

Characteristics of Effective Teachers of Students with Emotional Disabilities

Compiled by Sheldon Braaten

They demonstrate...

- ability to work under pressure
- adaptability and readiness to change plans
- alertness and quick thinking
- anger management
- approachable
- appropriate use of praise, positive reinforcement, contracts
- assertiveness as advocates
- attention to detail
- attentive-listening skills
- best practices
- calmness
- caring / compassion
- challenging
- clear and realistic goals
- communication skills
- competency and professionalism
- consistency and routines
- courage
- creativity
- crisis anticipation
- curriculum for social skills
- decision making skills
- dependability
- diligence
- diplomacy
- efficiency
- empathy
- endurance
- energy
- encouragement
- fairness
- flexibility
- firmness/hold to limits and consequences
- forgiveness
- fun
- high expectations
- honesty and able to admit mistakes
- humor

- inquisitiveness
- integrity
- intuition
- kindness
- knowledge of affective education
- knowledge of how to manage the physical environment and grouping of students
- knowledge of many different life experiences
- knowledge of materials and curriculum
- knowledge of pace of instruction
- knowledge of skills in making academic instruction relevant
- knowledge of students' needs strengths, weaknesses and learning styles
- knowledge of state and federal laws and current issues
- knowledge of subject matter
- knowledge and skills for effective use of paraprofessionals
- knowledge and understanding of emotional and behavioral disorders
- knowledge and understanding of parents of EBD needs and roles
- knowledge and understanding of students' background environments
- knowledge and understanding of students' past behaviors and academic performance
- knowledge of a variety of teaching/instructional strategies
- love of their job/desire to teach
- observation skills
- organization
- openness
- optimism
- patience
- persistence
- planning/preparation
- pleasure in small gains
- positive outlook and role model
- practicality
- promptness
- provision for choices
- provision of personal time and relaxation
- rational thinking
- realistic
- resourceful
- respect
- sharing
- self-control
- sensitivity
- sincerity
- skills to enable students to feel safe, wanted and supported
- skills to teach in a variety of media-visual, tactile auditory
- skills with behavior/classroom management

- straightforwardness (clarity of work and roles of classroom)
- structure
- teamwork - ability to work/collaborate with others
- thoroughness
- time management
- tolerance
- trust
- unconditional acceptance of individuals
- understanding of self
- versatility
- willingness and desire to learn-life long learning
- willingness to go the extra mile

Sheldon Braaten, © 2000