseudonym) is staggering. The purpose of this study is to determine if giving students a voice in their educational decisions and applying methodologies of Applied Behavior Analysis (ABA) to promote academic engagement among students with emotional and behavioral disorders will significantly increase the amount of time these students are engaged in academics. The context of this inquiry is an elementary school with a high achieving general education population and a low achieving Exceptional Student Education (ESE) population. My study demonstrates favorable outcomes of an increase in academic engagement, a decrease in discipline referrals, and an increase in academic motivation among all participants.