



**CALIFORNIA STATE SCIENCE FAIR
2016 PROJECT SUMMARY**

Name(s) Camryn J. Herold	Project Number S0411
Project Title Factors Contributing to the Academic and Social Success of the Emotionally Disturbed Programs within the CVUSD	
<p style="text-align: center;">Abstract</p> <p>Objectives/Goals The emotionally disturbed programs in the Conejo Valley Unified School District have more than doubled in the past four years, so finding the best method in helping students harness skills for their post-secondary endeavors is beneficial in helping the special education programs grow as quickly as their population does.</p> <p>Methods/Materials *Teacher interviews and contact *Student surveys (anonymous)</p> <p>Results The favored form of counseling in order to ensure social success was going to school provided counseling sessions and listening to music. The favored form of counseling in order to ensure academic success was the use of the IEP to set goals and integrating emotionally disturbed students with general education students.</p> <p>Conclusions/Discussion The most beneficial method recommended by teachers to help ED students cope socially, was going to the school provided counselors. More than half of the student population participates with this form of counseling. This form of counseling was helpful in getting students to verbally express their feelings one-on-one with the counselor, which helped them gain the social skills they need for their post-secondary endeavors. Based on students coping choices, the most helpful method was going to a different classroom or table and listening to music. This gave students a chance to feel relaxed and focused on the music to get their mind off of what was causing the emotional reaction. Teachers should encourage this method because students learn how to channel their emotions into something positive and artistic rather than trying to ignore their feelings. Academically, the IEP form of counseling which helps students set goals, apply for college and fill out practice tests was favored by the students. Although the data shows it was being more helpful than DIS counseling, student#s perceived preparation for college varies. In addition to the IEP, the majority of students feel having elective classes is helpful in gaining skills that pertain to their future as they learn to interact with non ED students and gain a freedom from the less restricted setting. Thus, this research agrees with the previous work within Wagner#s study, proving that ED students should integrate with GE students to better their lives post-secondary schooling.</p>	
Summary Statement This research shows the most beneficial methods in ensuring social and academic success for emotionally disturbed students in the CVUSD.	
Help Received Dr. Kristsr Swanson, Dr. Nikki Malhotra, Ms. Cara Shea	