

TEACHERS PERCEPTIONS OF CHILDREN COPING DURING ACTIVE-DUTY
PARENTAL DEPLOYMENT: A SINGLE EXPLORATORY CASE STUDY

by

Christina S. Chislom

Copyright 2014

A Dissertation Presented in Partial Fulfillment
Of the Requirements for the Degree
Doctor of Management in Organizational Leadership

University of Phoenix

UMI Number: 3708850

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



UMI 3708850

Published by ProQuest LLC (2015). Copyright in the Dissertation held by the Author.

Microform Edition © ProQuest LLC.

All rights reserved. This work is protected against unauthorized copying under Title 17, United States Code



ProQuest LLC.
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106 - 1346

The Dissertation Committee for Christina S. Chislom certifies approval of the following
dissertation:

TEACHERS PERCEPTIONS OF CHILDREN COPING DURING ACTIVE-DUTY
PARENTAL DEPLOYMENT: A SINGLE EXPLORATORY CASE STUDY

Committee:

Craig H. Martin, PhD, Chair

Eve Kaczmarek, PhD, Committee Member

Karen Johnson, EdD, Committee Member



Craig H. Martin



Eve Kaczmarek



Karen Johnson



Jeremy Moreland, PhD
Dean, School of Advanced Studies
University of Phoenix

Date Approved: December 05, 2014

ABSTRACT

The war on terror after the tragic events of September 11, 2001, continues to include ongoing efforts in Iraq, Afghanistan, and other countries in which the military serve and protect. Active-duty members of the Army, Marines, Navy, Air Force, and Coast Guard continue to serve in these hazardous zones to minimize war crimes where families are left behind. With the necessity of military deployments, issues of psychological, emotional, and behavioral tribulations surrounding the children of deployed active-duty members are observed. The purpose of the qualitative study was to explore schoolteacher's perceptions about effective actions taken to enhance the performance of children and the classroom environment, while the children were coping with their active-duty parent's deployment. The sample included elementary schoolteachers and administrators that taught in the Department of Defense Dependents Schools (DoDDS) in Belgium who have had parents of their students deployed to Iraq, Afghanistan, and other hazardous zone areas. The research question asked: When observed behaviors are identified in relation to parental deployment, how do effective actions taken mitigate behavioral problems and enhance the classroom learning environment? The qualitative explorative case study aided in identifying and understanding schoolteachers' perceptions about effective actions taken to enhance the performance of children and the classroom environment while children were coping with their active-duty parent's deployment. This critical situation for children showed stressful and coping challenges and an imposed hardship on the children's customary way of living and participation in the school environment.

DEDICATION

I would like to dedicate this dissertation to all of the men and women in the United States military who have children and have had to deploy leaving their children behind for extended periods. I specially dedicate this dissertation to two of my uncles, Uncle Henry and Uncle BayBoy that passed away late summer of 2012 who were veterans of the United States Army and have supported and encouraged me to complete this journey in hopes of calling me doctor. Lastly, I dedicate this dissertation to my son, Amir Chislom, who has had to endure the pain and tribulations of being without me and left in the great hands of my mother due to me having to deploy for an extended period.

ACKNOWLEDGEMENTS

First and foremost, I would like to thank my Lord and savior, Jesus Christ for he has given me the strength, wisdom, patience, and agility to complete this dissertation. A special thank you to my dissertation mentor and committee members who have kept me focused on this journey; my mentor, Dr. Craig Martin and my committee members, Dr. Eve Kaczmarek, and Dr. Karen Johnson. Your insights and professional expertise have guided me through this process. Thank you to Dr. Mario Vanheuckelom, Principal of SHAPE American Elementary School (SAES), for allowing me the access to interview your great staff of teachers and administrators. Thank you to the schoolteachers and administrators of SAES for your time providing valuable information and completing the interviews. As a proud member of the United States Air Force and having served 19 years, I thank all of the other men and women who serve, especially those that have to leave your children behind due to military deployments. I would not have had the ability to do this without the support and encouragement from my family and a host of friends. A special thank you to my mother, Maggie Chislom, my grandmother, Viola Chislom, my siblings, LaQuan and Frank Williams, and Marion Shell for the words of encouragement and continued support. Lastly, I would like to thank my son and brilliant young man, Amir Chislom, for being there with me through this entire process while living in Europe and all of the patience, support, love, and host of questions to understand why we may have not been able to do certain things. Mommy loves you very much! You are my Wingman!

TABLE OF CONTENTS

Chapter 1: Introduction	1
Background of the Problem	2
Statement of the Problem.....	4
Purpose of the Study	5
Research Question	6
Significance of the Study	7
Nature of the Study	8
Theoretical Framework.....	10
Definition and Terms	13
Assumptions.....	15
Scope, Limitations, and Delimitations.....	15
Scope.....	15
Limitations	16
Delimitations.....	16
Summary	17
Chapter 2: Review of the Literature.....	18
Overview.....	18
Literature Identifying Stressors on the Active Duty Parent and Family.....	19
Title Searches, Articles, Research Documents, Journals Researched	19
Historical Overview	20
Parental Deployments and Dependent Separation.....	21
Children and Psychosocial Developments.....	25
Current Findings	29

Deployment Awareness and Influences	29
Support for children	37
Behavioral Constructs to Enable Coping	40
Conclusion	44
Summary	45
Chapter 3: Methodology	47
Research Method	47
Research Method and Design Appropriateness	49
Population	51
Sample	52
Confidentiality and Informed Consent	53
Data Collection	54
Pilot Study	54
Full Data Collection	55
Data Analysis	56
Credibility, Dependability, and Integrity	57
Credibility	57
Dependability	58
Integrity	58
Summary	59
Chapter 4: Presentation and Analysis of Data	61
Research Question	62
Data Collection	62

Analysis of Data.....	64
Demographic Data	65
Pilot Study Findings.....	66
Data Analysis and Findings	67
Study Outcome.....	67
Research Question	68
Interview Questions	68
Interview Question 1	69
Interview Question 2.....	70
Interview Question 3.....	72
Interview Question 4.....	73
Interview Question 5.....	75
Interview Question 6.....	78
Interview Question 7.....	80
Interview Question 8.....	82
Interview Question 9.....	84
Interview Question 10.....	85
Emerging Themes	87
Theme 1: Classroom Behaviors due to Parental Deployment	88
Sub-theme 1: Classroom participation	89
Theme 2: Child Communication Strategies	90
Sub-theme 2: Effective techniques in class	91
Sub-theme 3: Techniques and strategies for schoolteachers.....	91

Theme 3: Coordination with Parents	93
Sub-theme 4: Parent deployment notification.....	95
Theme 4: Leadership Recommendations.....	96
Sub-theme 5: Deployment groups	99
Summary.....	101
Chapter 5: Conclusions and Recommendations	103
Findings and Interpretations	104
Theme 1: Classroom Behaviors due to Parental Deployment	106
Theme 2: Child Communication Strategies.....	110
Theme 3: Coordination with Parents	112
Theme 4: Leadership Recommendations.....	116
Limitations	119
Significance to Leadership.....	121
Recommendations to Leadership.....	121
SAES Leadership	121
Parents.....	123
DoDDS and DoDEA.....	124
Recommendations by Schoolteachers.....	125
Suggestions for Further Research	127
Summary and Conclusion.....	128
References.....	131
Appendix A: Premises, Recruitment, and Name (PRN) Use Permission.....	141
Appendix B: Invitation to Participate	142

Appendix C: Informed Consent.....	143
Appendix D: Confidentiality Statement.....	155
Appendix E: Interview Questions: Participant Interview Script.....	146

Chapter 1

Introduction

Since the founding of America in 1776, Americans have served in the United States military in combat zones around the world (Nagel & Feitz, 2007). The military branches of service are identified as the Army, Marines, Navy, Air Force, and the Coast Guard (Department of Defense, 2012). The men and women that serve in each branch of the armed forces were leaving families behind for years to protect and serve. The definition of military deployment is when military members are locked into a specific cycle or rotational deployment schedule in which the member must deploy to a hazardous, combat, or operational environment to complete various assigned or supported missions (Military Deployment, 2013). Active-duty military members are often notified to deploy on short notice leaving minimal preparation (Kelley & Jouriles, 2011). This situation not only causes stress on the military member, but also for the family, spouses, and children (Laser & Stephens, 2011).

In the military community, deployments and the war experience create a foundation for stress within soldiers (Hoshmand & Hoshmand, 2007). This foundation is reflective of a psychosocial effect because of separation from family, and anxiety and adverse effects of the deployed military parent returning home (de Burgh, White, Fear & Iversen, 2011). Millions of dollars were spent to conduct research on the mental health and behavior of active military personnel due to the effects of multiple deployments (Paris, DeVoe, Ross, & Acker, 2010; Zoroya, 2012). The mental effects and behaviors affect not only the military individual, but also the family, spouses, and children (Kelley & Jouriles, 2011). Military deployments are perceived as stressful situations for the children and families of deployed military members (Laser & Stephens, 2011). This

proposed study was designed to explore schoolteachers' perceptions about effective actions taken to enhance the performance of children and the classroom environment while the child is coping with their active-duty parent's deployment.

The focus and purpose for this chapter was to provide an overview of the proposed study about the phenomena of effective actions in the school environment that schoolteachers have implemented to assist children in coping during their active-duty military parents deployment. Children may exhibit changed emotional, behavioral, and psychological tribulations when the child's military parents are deployed (de Burgh et al., 2011). Chapter 1 included a background of the problem, the statement of the problem, the purpose, significance, nature research questions, theoretical framework, definition of terms, assumptions, scope, limitations, and delimitations of the study, and concludes with a summary of the chapter.

Background of the Problem

Children can become vulnerable in the situation displaying their personal stressors of their parents' deployment (Franks & Shaw, 2012). Children may experience psychosocial behavioral problems such as anger, disciplinary issues, sadness, anxiety, depression, and fear (de Burgh et al., 2011). Psychosocial is a term that expresses social and psychological behaviors (Psychosocial, 2013). Therefore, the psychosocial disorders may be correlated to the traumatic event of children's active-duty parents' deployment (Card et al., 2011; Jensen, Martin, & Watanabe, 1996).

Unfortunately, no one completely understands how schoolteachers at Supreme Headquarters Allied Powers Europe (SHAPE) American Elementary School (SAES) implement effective actions to assist children in coping with their active-duty parent's

deployment in the school environment. The various studies of de Burgh et al. (2011), Sheppard, Malatras, and Israel (2010), and Bunch, Eastman, and Moore (2007) identified stress on spouses and marriage with no emphasis and focus on the stress on the children of deployed military service members (Hoshmand & Hoshmand, 2007). Implications regarding how children cope when their active-duty military parents are deployed identified the need for a stronger relationship between military programs, parents, and schools (Harrison & Vannest, 2008; Rush & Akos, 2007; Savitsky, Illingworth & DuLaney, 2009).

Department of Defense Dependents School (DoDDS) schoolteachers at SAES in SHAPE, Belgium should have the ability, knowledge, and understanding to identify whether children are exhibiting emotional, behavioral, and psychological stressors in relation to their active-duty parents deployment (Card et al., 2011). Mmari, Bradshaw, Sudhinaraset, and Blum (2010) believed having an understanding of the stressors may aide in further understanding and intervention methods. Individual differences and coping in the school environment may be apparent considering the age, gender, grade level and overall experience of their active-duty military parent's deployment (Card et al., 2011). The schoolteacher becomes a major part of the child's daily life by observing the child in the school environment, in which patterns of negative behavior may present themselves (Allen & Staley, 2007).

The teacher may have the ability to provide guidance and direction if notified that the child's parents will be deploying (Allen & Staley, 2007; Mmari et al., 2010). By understanding the military family and the stressful situations experienced because of military deployments, elementary schoolteachers can be a front line defense in the school

environment with recognizing coping issues (Allen & Staley, 2007; Mmari et al., 2010). Furthermore, understanding the schoolteachers' perceptions about effective actions taken to mitigate behavioral problems and enhance the classroom learning environment positively while the child is coping with their active-duty parent's deployment will better the child, environment and relationship with the schoolteacher.

Statement of the Problem

Active-duty military members deploy in situations and environments where their dependents do not accompany the active-duty military parent (Paris et al., 2010). Because of the active-duty military members deploying, this situation may therefore present psychosocial issues within children (Franks & Shaw, 2012). The studies of Card et al. (2011), Mmari et al. (2010), and Lyle (2006) identified that the children of deployed military members experience issues of stress and psychosocial tribulations. However, studies have not indicated the phenomena of effective actions in the military school environment on military installations known as DoDDS that schoolteachers implement to assist children in mitigating behavioral problems and coping while their active-duty military parents are deployed (Card et al., 2011).

Children of military parents in the DoDDS on SHAPE, Belgium are left to cope with the situation of their parent's absence for extended periods because of military deployments. How effective actions taken to mitigate behavioral problems and enhance the classroom learning environment positively while the child is coping with their active-duty parent's deployment will better the child, environment, and relationship with the schoolteacher requires exploration to understand (DeVoe & Ross, 2012). The significance of understanding effective actions taken by schoolteachers in SHAPE to

mitigate behavioral problems and enhance the classroom learning environment while the child is coping with their parent's deployment may suggest plans that can be employed in DoDDS systems around the World.

Schoolteachers have the ability and knowledge to identify coping issues and provide aid and effective actions to mitigate behavioral problems that children may exhibit in the school environment during the child's active-duty parent's time of deployment (Card et al., 2011). Although stationed overseas in Belgium, deployment obligations continue and active-duty military parents deploy leaving their children. Many active-duty military parents deploy from Belgium to Iraq, Afghanistan, and other countries, which are considered hazardous duty zones. Therefore, the problem of the actions schoolteachers take that are effective through identifying coping issues while a child's active-duty military parents are deployed may exist at SAES in SHAPE, Belgium. The focus of this study was to address the gap in literature through SAES teachers' perceptions of how effective actions taken mitigate behavioral problems and enhance the classroom learning environment positively while the child is coping with their active-duty parent's deployment.

Purpose of the Study

The purpose of this qualitative single case study was to explore the perceptions of SAES schoolteachers in SHAPE, Belgium, about how effective actions taken may minimize behavioral problems while enhancing the classroom's learning environment positively and assisting with the child's coping issues during their active-duty parent's deployment. Hence, the relationship with elementary schoolteachers should be improved. The sample for the study was purposeful with interviews of 17 elementary

schoolteachers and administrators (Yin, 2013) in the DoDDS system on the SHAPE, Belgium military installation planned through open-ended, semi-directed questions during interviews, which framed the setting to acquire each participant's personal experience and actions taken within the school environment (Stake, 1995). The schoolteachers at SAES provided their perceptions of observed behaviors and effective actions taken to mitigate behavioral problems and enhance the classroom's learning environment while the child was coping with their active-duty parent's deployment that were in grades one through six.

The semi-structured interviews were conducted by face-to-face, telephone, or Skype interviews. The data were collected through open-ended, semi-structured voice recorded interviews without video with the questions relative to the research questions. Collected data were transcribed, analyzed, and coded, leading to common themes through factor analysis with NVivo 10 to provide answers and further information based on the research question and maintaining privacy by not including the participants' names within the study.

Research Question

Using a qualitative exploratory single case study, the research explored the perceptions of the schoolteachers and answers the questions who, what, where, when, and how (Creswell, 2003; Leedy & Ormrod, 2010). This type of single case study was used to describe an intervention or phenomenon and the real-life context in which it occurred (Yin, 2013). Although the experiences were slightly varied, they are real-life experiences from the SAES schoolteachers that identified personal thoughts, feelings, and experiences. Looking at the qualitative single case study through the perceptions of the

schoolteachers identified the influence of actions relative to children through the schoolteachers' perceptions about how the actions implemented in the classroom environment worked (Neuman, 2006; Yin, 2013). The qualitative study showed a better experience through the perceptions of schoolteachers at SAES in SHAPE, Belgium in exploring and hoping for a common concept for general themes to indicate concerns.

Research Question: When observed behaviors are identified in relation to parental deployment, how do effective actions taken mitigate behavioral problems and enhance the classroom learning environment?

Significance of the Study

Researching the gaps in this literature by using a qualitative exploratory single case study aided in identifying and understanding schoolteachers' perceptions about effective actions taken to enhance the performance of children and the classroom environment while the child was coping with their active-duty parent's deployment. Research from Hillenbrand suggested that future research should understand how the military family copes to include possible preventive strategies (Hillenbrand, 1976). Additionally, Hillenbrand stated to understand coping in children further, research should be fully explored (Hillenbrand, 1976).

The significance of the study findings were to provide aid to schoolteachers throughout DoDDS located around the world on military installations to effectively reduce coping issues that children may experience because of their active-duty parent's deployment through effective actions and programs practiced in the classroom environment (Card et al., 2011; Mmari et al., 2010). Additionally, schoolteachers may have the ability to assist and provide effective learning and communication with the child

whose parents are deployed (Allen & Staley, 2007). Further significance in the ability to implement effective actions and programs may prevent children from becoming high risk for psychosocial morbidity and minimizing health and stress measures while coping with their active-duty parent's deployment. The identification and minimization of children exhibiting signs of withdrawal within the classroom environment, emotionally torn or exhibiting regressive and conducive behavior may aid in the schoolteacher improving the learning environment with some development tactics. Furthermore, interventions and the noticed behaviors may be identified with a counselor or the parent to consider further need of interceptive methods.

The contribution this research may make to current and future studies are identifying the gaps of how effective actions taken to mitigate behavioral problems and enhance the classroom learning environment positively while the child copes with their active-duty parent's deployment. Moreover, understanding how schoolteachers assist with implementing effective actions in the classroom environment because children cope with their parent's deployment will possibly decrease a barrier within the military school environment within DoDDS. Additionally, the effective actions from schoolteachers may allow assistance with effective learning, communication and proper guidance and counseling efforts within DoDDS schoolteachers.

Nature of the Study

A researcher faces challenges identifying or deciding upon an appropriate method and approach for a study (Pringle, Hendry & McLafferty, 2011). Using a qualitative single case study design to explore the purposeful sample of 17 schoolteachers' perceptions and understand the effect of effective actions taken to mitigate behavioral

problems and enhance the classroom learning environment positively while the child is coping with their active-duty parent's deployment contributes to the foundation of this research (Crouch & McKenzie, 2006; Leedy & Ormrod, 2010; Stake, 1995). A pilot study was conducted with the created questions to further validate the questions, credibility, and dependability of the study. Three SAES schoolteachers participated in the pilot study using the created questions in search for credibility, dependability and unbiased results in support of the study (Baker, 1994).

Credibility is achieved through the interviewing of DoDDS' teachers who can discuss effective actions implemented and taken with students coping issues and mitigating behavioral problems within the classroom environment positively because of the student's military parent's deployment provides realistic substance to the research (Yin, 2013). Dependability of the study is reached through direct, objective observations of the researcher (Leedy & Ormrod, 2010). The number of participants selected in the pilot study was three and the number selected for the interview sample for this study was 17. The access to these participants was obtained through typical day-to-day interactions in which the schoolteachers social reality and meaning related to the study will be identified (Neuman, 2006). As stated by Creswell (2013), "In qualitative research, we identify our participants and sites based on places and people that can best help us understand our central phenomenon" (p. 203). The three participants identified for the pilot study and the 17 participants that volunteered for interviewing were all schoolteachers and administrators from the elementary section of the SHAPE International School organization in grades one through six.

This research may benefit DoDDS' schoolteachers worldwide and the educational system by having the ability to identify, understand, communicate, and provide effective actions. Providing effective actions in the classroom environment to the student experiencing coping issues because of their parent's deployment that the child continue to experience a positive and productive learning experience (Allen & Staley, 2007). The outcome of the research may indicate how schoolteachers are affected in mitigating behavioral problems from children having issues with their parent's deployment. The design was appropriate as a tool to explore regarding the internal issues through validation Lee (1989) and Yin (1994) and information on resources used throughout the process. Additionally, the qualitative approach constructs the reality and meaning through the perceptions rather than measuring facts numerically (Neuman, 2006). The purposeful sample of 17 is justified by providing credible information from schoolteachers for use in qualitative case studies based upon direct experience and connection with the study (Yin, 2013).

Theoretical Framework

A child's development is exhibited by developmental stages, growth, and learning through mental and social cognition. The developmental stages contribute to the growth, learning, and adaptation of children, which may aid in minimizing or mitigating unwanted behaviors. An exploration of the following theories will be expounded on the theory of psychosocial development and the theory of cognitive development. The theories of psychosocial and cognitive development will reveal the stages and importance of specific psychosocial and cognitive developments within a child.

The theory of psychosocial development is used to discover personality and identity through stages of growth. Dependability and emotions emphasizing on personal change through unified theory of development are essential to individual growth (Sameroff, 2010). The social-emotional development stage, identified by Erik Erikson, on elementary school children identifies the strengths of method and competence (Child Development Institute, 2012). The social-emotional development stage encompasses the capability of learning, creating, and accomplishing numerous new skills and knowledge. Furthermore, this stage is inclusive of exploring self-competence and self-esteem issues because of unresolved feelings (Child Development Institute, 2012).

According to Erikson, psychosocial theories relate and are the study of personality development within human beings. Personalities are formed in the various stages that encompass developments through life experiences (Erikson, 1968). Erikson identifies eight psychosocial stages, which are Stage 1: trust versus mistrust, Stage 2: autonomy versus shame and doubt, Stage 3: initiative versus guilt, Stage 4: industry versus inferiority, Stage 5: identity versus role confusion, Stage 6: intimacy versus isolation, Stage 7: generativity versus stagnation, and Stage 8: ego integrity versus despair. The psychosocial stages are critical in identifying the ego identity, which is development of social interaction and consistently changes because of our experiences and interactions with other individuals (Erikson, 1980). Psychological development that is successful contributes to one's personal growth, which is show the individual image of one's beliefs and values from birth until adulthood.

The theory of cognitive development is used to perceive actions of mental and physical operations through interpreting knowledge. Cognitive schema regarding the

beliefs, values, and assumptions are detailed in Piaget's (1983) cognitive developmental theory (Tehrani, 2007). The goal of the theory is to explain the mechanisms and processes by which the infant, and the child, develops into an individual who can reason and think using hypotheses. Piaget's cognitive development focused on children constructing an understanding of the world, having the experience of what children should know or discover within their environment (McLeod, 2012).

Piaget identifies four stages of cognitive development, which are Stage 1: the sensorimotor stage, Stage 2: the preoperational stage, Stage 3: the concrete operational stage, and Stage 4: the formal operational stage. Piaget's theory is based on a qualitative rather than quantitative change and ability within children utilizing their thinking skills as they move through the four stages (Piaget, 1983). Additionally to the four stages, Piaget introduced concepts, which influence how children grow and learn. The concepts are identified as schemas, assimilation, accommodation, and equilibration, which add a better understanding to the changes and occurrences during cognitive development (Piaget, 1983).

Managers have the ability to influence employees for greater productivity and effectiveness (Uğurlu, 2013). Managers in the business environment are interested in constant productivity from their employees (Uğurlu, 2013). In this study, the managers are known as the schoolteachers, because the employees are recognized as the students. Schoolteachers' actions can make a significant difference in the function of managing and motivating employees, which the employees are the students coping with their parent's deployment to foster better performance outcome. The schoolteacher should have the ability to understand and identify the problems that their students may

experience. Additionally, the schoolteachers should have the ability to assist, solve, and enhance the coping issue presented in the classroom environment for an effective and productive learning environment.

Schoolteachers are professionals and viewed as leaders to motivate, influence, transform, and employ the students. The transformational leader in this case is known as the elementary schoolteacher that influences its followers who are identified as the children. There are six leadership trait theories that aide in leadership influence, which are the ability to possess the drive, leadership motivation, honesty, and integrity, self-confidence, cognitive ability, and knowledge of the business (Wren, 1995). Leaders observe, therefore the schoolteacher observes the children with objectives to learn and gain greater knowledge (Avolio & Yammarino, 2008).

The transformational leader seeks to influence by becoming a role model, motivate by providing meaning and substance, and stimulate with innovative and creative processes fostering a better relationship and environment (Avolio & Yammarino, 2008). According to Chen and Silverthorne (2005), there is not one specific or best way to influence individuals or a particular style. Being a transformational leader allows strength to be recognized to transform to the needs of the individual or situation, which can leave a positive effect on individuals. The effective actions of schoolteachers may contribute to the coping children presenting better behavioral patterns and coping abilities within the classroom environment.

Definition of Terms

The key words defined below are used throughout the study to assist in understanding the specific words known within the Air Force, but potentially unknown to the individual that is nonmilitary affiliated.

Department of Defense Education Activity (DoDEA): A field activity of the Office of the Secretary of Defense. One of only two federally operated school systems responsible for planning, directing, coordinating, and managing prekindergarten through 12th grade educational programs on behalf of the Department of Defense.

Family Support Programs: Family support programs were designed to offer assistance and stability for those with a family member deployed (Family Support Services, 2012).

Filial Therapy: Use of play therapy to help children's mental and emotional development and to improve the parent/child relationship (Chawla & Solinas-Saunders, 2011).

Military Deployment: Military deployments are when military members are locked into a specific cycle or rotational deployment schedule in which the member must deploy to a hazardous, combat, or operational environment to complete various assigned or supported missions (Military Deployment, 2013).

Post-traumatic Stress Disorder (PTSD): A mental health problem that can occur after someone goes through a traumatic event such as war, crime, assault, an accident, or natural disaster (National Center for PTSD, 2013).

Psychosocial: Psychosocial is a term that expresses social and psychological behaviors (Psychosocial, 2013).

Video conferencing: A method of holding meetings that allows people who are in different cities, countries, etc., to hear each other and see each other on computer or television screens (Merriam-Webster, 2011).

Assumptions

The phenomenon of effective actions schoolteachers implemented in the classroom environment to aid children in coping with their parent's military deployment can bring assumptions regarding data collection approval, criteria, and honesty from the participants interviewed. The formulation of assumptions made through data collection of this qualitative exploratory single case study will aid in the explanation and clarification of assumptions. Each assumption distinctively relates to the research as the assumptions identify important elements to consider within the study.

The first assumption is that the number of qualified participants to be interviewed can be secured within the proposed population. The second assumption relates to the schoolteacher identifying behavioral problems from children within the classroom environment related to their parent's deployment. The third assumption focuses on obtaining honest answers to open-ended questions from the schoolteachers stating the practiced effective actions to aid in coping mechanisms among their students during the time of deployment for a child's active-duty military parents. A final assumption is that any biases to conducting the interviews and completing questionnaires will be minimized with the confidentiality agreements. By obtaining signed confidentiality agreements to initiate the interview process, individuals may be more inclined to provide open responses.

Scope, Limitations, and Delimitations

Scope

The scope of the study included SAES schoolteachers that taught in the DoDDS system in Belgium with students whose parents were deployed to Iraq, Afghanistan, and

other hazardous zone areas. Maintaining a sample size of 17 interviews with the elementary schoolteachers allowed the data collection to be diverse in feedback and managed effectively (Maxwell, 2005). The experiences of 17 elementary schoolteachers at SAES in SHAPE, Belgium, that have implemented effective actions within the classroom environment to students whose parents were deployed were the main subject of this study.

Limitations

Limitations included participants in the study who had not had to implement effective actions or programs within the classroom environment because of a child coping with their active-duty military parent's deployment. Additionally, the schoolteacher not having the ability to identify a child physically coping and displaying different means of behavior because of the child's parent's deployment is another limitation. Other potential limitations may include a small sample with not enough data due to infrequent deployments or data provided from the participants that is not factual, honest or is too vague.

Delimitations

Delimitations include geographical data collection from SAES schoolteachers in SHAPE, Belgium. Middle school and high school teachers will not be included in this study. Because elementary school-aged children are the focus of the research, results may not be generalized throughout middle school and high school students in various bases domestically and internationally.

Summary

The qualitative exploratory single case study was a tool used to delve into exploring the perceptions to gain an in-depth, comprehensive, and improved understanding about the phenomena of schoolteachers' effective actions taken to mitigate behavioral problems and enhance the classroom learning environment positively while the child is coping with their active-duty parent's deployment. This situation for children proved to be stressful, and imposed on children's customary way of living and performing in the school environment. The study was used to further explore effective actions or programs implemented by schoolteachers in the classroom environment that aid children in coping with the stressors of their parents' deployment, and enhancing classroom performance. Furthermore, the goal of this research was to increase knowledge, awareness, and effective methods for elementary school-aged children coping in the classroom environment with their active-duty military parents' deployment.

Chapter 2

Review of the Literature

Overview

Literature pertinent to the topic guides this research in various forms by developing relative arguments and opinions relating to the specified topic of interest and recommended research (Machi & McEvoy, 2008). A thorough review of the literature allows the researcher to acquire knowledge and data from previous researchers with the intent of filling the gap with a new scope of knowledge and evidence for the study. The literature review presents the various concepts of the life of active-duty military parents who deploy and have to leave their families behind. Regardless of length of deployments, the child and family suffers, in addition to the deployed military member. The child and family suffer from various stressors and psychosocial tribulations (Paris et al., 2010).

The literature presents various indications of issues from deployment experiences and show the gap of how the effective actions schoolteachers take to mitigate behavioral problems and enhance the classroom learning environment positively while the child is coping with their active-duty parent's deployment. The literature provides significant relevance to the study and research reflecting on the various influences on children from parental deployment identifying stressors, psychosocial morbidity, and behavioral issues. The literature identified within the last five years noted the various stressors that families experience and most importantly the stressors and issues children encounter due to parental deployment.

Literature Identifying Stressors on the Active-Duty Parent and Family

Minimal literature existed that captured the stressors and coping mechanisms for the children of deployed parents. Research has identified several stressors and psychosocial tribulations. However, research has not identified how schoolteachers have implemented effective actions to mitigate behavioral problems and enhance the classroom environment positively to aid in children coping with their active-duty military parents' deployment. Viewing parental deployment from the schoolteachers' perspective and the effective actions implemented or taken to include the mitigation of the behaviors may fill the gap in literature that is the focus of exploration for this study. The literature review culminates in an examination of the effective actions or programs implemented by DoDDS schoolteachers within the classroom environment to mitigate behavioral problems and enhance the classroom environment that aid in the child coping while their active-duty military parents are deployed.

Title Searches, Articles, Research Documents, Journals Researched

Over 90 journals, articles, books, and internet sources were researched and referenced to provide relevant, reliable, past, historical and recent studies to create an exhaustive history to create a strong study. Among the studies researched, 40 were retrieved from the EBSCOhost database within the University of Phoenix online database, 10 were retrieved from the ProQuest online database, 25 articles from internet sources to include eight books; identifying stressors regarding active-duty parents and their families, with a focus on the children's coping issues and qualitative research. The books, articles, and journals presented a historical view of the issues related to the topic. In addition to the stressors, psychosocial behaviors among children were identified

through research regarding the emotional, behavioral, and psychological tribulations that children may exhibit in the school environment from their active-duty parents deployment (Allen & Staley, 2007; Card et al., 2011; Chawla et al., 2011; DeVoe & Ross, 2012; Esposito-Smythers et al., 2011; Harrison & Vannest, 2008; Laser & Stephens, 2011; Lincoln & Sweeten, 2011; Mmari et al., 2010; Phelps, Lyons & Dunham, 2010).

Moreover, many articles revealed the effects on the active-duty military member discovering stressors, Post-Traumatic Stress Disorder (PTSD), and other psychological and sociological issues without a focus on the way a child copes in the school environment while their parents are deployed. However, it is important to expound on the internal and external factors relating to the children of active-duty military parents that are deployed and how the children cope during the time of their parent's deployment in the classroom environment. Additionally, expounding on the effective actions taken by schoolteachers to improve the classroom environment and the children coping is critical to this study. This situation presents a gap in the literature that may be filled through this proposed study exploring schoolteachers' perceptions of enhancing the classroom environment and mitigating behaviors due to a child's active-duty parent being deployed. Literature located included stressors on the active-duty member, spouse, and children to include various psychosocial and behavioral issues. There were various suggestions for research, which identifies gaps about children coping and the classroom environment.

Historical Overview

The phenomenon of military deployments during the 21st century has significantly changed and grown because of family separation since the time of earlier

wars, such as the Cold War, World Wars I and II or the Vietnam War (Paris et al., 2010). Although the United States and its military personnel work to maintain world peace and fulfill responsibilities of maintaining world power with other nations, future military deployments must continue to maintain and fulfill the priorities of peace and unity (Codevilla & Gaffney, 1990). The Post-Cold War may have marked a victory, but the military's duties of deployments have not stopped (Codevilla & Gaffney, 1990). The meaningful research of children separated from their deployed military parents has become a phenomenon in today's society (Murphey, 2013). In the military environment and culture, active-duty parents are surrounded by the high possibilities of deployments, whether the active-duty parent is deployed because of war or scheduled rotational deployments (Department of Defense, 2012). Although research and studies were conducted, with the findings reflecting the various psychosocial issues among the children left behind, no research was conducted regarding how the children cope with their military parents' deployment in the school environment and the actions that school teachers take to mitigate or help coping.

Parental Deployments and Dependent Separation

Nearly half of the United States military branches make up approximately 44% of active-duty parents with children and 14%, which are single parents affected by deployment (Murphey, 2013). Women are included within the active-duty parents serving in the military making up approximately 16% of the active-duty military members throughout the military branches of service that deploy (Murphey, 2013). The risks facing children of active-duty parents that deploy are at a high rate causing an extreme amount of stress on the families and the children. The article included an

explanation of the implications of the trauma on children with deployed parents and the importance of communication. The research stated to further identify programs that may assist in providing effective outcomes (Murphey, 2013).

Deployment: Your children and separation (2012), expressed thoughts regarding implementing ideas that may help a child cope with their military parents' deployment. This encompasses the need to communicate by expressing feelings, letting children know they are loved, communicating with schoolteachers and honest communication with children. Additionally, various signs of separation anxiety are listed for further perspectives.

Aranda, Middleton, Flake, & Davis (2011), focused on identifying the effects of military parents deployment and the psychosocial symptoms of children. By use of a checklist, the relationship of parental military deployment and psychosocial development was investigated. The parent-child relationship is compared to their statistical outputs based on parental knowledge and child experience.

The military parent is challenged with deployment and separation from their family. Therefore, children have become a higher risk to experiencing psychosocial disorders because of their parent's separation. The study by Aranda et al. (2011) clearly identified the emotional and behavioral issues among children because of their parents' deployment, versus children without a deployed parent. The results showed the risk of children experiencing significant psychosocial development issues (Aranda et al., 2011).

Because of the ongoing conflicts in Iraq and Afghanistan, multiple deployments continued to take precedence and remained on the rise (Columbia University, 2010). The article finds greater issues in the number of times parents are physically deployed.

Additionally, further problems were identified in girls, to include additional issues from children that did not reside on a military base in base housing. Also, the Columbia University (2010) study showed no significant difference in issues from children of deployed family members between each of the different military branches of service. In this aspect, each branch of service has deployment rotations and requirements causing military parents to be deployed away from their children and family (Columbia University, 2010).

University of California – Los Angeles (2010), identifies children of combat-deployed parents exhibiting increased worries, even after their parents returned. The article delves into the adjustment children experience while their parent is on a military deployment. The reflections indicated a difference between the boys and girls behavior and emotional problems through possible increased military deployments, which cause anxiety and depression among children. Additionally, this research substantiated various studies identifying the differences between length of deployment and the number of times the active duty parent is deployed away from their families.

How deployment stress affects children and families: Research findings (2009), unveiled how families are affected by deployments, to include percentages of depression, PTSD, and anxiety. Children's reactions included ongoing studies of struggling with change, and the absence of their deployed military parents. Mental health was identified and noted through the adjustments among the children missing their parents.

Bunch, Eastman & Moore (2007) researched the effect of the deployment of fathers versus deployment of mothers, to include an increase in grandparents having the additional duty of caring for their military grandchildren. Reflections were identified to

show the difference in and attachment between fathers, mothers, and grandparents. As part of the study, Bunch et al. (2007) questioned the tasks and duties required, and whether grandparents were capable of this additional duty, and the added stressors that were attached when caring for the children left behind.

The main responses identified were the stressors associated with grandparents caring for their grandchildren, and the significant changes in personal lifestyle. Furthermore, the lack of support from programs on a military installation were described, as those programs were geared toward the military dependent spouse, and made no provisions for grandparents, which was an added stressor. Bunch et al. (2007) stated that further research was needed to acquire information on how the children are affected in this situation, and how the grandparents coped with the additional duty and life-changing role of caring for their military grandchildren. This study will focus solely on the coping strategies of the military child.

Huebner, Mancini, Wilcox, Grass, & Grass (2007) expounded on individual uncertainty related to military deployments, to include recognition of psychosocial behaviors, relationship issues, and changes in daily routines. The vision to recognize loss and uncertainty because of the situations each individual experiences foster encouragement for parents to be psychologically present in the situation. Without recognition of daily routines, and having situational awareness of the deployment time frames can create stress for military children and families (Huebner et al., 2007).

Huebner et al. (2007) completed data based on various focus groups, with a concentration on perceptions of uncertainty, mental health changes, and issues with relationships. The adolescents expressed themselves in an open and honest dialogue

reflecting on their perceptions of feeling lost during their active-duty parents' deployment. The expressions of loss from the adolescents allowed connections to be made in showing the non-active-duty parent left behind the issues and attention that was needed. In some instances, children believed they have an increased responsibility. The research shows support of author's implications and theory.

Micale (2006) identified the changes teens experienced when their parents were deployed, such as behavior, family relationship, routine, responsibilities, and communication habits. Many children found themselves segregated from the non-deployed parent or caretaker during their active duty enlisted parent's absence. Additionally, it was perceived that the homecoming of the deployed active duty enlisted parent would be a refresher for the parent-child relationship, which actually ended up a more difficult situation than expected.

Children and Psychosocial Developments

Greenberg (2013) addresses issues of developmental and behavioral problems within children that have deployed parents. With the various needs for active-duty members to deploy, Greenberg (2013) identifies the changes in deployment and the boundaries that differ making active-duty military members deploy more often. Children affected by their active-duty military parents' deployments may or may not have a negative effect (Greenberg, 2013). Some children may have positive effects where the children are more helpful to the non-deployed parent or caregiver.

Greenberg (2013) desired to understand and ask many questions relating to how children respond when the active-duty military parent is deployed or what happens to children with no military community around. Additionally, Greenberg identifies the

many factors to consider such as child development, age, resilience, and military support systems that may be available in the situation of a child coping with a deployed military parent (Greenberg, 2013). The situation of the child coping in the school environment is not clear and how teachers mitigate any behaviors and implement coping mechanisms. Greenberg (2013) stated that 1.8 million children are affected with having deployed parents. Furthermore, Greenberg stated middle-aged schoolchildren might have issues that can be helped with the assistance of parents and teachers with identification of the coping issues (Greenberg, 2013).

Card et al. (2011) performed a meta-analytic review of internal, external, and academic adjustment among children of deployed military parents. The research included age range and family association viewing adjustment relations. The goals of the Card et al. (2011) study were to review literature determining the association of adjustment within children viewing symptoms of depression, aggression to include grades and academic achievement.

Card et al. (2011) identified internalizing symptoms of children experiencing anxiety and behavioral issues. Externalizing symptoms identified were children expressing aggression and breaking rules to include an academic adjustment identifying grades and achievement test scores. Results found the proposed symptom and their relation to deployment as problems and concerns. Identifying symptoms of aggression and breaking the rules set the precedence for researchers to understand the theory behind children's varied reactions to their active-duty parent's deployment further.

De Burgh, White, Fear, and Iversen (2011) evaluated the various literature and articles presented to identify the psychosocial elements on spouses of deployed military

personnel. The quest was to understand the associated elements of war and the effect of separation between the military member and their family. Additionally, the correlation of PTSD and military deployments is researched with emphasis on the service member having PTSD symptoms overall affecting the family relationship prior to deployment.

De Burgh et al. (2011) recognized the limitations within the study and understood that the research was incomplete and further research was needed to evaluate effectiveness and accuracy of the identified elements. Identified elements were the possible additional information comparisons of all branches of military service versus only two identified branches of service. The study acknowledges the psychosocial elements with additional research needed to compare the branches of service.

The study by Mmari et al. (2010) focused on children, their parents, and school staff regarding the social connection and ability to identify challenges and receive support from the school staff during military deployments. The study objectives were to identify the stressors among children, the communication and social elements between parents and their children to include the coping strategies. Mmari et al. (2010) believed having an understanding of the stressors may aid in further intervention methods.

Theoretical models of stress and coping were reviewed initiating with the family environment through relationship and information awareness concerning military deployments. The communication filter is important between parent and school to identify the programs available for children of deployed military members. However, of importance is the school system and military to acknowledge the military children, children of deployed parents and those needing additional guidance because of behavioral issues. Implementing school support systems and informing the school of the possible

military deployments requiring the active duty enlisted parent to leave the child may provide a better adjustment to the stressors experienced (Mmari et al., 2010).

Phelps et al. (2010) reviewed the effect of military deployments on elementary school children and their academic achievements while their active duty military parents are deployed. The comparison of two schools and identification whether deployment is significant in children's academic achievements were reflective within the school's agenda and programs potentially causing added stressors.

The study proved there was a significant drop in academic test performance among children. Recommendations included the increase of supportive services for families of those military members deployed. Further investigation is needed to provide better accuracy of academic sustainability for children of deployed military parents (Phelps et al., 2010).

Sheppard, Malatras, and Israel (2010) reviewed literature on the effect of military members' deployments and how the families were affected. Formulating a model suggesting stability within families is further explored. The model of implementing stability requires the basic understanding of the characteristics of military deployments.

In a comparison of previous wars and deployment, there was a difference in PTSD as an ongoing issue with newly deployed military personnel. In addition to military deployments and families left behind, children were considered mistreated in the process. Studies noted a significant decrease in children's test grades and increased stress levels, heart rate, and blood pressure. Families inexperienced with deployments were noted as more at risk than other families who were prepared and had an understanding of the deployment requirements. Sheppard et al. (2010) suggested understanding the effect

of deployment on families and service members would aide in understanding the underlying issues associated with military deployments. Lyle (2006) explained the comparisons of military deployments and job relocations on the academic achievement of children. The study shows various mechanisms and formulations comparing deployed parents and relocations by gender, race, military rank, and amount of time deployed.

The effect of parental deployments was more significant than relocations with regard to the effects on children's academic achievement. The findings showed that there were minimal effects of parental deployments and relocations on children's academic achievement. Therefore, further evaluation was needed to explore possible academic achievement affects over time. Various statistical outputs reflecting differences within military parents' gender, race, military rank and consecutive deployments were compared, with minimal differences noted (Lyle, 2006).

The extensive research provided various observations and comparisons on differences within gender and age. The presentation of research provides understanding of the military culture and relationship to include understanding children's psychosocial developments in relation to their active-duty parent's deployment.

Current Findings

Deployment Awareness and Influences

The State of North Carolina has recognized how deployments of military members affect the families and children (NC Supports Military Children, 2014). Identifying the shift in responsibilities and noting the distribution of duties on the non-deployed parent or family members that may care for children can be stressful. A study of children within the classroom, and about how teachers could mitigate or help the child

cope has not been noted or identified, but suggestions of potential behaviors and stressors were suggested. NC Supports Military Children (2014) identifies stressors to look for such as children unfocused, depression or withdrawal, inability to participate, drug or alcohol abuse, violent or dark drawings and emotional moments filled with crying and outbursts.

Behaviors tend to be different within each child's age group with specific or various reactions of behavioral changes through the time of the child's parental deployment (NC Supports Military Children, 2014). In an effort to help educators and family, the North Carolina Department of Public Instruction and the North Carolina National Guard created this website to provide information and resources to public schools and families during times of deployment (NC Supports Military Children, 2014). The links found within the website assist families with explaining deployments and the effects of deployment to include stress indicators for teachers to identify (NC Supports Military Children, 2014). Overall, the website has created a single research area for individuals to select helpful resources during the times of deployment.

The White House identified a new campaign known as *Joining Forces*. Joining Forces is a program that increased the participation of businesses in support of the military community. The White House wants to ensure military members and veterans are provided enough support not solely from the military community, but also the civilian community (Department of Defense, 2012).

The National Association of Social Workers partnered with Joining Forces to provide support for military family and community. The Joining Forces program recognizes the issues of parents having to deploy and leaving their families behind causes

much stress; even after the deployment, and the hardship encountered on the entire family. Having the flexibility to obtain treatment within the civilian community offers variety and diversity from the physicians and for various forms of treatment. In addition to the social workers joining the program there were many doctors and nurses associations' that collaborated with the program (Department of Defense, 2012). Programs, such as Joining Forces, create unity within the military and civilian communities, to include an increase in the network of treatment for military members and their families.

Kelley and Jouriles (2011) used papers to foster understanding on the demands of United States military operations. Reviewing the theoretical research shows the increasing effect on families and children. Kelley and Jouriles (2011) identified the effects on military members' partners and children in relation to the military member's deployment status and frequency. The overall goal was to increase awareness and understanding, to include individual interest in deployment influences on family and children functioning.

Previous years of deployments outcomes have focused on the active duty military member having PTSD. However, with the current society and its obligations, families and children are amongst those identified exhibiting psychosocial patterns of behavior (Kelley & Jouriles, 2011). Suggestions within the study focused on mental health experts within the military and civilian sectors to become collaborative and offer more service to the military member and their family.

White, de Burgh, Fear, and Iversen (2011) research the effect on children of deployed parents. White et al. (2011) attempted to review the stressors within children

and the increase of emotional and behavioral disorder. Based on the findings of the research, it was noted that such gaps in research identifying the individual development of in-place interventions should be further investigated if there was an increase in psychosocial behavior. Additionally, the research findings questioned whether future research would include literature on the prospective developments among children and families (White et al., 2011).

Lincoln and Sweeten (2011) reviewed the many stressors of military parent's deployment and leaving children and family behind. The study was conducted by three case studies viewing personal reactions and issues related to parent's deployment. The focus was providing additional medical attention to those children of deployed members whom reflected psychosocial issues. Parental acknowledgment and considerations for assistance will aide in a stable plan for the child.

Results from Lincoln and Sweeten (2011) showed less stressors and marital issues with significant communication efforts. Reviewing the case studies confirmed the various issued assumed by Lincoln and Sweeten (2011). Acknowledgement of informing the child's school of military assistance programs will help foster a structured plan for children who experience learning disabilities and present psychosocial behavioral issues. The acknowledgement and combination of the programs may provide psychological adjustments within the children.

Laser and Stephens (2011) described the issues surrounding military family preparation and separation through the stages of deployment. Stages of deployment identified were pre-deployment, deployment, and post-deployment. Laser and Stephens

(2011) noted clinical interventions as an aide during each of the identified stages of deployment.

Stress was significant during all stages of deployment for the military member and their family. The article focused on two-parent households; however, there are many other family situations, such as a single parent household, and individuals who are not married but reside together, because of having a child together. Understanding the various stages of deployment further allows improvement within family functioning and developments. Various issues led to unresolved conflicts if communication was not at the forefront of the relationship. The affected in turn will need to use support groups to maintain a stronger relationship and family foundation (Laser & Stephens, 2011).

Hall (2011) stated a need existed for social workers to understand the military culture to further support and provide care for the military community. Without an understanding of the military culture, there would be a barrier between the military and social workers without effective work ethics from the social workers. Hall indicated the significance of social workers and the military community working together to extend the amount of resources needed for military members and their families.

Social workers having an understanding of the military culture are beneficial in assisting with cognitive-behavioral therapy among children. Understanding the characteristics of the military and working with the diverse culture of individuals significantly increases the social workers literacy. According to Hall (2011), understanding the military culture starts with why individuals join the military, the different characteristics such as military deployments and permanent change of stations, structure, education, mission, and sacrifice. Hall (2011) explained the structure and

culture as most important, which will allow social workers to have a better perspective of what the military entails.

A Department of Defense (2011) report expounded on the critical health elements of military service members and their families. The mission was not only to maintain and provide awareness for the health of military service members and their families, but also to build upon the social needs for the military family of a deployed service member. The President of the United States recognized the health of military service members and their families as a national priority (Department of Defense, 2011). Therefore, the President noted that the support as needed for the well-being and psychological health of military members and their families. Building awareness fosters growth within the community to maintain physical and psychological health among the military member and their family. Additionally, children's education and their development are critical to the learning cycle and cognitive development.

Savitsky, Illingworth, and DuLaney (2009) described civilian social work practices and their relations and knowledge to the military community. The effect of the military lifestyle and the ongoing military operations were researched for civilian social workers to help acknowledge their place within the military community through assisting military members. The acknowledgement of service members serving in mass amounts of numbers in today's society versus war and military operations in the 1990s and prior has further identified a need and importance for civilian social workers. The adjustment of a two-parent household converting to a single parent household is a significant change for the children and the parent left behind. According to Savitsky et al. (2009), the civilian/military social work collaboration is to support the civilian social work sector and

to provide the best situation and aide for the children of deployed military parents. Additionally, the school social work provider can provide support as a filter between the school and home environment. Furthermore, with identification of deployment from the active-duty military member, the schools in the civilian sector may have the ability to add to the range of services offered for the military member and their families.

Lincoln, Swift, and Shorteno-Fraser (2008) reviewed the psychological risks of children with their parent's deployment, to include understanding the culture and defining treatment. Lincoln et al. (2008) revealed issues causing stress and psychological problems within children. The study findings expressed the effects of deployment on children and the current knowledge of various situations. The Lincoln et al. (2008) study focused on the relationship of military deployments to abuse, violence, and child mistreatment.

Psychological patterns identified vulnerabilities within children and families of deployed military members. Recommendations included identification of children and families, in addition to establishing and integrating programs to aide in the better treatment of the children. The study reviewed the medical attention and services required, and how they were related to the effects of deployment (Lincoln, Swift & Shorteno-Fraser, 2008).

Williams (2007) selected various research articles identifying the psychosocial effect on children through acts of violence and revealed that the direct and indirect affect in which resilience should be implemented upon identifying psychosocial issues among children. Strategies and approaches to provide immediate and long-term interventions

will give a different approach rather than minimizing the signs of any psychosocial issues children may experience.

The papers researched illustrated preventive methods in child psychosocial development from violence, disasters, or other means of distress. The events experienced caused family disruption and psychosocial behaviors among children. The children's resilience to adapt to normal conditions after experiencing terrorist activities, war, violence, or disasters was different among children. The stressors were a direct affect showing cause of trauma and change in behavior patterns differing by age groups. Williams (2007) offered feedback on identifying the psychosocial relationship children had through their experiences.

Hoshmand and Hoshmand (2007) explored the relationship between military and civilian communities with the encouragement of psychologists to become more involved with research and program development for military families and their community. Because of the geographical make-up between civilian and military communities, it was essential for civilian psychologists to support the issues found within children and families of deployed parents. Civilian areas and programs have military children that attend or reside in those perspective areas and display emotional or behavioral issues because of parental military deployments.

The idea of merging the research and researching the depth of military deployments and the effect on children could provide further information that is beneficial to those involved to include individuals noticing the effects of schoolchildren (Hoshmand & Hoshmand, 2007). The article stated the combined efforts and recognized how the increased amount of medical attention had an extensive effect on the high costs

of medical treatment or services. The parents and the children identified and acknowledged the relationship of stress to deployment.

The concerns of child abuse and neglect were explained, encouraging community psychologists to be involved with building community and military joint relationships. Moreover, the lack of support from Army units and leadership further created the foundation for civilian psychologists to aide in the betterment of the affected children and families. Recommendations were to encourage unity and eliminate barriers to include training and growth of civilian psychologists to understand the military culture (Hoshmand & Hoshmand, 2007).

Support for Children

Waliski, Bokony, and Kirchner (2012) explored how combat-related parental deployments affect preschool-age children through utilizing the resiliency model of role performance for service members, veterans and their families. The resiliency model of role performance by Bowen and Martin (2011) identifies social communication, individual assets, self-orientation, behavioral health, and role performance (Waliski et al., 2012). The results identified a social connection decrease among families and revealed how assets influenced the families' role performance (Waliski et al., 2012). The behaviors of children and the roles of parents changed resulting in a need to identify improved support from the military and community (Waliski et al., 2012). Families from the study identified several programs that provided support such as Military One Source, Family Readiness Group, Give Parents a Break and the Suicide Hotline (Waliski et al., 2012).

Waliski et al. (2012) identified the needed services for deployment of military members such as child care, private and financial counseling for families, improved communication between the family and public schools, community awareness and support, legal and power of attorney understanding and school curriculum's that identify and explain deployment and separation. Additionally, suggested strategies for deployment of military members include communication with families and children through phone calls, electronic mail, pictures, and video conferencing (Waliski et al., 2012). Acquiring support, taking vacations, being interactive with the children, and avoiding the news and specific stories are additional strategies that may be helpful (Waliski et al., 2012).

Family Support Services (2012) identified the various programs offered under the family support services for aid in military deployments and general well-being among family. Military.com is a website that provides information for military families to identify support services and serves as an information guide to the various operations and programs. The purpose of the website is to be a centralized site with this information to connect the military community and provide resources about the service benefits.

Each branch of the military has specific names for their unit, personal, and family support services. Family support services provide resources and information to families of deployed military members, to include a host of other generalized information, such as financial support and educational options. The Military.com website can connect military members and their families with other military individuals and can be a starting point for the non-deployed parent to acquire information. The organization continues to

provide well-rounded information and services fostering increased information literacy (Family Support Services, 2012).

Chawla and Solinas-Saunders (2011) focused on the effects of the parent-child relationship and the child's well-being in relation to deployed parents. Chawla and Solinas-Saunders (2011) expounded on the use of filial therapy involving the use of play therapy to help children's mental and emotional development as an intervention method and the rationale for doing so. Chawla and Solinas-Saunders (2011) also identified the relationship of parental symptoms correlated with child symptoms because of the military parents' deployment.

Chawla and Solinas-Saunders' (2011) presentation of research was presented by showing the effective use of filial therapy among diverse nationalities and children of various ages. The transformation of stress from the parent left behind correlated to the child's stress levels and psychosocial behaviors. The research was presented with detail and justification through various references expounding on the parent-child relationship among the diverse ethnic groups. Filial therapy has shown improvements within the parent-child relationship with learning processes for the parent to aide in the betterment of the child's psychosocial behavioral problems.

Park (2011) expounded on the research pertaining to the research's strength of existing programs that provided help to military children and their families with a deployed military parent. The obstacle of acquiring defined research that showed the effect of a military parent's deployment and the effects on children did not provide much substance, according to Park (2011). Park (2011) presumed that the psychosocial well-

being would help to provide better working programs focusing on the strengths and weaknesses of the children and their families.

Beyond the programs in place to provide assistance, noted is the long-term uncertainty of psychologists having the ability to maintain and sustain working programs for the children. The research findings indicated that further research was needed by possible psychologists in determining exact needs and program features based on the context of each individual (Park, 2011).

Behavioral Constructs to Enable Coping

Military Children, Deployment and Behavioral Health Care (2014) stated, “There are more than 1.2 million military children between newborn and adolescents” (p. 1). The site identifies that military children may potentially be at higher risk than civilian are children without military parents having to deploy for behavioral health conditions. Additionally, military children develop more emotional cycles at different age groups that potentially develop behavioral problems at home and within the school environment (Military Children, Deployment and Behavioral Health Care, 2014).

The article suggests for the use of behavioral health visits for children experiencing issues coping with the active-duty military parent’s deployment to include external resources in helping parents communicate with children about deployment. Suggested activities are communication between the non-deployed parent and child, activities with the child, games, family pictures and discussions about the child’s feelings (Military Children, Deployment and Behavioral Health Care, 2014). The underlying message and relationship to other articles remains that parents should have consistent

communication with the child and possibly the teacher to identify and behavioral and coping issues displayed.

Esposito-Smythers et al. (2011) provided a theoretical review and guide to incorporating or developing treatments for military children experiencing stressors from their parents' deployment. The research provided an overview of the treatments and preventive methods in place, to include recommendations for treating children. Additionally, reviewing caregiver support and knowledge played an essential part in managing a child's emotional and behavioral outcomes.

Esposito-Smythers et al. (2011) identified gaps in the research that theoretically defined the types of treatment available for children experiencing psychosocial issues. In addition to increasing one's knowledge and education by learning the steps and requirements of military deployment and preparedness, direction to preventive methods can be received. The research clearly identified challenges and issues, to include recommendations that could be beneficial.

Riggs and Riggs (2011) described a family attachment network model for military families to use during deployment of a military parent. Risk and resiliency were viewed and compared, in relation to military separations and the reuniting phase. The model offers intervention methods to implement with the family during the active-duty military parents deployment.

Individual development and strong family bonding are essential to the growth process, sustaining resilience, and maintaining developments within the family attachment network model. The individual relationship models are distinct to each individual and specific family relationship. Communication and the family belief system

drive the family adaptation during deployments. The theory based model presented by Riggs and Riggs (2011) allows future researchers to implement intervention methods and strategies where needed with families, to include extending from two-parent households by including single parents.

Bradshaw, Sudhinaraset, Mmari, and Blum (2010) reviewed and compared previous quantitative studies with a new qualitative study focusing on school and area transitions for military students. Children's stressors are identified to include personal adjustments and recommendations. Understanding the transition stressors allowed Bradshaw et al. (2010) to identify strategies for schools to implement with children in this situation.

The focus groups in the Bradshaw et al. (2010) study consisted of children, parents, and the school staff to identify various stressors from each group. Parents were concerned with quality of education upon moves and transitions. Children were concerned with their social environment and loss of routine when one or both parents are absent from their daily routines. School staff struggled with dealing with the children coping with the absence of their parents and possible new school transition by not knowing how and what to communicate with the children (Bradshaw et al., 2010).

The military environment versus the civilian school environment showed a difference in assisting in children coping with stressors of the child's parent being deployed. Therefore, the school staff required further training within the civilian community regarding dealing with children with absent military parents. New strategies would include increasing the communication relationship between the school and parents to include children. Providing training for teachers and staff regarding dealing with

military children can increase awareness. Finally, putting policies in place would support military children during stressful times of separation from the active-duty deployed parent (Bradshaw et al., 2010).

Harrison and Vannest (2008) focused on support as the total concept and providing awareness and understanding to children of deployed military parents. Harrison and Vannest (2008) intent is to incorporate activities as ways that educators can support the children and increase their academic achievement. Additionally, identifying factors to minimize psychosocial issues was researched.

Negative synergy from parents correlated with the child's behavioral and emotional affects. The need for training in coping skills was found to be beneficial for both the parent and the child. Some research found that implementation of teacher, student, and parent-focused support groups provided awareness and the ability to cope with the absence of a deployed parent (Harrison & Vannest, 2008). Implementation on a school-wide scale fostered increased productivity academically and less behavioral issues. Therefore, the study findings were appropriate and justified by the courses of action implemented.

Allen and Staley (2007) shared strategies for teachers to help children in coping with their deployed parent. The amount of stress contributed to a parent's deployment affected children within the school environment. Explorations of the study included acknowledging an issue of children coping with their military parents' deployment, supporting the children, and noticing any stressors.

Implications indicated the knowledge and capabilities needed to foster treatment and aide for children coping with their military parents' deployment. Initial action was to

communicate by allowing children to express themselves. Therefore, recognizing changes can aide in the initiation process of helping children. The feedback, support, and suggestions provided by the article could aide in the betterment of children coping with their parents' deployment (Allen & Staley, 2007).

Rush and Akos (2007) argued the strengths and weaknesses of children left with caregivers because of parental military deployment and a desire to design a phase to help children with any psychosocial behaviors. Rush and Akos extended preventive measures within the school environment to help children cope with the reality of their deployed parents absence. The research expounded upon support groups, creating a total concept theme for the betterment of the children affected.

Rush and Akos (2007) focused on support groups for children having the ability to communicate through expressing themselves and feeling comfortable with other children. The groups allowed children to increase their literacy through a safe environment acknowledging psychosocial behaviors. The example of sessions completed provided the ability for children to sustain and continue to perform academically as if the military parent was not deployed. Group activity provided a better foundation for the stated situation, versus a child coping alone, minimizing their communication and holding their feelings internally.

Conclusion

The literature review included the topic of psychosocial issues among children because military parents deployment (Bunch et al., 2007; Card et al., 2011; Esposito-Smythers et al., 2011; Huebner et al., 2007; Laser & Stephens, 2011; Lincoln et al., 2008; Lincoln & Sweeten, 2011; Lyle, 2006; Micale, 2006; Phelps et al., 2010; Riggs & Riggs,

2011; Sheppard et al., 2010; White et al., 2011). Research revealed that no single experience can represent the multiple and diverse experiences military individuals and their families encounter during military deployments. Understanding the various paradigms of the United States military was beneficial to understanding the various problems and situations associated with one element of military involvement, which are deployments (Hall, 2011).

Factors of behavior that were likely to be found in the classroom environment were psychosocial development issues, academic adjustment, depression, aggression, anxiety, and behavioral issues (Aranda et al., 2011; Card et al., 2011). The need to further identify coping issues, mechanisms, and psychosocial issues, to include communication and knowledge of the child's parent deploying, was recommended for further research (Allen & Staley, 2007; Harrison & Vannest, 2008; Hoshmand & Hoshmand, 2007; Park, 2011).

Summary

In the school environment, it was clear that the civilian and DoDDS systems should have the ability to identify coping issues with children by initially knowing a military child from a civilian child, and when the military children's parents are scheduled for deployment. Allen and Staley (2007) provided implications for knowledge sharing to increase awareness and possibly reduce stress on the children, their educational environment, and in their homes. Scholarly material researched identified a need for better social connections between the military family and the school system. A reduction of psychosocial tribulations and the way children cope can be reduced with

communication and effective programs identifying emphasis on the various stages of deployments and the symptoms associated during each stage.

Chapter 2 included research articles and scholarly journals identifying the psychosocial tribulations associated with the military children's parents' deployment, to include a change in academic performance within the classroom environment.

Additionally, symptoms and concerns of the child's coping issues due to military deployment were with the need to mechanisms to aid in the child coping with their active-duty parents' deployment. The research revealed issues of communication and possible notification with schoolteachers.

Chapter 3 will introduce the research methodology, the appropriateness of the design, population, sampling, and data collection methods, and procedures. The data analysis process was explored, to include the internal and external validity, which aided in the exploration of the proposed research question.

Chapter 3

Methodology

The purpose of this qualitative exploratory single case study was to explore the perceptions of Supreme Headquarters Allied Powers Europe (SHAPE) American Elementary School (SAES) schoolteachers in SHAPE, Belgium. The study explored how effective actions taken may minimize behavioral problems, while enhancing the classroom's learning environment positively while the child is coping with their active-duty parent's deployment for the children in grades one through grade six. Research has shown that because of military deployments, cognitive and behavioral changes are noticed among the children caused from long periods of separation from their active-duty military parents' deployment (Jensen, Lewis & Xenakis, 1986). The qualitative exploratory single case study may be valuable in providing or developing interventions by acquiring data and yielding the most information possible from the schoolteachers (Baxter & Jack, 2008).

Research Method

The qualitative exploratory single case study was an exploration of the perceptions of Department of Defense Dependents School (DoDDS) schoolteachers and the effective actions taken to mitigate behavioral problems and enhance the classroom environment for elementary school-aged children, in grades one through grade six, coping with their active-duty military parents deployment. The purpose of the study was to explore the perceptions of SAES schoolteachers in SHAPE, Belgium, about how effective actions taken may minimize behavioral problems, while enhancing the classroom's learning environment positively and assisting with the child's coping issues

during their active-duty parents' deployment. The study provided data identifying emotional or behavioral coping issues or patterns that the schoolteachers' students may have displayed because of the student's active-duty military parents deployment. Also included were the effective actions schoolteachers have taken to enhance the child's classroom environment and mitigate behavioral problems through administering a questionnaire to the schoolteachers to identify their perceptions. Additionally, how children cope is significantly important to schoolteachers as the schoolteachers may have the ability to prevent children from becoming high risk for psychosocial morbidity, minimizing health, stress measures, and negative behavioral patterns.

The notification of the parents' deployment would provide an indication of measures and patterns of different behaviors to notice or identify, as exhibited by the children, within the school environment (Waliski et al., 2012). The goal of this research was to increase knowledge, awareness, and identify effective methods of schoolteachers assisting elementary school-aged children coping in the classroom environment with their active-duty military parent's deployment. This goal provided meaningful information for not only the schoolteacher, but also the ability for children possibly to communicate with the schoolteacher with the intent of the children becoming comfortable with expressing their thoughts and feelings. The research brought knowledge and awareness to SAES, schoolteachers, administrators, counselors, school staff, and DoDDS on the various military installations worldwide with the intent to form a better support network and relationship with the children's non-deployed parent or caregivers.

The results of the study aided in the schoolteachers' awareness with the ability to assist and provide effective learning and communication with the child whose parents are

deployed. Externalizing symptoms identified through a literature review were children expressing aggression and breaking rules, to include an academic adjustment, identifying homework grades, and achievement test scores (Card et al., 2011). Results from the Card et al. (2011) study identified the proposed symptoms and their relation to deployment as problems and concerns. The identification of the symptoms expressing aggression and breaking rules set a precedence for researchers to further understand the theory behind children's varied reactions to their active duty parent's deployment (Card et al., 2011). The schoolteachers should be informed of military culture, the requirements of active-duty parent's deployment, deployed parents leaving their children, and the psychosocial tribulations that may be displayed during times of parental deployment.

Chapter 3 identified the research method and appropriate design, the population, sampling and data collection procedures. Additionally, the intended instruments to use for the study and the data analysis process will be identified.

Research Method and Design Appropriateness

There are various forms of research methods to consider for this study, such as a quantitative, qualitative, or a mixed method approach. The designs to consider are exploratory, phenomenological, or case study. Categories for case studies were identified as explanatory, exploratory, or descriptive (Yin, 2013). The qualitative method is used to understand the phenomena through exploring the various issues associated with the specified topic making it an appropriate method to use (Maxwell, 2005). Qualitative research allows the individual to explore and evaluate the possible perceptions through interviews. According to Yin (2013), a single case study is appropriate because this study focuses on answering how and why questions (Baxter & Jack, 2008). The

exploratory single case study describes the phenomenon and real life context in which the situation occurred (Neuman, 2006; Stake, 1995; Yin, 2013).

This exploratory single case study focused on the individual case where the schoolteachers observed various behaviors from their students and implemented effective actions to mitigate behavioral problems and enhance the child's classroom learning environment and experience because of coping with their active-duty military parents' deployment. The focus of a single case study is to detail and analyze more than one case, whereas phenomenology is the study of how individuals experience a particular phenomenon (Neuman, 2006). In this research, SAES is the case in which the schoolteachers' perceptions were explored to understand and identify classroom experiences providing the optimum methodology and design with inductive logic (Neuman, 2006; Yin, 2013). Additionally, choosing the single case study design allowed the collection of data, to use other data sources provided by previous researchers, and to explore the data in the real life or real world environment by explaining the phenomenon (Yin, 2013).

Qualitative research provided the foundation based on the phenomenon and understanding of how children cope in the school environment. Without identifying the amount of children, but a true understanding of the effective actions taken or implemented by the schoolteacher to mitigate behavioral problems and enhance the classroom learning environment provides qualitative substance. The inductive direction focuses on what is taking place within the classroom (Neuman, 2006). Obtaining key details of the social change that occurs is more important than collecting numbers, such as in a quantitative approach. Therefore, the qualitative approach of obtaining the depth

of how children cope with a deep conclusion of the occurrences in the school environment from the schoolteachers further enhanced the research and the proposed study.

The semi-structured interviews were conducted face-to-face, by phone, and Skype to administer a questionnaire for a period of one-hour. Collected data were transcribed, analyzed, and coded searching for a common theme to provide answers and further information based on the research question and maintaining privacy by not including the participants' names within the study. Interviews were conducted in a private setting, allowing all information received to be considered private information. In addition, participants were allowed to withdraw from the study at any time with the data received from the participant to be erased if voice recorded and shredded if any information is written.

Population

The population consisted of 17 elementary schoolteachers in the DoDDS military school system at SAES in Belgium providing a sample size small enough to acquire relevant data (Cooper & Schindler, 2003). Elementary schoolteachers had the ability to provide their perceptions and views of mitigating behavioral problems to include implementing effective actions or programs to aid in a better classroom learning environment due to the child's coping issues with their active-duty military parents deployment. The elementary schoolteachers interviewed in the study reside near SHAPE, Belgium. The schoolteachers range from grades one through grade six at SAES military community. The population chosen was appropriate as the DoDDS schoolteachers and administrators, during their method of instructions, had the ability to

identify how effective actions or programs aided with mitigating behavioral problems and enhancing the classroom learning environment due to children's coping issues due to the child's parent's deployment. Refer to Appendix A for the signed permission to use premises at SAES and Appendix B for the invitation to participate in the research.

Sample

The 17 participants were elementary schoolteachers within the DoDDS military school system. The 17 DoDDS teachers and administrators were asked to participate in the study and be administered a questionnaire about elementary school-aged students attending SAES in SHAPE, Belgium by purposeful sampling. Purposeful sampling allows all information possible to be acquired regarding the specific criteria of children coping in the classroom and schoolteacher participation in identifying issues (Neuman, 2006). The schoolteachers' participation was to identify effective actions taken to mitigate behavioral problems and enhance the classroom learning environment of their students who have had their active-duty parents deploy and experience coping issues in the classroom environment.

Having a sample of 17 participants presented a sample size small enough to capture the perceptions of 17 schoolteachers and administrators (Creswell, 2013; Crouch & McKenzie, 2006; Leedy & Ormrod, 2010; Stake, 1995). The 17 schoolteachers experienced the phenomenon of the effective actions or programs implemented to mitigate behavioral problems and enhanced the classroom environment for their students in coping because their active-duty military parents were deployed. The sampling of 17 participants presented a sample size that was small enough to obtain a close association with the participants, enhancing the validity, and maintaining a natural setting with the

schoolteachers (Cooper & Schindler, 2003; Crouch & McKenzie, 2006). Perceptions were explored through the interview process to gain an in-depth, comprehensive, and improved understanding about the phenomena regarding how effective actions taken mitigate behavioral problems within children and enhanced the classroom learning environment. In addition to enhancing the classroom learning environment, enhancing children's experiences in the classroom environment, and assisting with the children's coping issues during their active-duty parent's deployment was explored. The sample of 17 schoolteachers at SAES provided substantial data about the overall population and how children cope in the school environment while their parents are deployed. The findings from this study contributed to the greater understanding of the phenomenon.

Confidentiality and Informed Consent

All procedures adhered to all Institutional Review Board guidelines for informed consent and confidentiality. Participants received an explanation of the research purpose, procedures, and outcomes of the study. All participants were protected throughout the research process. Each participant received an informed consent form (see Appendix C) with a cover letter explaining the nature of the study to avoid any ethical issues.

Additionally, to ensure confidentiality, the names of participants do not appear on the questionnaire. Data are stored and locked in a safe to include any voice recording drives for a period of three years from the completion of the study.

The informed consent process ensured the participants are protected through confidentiality and is an ethical requirement for all research (Creswell, 2003; Leedy & Ormrod, 2010). The informed consent included the benefits of the study, informing the participants that the study is voluntary, and that participants may withdraw at any time,

for any reason, without consequences, and ensuring all information received is confidential and destroyed if chosen to withdraw from the study (Refer to Appendix D for the signed confidentiality statement). There was use of pseudonyms instead of names to ensure confidentiality. If the participant decided to withdraw from the study, the participant was able to provide the code number listed in the upper right hand corner of the Informed Consent document. Any voice-recorded conversations would be deleted and any written documentation would be shredded upon participant withdrawal from the study. Additionally, the participants were aware of the purpose of the research, how the participant was chosen, data collection procedures, withdrawal rights and procedures, and whom to contact in the case of any questions or concerns.

Data Collection

Pilot Study

A pilot study was conducted with the created questions to further validate the questions, credibility, and dependability of the study. Three participants were interviewed using the created questions in search for credibility and unbiased results. The three participants were schoolteachers from SAES. The pilot study was to acquire responses, analyze, and determine any unbiased results. Interviews were conducted in person, by telephone or Skype by using a voice recording device to record the interviews upon signing the consent form (see Appendix C). The benefit of conducting a pilot study was to provide a trial run of testing the interview instrument, feasibility of the study, and developing, changing, or revising research questions for the overall betterment of the study (Baker, 1994).

Full Data Collection

The data were collected through open-ended, semi-structured voice-recorded interviews without video with the questions relative to the research question. The interviews are a systematic approach of communicating and listening to the participant. Participants who were not directly accessible in person had the option to conduct their interview via telephone or Skype upon signing the consent form (see Appendix C). The framework for data collection was aided by the recording and interview measures during the interviews (Creswell, 2003; Leedy & Ormrod, 2010).

The data collection allowed the participants to provide the setting of the child coping in the classroom environment. The purpose of the interviews was to collect the thoughts, opinions, and experiences of the schoolteachers (Merriam, 1998). During the data collection, the researcher identified codes by listening to the data obtained for emerging themes, while attaching specific codes or labels to the data received that represent and identify the themes (Leedy & Ormrod, 2010; Neuman, 2006). The framework for data collection, transcribing, coding, and analysis of data was established using data collection and proper forms of protocol (Creswell, 2013; Leedy & Ormrod, 2010; Stake, 1995).

The received data were collected, transcribed, coded, and analyzed using the NVivo 10 qualitative data analysis software. The data collection process and procedures used for this study was a qualitative approach with open-ended and semi-structured questions. Data collected throughout the interview process provided the information to recognize and separate themes and standard information received. Upon completion of

the interviews, the data received is no longer the standard data collected, but serves as the primary data for this study.

The semi-structured interview process was a method to provide the participants with the opportunity of expressing their feelings and giving their perception about their experiences with their students coping with their military parents' deployment. The open-ended and semi-structured questions (see Appendix E) allowed the schoolteachers to provide specific and detailed experiences of what they observed in the classroom regarding this topic of study (Creswell, 2013; Leedy & Ormrod, 2010; Stake, 1995; Yin, 2013). This setting fulfilled the purpose of the study by collecting in-depth information from the schoolteachers about their perceptions and experiences. Additionally, the setting provided the opportunity to directly communicate, and spend time with the participants to inquire, listen, and ask follow-up questions as necessary, as opposed to a non-personal setting of mailed surveys capturing quantitative numbers (Merriam, 1998; Stake, 1995).

Data Analysis

The purpose of data analysis was to develop a narrative to provide exploratory experiences and a common theme based on the effective actions or programs taken or implemented by schoolteachers within the classroom learning environment (Merriam, 1998). The themes were based upon observed coping patterns identified within the descriptions of the children's behaviors as reported by elementary schoolteachers. The purpose of the data analysis was to clarify data further by analyzing and categorizing any emerging themes from the data collected (Creswell, 2013; Leedy & Ormrod, 2010). The analysis process of the exploratory single case study involved the concrete interpretations

of the narrative data that were collected during the interviews with the elementary schoolteachers.

Based on the data collected, all information was reviewed with further identification and separation of common themes, to include identifying the main points within the data collection. The ability to delve into the core of the schoolteachers' thoughts, expressions, and behaviors, as observed by their students responses to effective actions implemented to mitigate behavioral problems and enhance classroom performance because of the military parents' deployment, was interpreted. Common themes were identified, and the themes were compared to the ways the common themes related to each other. Emerging codes were grouped, explored further, and defined.

The source for data to be analyzed was through face-to-face and telephone interviews. NVivo 10 qualitative data analysis software used to identify patterns, behaviors, and themes in the data analysis process. The NVivo software provided consistent coding schemes and processes for information obtained (Bergin, 2011). The goal of the data analysis process was for the data analysis to be completed with the ability to identify coding and themes (Creswell, 2013; Leedy & Ormrod, 2010).

Credibility, Dependability, and Integrity

Credibility

All data collected is consistent and verified with participants' multiple data sources. Interviews, archival records, documentation, artifacts, direct-observations, and participant observations will all enhance the data credibility of this single case study research (Gerring, 2007; Yin, 2013). Spending time with the participants, listening to their experiences, and developing a deep understanding and detail of the phenomenon of

how children cope in the school environment because their military parents are deployed added credibility to the study. As the researcher builds on the experience and perceptions received from the participants through learning and understanding, the more accurate and valid the findings of the research will be (Creswell, 2013; Leedy & Ormrod, 2010).

Dependability

Maintaining and checking the dependability of this qualitative study was the responsibility of the researcher, who ensured no mistakes were made within the research, to include carelessness in obtaining and translating the study's results. Additionally, ensuring appropriate and accurate collection of the data, interpreting the findings, and reporting results contributed to the dependability of the study. The results of the study were dependable and reflected trustworthiness with consistency throughout the data collection and data analysis process. Dependable research and trustworthiness in qualitative research supports the data findings that present important elements through this study (Lincoln & Guba, 1985).

Integrity

Ensuring to maintain ethical standards by informing the participants of the study's purpose, intent, results, and ability to establish a trusting relationship aided in promoting and maintaining integrity of this research. Integrity within the research factors the participants' confidentiality, vulnerability, and the inclusion of the research in a private setting to inquire about the perceptions (Watts, 2008). All measures were taken to inform the participant and allow the participant to feel comfortable with ethical standards and research integrity.

Summary

Chapter 3 included an overview of the methods and procedures used to conduct the qualitative exploratory single case study. The research methodology and appropriateness of the design were included in Chapter 3 and supported the noted literature. The appropriateness of the design reflects upon the best approach in identifying the research method for the study (Maxwell, 2005; Stake, 1995). Qualitative research in this study was best as the qualitative approach allows the researcher to explore the views and perceptions of the participants through use of questions identifying experiences, while quantitative research allows the researcher to measure and quantify the examined data (Creswell, 2013; Neuman, 2006). The qualitative outcome does not investigate numbers by using statistics or collection of numerical data; the qualitative approach uses smaller samples through textual data identifying an inductive process (Creswell, 2013; Leedy & Ormrod, 2010).

The qualitative study was an exploration into the perceptions of elementary schoolteachers and the effective actions or programs taken or implemented to mitigate behavioral problems and enhance the classroom learning environment for elementary school-aged children coping with their active-duty military parents' deployment. Purposeful sampling provides researchers with identifying the possible participants for the study (Yin, 2013). According to Neuman (2006), the selection of study participants is at the judgment and discretion of the researcher. The sample may contain a small number of participants that would generate a sufficient amount of depth and data of the study (Johnson & Waterfield, 2004). Chapter 3 contained the results of the pilot study to include the full study results of data collection and analysis from the in-depth interviews,

highlighting the experiences of the study participants as those experiences relate to the research questions. Additionally, Chapter 3 included the population demographics, overview of the data collection, and analysis process, which identifies and explains the study findings and the emerging themes noted from the participants through the interview questions and the reiteration of the research question.

Chapter 4

Presentation and Analysis of Data

The purpose of the qualitative exploratory single case study was to explore the perceptions of Supreme Headquarters Allied Powers Europe (SHAPE) American Elementary School (SAES) schoolteachers in SHAPE, Belgium, about how effective actions taken may minimize behavioral problems while enhancing the classroom's learning environment positively and assisting with the child's coping issues during their active-duty parent's deployment. Interviews were conducted with 17 elementary schoolteachers or administrators in the Department of Defense Dependents School (DoDDS) system on the SHAPE, Belgium military installation. The interviews were conducted to determine common themes that considered the personal experiences of the schoolteachers and administrators and the experiences and actions taken within the classroom environment with the school-aged children. Providing effective actions in the classroom environment to the student experiencing coping issues because of their parent's deployment can contribute to the child's experience of positive and productive learning experience (Allen & Staley, 2007).

Chapter 4 presents the detailed analysis of 17 interviews with SAES teachers and administrators in SHAPE, Belgium. A qualitative exploratory single case study with the 17 schoolteachers was used to identify and answer the questions provided as a basis for the interviews. The data were analyzed to develop emerging themes in terms of observed behaviors and effective actions taken to mitigate behavioral problems and enhance the classroom's learning environment while the child is coping with their active-duty parent's deployment that are in grades one through six. The presentation and analysis in Chapter 4 includes an explanation of the method of data analysis used to discover

common themes, and the results of the provided analysis are related directly to the research question with supporting literature similarities and differences identified.

Research Question

The study involved 10 interview questions and one research question as the basis for the study. The research question was:

Research Question: When observed behaviors are identified in relation to parental deployment, how do effective actions taken mitigate behavioral problems and enhance the classroom learning environment?

Prior to conducting the full study, a pilot study was conducted with the created interview questions (see Appendix E) to further validate the questions, credibility, and dependability of the study. Three participants were interviewed using the created questions in search for credibility and unbiased results. The three pilot study participants were schoolteachers from SAES. The pilot study was to acquire responses, analyze, and determine any unbiased results. Pilot study interviews were conducted in person and via telephone by using a voice-recording device to audio record the interviews upon signing the consent form (see Appendix C). The benefit of conducting a pilot study was to provide a trial run of testing the interview instrument, feasibility of the study, and developing, changing, or revising research questions for the overall betterment of the study (Baker, 1994).

Data Collection

The initial step taken in the selection of the research participants was coordination with the school principal of SAES in SHAPE, Belgium in which a schoolteacher meeting was established for the schoolteachers to be informed of the study to be done at SAES

and an invitation for schoolteachers in grades one through six to participate. An invitation to participate letters (see Appendix B) were given to the schoolteachers and identified information about the researcher, the study and interview procedures and purpose and the rights of the participant and confidentiality to include various ways to respond to the invitation and complete the interview. Purposeful sampling drove the current qualitative exploratory case study, therefore the participants for the pilot study and the full study met the criteria of being schoolteachers at SAES in grades one through six with children of deployable parents.

Interested schoolteachers contacted the researcher by e-mail and telephone to express interest in participating in the study. Due to each schoolteacher's summer plans upon the completion of the school year, interviews were scheduled and conducted face-to-face, by telephone, and by using Skype. Data collected during the different methods of interviewing took place over a six-week period from July 15, 2014 until August 27, 2014. Each interview session completed was done within one hour. Each participant received pseudonyms with the code SAEST for each schoolteacher or administrator. Along with the code SAEST, a number ranging from 01-20 was given to each participant for the protection of his or her privacy, confidentiality, and to maintain the credibility of the study.

Prior to the interviews, a thorough check of the recording device was tested to ensure its operability and functionality. The recording device used was a portable digital recorder with a Liquid Crystal Display screen to track, label, and file each interview. The recording device is battery operated with additional batteries as backup. The Universal

Serial Bus cord allowed the device recordings to be transferred to the computer with multiple available formatting.

Each interview began with an explanation of the study's purpose and procedures, the participant's rights, and review of the consent form as understood and agreed (see Appendix C). After the discussion of the understood consent form, each participant answered two demographic questions consisting of the current teaching location and the number of years each schoolteacher or administrator has taught in the DoDDS system. In addition to the audio recording during the interview process, the researcher took notes for each question answered to have the ability to catch every detail and note any non-verbal gestures. Transcription of each interview was done after each interview to minimize time constraint in reviewing all interviews back to back. After all data were transcribed, audio recordings and notes were again verified to ensure no missed data with the start of NVivo 10 and manual coding to organize the data and search for the emerging themes.

Analysis of Data

The research study themes were based upon observed coping patterns identified within the descriptions of the children's behaviors as reported by elementary schoolteachers due to the children's active-duty parents being deployed. The analysis of data process of the exploratory single case study involved the schoolteachers and administrators interpretations of the narrative data that was collected during the interviews. Common themes were identified in how the common themes related to each other based on the data collected from the interviews and through transcribing. Using the NVivo 10 software to code and analyze data aided in identifying themes emerged through the study.

The methodology presented was a qualitative exploratory case study used to understand the phenomena through exploring the various issues associated with the research topic focusing on how and why questions (Baxter & Jack, 2008; Maxwell, 2005; Yin, 2013). The purpose of the analysis of data aided in developing a narrative to provide exploratory experiences and a common theme based on the effective actions or programs taken or implemented by schoolteachers within the classroom learning environment (Merriam, 1998). The additional purpose allowed the analysis of data to clarify the data further by analyzing and categorizing the emerging themes from the data collected (Creswell, 2013; Leedy & Ormrod, 2010).

Demographic Data

The purpose of collecting the demographic data on each participant was to collect the information about each participant to assist with coding. The participants consisted of 11 schoolteachers and six administrators. The demographic questions asked were:

1. Current teaching location
2. Number of years as a DoDDS schoolteacher and/or non DoDDS

Participants in the study taught elementary school-aged children at SAES. The participants' age and ethnicity was not included within the study, as both had no relevance and significance to the study. The current teaching location for all schoolteachers and administrators was SAES. Interviews were conducted at SAES and some interviews were conducted by telephone due to the schoolteachers and administrators' being away on vacation while school was out on summer break. The number of years as a schoolteacher or administrator in DoDDS ranged from 2 to 41 years of service. There were five schoolteachers or administrators with 0-10 years of teaching

experience, seven schoolteachers or administrators with 11-20 years of teaching experience, four schoolteachers, or administrators with 21-30 years of teaching experience and one schoolteacher or administrator with 41-50 years of teaching experience.

Pilot Study Findings

The purpose for pilot studies is to ensure the participants respond to the interview questions and provide substance, credibility and unbiased results, the ability to respond and direct the control of any unexpected problems with the questions, to gather the actual or approximate length of time the interview will take (Cone and Foster, 2006). The three study participants met all necessary criteria for the interviews. The pilot study interviews were conducted in person at SAES and by telephone using a voice-recording device to record the interviews. The pilot study also displayed the adequacy of the recording device and the means in which the interview was conducted to include the clarity and efficiency of the interview questions. The participants seemed to appreciate having a copy of the interview questions to follow along with during the interview.

Each of the interview questions were successful in obtaining a substantial amount of information based on the perceptions of schoolteachers and administrators dealing with children coping with a deployed parent in the classroom environment. One of the interview questions was a bit confusing, but when repeated to one of the participants, the question was understood better. The participants did not indicate or display confusion with any of the interview questions, which were found to be simple to answer and sufficient to provide enough information based on the schoolteachers and administrators experiences. In questions five and ten, the word administrator was added to sufficiently

obtain depth of knowledge and information from schoolteachers and administrators as the study participants. An additional question was asked to obtain recommendations from schoolteachers or administrators to leadership in the betterment of school processes, help for the child affected by their active-duty military parent being deployed and assistance for the schoolteacher and administrators.

Data Analysis and Findings

The interviews were transferred from the recording device, saved to the computer, transcribed, and put into Microsoft Word 2007 format for access. Qualitative data coding identifies and searches for short key phrases or words that capture the relevant data from the interview transcripts and documents (Saldana, 2009). NVivo 10 and manual coding were used to find patterns and words or phrases, to group emerging themes and to sort the titles of themes (Saldana, 2009). Data coding presents an identifiable matter of information through the data in which the coding places into categories (Creswell, 2013; Neuman, 1997). The focus was putting the data into the NVivo 10 program to identify frequently used words or phrases to include by manual means. Key words, frequently used words, and phrases were highlighted and verified manually for any possible emerging themes and patterns of redundant information.

Study Outcome

The qualitative exploratory approach captures the themes from the participants' responses through their interpretive perceptions during the interview (Creswell, 2013; Leedy & Ormrod, 2010). The one research question served as the foundation for the study with 10 interview questions (see Appendix E) asked during each interview with the participants. Based off of the pilot study and overall completion of the study, the

participants were asked to provide recommendations for leadership, which included identifying important things the schoolteachers and administrators felt was important for the child, staff and school overall.

Four themes and five sub-themes were identified representing the outcome of the study. The first theme identified was the classroom behaviors due to parental deployment with a sub theme of classroom participation. The second theme identified was child communication strategies with two sub themes of effective techniques in class and training techniques and strategies. The third theme identified was coordination with parents with a sub theme of parent deployment notification. The fourth theme identified was leadership recommendations with a sub theme of deployment groups.

Research Question

The research question was, When observed behaviors are identified in relation to parental deployment, how do effective actions taken mitigate behavioral problems and enhance the classroom learning environment? The interview questions are all related to the main research question, therefore understanding how and what actions were taken to mitigate behavior and enhance the classroom environment. SAEST01 through SAEST03 was identified as pilot study participants with excluded responses from the main study, while SAEST04 through SAEST20 identify responses from the main study.

Interview Questions

The following 10 questions was the major data collection for the interviews with the participants to provide their in depth perceptions to understand the overall research question within the study:

Interview Question 1

How do you perceive that there is a behavioral or psychological issue in the classroom environment relating to a child's parent being deployed?

Some parents have identified and informed schoolteachers and administrators when having to deploy to include immediately working with the schoolteacher or administrator. Some children show no behavioral problems within the classroom environment and schoolteachers are sometimes surprised when the child informed them of their parent being deployed due to seamless behaviors. For most schoolteachers there usually are some behavioral and psychological effects within children in the classroom. For some children, deployment has become a routine for them and they tend to deal with it better, whereas some other children find it to be traumatic.

Children's behaviors have changed from outgoing to withdrawn within the classroom, quiet, clingy, anxious, maybe on the opposite end of the spectrum; children may be attention seekers and presenting bad behaviors within the classroom environment. Behaviors depend on the different students and if they have a well-established home life, in which there usually has shown a support and organized system if well established. If unstable, the student's unstable behavior turns into acting out and withdrawal mostly at the beginning of the deployment. There have also been classroom disruptions shown from the student when the deployed parent returns home from deployment.

Some children show aggressive actions, display behavioral or psychological issues by the things that they write or draw being very graphic, the classroom activity level is down, some children are whiny, and less social. Other perceived behaviors were from children showing sadness and not able to focus within the classroom environment,

and emotional. The children's homework may not be complete, they may be inattentive in the classroom, and their responses may be more loaded. Children also tend to hang on to their friends closer than before their parent deployed.

Interview Question 2

What are your reactions or thoughts to a child's academic performance declining during their parent's deployment?

Children in this situation require extra support and if the additional support does not work in producing results; the exploration of other options is necessary to give them the attention needed. With performance declining, the first thing is providing empathy and communication with the child, which is important. If we review Maslow's Hierarchy of Needs for a child, where the child's whole world is stolen and it is difficult, and the younger child to be able to maintain the academic process; the child is shaken and unsure, which presents a more difficult situation. The younger students tend to be egocentric with their whole world shaken up, you do not need to worry so much about their academic progress, but still need to work with the children, have compassion, and understanding. Older children are capable of understanding and dealing with the situation of parental deployment a little better than the younger children are and can compartmentalize things.

When a child's performance declines due to parental deployment, it is understandable. In most households, it seems that parents are responsible for certain subject areas and if the deployed parent is responsible for math and science, it stands the reason that the child would not get the regular support and would have to rely on themselves or other people. It makes sense that if one of the major supporters is not

there, the child's academics would suffer. In the primary grades, which are the younger grades, the children do not have much of a declining academic performance due to having basic learning tools with a support system from parents and the school. The academic performance declines within the older children more so than for children in the younger grades because of stressing about receiving the top letter grades.

When academic performance declines, the child needs intervention and schoolteachers have tried to assure the child that all will be fine and try to make the child comfortable in the classroom environment. Some children may need to speak with a tutor if needing additional assistance. If the intervention fails, this should be brought to the counselor who will speak with the child. There needs to be more communication when there is an absent parent and only one parent stays at home to help the parent left behind support the child with declining academic performance. Schoolteachers thought that being very responsive to what is going on and what the student needs at the time such as modifying or cutting back assignments and doing work with the child at school if they prefer it is important. Some schoolteachers tend to underestimate how drastically deployment can affect a family.

Schoolteachers thought being cognoscente of the situation, providing additional support and giving the child a few extra days to complete assignments is beneficial. Schoolteachers do not need to do away with the rules, but considering the circumstances, the child can be given a few more days for the assignment to be brought in or completion of homework with loosening of the rules. Children have to get the new routine down and during that time there is a slight decline and once the routine develops, the non-deployed parent has to develop an effective routine at home. The non-deployed parent may neglect

the child a bit. The children's grades have increased after getting into the new set routine. During the times of declining academic performance the schoolteachers works with the child, parent and counselor if needed to boost performance and academics.

Interview Question 3

Are you informed by school staff or parents about a child's active-duty parent's deployment?

- a. If yes, how far in advance are you notified and what actions are taken?
- b. If no, what options have you or school administration considered?

Some parents schoolteachers of deployment allowing the schoolteacher to be involved from the beginning. The parent proceeds to make all necessary arrangements for pre deployment, while gone on the deployment and upon the parents return from deployment. Many times, there are parents that do not inform the schoolteachers or the school at all about deployment. Counselors were involved on an as needed basis. Schoolteachers stated that they were never informed of any parental deployments by school staff. One schoolteacher expressed that out of all of the DoDDS schools they had worked in, the school had never informed the schoolteachers.

In other cases, the child within the classroom has informed the schoolteacher of their parent's deployment. Schoolteachers were informed in as little as one month, a couple of months in advance or sometimes days prior to deployment, the day of or after the deployment had begun. Sometimes parents may drop the ball with communicating about deployments due to being busy, worrying, and trying to get ready to deploy in which worrying about school may be insignificant. The parent may be worrying about family life, financial life, making sure the car is ready, the environment they are heading

into, and what will be occupying their mind. In this case, it is sad to say that school may not be a priority where parents forget important school items to coordinate.

Some schoolteachers have received a list of children with deployed parents by the counselor. This list is due to the child attending a deployment group with the counselor. Some schoolteachers mentioned that it is unusual for the school administration to notify the schoolteachers of parental deployment. If not informed, schoolteachers will reach out and communicate with the non-deployed parent, caretaker, or perhaps the active-duty military parent's chain of command. Communication continues with the parent to stay informed about the child's classroom behaviors. Having international children attend the American school presents challenges with notifications of deployment from the international parents. Challenges are due to cultural reasons of international parents not as involved in the school system and processes with schoolteachers as American parents to include a break in communication barriers.

Interview Question 4

Due to a child's active-duty parent being deployed, what behaviors have the child displayed in the classroom environment?

Behaviors children have displayed have mostly been sadness. This is completely individual as some children are not sad and some are mature enough to discuss their feelings about what is going on and want to write about their parents being deployed. Other children display different acts while missing their deployed parent. Some children have a strong support system at home and can behave and handle the situation well so their behaviors in class are not detrimental. In our geographical location, it seems that

deployments are not as lengthy as longer deployments in other military locations.

Children were mature to ask can they make a card or write a letter to their dad.

In younger grades, the behaviors displayed were torn down, crying, clingy, weeping, emotional, frustrated, needy, destroyed things, and acting out. Children may be reclusive, and not act themselves, where some children may test their boundaries. Behaviors noticed sometimes have also been moody, distracted, aggressiveness by hitting, pushing, and shoving to include being worried. Some children are inconsistent with homework due to the change in their home environment with their parent being deployed. The shy and quiet child displays himself or herself as an introvert and normally stays to itself instead of mixing with the other children. Although, some children are not necessarily misbehaved, they do need attention, and that one on one time with the proximity to the adult who would be the schoolteacher when something similar to this in their life happens.

Sometimes you see a child acting out more due to lack of attention at home. There may not be a lot of attention on the child if the parent is deployed and there are other siblings needing attention at home as well. In older children, there were changes in their academic performance and displaying negative type behaviors or attitudes in the classroom. The children may also say inappropriate comments directed toward the schoolteacher and mumbling under their breath. Social behaviors were anger issues that interfere with their social interactions with other children in the classroom or other groups.

Additional behaviors identified were inattentiveness, distractedness, and day dreaming; thinking about their parent. Some children turn in late assignments or

homework, and are resistant by being angry at the world, and isolation from the other children on the playground at recess and other periods during school. The child sometimes just does not want to work. Other times the child is depressed and concerned about everything that is going on with their deployed parent and become argumentative. However, there have not been severe or extreme behaviors.

Interview Question 5

As a schoolteacher or administrator, what types of training techniques or strategies are available to assist the child in coping with stress due to parental deployment in the classroom environment?

Schoolteachers have expressed that they do not and have not received any specific training or strategies relating to assisting children in coping with parental deployment from SAES, DoDDS, or DoDEA. Schoolteachers have led classroom meetings where the children different things and what they would to speak about. The younger children will volunteer to speak about how they feel. Counselors are available to assist the children when needed in the classroom. Schoolteachers have found literature to be a great way of assist in helping children tell their stories and share how the children feel. One schoolteacher mentions a recent book known as the *The Kissing Hand*, which identifies when a raccoon has to say goodbye to mom, and they have a special place where they kiss and the child can keep the kiss. This way using literature, children are not isolated whether it is due to deployments or other situations.

Schoolteachers and administrators identified the deployment groups at SAES that were used to assist children in coping. The deployment group gives the children a chance to discuss their feelings, issues, and provides specific strategies to cope, which were

beneficial. Schoolteachers can work with the school counselors to assist the child in coping due to parental deployment. Schoolteachers believe that they are accustomed to trying to meet the needs of the children generally by doing the best they can to take care of the child when the situation is different from normal.

The only mentioned training that there was is some on location training such as physical and mental abuse, keeping clean in the classroom, blood borne pathogens, but nothing to help the parent that is far away or the child cope in the classroom environment. A schoolteacher mentioned that they would normally use their natural instincts and techniques created, but need more help in assisting with this process. There is a professional development available and an assisting team that uses a pyramid of interventions put in place for students at risk. Schoolteachers have the school nurse, school counselor and other colleagues that they can request help from and can get a second opinion about what is seen in the classroom and if assistance can be provided with issues.

The schoolteachers and children can write letters to the deployed parent. Schoolteachers do a lot of journaling and writing to keep a strong connection with the children and parents. There were training from the clinic by social workers or family services from the clinic watching for physical abuse and deployment conducted annually. There has also been a Student Support Team known as SST if schoolteachers are looking for teacher support or ideas such as what schoolteachers can do to assist children. The SST consists of counselors, psychologists, administrators, and any other schoolteacher that has contact with the child catered to working out the next steps if at a loss of where to go next in assisting the child.

Schoolteachers indicated that counselors are trained, but all schoolteachers and specialists should receive training as well. There has previously been an Army Community Services (ACS) member to come discuss how to work with the children and how to help the children cope as a target for schoolteachers. Families will often get a pre deployment service from ACS. ACS presented some of the techniques given to families such as active listening, which this helped the child to work through their feelings. Soldiers have also come into the classroom to assist children.

Counselors provide talks during staff meetings of what to do in the classroom environment to include phone calls to parents. There are outside units that provide special services. Personnel from the clinic such as social workers and counselors have come to the school to discuss deployment stress in families and children, and teachers should receive contact numbers if they think that the contact numbers for other services will help the child and parents. There were briefings by social workers and school psychologists as well.

Some strategies in the classroom are giving the child the chance to talk about his or her feelings. Some items that may help a child are writing a book, diary or journal to give to a child's deployed parent. We also try to encourage the child to home activities as a family to alleviate stress such as helping with dinner, taking care of siblings, cleaning the house and taking on more responsibilities. Schoolteachers were given a free book on military children and deployment, the child that moves around and raised in a military community. There was an e-mail sent that asked if you were a DoDDS teacher, counselor, or parent. A few schoolteachers and administrators revealed that the book was a good tool and good to receive this type of support.

Interview Question 6

What techniques if implemented are effective to aid in the child's coping issues in the classroom environment due to their parents being deployed?

Extending an invitation to the child to talk about what is going on or give the child a hug is comforting. Schoolteachers should be able to read each child differently as each child has different behaviors. Effective aid is on a case-by-case basis depending on the child. The child has a peace of mind when able to communicate with the schoolteacher, which provides the child a sense of comfort. Schoolteachers have given children the time to focus on the parent by giving them a specific time to talk about their parent being deployed, and anything that the child would like to discuss. This allows the child time to think about it or cry if needed instead of focusing on academic tasks in the classroom, which seems to help. In the younger grades, if time is needed, children can draw a picture to be sent to the deployed parent, and get on the schoolteacher's computer to e-mail their parent.

Schoolteachers understand that there are differences within children and paying extra attention to include spending a little extra time to include one on one time with the child are effective. Children may need counselors, who are available to assist the children, which has also been effective. Deployments today are different from many years ago due to the technology. Deployed parents can Skype and FaceTime, which shows their involvement with the child since the deployed parent cannot physically be with the child. The recordings of parent's voices have contributed to effectiveness in the classroom. The upper grades have an e-mailing system that they can use, where the younger children are not assigned e-mail addresses from the school. In the classroom,

special projects can be created such as writing stories and taking pictures in the classroom that can be put on a private website for deployed parents to access was good for the child. The schoolteacher would send an e-mail to the deployed parent with the pictures and holiday items.

Other effective techniques are collaborative groups and shared responsibility in the classroom environment, which provides less pressure to the suffering child. Schoolteachers have personalized assignments to what the child is interested in and children become vested in their activities or assignments such as reading their books or doing hobbies the child likes, which helps the child to be more successful in the classroom. When the child knows that the whole class is concerned about their father or whomever is gone; this helps the child to deal with the issue at hand. This helps the coping child and the children in the classroom to help each other. Not every child has a problem with a parental deployment even knowing the child deals with the deployment. For some children, it may be an escape when coming to school, but the child maintains well.

Other means of assistance is reassuring the child that their parent will be fine and that their parent is doing an important job and sympathizing on how much the schoolteacher knows that the child misses their parent. Usually schoolteachers assess the needs of the child if the needs are academic, social, or behavioral, and come up with a plan to address the specific areas. School support specialists provide assistance where needed just as the school counselors. The schoolteacher if necessary should meet with the non-deployed parent or caretaker, either the non-deployed parent or caretaker with the child and meeting with both parents prior to deployment if possible for coping assistance.

At times, schoolteachers have allowed children to bring a special item from home such as the child carrying a specific toy that was given to remind the child of their parent.

Interview Question 7

How do you get children to be attentive and participate in the classroom environment while coping with their active-duty parent's deployment?

- a. Have you found that through assistance provided; that the child's performance in the classroom environment is enhanced or at least returns to a level observed prior to the child's parental deployment?

Getting children to be attentive in the classroom environment is by acknowledging the child, which goes further than anything else does. Giving the child time to express themselves and modifying assignments allows the children to get involved. Younger children seem able to provide more information based on their feelings when the teacher listens to the children. When a schoolteacher gives the child attention, the child will give the schoolteacher attention, and be able to complete assignments. In some schoolteachers' experience, the child tends to return to the original state most of the time, and is able to cope in the classroom. Children tend to be resilient, which helps them to return to the original state of behavior.

There is a lot of bonding with the children during classroom events and having parent volunteers in the classroom (mothers and fathers) helps a lot with the children. When the schoolteacher is with the entire group and the mothers or fathers volunteering are with small groups of children, this has helped the child especially when the parent volunteers have the same family situations as the children. With this small community, parents and families know each other and provide good support in making the child feel

comfortable to speak with the parent volunteer to include one on one support. The children's performance and behavioral issues have returned to a normal level as displayed before the deployments with this provided assistance.

Some schoolteachers have discussed the history and culture of locations where parents are deployed. The 123 magic discipline program is used within the classroom and is recommended for use at home. This way the parent knows what schoolteachers are doing at school to help keep participation going and is done daily whether the parent is deployed or not. There are always instances where children require and need extra assistance. Schoolteachers get children to be attentive by reminding them to follow the rules and that the classroom is a safe haven, which usually works well. A lot of positive reinforcement, feedback, and parental communication with the non-deployed parent or caretaker usually help the child.

Some schoolteachers get children to be attentive by having small groups in groups of two to four children with rotations and a choice of assignments to include one on one attention daily or at least three times a week. The performance does return to the level observed prior to the parent's deployment with this method. Through the initial shock and learning to cope, schoolteachers have created a fun and warm environment for the child to feel comfortable and that the information learned is important. Schoolteachers set the expectation that schoolwork still needs to be done. The children tend to provide support to each other and assisting the child has kept the child where they need to be without much enhancement in the classroom environment. There are morning meetings where team building is done throughout the class.

Some incentives are children having classroom jobs (certain duties to do within the classroom) that the child may be fond of and that the child can enjoy doing. The diary or journals help to include giving the child time to write about their parent and move on with the lesson. The child can write about the lesson learned in class to their deployed parent. Overall, for some children in classroom assistance has contributed to the ability to participating in classroom activities and lessons.

Interview Question 8

Upon recognition of coping issues in the classroom environment, how do you engage with the child's parent(s) or guardian to identify whether deployment is the cause for coping issues?

- a. What are the child's unique coping differences experienced between:
 - i. Dual military deployment (both active-duty military parents deployed)?
 - ii. Active-duty military and a civilian spouse (male or female)
 - iii. Active-duty single parent deployment?

A particular schoolteacher established communication with the parent in the beginning of the school year by visiting the children at home, which resulted in the child opening up and feeling comfortable. The visit was very informal but personal, helped both the child and the parent with communication, and was very beneficial. During the visit, the schoolteacher is able to learn a lot about the children and the family, which presents the comfortable setting, and compliments the role as the teacher through simple conversation and communication. Some people may feel visiting a child at home is invasive, but not designed to be invasive, only to present a comfortable setting. It helps

both the children and the parents, and allows the parents to feel comfortable in communicating and that the schoolteacher is approachable.

Some schoolteachers are unaware of the parental deployment and asked the non-deployed parent through e-mail or face to face about the active-duty parent's deployment status. For starters, the schoolteacher may ask if everything is well at home, which has allowed the parent to identify the problem or whether a deployed parent. If a parent deployed, the schoolteacher will e-mail the parent requesting to meet and what is going on with the child in the classroom environment. Most schoolteachers communicate by e-mail, telephone calls, parent-teacher conferences, homework journals, or agendas. Schoolteachers maintaining open communication with the parent allow the parent to identify if they are noticing the same behaviors at home.

Schoolteachers have experienced children affected from active-duty military parents with a civilian spouse, dual military with one active-duty parent deployed or on temporary duty for a short period, and single parents who were on deployment or had been on temporary duty for a short period. One of the schoolteachers in a different situation had a child of an active-duty military parent with a civilian spouse that deployed. Schoolteachers felt that the active-duty single parent scenario is the hardest since the child stays with other family members or friends of the child's parent to include dual active-duty military deployments, which most schoolteachers have not experienced. Schoolteachers believe that the active-duty military parent with a civilian spouse is a little easier as the child is in the comfort of its own home, has the other parent, and has their own things to include things to remember the absent parent such as a sweatshirt or tee shirt, which can be comforting for the child.

Interview Question 9

How do you develop communication strategies with the child in the classroom environment coping with their active-duty parent's deployment?

Schoolteachers develop communication strategies with the child in the classroom environment through communicating with the children by talking to them and listening. Communication is developed with the child by making time for the child, observing the child, knowing what the child's behaviors are, and what behaviors are unusual.

Developing communication with the child requires building a level of trust with the children. Trust is the foundation for just about any form of communication. Building a sense of community as a family in the classroom environment is helpful, and shows the class that the schoolteacher is the head of the family, and they can work everything out through communication and trust.

Schoolteachers give children a hug in the time of need to include paying extra attention and supporting the child. Some schoolteachers do not want to single the child out, so they will ensure the child works the same as everyone else in classroom with waiting for their job day and not the first in line all of the time. Schoolteachers have established verbal cues with the child in case the child needed to go out of the classroom to the bathroom to cry, and wash their face by using signs such as raising two fingers or other hand gestures. Older children are concerned about the non-deployed parent and the stressors that the non-deployed parent may have or show. Having another adult to talk to makes it easier so that the child will not stress out the non-deployed parent. Children can be introduced to each other experiencing the same issues of parental deployment that need a friend to include other children that do not speak English. Some schoolteachers

were able to have the child Skype with their deployed parent at school allowing the child to cope in the classroom environment.

Interview Question 10

Can you provide multiple examples schoolteachers or administrators coordinate with parents to provide and sustain an effective learning environment for the child during their parent's deployment?

With today's technology, communicating is very easy. Schoolteachers communicate through e-mail, parent-teacher conferences, homework journals, and planners, weekly newsletters, and Skype with the parents for effective communication. Some schoolteachers take a lot of pictures that can be sent home and to the deployed parent. Parents are also invited to volunteer in the classroom environment and to observe what goes on in the classroom. Coordination with parents have also been through Video Teleconferencing when able to speak with the child's deployed parent and the capabilities to make phone calls to the deployed parent were available. Some of the phones perhaps in the school administrators' offices are capable of doing the worldwide Defense Switched Network (DSN) calls, which is a non-secure phone system that interconnects military locations worldwide. If the parent is available, the DSN phone calls can be made to the deployed parent, which was powerful.

Additionally to the 10 questions asked during the interview process, the schoolteachers and administrators were also asked to provide their recommendations to leadership for the betterment of the child, schoolteacher or administrator, SAES and the DoDDS system. The schoolteachers and administrators gave the following recommendations:

Parents should be encouraged to communicate with the school if there will be a deployment, what is going to happen with the child, who to contact, emergency contacts and home resources available. Mostly all of the schoolteachers believed that training would be very beneficial to help learn how to assist children in coping through the difficult time of parental deployment through specific steps, guidelines or a standard policy. The differences in services vary from counselor to counselor and they should be standardized. DoDDS should require counselors to conduct deployment groups for children with deployed parents. The United States Department of Defense Education Activity (DoDEA) policy for children to stay and finish the school year should be implemented instead of moving early during the school year where the child will leave the support groups.

Central Youth Services or School Age Services, which are on-base services, should offer programs that currently provide support under the Army Community Services. The programs should be on how to cope and deal with the children to include offering these services to the parents of children that are homeschooled. Homeschooled children may not know about the deployment groups and this information should be communicated to the parent. There used to be a mentoring program in place, but since the parent has left, there is no mentoring program to help troubled children with family issues. Having a military member become a mentor to a child was very helpful.

Schoolteachers highly recommend and feel that there is an urgent need for a school level deployment group again where the counselors create groups or clubs for the children to attend afterschool. There were two groups (one group for older children and one group for the younger children). DoDEA should have more guidelines of what they

want to see happen within the deployment groups, staff training on coping mechanisms and strategies to use to help children cope and their parents. One of the schoolteachers identified that SAES belongs to the Isles district and is the only school that does not have a deployment group. Another recommendation is at the beginning of the school year for schoolteachers to receive a list of children with deployed parents that could be gathered at registration.

Leadership should be aware of the military background, and acknowledge deployment by providing assistance and identifying special activities. Ideas are a program or some acknowledgement to certain holidays during school such as Veteran's Day and Memorial Day since the children are at school during these holidays or when parents return from deployment.

Emerging Themes

Four themes emerged from the interview questions as transcribed through NVivo 10 and manual transcription. Theme 1 discusses Classroom Behaviors due to Parental Deployment, which focuses on the seen behaviors in the classroom environment. Theme 2 that emerged was Child Communication Strategies, which focuses on the communication relationship between the schoolteacher and the child to include strategies implemented to assist the child in communicating their problems. Theme 3 discusses Coordination with Parents, which focuses on how parents communicate with the schoolteacher regarding deployments and ways schoolteachers implement processes for effective communication with parents. The last theme that emerged was Leadership Recommendations, which focused on important principles such as programs and processes to be implemented per the concern of schoolteachers and administrators.

Theme 1: Classroom Behaviors due to Parental Deployment

Out of the 17 participants, participant SAEST07 mentioned, “There always seem to be behavioral or psychological issues due to the drastic change, which affects the child.” SAEST10 expressed, “A definite behavioral or psychological issue is shown.” SAEST16 indicated, “There is a change in the child’s behavior.” Almost all of the participants stated, “The children exhibit unusual or some sort of behavioral change with some cases depending on how well the parent’s inform the children.” Behaviors those children have displayed are usually acting out, withdrawn, sad, not able to focus, clingy, more emotional, needy, quiet, distractedness, resistance, isolation, aggressive, screaming, over exaggeration, teary eyed, a lot of drawing, which some may be graphic, and a difference in their writings. Schoolteachers that did not identify unusual or behavioral changes did not see any changed behaviors in the classroom environment.

Some children can handle the situation of their parent deployed better than others can. There is also a difference in younger children and their behaviors versus the behaviors of older children. Schoolteachers and administrators were informed sometimes by the child that their parent is deployed; therefore, the schoolteacher will understand the possible change in behaviors and contact the non-deployed parent or guardian for confirmation.

Some schoolteachers and administrators identified that children are mature enough to discuss their feelings, ask to make a card or write a letter to their deployed parent. SAEST15 expressed, “There are no severe or extreme behaviors, but usually a slight increase in negative behavior, but manageable.” SAEST16 stated, “Not being able to site any samples of misbehavior, but there is different behavior in terms of being sad.”

SAEST17 explained, “Children in the sixth grade show attitudes, being mouthy and not seeming to care about anything.”

Sub-theme 1: Classroom participation. In identifying changes in classroom behaviors, schoolteachers have still enforced classroom rules to be continued within the classroom. Some children are outgoing in class and are participative, whereas with the deployment of their parent, the child becomes withdrawn. A decrease in academic performance was shown within the classroom. A few participants stated that children depending on the grade level turn in assignments late or do not turn in the assignments at all. Participants mentioned that when the classroom participation declines, they would talk to the child to find out what is going on and contact the non-parent for assistance in identifying the issue.

SAEST08, SAEST10 and SAEST12 have stated, “Acknowledging the child goes further, giving the child time, being in tuned to the child’s stressful time, giving the child time to adjust, and giving the child extra attention contributes to class participation.”

SAEST06 indicated, “A lot of positive reinforcement, feedback, and communication with the non-deployed parent would usually help.” SAEST12 and SAEST19 discussed being empathetic to a child may cause the child to be open to discussion and participation.

SAEST05 described, “Children are comfortable with their parents and know what they can get away with, what they can say openly when coming to school, and they may be guarded in the classroom environment due to parental deployment.” SAEST06,

SAEST11 and SAEST17 expressed, “Maintaining high standards, keeping the same classroom expectations, and enforcing the same rules is important, allows consistency, and works well for their continued performance.”

Theme 2: Child Communication Strategies

The children have told schoolteachers and administrators most times that their parent is deployed. This will come as a shock to the schoolteacher as the information did not come directly from the parent in which the schoolteacher or administrator will contact the parent for accuracy in what the child had stated. SAEST19 expressed, “You have to first build a relationship with the child and let the child know that you care.” Most of the participants stated, “Children would mostly tell what they need or what they want.”

All of the participants have developed their own ways to communicate with the child in the classroom environment that were effective. Some of the different ways of communication strategies with the child are by meeting with the child, making one on one time for the child, providing support, paying attention, talking, and asking about the deployed parent, and having children write an e-mail instead of verbally expressing their . Mostly all of the participants identified to communicate with the child through one on one time, generally communicating with the child, and listening to the child. Additionally, asking the child if they would like to talk about their situation, making an extra effort, and ensuring the child knows the schoolteacher or administrator is there for them is important. SAEST10 mentioned, “DoDEA e-mail accounts can be used at home or school where the child can send e-mails.”

SAEST09 stated, “One of the biggest things is before deployment to create an environment where the children can be heard, and speak, and to them that what they say is valid and important.” SAEST06 and SAEST10 identified that they have established verbal cues with the child in case the child needed to go outside of the classroom to the

bathroom to cry and wash their faces. The cues established were by raising two fingers or a head nod to identify the need to leave the classroom.

Sub-theme 2: Effective techniques in class. Schoolteachers identified that they use effective techniques not taught to them, but what is appropriate and useful for the child that were used in the classroom. SAEST04 identified, “Having the child write to the deployed parent and talking their feelings out with the child is helpful.” SAEST05 added, “The recordings of parent’s voices have contributed to effectiveness in the classroom.”

SAEST06 expressed, “Effective techniques are one on one time with the schoolteacher to include other children that the child may be comfortable with and can confide in to discuss their feelings.” SAEST07 indicated, “Personalizing assignments, allowing the child to read their favorite book or participate in their favorite hobby helps the child to be more successful in the classroom.” The consensus from the schoolteachers were giving the child extra time, dealing with each situation as a case-by-case basis, sympathetic and providing general practices that schoolteachers know were effective unless the child requires further assistance.

Sub-theme 3: Techniques and strategies for schoolteachers. SAEST05, SAEST08, SAEST09, SAEST15, SAEST17 and SAEST18 expressed, “During their interviews that no formal, specific or particular training and they have not received any formal, specific or particular training to help the child cope with their active-duty parent’s deployment.” SAEST04, SAEST05, SAEST06, SAEST09, SAEST10, SAEST12, SAEST13, SAEST14, SAEST16, SAEST18, SAEST19 and SAEST20 have all mentioned, “Counselors are either able to communicate and assist children,

schoolteachers will work with the counselors as a resource, provide recommendations or strategies and the group counseling by the deployment groups.” SAEST05 stated, “More of the counselors receive the techniques and strategies to assist children in coping with their parents deployed.” SAEST06 mentioned, “Professional development is available and an assisting team that uses a pyramid of interventions for students at risk.”

Additionally, the school nurse, school counselor, and other colleagues can request help from and get a second opinion about behaviors the schoolteachers observe in the classroom. The information provided could provide an opportunity for training to mitigate issues related to student behaviors during parental deployment. SAEST09 stated, “There was a Student Support Team known as SST if schoolteachers were looking for teacher support or ideas such as what the schoolteacher can do.” The SST consisted of school counselors, psychologists, administrator, and any other schoolteacher working with the child. SAEST10 mentioned, “We do have counselors that are trained, but all schoolteachers and specialists should receive training as well.”

SAEST11 indicated, “There was an Army Community Services (ACS) member to come discuss how to work with the children and how to help the children cope as a target for schoolteachers.” Families have received a pre deployment briefing from ACS with some techniques given to families such as active listening, which this helped the child to work through their feelings.

SAEST14 described, “There are outside units that provide special services, and personnel from the clinic such as social workers and counselors have come to the school to discuss deployment stress in families and children.” The special services distributed

contact numbers for additional help for the parent and child. SAEST17 expressed, “Schoolteachers just go with what is in their heart and gut.” SAEST20 revealed,

The schoolteachers were given a free book on military children and deployment through DoDEA. An e-mail was sent and requested information if you were a DoDDS teacher, counselor, or parent. The book was a good tool and good to receive this type of support.

Theme 3: Coordination with Parents

Coordination and communication with parents occur after unusual or different behaviors are seen in addition to the daily communication through the child’s homework journal or planner. Most of the schoolteachers and administrators felt that with today’s technology, communicating with parents is easy. SAEST08, SAEST13, SAEST14, SAEST19 and SAEST20 stated, “Ways of communicating through parent-teacher conferences in person or by video, e-mails, telephone calls, and Skype have been effective to include writing in the child’s journal, and inviting the parents to chaperone study trips.” SAEST04, SAEST13 and SAEST14 added that parent-teacher conferences is beneficial to discuss the issues and potential areas to improve with the parents and communicating on a daily basis with parents in the primary grades helps to understand and fix the solution.

SAEST05 identified that the parent will be asked if they would like to provide multiple e-mail addresses to receive information such as work, home, or other personal e-mail addresses. Several schoolteachers identified a parent notebook, where the parent can check daily with a sticker system or color to let the parent know how the child’s day went were sent home for review. SAEST05, SAEST06 and SAEST14 invited parents to volunteer in the classroom environment, and to observe what goes on in the classroom.

The various ways of communication with the parents also include communicating by papers, electronically, visuals, and weekly newsletters.

SAEST07 stated, “There are Weebly websites where the parent can check online what the child is doing and also use newsletters, homework planners, and journals primarily for grades three through five.” SAEST09 expressed, “Providing military or student mentors to assist parents with working with the child on their homework has helped, and coordination with the deployed parent was through Video Teleconference (VTC) and telephone calls.” SAEST10 added establishing behavioral and homework contracts, communication agreements through homework journals and VTCs with the deployed parent depending on their deployed location. SAEST10 has also established telephone and report card conferences to discuss and resolve issues with the deployed parent overseas. The homework journals are sent home for the parent to sign the journal and for communication between the schoolteacher and the parent.

SAEST11 created digital binders where children can upload various items on a website with help from the office staff for their deployed parent to view. The child was able to send and read e-mails from the schoolteacher’s account in communicating with their parent. SAEST12 stated, “Coordination with parents through encouragement, support, and acknowledgement is helpful.” SAEST14 mentioned, “Coordinating with parents is different by the grade level of the child. The school has had a Stone Soup event, where the community is involved by inviting parents to create crafts and share food with the children.”

SAEST15 expressed, “The situations are taken on a step-by-step nature, and there is an open-door policy with parents to communicate at any time.” SAEST16 and

SAEST18 stated, "Communication is key." SAEST17 added the class could send care packages to deployed military soldiers. SAEST18 identified, "Coordination and communication is done by making plans with the family to see if the child's behaviors are the same in the home environment." SAEST20 added with the 21st century, there is so much more that schools can do to communicate.

Sub-theme 4: Parent deployment notification. There is a consensus with schoolteachers and administrators needing more parent notification when going on a deployment. SAEST10, SAEST16, and SAEST19 stated, "They were informed weeks or months in advance by the parents or sometimes at or after the start of the deployment due to the change in the child's behavior." SAEST08 and SAEST18 mentioned, "Being informed by parents have been yes and no at times depending on the parent's job and notification by the child. There have been unannounced deployments and temporary duties taking the parent away from the child." Schoolteachers will verify the information is factual if notified by children.

SAEST09 expressed, "Most often the parent or child has informed me of the deployment and that the school staff does not inform the schoolteacher of parental deployments." SAEST04 added sometimes finding out from the child that their dad is going downrange or sent to school. SAEST05 and SAEST06 indicated, "Usually parents do inform me when they are about to deploy since parents are aware in which communication starts at the beginning of the school year."

SAEST07 and SAEST11 added that normally being informed and given a list by the school counselor and knowing which children are starting the school year with parents being deployed or upcoming deployments is informative. SAEST12 mentioned,

“Primarily the parents have notified me and at times the notification has been five to six days before deployment.” SAEST13 added that the child has stated, “My dad went to Afghanistan!” and then the schoolteacher will know to contact the non-deployed parent or guardian. SAEST14 described, “The parents normally inform me, and it is not unusual to engage with the non-deployed parent on how the child is doing.”

SAEST14 mentioned that it is unusual for the school administration to inform the schoolteachers. SAEST15 added that there is not a regular system in place to let the schoolteachers and administrators know if a parent is deploying. SAEST17 stated, “I am not informed about a parent’s deployment, and it is up to the parents to inform schoolteachers and administration.” SAEST20 identified, “I am informed by the parents of the American children, but not informed by the parents of international children and there is a believed loophole in the system on deployment notification.”

Theme 4: Leadership Recommendations

The theme of incorporating recommendations for leadership was important to include as the schoolteachers and administrators would be the perfect source to identify what is needed from school leadership to include the DoDDS system in helping to assist children coping with their parent’s deployment in the classroom. The responses from the schoolteachers and administrators were in detail of what each participant thought would be beneficial to the child, schoolteacher or administrator and the school overall. While conducting the pilot study, the question was added as an additional informational piece to the study that would seem to be most beneficial.

A major trend with all of the schoolteachers and administrators through the interviews were the importance of parents communicating with schoolteachers and

notifying schoolteachers well in advance about possible deployments. SAEST04 stated, “Schoolteachers and administrators should be aware of the deployment and given a heads up.” SAEST04 added that training should be provided on how to cope or deal with family members gone or coping with loss. The DoDEA policy should not allow children to transition to another base with their families until after the school year is finished. There should be training on sensitivity of handling the child’s of loss or deployment of their parent. The Central Youth Services or School Age Services should offer programs for children, and offer programs on how to cope, and deal with children to include offering these services to the parents of children homeschooled. There was previously a mentoring program in place to help troubled children with family issues and having a military member become a mentor to a child was very helpful.

SAEST05 stated, “It would be nice to have majority of the faculty to receive stress management techniques assuming the counselors also receive these techniques.” A chain of command on dealing with abuse or health issues from a child and the same system should be used for children with deployed parents. Schoolteachers believed that there is an urgent need to have the deployment groups again, where the counselors create groups or clubs for the children afterschool and whatever projects are made is sent to the deployed parent. Many schoolteachers thought the deployment groups were phenomenal, important and focused to help the children. The counselors should take the leadership and create groups after school so children are not missing classes during school. SAEST06 added that SAES is the only school in the Isles District that does not have a deployment group.

SAEST07 and SAEST16 mentioned, “At the beginning of the school year, schoolteachers should receive a list of children with deployed parents that should be gathered at registration or if a plan for the parent to be deployed.” SAEST07 added that it is very important that schoolteachers and administrators receive information specific to the situation, and not have the topic of deployments included in a substance abuse, abusive children, or reporting brief. The brief should be on its own and the entire deployment transition that can be briefed by counselors or groups that deal with military deployments. SAEST08 stated, “Parents should know the importance of schoolteachers and school administration of possible deployment and the period of deployment.”

SAEST09 suggested DoDEA should conduct on a regular basis how to handle deployments with specific steps or a certain policy to have in place. SAEST10 expressed, “DoDEA should have more guidelines of what they want to see happen within the deployment groups, and there should be staff training on coping mechanisms, and strategies to use to help children cope and their parents.” SAEST11 recommended to keep the active-duty parents involved and to use Skype for the child and the deployed parent. SAEST12 recommended more involvement from leadership with deployment groups and after school activities by getting involved, talking about deployments, what to expect and problems that may arise. Guidance counselors can get together with schoolteachers on what to expect and what to do in the specific circumstances.

SAEST13 stated, “There would be a huge advantage to know when the parent would be deploying and if the school administration already knows to the schoolteachers.” Schoolteachers want to ensure that counseling support is available for children stressed or other issues would be helpful to children affected by their active-duty

parent deployed. SAEST15 mentioned, “There was a high interest in the study due to seeing commercial advertisements on the Armed Forces Network that DoDDS teachers are especially qualified to deal with children of deployed military parents.” SAEST15 added that due to never receiving training of staff development to assist children in coping with their active-duty parent’s deployment, schoolteachers should receive training on how to deal with these situations.

The school leadership should acknowledge the parents’ deployments and their return from deployment. SAEST18 added that leadership should be aware of military backgrounds and knowledge by providing assistance, and identifying special activities or programs on certain holidays such as Veteran’s Day and Memorial Day, since school is in session and the children are not out of school due to being on a European holiday schedule. SAEST19 stated, “There should be a list of ideas and things to do with children to include activities. There should also be a cookbook idea or approach or bag of tricks and useful things helpful for the schoolteachers to use.” SAEST19 recommended parents and schoolteachers read the available books about deployment on a basic level.

Sub-theme 5: Deployment groups. Over half of the study participants identified deployment groups established by the counselors for children with deployed parents through the interviews. The deployment groups implemented by the counselors were beneficial to the children as stated by mostly all of the schoolteachers and administrators. SAEST04, SAEST05, SAEST08, SAEST10, SAEST13, SAEST14, SAEST16, SAEST17, SAEST18, SAEST19, and SAEST20 indicated, “Previous deployment groups that were in place were effective, provided means of communication, phenomenal, and

important for children.” SAEST05, SAEST06, and SAEST10 added the urgent need for the deployment groups, which would be helpful.

Having the deployments groups according to the schoolteachers and administrators was a place where children can spend time with other children affected by their parents deployed. The deployment groups allowed a sense of comfort, time to talk with the counselors and other children to help the child cope during their parents’ deployment. Schoolteachers are untrained regarding how to assist children in coping in the classroom environment due to parental deployment; these prior deployment groups were effective and aided in providing the assistance the child needed and could not receive from the schoolteacher.

SAEST05 also thought that the children have enjoyed going to the deployment groups, and felt comfortable, although some second graders did not want to go whether they were too busy or did not comfortable there, and dwelling on their parent deployed. SAEST06 identified, “There were two groups: one group for older children and one group for the younger children.” SAEST06 mentioned once the counselor left due to moving, there was no deployment group anymore. Additionally, SAEST06 added that SAES is the only school in the Isles District that does not have a deployment group. SAEST10 stated, “DoDEA should have more guidelines of what they want to see happen within the deployment groups.” SAEST12 recommended more involvement from leadership with deployment groups and after school activities. SAEST14 added that the deployment groups give children the chance to get with other children with the same situations that others may not have. SAEST17 mentioned that the deployment group was

phenomenal and the children that attended had time to decompress with other children in the same situation.

Summary

The purpose of the qualitative exploratory single case study was to explore the perceptions of SAES schoolteachers about how effective actions taken may minimize behavioral problems, while enhancing the classroom's learning environment positively and assisting with the child's coping issues during their active-duty parent's deployment. The three pilot study participants to include the overall 17 participants met the criteria for the study with purposeful sampling. The study's outcome identified four themes and five sub-themes that emerged regarding the actions taken to minimize behaviors while enhancing the classroom environment. The themes are reflective of the interviews, and seemed to be the important factors surrounding the study based on the responses from the participants. Theme 1 identified the behaviors displayed in the classroom due to parental deployment, and the sub theme how the children participated in the classroom.

Theme 2 identified communication strategies used with the child in the classroom environment with the sub themes effective techniques used with the child in the classroom to get them to participate. Additionally, the second sub theme identified training techniques and strategies that schoolteachers and administrators received or simply had knowledge of in assisting the child in the classroom environment. Theme 3 expounded on coordination with the parents with the sub theme the parent deployment notifications to identify to the schoolteacher if the child's parent is deployed to include whether notification occurs or does not occur. The fourth theme identified recommendations to leadership by the schoolteachers and administrators of what things

are needed to assist the child in coping in the classroom environment, and mitigating behaviors with the sub theme identifying a definite need for having the deployment groups again within the school.

Chapter 4 contained a qualitative analysis of the schoolteachers' perceptions on actions taken with school-aged children to mitigate behaviors and enhance the classroom environment. Chapter 4 included data collection, demographic data, the research question, pilot study, and data analysis findings to include the interview questions and emerging themes. Using the NVivo 10 transcribing, and manual coding, themes emerged, and were noted about the actions taken within the classroom environment to mitigate behaviors and better the child's coping issues.

Chapter 5 will include the outcomes of the emerging themes in Chapter 4. Chapter 5 also introduces the findings and interpretations the pilot study, and the full study analysis and findings. Additionally, Chapter 5 includes the significance to leadership, recommendations by schoolteachers, recommendations to leadership, and suggestions for further research based on the findings in Chapter 4.

Chapter 5

Conclusions and Recommendations

When active-duty military parents leave for deployment and leave their elementary school-aged children behind, this situation has a direct influence of the stressors on the children within the classroom environment. The elementary schoolteachers implement effective actions to mitigate behavioral problems and enhance the classroom environment while positively aiding in the child coping with their parent's deployment. If the Department of Defense Dependents School (DoDDS) experiences an enormous amount of active-duty parental deployments, children may be unable to positively function in the classroom environment without the schoolteachers implementing effective actions to mitigate unusual behaviors. Additionally, the consistent change of schoolteachers and parental deployment may potentially be lost when acknowledging coping issues among children in the classroom environment.

The effective actions of schoolteachers may contribute to the coping children presenting better behavioral patterns and coping abilities within the classroom environment. Research has shown that because of military deployments, cognitive and behavioral changes are noticed among the children caused from long periods of separation from their active-duty military parents' deployment (Jensen, Lewis & Xenakis, 1986). The qualitative exploratory single case study was valuable in providing or developing interventions by acquiring, and yielding the most information possible from the schoolteachers (Baxter & Jack, 2008).

The purpose of the qualitative exploratory single case study was to explore the perceptions of Supreme Headquarters Allied Powers Europe (SHAPE) American

Elementary School (SAES) schoolteachers in SHAPE, Belgium. The qualitative exploratory single case study explored how effective actions were taken to mitigate behavioral problems and enhance the classroom learning environment positively while the child was coping with their active-duty parent's deployment for the children in grades one through grade six. The research methods employed included: (a) collecting data, (b) identifying emerging themes, (c) identifying any correlation between child coping behaviors, and effective actions taken to mitigate behavioral problems to enhance the classroom environment.

The following subtopics are addressed in Chapter 5: (a) findings and interpretations, (b) pilot study and data analysis findings, (c) significance to leadership, (d) recommendations by schoolteachers, (e) recommendations to leadership, and (f) recommendations for future research.

Findings and Interpretations

The interview sessions involved the use of a voice recorder device for each session focusing on the semi-structured setting in answering the 10 interview questions (see Appendix E) and ultimately to answer the one research question as the focus and foundation for the study. The research question was:

Research Question: When observed behaviors are identified in relation to parental deployment, how do effective actions taken mitigate behavioral problems and enhance the classroom learning environment?

The research question focuses on the schoolteachers' perceptions and actions taken within the classroom for the betterment of the school-aged children.

Prior to the main study and the scheduling of interviews, a pilot study was conducted further to validate the interview questions, credibility, and dependability of the study. Three participants were selected for the pilot study. The participants were interviewed using the created interview questions in search for credibility and unbiased results. Additionally to the 10 interview questions asked, the participants were asked to provide their recommendations to leadership, which added depth and value to what the participants believe is needed to assist the child in coping with parental deployment, added knowledge for the schoolteachers and administrators, and the overall betterment of the school. The demographic data as noted in Chapter 4 ensured all participants met the criteria to participate. NVivo 10 and manual coding was used to transcribe the collected data from the interview transcripts. From the transcription and coding four core themes emerged and five sub-themes, allowing for the evaluation against the existing literature.

Theme 1 reveals the Classroom Behaviors due to Parental Deployment, which focused on the seen behaviors in the classroom environment. Theme 2 is Child Communication Strategies, which focused on the communication relationship between the schoolteacher and the child, to include strategies implemented to assist the child in communicating their problems. Theme 3 is Coordination with Parents, which focused on how parents communicate with the schoolteacher regarding deployments and ways schoolteachers implement processes for effective communication with parents. The last theme that emerged was Leadership Recommendations, which focused on important principles, such as programs and processes, to be implemented per the concern of schoolteachers and administrators.

In addition to the four main themes, five sub-themes also emerged during the data analysis. Sub-theme 1 is Classroom Participation, which focused on the changed and identified behaviors in the classroom environment to include the change in the child's classroom participation. Sub-theme 2 is Effective Techniques in Class, which described the implemented techniques to mitigate classroom behaviors assisting the child in coping in the classroom environment with their parent's deployment, such as having one on one time to speak with the child. Sub-theme 3 is Techniques and Strategies for Schoolteachers, which indicated that schoolteachers received no formal training or techniques to assist in helping children cope with parental deployment in the classroom environment. Sub-theme 4 is Parent Deployment Notification, in which schoolteachers discussed the importance of receiving information about parental deployments and how often, if at all, that parents notify schoolteachers about their deployment. Sub-theme 5 is Deployment Groups, wherein schoolteachers expressed the concerns of not having a deployment group in place and the importance of having the deployment groups in school for children suffering during the time of their parent being deployed.

The findings and interpretations section of Chapter 5 allows discussion of the identified themes and sub-themes from the transcribed collected data to include the interview questions in relation to understanding the research question.

Theme 1: Classroom Behaviors due to Parental Deployment

The mental effects and behaviors affect not only the military individual, but also the family, spouses, and children (Kelley & Jouriles, 2011). Military deployments are perceived as stressful situations for the children and families of deployed military members (Laser & Stephens, 2011). The situation of the child coping in the school

environment is not clear, and how teachers mitigate any behaviors and implement coping mechanisms (Greenberg, 2013). In this study, the schoolteachers and administrators identified the various classroom behaviors displayed based on how children cope with their active-duty parents deployment. The study by Aranda et al. (2011) clearly identified the emotional and behavioral issues among children because of their parents' deployment, versus children without a deployed parent.

The schoolteachers and administrators identified that a difference of classroom behaviors by the lower grades of children versus the older grades of children within the elementary school. Some of the schoolteachers indicated that the younger children might cry more, and act out in the classroom to include expressing to the schoolteacher what their problem is. In the children of older grades, the children have shown some attitude, rudeness, talking back to the schoolteacher and not completing homework assignments. One of the schoolteachers identified that in the older grades, the children receive letter grades, whereas with the younger children, they do not have to worry about the letter grades making the situation of academic performance declining a bit more serious than with the younger children.

University of California – Los Angeles (2010), identifies children of combat-deployed parents exhibiting increased worries, even after their parents returned. The article delved into the adjustment children experience while their parent is on a military deployment. In the schoolteachers interviews, children worrying was identified to include sadness, quiet, clingy, acting out, withdrawal, aggressive, whiny, and different from the typical day-to-day behaviors.

Huebner et al. (2007) completed data based on various focus groups, with a concentration on perceptions of uncertainty, mental health changes, and issues with relationships. The adolescents expressed themselves in an open and honest dialogue reflecting on the perceptions of feeling lost during their active-duty parents' deployment. The expressions of feeling lost from the adolescents allowed connections to be made in showing the non-active-duty parent left behind the issues and attention that was needed. In some instances, children believed they have an increased responsibility. Some of the schoolteachers identified the possibility of increased responsibility within some children if the child is the older sibling identifying the added duties, where the child may be helping the parent with dinner or perhaps assisting the non-deployed parent with their younger siblings, and other duties delegated by the non-deployed parent.

Children affected by their active-duty military parents' deployments may or may not have a negative effect (Greenberg, 2013). Some children may have positive effects where the children are more helpful to the non-deployed parent or caregiver. The schoolteachers indicated that some children that did not display negative behaviors and exhibited the same daily behaviors. Once the schoolteachers were informed or discovered that the child's parent was deployed, the schoolteacher provided any support that the child needed.

Card et al. (2011) identified internalizing symptoms of children experiencing anxiety and behavioral issues. Externalizing symptoms identified were children expressing aggression, and breaking rules to include an academic adjustment identifying grades, and achievement test scores. Results found the proposed symptom and their relation to deployment as problems, and concerns. Identifying symptoms of aggression

and breaking the rules set the precedence for researchers to understand the theory behind children's varied reactions to their active-duty parent's deployment further. The interviews, in comparison to the findings in Card et al. (2011), showed that the child may not have received enough information, or that there may be a lack of full communication about an active-duty parent's deployment. The externalizing symptoms applied to the older children through the schoolteachers' direct experiences of a child's academic adjustment and breaking the rules.

NC Supports Military Children (2014) identifies stressors to look for such as children unfocused, depression or withdrawal, inability to participate, drug or alcohol abuse, violent or dark drawings, and emotional moments filled with crying and outbursts. Some of the schoolteachers through the interviews identifies that they are trained on the basic acknowledgments such as abuse, but not identifying children trying to cope with their parents deployment. Two of the participants identified that some children may make violent or dark drawings expressing how they, and when asking the child about the drawing, the child will most likely state that their active-duty parent is deployed.

The literature review identified a few types of behaviors displayed and through the interviews; the schoolteachers could candidly identify all behaviors displayed in the classroom environment. Some schoolteachers did not observe any behaviors from select children, whereas other children that displayed negative behaviors or behaviors that were unfamiliar with their day-to-day normal behaviors received extra attention, and referrals to the counselors, if needed. The literature review did not state any referrals to counselors due to behaviors from children. The literature review mostly identified military programs where family members could receive support of recommended further

military support programs. Overall, the schoolteachers did not identify any extreme behaviors where the child needed medical evaluations or treatments due to their active-duty parents' deployment.

Theme 2: Child Communication Strategies

Deployment: Your children and separation (2012), encompassed the need for children to communicate by expressing their feelings, letting children know they are loved, communicating with schoolteachers and honest communication with children. Without recognition of daily routines, and having situational awareness of the deployment periods can create stress for military children and families (Huebner et al., 2007). White et al. (2011) attempted to review the stressors within children, and the increase of emotional and behavioral disorder. Based on the findings of the research, it was noted that such gaps in research identifying the individual development of in-place interventions should be further investigated if there was an increase in psychosocial behavior.

Each participant interviewed mentioned that sometimes he or she would find out that the child's parent is deployed, whether notified by the child, another schoolteacher, or the parent. In some cases, the schoolteacher may notice unusual behaviors from the child causing the schoolteacher to ask the child how they are doing and the child will identify that their active-duty parent is deployed. Each schoolteacher and administrator explained that they ensure that the child understands that they are in a safe environment to have a discussion with the schoolteacher and identify their feelings. The schoolteachers have also allowed the child to express themselves through drawings or taking some time out for themselves. Additionally, the schoolteachers have allotted the

child time to leave the classroom and cry by signaling the schoolteacher through a hand gesture identifying the needed time to leave the classroom.

Laser and Stephens (2011) noted stress was significant during all stages of deployment for the military member and their family. The article focused on two-parent households; however, many other family situations, such as a single parent household, and individuals who are not married but reside together, because of having a child together. The schoolteachers identified that the various types of deployment such as dual military, an active-duty parent with a civilian parent spouse, or an active-duty single parent may all have different reactions with the child. Most of the schoolteachers have dealt with children that had an active-duty military parent with a civilian spouse left behind and having dual military parents deployed or an active-duty single parent deployment was unusual for most of the schoolteachers and administrators. However, a few of the schoolteachers that had experienced a child with an active-duty single parent deployed. In one of the cases, the child showed no different behaviors. In another case, the parent and the schoolteacher continued communication to ensure the effectiveness of the relationship with the schoolteacher, parent, and child to include the child's caretaker.

In relating to the literature review, there was no research present on identifying the schoolteachers' perceptions of children coping in the classroom environment, and the actions taken by schoolteachers to mitigate any psychosocial behaviors or issues. However, there were recommendations through knowing that children may have difficulties within the classroom environment and some things that schoolteachers can implement. The communication strategies with children and schoolteachers start with the basic foundation of importance, which is communicating with the child to find out what

is happening. Schoolteachers have found that through communication with the child, the answer will be identified whether the child has an active-duty parent deployed or if there may be another issue.

Theme 3: Coordination with Parents

Murphey (2013) identified the implications of the trauma on children with deployed parents and the importance of communication. Bunch et al. (2007) researched the effect of the deployment of fathers versus deployment of mothers, to include an increase in grandparents having the additional duty of caring for their military grandchildren. The main responses identified were the stressors associated with grandparents caring for their grandchildren, and the significant changes in personal lifestyle. Bunch et al. (2007) stated that further research was needed to acquire information on how the children are affected in this situation, and how the grandparents coped with the additional duty and life-changing role of caring for their military grandchildren.

Through the interviews, schoolteachers have acknowledged the importance of parents maintaining communication with the schoolteachers. One of the more serious factors was the identification of deployment in a fair amount of time and a contingency plan to assist the child within the classroom environment by identifying deployment, possibly communicating with the deployed parent and constant communication with the schoolteachers. Some of the schoolteachers thought that if the school is notified that there may not be an accurate transfer of that information directly to the schoolteacher. Some schoolteachers thought that the counselors might be of the active-duty military parent's deployment.

Greenberg stated middle-aged schoolchildren might have issues that can be helped with the assistance of parents and teachers with identification of the coping issues (Greenberg, 2013). As with the text from Greenberg, some of the study participants stated that communication is critical and that communication between parents and schoolteachers and perhaps the school is important. The communication creates a partnership between the parents and the schoolteachers to assist the child in any coping issues by first identifying deployment, and creating means to work together to continue a good structured environment for the child.

The study by Mmari et al. (2010) focused on children, their parents, and school staff regarding the social connection and ability to identify challenges and receive support from the school staff during military deployments. The study objectives were to identify the stressors among children, the communication and social elements between parents and their children to include the coping strategies. Mmari et al. (2010) believed having an understanding of the stressors may aide in further intervention methods. With communication between the parents and the schoolteachers, the schoolteacher may be able to understand the behaviors that children display in the classroom environment, and have the ability to further aide in the child's betterment. The initial start of the issues according to the schoolteachers may start with the overall communication and coordination with parents, and of some schoolteachers not each time from each parent about military deployments.

The communication filter is important between parents and the school to identify the programs available for children of deployed military members. However, of importance for the school system and the military to acknowledge military children,

children of deployed parents and those needing additional guidance because of behavioral issues. Implementing school support systems and the school of the possible military deployments requiring the active duty enlisted parent to leave the child may provide a better adjustment to the stressors experienced (Mmari et al., 2010). At SAES, there were previously deployment groups for children with deployed parents. The coordination of children's attendance to these deployment groups was with the parents allowing permission to participate. As mostly all of the participants stated, the deployment groups were positive for the children and are much needed again.

A study of children within the classroom and how teachers mitigate or help the child cope has not been noted or identified, but suggestions of potential behaviors and stressors were suggested (NC Supports Military Children, 2014). The foundation and direction for this study was to understand how schoolteachers mitigate behaviors in the classroom environment due to parental deployment. The perceptions of schoolteachers are important to understand what behaviors and stressors that children display in the classroom environment. During the interviews, schoolteachers identified the need for communication, coordination, and planning to aide in assisting children through their time of need.

Relating to one of the articles, some suggested activities were communication between the non-deployed parent and child, activities with the child, games, family pictures, and discussions about the child's feelings (Military Children, Deployment, and Behavioral Health Care, 2014). The underlying message and relationship to other articles remains that parents should have consistent communication with the child, and possibly the teacher to identify any behavioral and coping issues displayed. Through the

interviews, a few of the schoolteachers identified from their experiences that a possibility for some of the children that their non-deployed parent does not communicate well with the child explaining their active-duty military parents deployment. At times, the non-deployed parent has to pick up the additional duties of the absent parent and if siblings, the organization of duties, and time given to the child may be lacking to where the child shows stressors in the classroom environment. This situation presents a challenge for the schoolteacher as they start to try to identify the behaviors of the child in the classroom environment by consulting with the child first. At times, the child may identify that their parent is deployed and the schoolteacher will contact the non-deployed parent to the child's behaviors seen in the classroom environment.

Individual development and strong family bonding are essential to the growth process, sustaining resilience, and maintaining developments within the family attachment network model. The individual relationship models are distinct to each individual and specific family relationship. Communication and the family belief system drive the family adaptation during deployments. The theory based model presented by Riggs and Riggs (2011) allows future researchers to implement intervention methods and strategies where needed with families, to include extending from two-parent households by including single parents. Schoolteacher recommendations include parents the schoolteacher of parental deployment at the beginning of the school year or as soon as the active-duty parent is notified about the deployment. Other recommendations were for the schoolteachers to receive a list of children with active-duty parents deployed by the school administration that will be starting school.

Theme 4: Leadership Recommendations

The research of Murphey (2013) indicated ways to identify programs that may further assist in providing effective outcomes. Hall (2011) stated a need existed for social workers to understand the military culture to further support and provide care for the military community. Without social workers having an understanding of the military culture, there would be a barrier in providing appropriate assistance. Hall's study was also based on the civilian sector instead of the military school sector and those that associate with military members on a military installation. A few schoolteachers thought it was important for not only social workers, but for school counselors, the principal and the school staff overall to have experience with understanding the military culture to have the ability to provide the needed services or programs internal to the school. Having the knowledge and expertise of dealing with children coping with their parent's deployment or the ability to implement and create established programs within the school to assist children with coping is critical for school leadership.

Schoolteachers and administrators through the interviews identified the importance of parents communicating with schoolteachers and notifying schoolteachers well in advance about the possible deployments. Schoolteachers thought that parents should be encouraged to communicate with the school if there will be a deployment to include what will happen with the child and who to contact to include emergency contacts and available home resources. This situation is especially critical for children with active-duty single parents, and dual-military parents that may possibly deploy.

Schoolteachers also thought that training would be beneficial to help schoolteachers learn how to help children through the difficult time of their parents'

deployment. Training should be provided on how to cope or deal with family members gone or coping with loss. The Department of Defense Education Activity (DoDEA) policy should not allow children to transition to another base with their families until after the school year is finished. A child recommended to stay in the current school and finish the school year affects not only the school, but also the manpower at the intended base and the entire permanent change of station process for the active-duty military member and their family. There should be training on sensitivity of handling the child's feelings of loss or deployment of their parent.

Schoolteachers and administrators should receive stress management techniques to aide in assisting the child with coping in the classroom. Schoolteachers assume the counselors receive special techniques and would to be well versed and knowledgeable as well for the betterment of the overall situation. Other recommended suggestions were a cookbook idea of helpful procedures or a bag of tricks for the schoolteachers to use in the classroom environment when dealing with children coping with their active-duty parent's deployment. One of the schoolteachers thought the study was interesting and wanted to participate due to seeing commercial advertisements on the Armed Forces Network that DoDDS teachers are especially qualified to deal with children of deployed military parents. The schoolteacher stated due to never receiving training of staff development to assist children in coping with their active-duty parent's deployment that the schoolteachers should receive training on how to deal with these situations.

Some schoolteachers also thought that it would be very important that a specific conversation or brief with schoolteachers and administrators about the situation of deployment be provided separate, and not in a substance abuse, abusive children, or

reporting brief. The brief should be on its own and the entire deployment transition that can be briefed by counselors or groups that deal with military deployment. Through the briefing there could potentially be training recommended or key points to identify when trying to assist children with coping in the classroom environment.

Mostly every participant that was interviewed felt it was critical and of major importance for leadership to implement the deployment groups for children with deployed parents. The deployment groups were previously in place and conducted prior to a specific counselor that left the school due to moving. With identification of deployment from the active-duty military member, the schools in the civilian sector may have the ability to add to the range of services offered for the military member and their families (Savitsky et al., 2009). As with the writing of Savitsky et al., DoDDS may also have the ability to add a range of services within the school environment for children coping with parental deployment with the important identification and notification from the active-duty military parent or the civilian parent.

One of the participants stated that DoDDS should require counselors to do deployment groups for children with deployed parents just as schoolteachers are required to teach standards. Additionally, a participant stated that SAES is the only school in the Isles District that does not have a deployment group. Over half of the study participants identified deployment groups established by the counselors for children with deployed parents throughout the interviews. The deployment groups previously implemented by the counselors were beneficial to the children as stated by mostly all of the schoolteachers and administrators. The previous deployment groups that were in place were effective, provided means of communication and important for children.

Having the deployments groups according to the schoolteachers and administrators was a place where children can spend time with other children affected by their parents deployed. The deployment groups allowed a sense of comfort, time to talk with the counselors, and other children to help the child cope during their parent's deployment. Schoolteachers are not trained on how to assist children in coping in the classroom environment due to parental deployment. The previous deployment groups were effective, and aided in providing assistance to the child in need that the schoolteacher could not provide.

There were two deployment groups: one group for older children, and one group for the younger children. These deployment groups gave children the freedom of expression and to be in the same environment with other children experiencing the same coping issues of their parents deployed. The schoolteachers and administrators were passionate in identifying the need to have the deployment groups. The schoolteachers and administrators being passionate about this topic showed this is an area and topic warranting further research. Thus, implementing research about having the deployment groups as a mandatory reoccurring program within the school available for children of deployment military members.

Limitations

Original limitations that could have potentially caused an ineffective outcome of the study were thought to include the participants in the study who have not had to implement effective actions or programs within the classroom environment because of a child coping with their active-duty military parent's deployment. Additionally, the schoolteacher may not have had the ability to identify a child physically coping, and

displaying different means of behavior because of the children's active-duty parents' deployment. The final potential limitations may have included a small sample with not enough data due to infrequent deployments or data provided from the participants that was not factual, honest or too vague. None of these intended limitations appeared throughout the study. Limitations that could have caused significance would were if the participants did not experience behaviors of children of deployed parents, and if the schoolteacher never had to mitigate behaviors or assist the child with coping in the classroom environment.

The scope of the study and population included SAES schoolteachers in grades one through six that taught in the DoDDS system at SHAPE, Belgium who experienced children of active-duty deployed parents. The sample size of the 17 schoolteachers and administrators was the basis for effective data collection. There is a possibility that there could be a different result based on interviewing other DoDDS in Europe or within the United States with the same or higher deployment rates. The focus of the study was to explore effective actions or programs implemented by schoolteachers in the classroom environment that aid children in coping with the stressors of their parents' deployment, and enhancing classroom performance. Limitations noticed was the amount of teaching experience or time at the present school, but the participant that had not experienced some of the same situations did have some experiences overall as a schoolteacher with DoDDS in another location. The final limitation was the amount of time waiting to conduct the study due to receiving approval to conduct the study during the summer months, where schoolteachers and administrators were on vacation.

Significance to Leadership

Wren (1995) presented six leadership traits, which are ability to possess the drive, leadership motivation, honesty, and integrity, self-confidence, cognitive ability, and knowledge of the business. The SAES leadership is responsible for maintaining and fostering each of the six leadership traits. School leadership should be aware of the issues and various things that children need to cope better with their parent deployed through the communication of the schoolteachers and administrators. Leaders in the school environment must be transformational with an agenda to implement meaningful, innovative, and creative processes and programs to assist schoolteachers and administrators in helping children cope during their parents' deployment. By leadership establishing meaningful, innovative, and creative processes, this fosters a positive and better relationship with the school staff, schoolteachers and children to include the parents and the school environment overall (Avolio & Yammarino, 2008). Through leadership's participation, and educational support, schoolteachers can assist children in coping with their parents' deployment, and mitigate negative classroom behaviors.

Recommendations to Leadership

SAES Leadership

Annually, prior to the start of school, a registration for the upcoming school year. Perhaps during the registration, parents registering their children for school can either identify on the school registration forms that the parent will be deployed during the school year if known. Registration is also an open house where parents attend the school to meet the schoolteachers and school, where schoolteachers can ask if there will be an upcoming deployment during the school year. SAES can perhaps maintain information

on all children with deployed parents, and pass information to the schoolteachers that they will have a child in their classroom with a deployed parent. The communication between the administrative staff or leadership with the schoolteachers will allow the schoolteachers to identify any different behaviors in the classroom from the child coping with their active-duty parents' deployment. American parents who deploy are better at communicating and corresponding with the school than are international parents who deploy.

Therefore, it will take more work to get the international parents involved and adapt to a different culture. If a computer system is used for a child's school records or administrative data, there can perhaps be an indicator to ask or follow up with parents to see if the parent will possibly deploy during the school year. Providing training to schoolteachers on how to identify coping issues and behaviors in the classroom due to a child's parent deployed is critical for schoolteachers to receive. Experienced individuals dealing with the deployment processes, and children's behaviors should be able to conduct trainings in the school for the schoolteachers and administrators.

Implementation of schoolteacher, student, and parent-focused support groups would additionally provide awareness and the ability for children to cope with the absence of a deployed parent with assistance by the schoolteachers and administrators. Implementation of the deployment groups per the schoolteachers and administrators seemed to be productive and a great avenue for children to cope with their parent deployed. Recommend implementing a deployment group annually for children at each age group with identified policies, procedures, and instructions. SAES can identify all

policies based on their school zone or district within a standard operating procedure manual.

Parents

Negative synergy from parents correlated with the child's behavioral and emotional affects. The need for training in coping skills was found to be beneficial for both the parent and the child. Some research found that implementation of teacher, student, and parent-focused support groups provided awareness, and the ability to cope with the absence of a deployed parent (Harrison & Vannest, 2008). Schoolteachers suggest for parents to communicate consistently with the belief that communication is the first and foremost important avenue of an established relationship with their child's schoolteacher.

When an active-duty member is notified of deployment, the parent should identify the schoolteacher of the basic information. Basic information to share with the schoolteacher about parental deployment would be possibly when the parent will deploy, how long the deployment will be, and if the child will complete the school year. Other important information is whether there will be another parent, family member, or caretaker to care for the child in the absence of the active-duty parent. When the parent coordinates with the schoolteacher to identify deployment, a relationship can be established so that the schoolteacher may be able to identify certain behaviors the child may display in the classroom due to coping with their active-duty parents deployment.

Once the active-duty parent is absent on deployment, the non-deployed parent or caretaker must keep in constant communication with the schoolteacher. Communication ensures the child is still productive in the classroom environment, learning, completing

assignments, participating, and overall involved in the learning process. Depending on the deployed location of the active-duty parent, if possible, the active-duty deployed parent has to try to find ways to keep in contact with the child, and non-deployed parent. The active-duty deployed single parent will also need to keep in contact with the caretaker with the child being outside of their normal comfort zone.

Additionally to notifying the schoolteacher of deployment, the parent should notify the school of deployment for the administration section to maintain this information. Leadership can identify the importance of parents communicating about deployment and communication overall within newsletters, e-mails, parent information packets, meetings, conferences, and other avenues that the school communicates with the parents. In today's world of technology, there are so many ways that communication can be established to maintain healthy and productive relationships.

DoDDS and DoDEA

School staff struggled with dealing with the children coping with the absence of their parents, and possible new school transition by not knowing how, and what to communicate with the children (Bradshaw et al., 2010). Therefore, the school staff required further training within the civilian community regarding dealing with children with absent military parents. New strategies would include increasing the communication relationship between the school and parents to include children. Providing training for teachers and staff regarding dealing with military children can increase awareness. Finally, putting policies in place would support military children during stressful times of separation from the active-duty deployed parent.

DoDDS or DoDEA standard implementation of schoolteacher, student, and parent-focused support groups would additionally provide awareness and the ability for children to cope with the absence of a deployed parent with assistance by the trained or educated schoolteachers and administrators. DoDDS or DoDEA standard implementation of the deployment groups for children at each age group with identified policies, procedures, and instructions would be beneficial. Due to the difference in school districts and locations, DoDDS or DoDEA can give authority to the school principal to alter the policies, procedures, or instructions based on their school zone or district based on number of participants possibly due to differences in the frequency of deployment. Tailoring the policy should be only to benefit the children involved, schoolteachers, parents, and the school overall in the betterment of the specific program to aide in the children coping with their parents deployment.

Recommendations by Schoolteachers

Schoolteachers suggest DoDEA should conduct on a regular basis how to handle deployments with specific steps or a certain policy to have in place. There should be training specifically for schoolteachers identifying deployments, and possible causes to include how to assist children in coping during parental deployments, and signs of behaviors to look for within the classroom environment. Beyond a basic training or guide, schoolteachers understand that dealing with children experiencing coping issues due to parental deployment may be on a case-by-case basis. Schoolteachers expressed an overwhelming concern and need for there to be school-level deployment groups in place for children at SAES.

DoDEA should have more guidelines of what they want to see happen within the deployment groups, staff training on coping mechanisms, and strategies to use to help children cope and their parents. Schoolteachers suggest DoDDS should require counselors should organize the deployment groups for the children. Parents should be highly encouraged to communicate with the school if there will be a deployment, what is going to happen with the child during the deployment, who to contact, emergency contacts, and available home resources. Communication and an established relationship are critical between the parent and schoolteacher for the betterment of the child. With this information provided, schoolteachers can create an area within the classroom for children to have a time out, and go reflect at a table about their deployed parent or to be able to write a letter or make a drawing to the deployed parent.

Programs should be offered through the various on base agencies such as Central Youth Services or School Age Services and Army Community Services or the healthcare facility. The programs should be on how to cope and deal with the children to include offering these services to the parents of children homeschooled. The parents of homeschooled children may not know about the deployment groups and should communicate parental deployment to the school for participation. There was previously a mentoring program in place, but due to the parent leaving, no current mentoring program to help troubled children with family issues. Schoolteachers stated having a military member be a mentor to a child was very helpful. This is perhaps a program that can be established within the school further to assist children simple to a big brother or big sister program.

Suggestions for Further Research

The suggestions for further research would be to conduct the study in other DoDDS systems located around the world to identify if a correlation in deployment awareness, and educated processes for schoolteachers on assisting children in this time of need. Additionally to identifying knowledge and training processes for schoolteachers, suggestions to identify what internal programs are used within each DoDDS system and how the programs work for the children of deployed military parents could provide better substance to corrective actions or additional support. The design of the study was appropriate as conducting a quantitative study would produce numbers, but the substance and understanding was much more fruitful in obtaining perceptions from schoolteachers through a qualitative case study approach.

The better approach was a qualitative exploratory case study that explored actions to mitigate classroom behaviors and how schoolteachers assist children in coping in the classroom environment due to parental deployment. Recommendations for new research would be to explore other DoDDS systems around the world to identify similarities or differences in programs, processes, and procedures to benefit the school overall. With further research, new or additional questions could possibly explore the programs used within the school to assist children, and the specific training for schoolteachers identifying specific processes, and procedures in full detail. In addition to the limitations on the area of study and the population, researching different DoDDS around the world with higher tempo of military deployments may be suggested for future research.

Summary and Conclusion

Chapter 5 contained the findings and interpretations outlining the findings of the pilot study, the full data analysis, and limitations, significance to leadership, recommendations by schoolteachers, recommendations to leadership, and suggestions for further research. The overview of the study was identified to include identifying the purpose of the study, the methodology, research question, and interview questions used for data collection. The possible limitations were schoolteachers not identifying or able to mitigate behaviors in the classroom to include not having a sample size big enough to conduct the study. These limitations proved to be false, with the schoolteachers having the ability to express their perceptions, and experiences of children coping in the classroom environment with parental deployment. The sample size was perfect utilizing schoolteachers and administrators.

The desired outcome of the study was to explore how effective actions were taken to mitigate behavioral problems and enhance the classroom learning environment positively while the child was coping with their active-duty parent's deployment for the children in grades one through grade six. The study adds to the existing body of knowledge of literature reviewed on schoolteacher's perceptions of children coping in the classroom environment, and their involvement and actions taken to assist the children. Exploring the perceptions of the schoolteachers added awareness with the coordination and communication from parents before deployment, understanding the behaviors of children with deployed parents, how to mitigate issues, or assist the child while coping in the classroom environment.

Through the data analysis, themes were revealed that were relevant to the study by the responses of the schoolteachers through their interviews. Data transcription and coding was completed, and relevant to gain an in-depth analysis of the schoolteacher's perceptions that aligned with the research question. Recommendations were made around each major theme identified (Creswell, 2013), and related back to the overall problem of the study (Simon, 2006). Each theme noted aligned with the research question. The schoolteachers' tolerances and emotions through the process, and interview exemplified concern, dedication, and the ability to identify what is needed, and what processes have worked for children coping with deployed parents.

The schoolteachers and administrators were passionate about the study, and excited to contribute their experiences, identify assistance they are in need of to assist children in these situations, and recommendations for the betterment of the children, schoolteachers, school staff, and school overall. The study overall did not lack anything, however through the interviewing process and feedback, it is highly necessary to implement parental, school staff, and schoolteacher communication processes about parental deployments. Additionally, other necessary implementations for SAES are to implement, and maintain the deployment groups for each school year broken up by age groups, and professional training for schoolteachers on how to assist children in coping with their parents' deployment in the classroom to include policies or procedures for an effective program.

There were no personal bias' from the researcher, but a true understanding and experiences of what schoolteachers encounter during these situations and the importance of parent's communicating, and keeping the school informed of deployments. The

researcher is an active-duty military parent who has deployed several times leaving a non-school-age child. Receiving a different perspective, and vision from interviewing the schoolteachers and administrators brought valued insight. The experience of listening and gathering information during the interviews were a great and humble experience.

Some assumptions as the researcher and an active-duty military parent were that parents communicating about deployments, and their preparations would be simple, and a requirement of the school and the schoolteacher. The final assumption was that an established training or educational process for schoolteachers to assist children and identify coping behavior to include school programs to assist children during these stressful situations.

The appropriateness of applying the qualitative exploratory case study was for the lack of existing data or structures within research (Simon, 2006). Exploring the research study allowed for different views to be changed or identified, which were assumptions and processes SAES had through further understanding (Simon, 2006). The changing of views was a simple appreciation for what schoolteachers encounter and an urge to assist where possible to gain implementation of needed training and programs for the betterment of the school overall in children coping with parental deployment.

References

- Allen, M., & Staley, L. (2007). Helping Children Cope When a Loved One Is on Military Deployment. *YC: Young Children*, 62(1), 82-86.
- Aranda, M., Middleton, L., Flake, E., & Davis, B. (2011). Psychosocial screening in children with wartime-deployed parents. *Military Medicine*, 176(4), 402-407.
- Avolio, B. J., & Yammarino, F. J. (Eds.) (2008). *Transformational and charismatic leadership: The road ahead*. Bingley, UK: Emerald.
- Baker, T. (1994). *Doing Social Research*. (3rd ed.). California: McGraw-Hill.
- Baxter, P. & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*. McMaster University, Hamilton, ON 13(4), 544-559.
- Bergin, M. (2011). NVivo 8 and consistency in data analysis: reflecting on the use of a qualitative data analysis program. *Nurse Researcher*, 18(3), 6-12.
- Bowen, G. L. & Martin, J. A. (2011). The resilience model of role performance for service members, Veterans, and their families: A focus on social connections and individual assets. *Journal of Behavior in Social Environments*, 21, 162–172.
- Bradshaw, C. P., Sudhinaraset, M., Mmari, K., & Blum, R. W. (2010). School Transitions Among Military Adolescents: A qualitative study of stress and coping. *School Psychology Review*, 39(1), 84-105.
- Bunch, S., Eastman, B., & Moore, R. (2007). A profile of grandparents raising grandchildren as a result of parental military deployment. *Journal Of Human Behavior In The Social Environment*, 15(4), 1-12.

- Card, N. A., Bosch, L., Casper, D. M., Wiggs, C., Hawkins, S., Schlorner, G. L., & Borden, L. M. (2011). A Meta-Analytic Review of Internalizing, Externalizing, and Academic Adjustment Among Children of Deployed Military Service Members. *Journal Of Family Psychology, 25*(4), 508-520. doi:10.1037/a0024395.
- Chawla, N., & Solinas-Saunders, M. (2011). Supporting Military Parent and Child Adjustment to Deployments and Separations With Filial Therapy. *American Journal Of Family Therapy, 39*(3), 179-192. doi:10.1080/01926187.2010.531647.
- Chen, J. & Silverthorne, C. (2005). Leadership effectiveness, leadership style and employee readiness. *Leadership & Organization Development Journal, 26*(3/4), 280-288. Retrieved from ABI/INFORM Global. (Document ID: 872135901).
- Child Development Institute. (2012). Stages of social-emotional development. Retrieved from <http://childdevelopmentinfo.com/child-development/erickson.shtml>
- Codevilla, A. M., & Gaffney, F. J. (1990). After the Cold War. *Policy Review, (53)*, 6.
- Columbia University (2010). Child psych: When a parent goes to war. *Child Psych.* Retrieved from <http://columbiachildpsychologist.blogspot.com/2010/01/when-prent-goes-to-war.html>
- Cone, J. D., & Foster, S. L. (2006). Dissertations and theses from start to finish: Psychology and related fields (2nd ed.). Washington, DC: American Psychological Association.
- Cooper, D. R., & Schindler, P. S. (2003). *Business research methods*. Boston, Mass: Irwin/McGraw-Hill.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.

- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. (4th ed.). Thousand Oaks, CA: Sage.
- Crouch, M. & McKenzie, H. (2006). The logic of small samples in interview-based qualitative research. *Social Science Information*, 45(4), 483-499.
- de Burgh, H., White, C. J., Fear, N. T., & Iversen, A. C. (2011). The impact of deployment to Iraq or Afghanistan on partners and wives of military personnel. *International Review Of Psychiatry*, 23(2), 192-200.
doi:10.3109/09540261.2011.560144.
- Department of Defense (2012). Social workers join movement to support military families. Retrieved from
<http://www.defense.gov/news/newsarticle.aspx?id=117266>
- Department of Defense (2011). Strengthening our military families. Retrieved from
http://www.defense.gov/home/features/2011/0111_initiative/Strengthening_our_Military_January_2011.pdf
- Deployment. NC Supports Military Children. (2014). Retrieved from
<http://www.dpi.state.nc.us/militarysupport/deployment/>
- Deployment: Your children and separation. (2012). Retrieved from
<http://www.military.com/spouse/content/military-deployment/dealing-with-deployment/deployment-children-and-separation.html>
- DeVoe, E., & Ross, A. (2012). The parenting cycle of deployment. *Military Medicine*, 177(2), 184-190.
- Erikson, E. H. (1980). *Identity and the life cycle*. New York, NY: W. W. Norton & Company.

- Erikson, E. H. (1968). *Identity, youth, and crisis*. New York, NY: W. W. Norton.
- Esposito-Smythers, C., Lemmon, K. M., Wolff, J., Bodzy, M., Swenson, R. R., & Spirito, A. (2011). Military Youth and the Deployment Cycle: Emotional Health Consequences and recommendations for intervention. *Journal Of Family Psychology, 25*(4), 497-507. doi:10.1037/a0024534.
- Family Support Services. (2012). Retrieved from <http://www.military.com/spouse/military-life/military-resources/family-support-services.html>
- Franks, S., & Shaw, I. (2012). Global media and the War on Terror: Why some wars matter. *Journal Of African Media Studies, 4*(1), 5-11. doi:10.1386/jams.4.1.5_7.
- Gerring, J. (2007). *Case study research*. Cambridge: Cambridge University Press.
- Greenberg, D. (2013). Children of Deployed Military Parents. *Child Adolescent Psychiatry, Military Mental Health*. Retrieved from <http://www.psychiatrictimes.com/uspc2013/children-deployed-military-parents>
- Hall, L. (2011). The importance of understanding military culture. *Social Work In Health Care, 50*(1), 4-18. doi:10.1080/00981389.2010.513914.
- Harrison, J., & Vannest, K. J. (2008). Educators Supporting Families in Times of Crisis: Military reserve deployments. *Preventing School Failure, 52*(4), 17-24.
- Hillenbrand, E. D. (1976). Father absence in military families. The family coordinator, *25*(4), 451-458.
- Hoshmand, L., & Hoshmand, A. L. (2007). Support for military families and communities. *Journal of Community Psychology, 35*(2), 171-180.

- How deployment stress affects children and families: Research findings. (2009).
Retrieved from
http://www.ptsd.va.gov/professional/pages/pro_deployment_stress_children.asp
- Huebner, A. J., Mancini, J. A., Wilcox, R. M., Grass, S. R., & Grass, G. A. (2007).
Parental Deployment and Youth in Military Families: Exploring Uncertainty and
Ambiguous Loss. *Family Relations*, 56(2), 112-122. doi:10.1111/j.1741-
3729.2007.00445.x.
- Jensen, P. S., Lewis, R. L., & Xenakis, S. N. (1986). The military family in review:
Context, risk and prevention. *Journal of the American Academy of Child
Psychiatry*, 25, 225-234.
- Jensen P. S., Martin D., & Watanabe H. (1996). Children's response to parental
separation during Operation Desert Storm. *Journal of the American Academy of
Child & Adolescent Psychiatry*. 1996; 35:433-441. [PubMed: 8919705].
- Johnson, R., & Waterfield, J. (2004). Making words count: The value of qualitative
research. *Physiotherapy Research International*, 9(3), 121-131.
- Kelley, M. L., & Jouriles, E. N. (2011). An Introduction to the Special Section on U.S.
Military Operations: Effects on Military Members' Partners and Children. *Journal
Of Family Psychology*, 25(4), 459-460. doi:10.1037/a0024569.
- Laser, J., & Stephens, P. (2011). Working with Military Families Through Deployment
and Beyond. *Clinical Social Work Journal*, 39(1), 28-38. doi:10.1007/s10615-
010-0310-5.
- Lee, A. S. (1989). A Scientific Methodology for MIS Case Studies. *MIS Quarterly*, 13(1),
33-50.

- Leedy, P. D. & Ormrod, J. E. (2010). *Practical research: Planning and design* (9th ed.). Upper Saddle River, NJ: Pearson.
- Lincoln, A., & Sweeten, K. (2011). Considerations for the effects of military deployment on children and families. *Social Work In Health Care, 50*(1), 73-84.
doi:10.1080/00981389.2010.513921.
- Lincoln, A., Swift, E., & Shorteno-Fraser, M. (2008). Psychological adjustment and treatment of children and families with parents deployed in military combat. *Journal Of Clinical Psychology, 64*(8), 984-992. doi:10.1002/jclp.20520
- Lincoln, Y. S., & Guba, E. G. (1985). Establishing trustworthiness. *Naturalistic inquiry, 289-331*.
- Lyle, D. S. (2006). Using Military Deployments and Job Assignments to Estimate the Effect of Parental Absences and Household Relocations on Children's Academic Achievement. *Journal Of Labor Economics, 24*(2), 319-350.
- Machi, A. & McEvoy, B. T. (2008). *The literature review: Six steps to success*. Thousand Oaks: Corwin.
- Maxwell, J. A. (2005). *Qualitative research design: An interactive approach* (2nd ed.). Thousand Oaks, CA: Sage.
- McLeod, S. (2012). Jean Piaget. Retrieved from
<http://www.simplypsychology.org/piaget.html>
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass Publishers.

- Micale, B. (2006, Winter). Parents' deployment draws mixed emotions from teens. Research magazine. Retrieved from <http://www.research.vt.edu/resmag/researchmagjan06/deploy.html>
- Military Children, Deployment and Behavioral Health Care. (2014). Retrieved from https://www.hnfs.com/content/hnfs/home/tn/prov/bh/children_deploymentandbehavioralhealthcare.html
- Military Deployment. (2013). Retrieved from <http://www.military.com/deployment/deployment-overview.html?comp=7000023443713&rank=7>
- Mmari, K. N., Bradshaw, C. P., Sudhinaraset, M., & Blum, R. (2010). Exploring the Role of Social Connectedness Among Military Youth: Perceptions from Youth, Parents, and School Personnel. *Child & Youth Care Forum*, 39(5), 351-366. doi:10.1007/s10566-010-9109-3.
- Murphey, D. (2013). Home Front Alert: The risks facing young children in military families. Retrieved from <http://www.childtrends.org/wp-content/uploads/2013/07/2013-31MilitaryFamilies.pdf>
- Nagel, J., & Feitz, L. (2007). Deploying race, gender, class, and sexuality in the Iraq war. *Race, gender & class*, 14(3/4), 28-47.
- National Center for PTSD (2013). U. S. Department of Veterans Affairs. Retrieved from <http://www.ptsd.va.gov/>
- Neuman, W.L. (1997). *Social research methods: Qualitative and quantitative approaches* (3rd ed). Boston, MA: Allyn & Bacon.

- Neuman, W. L. (2006). *Social research methods: Qualitative and quantitative approaches* (6th ed.). Boston, MA: Allyn & Bacon.
- Paris, R., DeVoe, E., Ross, A., & Acker, M. (2010). When a parent goes to war: effects of parental deployment on very young children and implications for intervention. *The American Journal Of Orthopsychiatry*, 80(4), 610-618. doi:10.1111/j.1939-0025.2010.01066.x.
- Park, N. (2011). Military Children and Families. *American Psychologist*, 66(1), 65-72. doi:10.1037/a0021249.
- Phelps, T., Lyons, R., & Dunham, M. (2010). Military Deployment and Elementary Student Achievement. *Educational Research Quarterly*, 33(4), 37-52.
- Piaget, J. (1983). Piaget's theory. In P. Mussen (ed). *Handbook of Child Psychology*. 4th edition. Vol. 1. New York: Wiley.
- Pringle, J., Hendry, C., & McLafferty, E. (2011). Phenomenological approaches: Challenges and choices. *Nurse Researcher*, 18(2), 7-18.
- Psychosocial. (2013). In *Merriam-Webster.com*. Retrieved from <http://www.merriam-webster.com/medical/psychosocial>.
- Riggs, S. A., & Riggs, D. S. (2011). Risk and Resilience in Military Families Experiencing Deployment: The role of the family attachment network. *Journal Of Family Psychology*, 25(5), 675-687. doi:10.1037/a0025286.
- Rush, C., & Akos, P. (2007). Supporting Children and Adolescents with Deployed Caregivers: A structured group approach for school counselors. *Journal For Specialists In Group Work*, 32(2), 113-125. doi:10.1080/01933920701227034.

- Saldana, J. (2009). *The coding manual for qualitative researchers*. Thousand Oaks, CA: Sage Publications, Inc.
- Sameroff, A. (2010). A Unified Theory of Development: A dialectic integration of nature and nurture. *Child Development*, 81(1), 6-22. doi:10.1111/j.1467-8624.2009.01378.x.
- Savitsky, L., Illingworth, M., & DuLaney, M. (2009). Civilian social work: Serving the military and veteran populations. *Social Work*, 54(4), 327-339. doi:10.1093/sw/54.4.327.
- Sheppard, S. C., Malatras, J., & Israel, A. C. (2010). The Impact of Deployment on U.S. Military Families. *American Psychologist*, 65(6), 599-609. doi:10.1037/a0020332.
- Simon, M. (2006). *Dissertation and scholarly research: Recipes for success*. Dubuque, IA: Kendall Hunt Pub Co.
- Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.
- Tehrani, N. (2007). The cost of caring-the impact of secondary trauma on assumptions, values and beliefs. *Counselling Psychology Quarterly*, 20(4), 325-339. doi:10.1080/09515070701690069.
- Uğurlu, C. (2013). School Management Related Knowledge Levels of Primary School Teachers. *Educational Sciences: Theory & Practice*, 13(2), 907-914.
- University of California – Los Angeles (2010, April 8). Children of combat-deployed parents show increased worries, even after parent returns. *ScienceDaily*. Retrieved from <http://www.sciencedaily.com/releases/2010/04/100408161011.htm>
- Videoteleconferencing. (2011). In *Merriam-Webster.com*. Retrieved from

<http://www.merriam-webster.com/videoteleconferencing>.

- Waliski, A., Bokony, P., & Kirchner, J. E. (2012). Combat-related Parental Deployment: Identifying the Impact on Families with Preschool-age Children. *Journal Of Human Behavior In The Social Environment*, 22(6), 653-670.
doi:10.1080/10911359.2012.655621.
- Watts, Jacqueline H. (2008). Integrity in qualitative research. In: Given, Lisa M. ed. *The Sage Encyclopedia of Qualitative Research Methods*. Thousand Oaks, CA: Sage Publications, pp. 440–441.
- White, C. J., de Burgh, H., Fear, N. T., & Iversen, A. C. (2011). The impact of deployment to Iraq or Afghanistan on military children: A review of the literature. *International Review Of Psychiatry*, 23(2), 210-217.
doi:10.3109/09540261.2011.560143.
- Williams, R. (2007). The psychosocial consequences for children of mass violence, terrorism and disasters. *International Review Of Psychiatry*, 19(3), 263-277.
doi:10.1080/09540260701349480.
- Wren, J. T. (1995). *The leader's companion: Insights on leaderships through the ages*. New York: The Free Press.
- Yin, R. K. (1994). *Case study research: Design and methods* (2nd ed.). Thousand Oaks, CA: Sage.
- Yin, R. K. (2013). *Case study research: Design and methods* (5th ed.). Thousand Oaks, CA: Sage.
- Zoroya, G. (2012). Multiple deployments' effects unknown on troops. *USA Today*.
Retrieved from <http://www.armytimes.com/article/20120321/NEWS/203210326/>

Appendix A

Premises, Recruitment and Name (PRN) Use Permission



PREMISES, RECRUITMENT AND NAME (PRN) USE PERMISSION

Name of Facility, Organization, University, Institution, or Association

Please complete the following by check marking any permissions listed here that you approve, and please provide your signature, title, date, and organizational information below. If you have any questions or concerns about this research study, please contact the University of Phoenix Institutional Review Board via email at IRB@phoenix.edu.

I hereby authorize Christina S. Chislom, a student of University of Phoenix, to use the premises (facility identified below) to conduct a study entitled (How Elementary School-Aged Children with Deployed Parents Cope: A Case Study of Teachers).

I hereby authorize Christina S. Chislom, a student of University of Phoenix, to recruit subjects (**faculty**) for participation in a conduct a study entitled (How Elementary School-Aged Children with Deployed Parents Cope: A Case Study of Teachers).

I hereby authorize Christina S. Chislom, a student of University of Phoenix, to use the name of the facility, organization, university, institution, or association identified above when publishing results from the study entitled (How Elementary School-Aged Children with Deployed Parents Cope: A Case Study of Teachers).

Date 115, 2013
Date

Appendix B

Invitation to Participate

UNIVERSITY OF PHOENIX

INVITATION TO PARTICIPATE IN RESEARCH

The researcher, Christina S. Chislom, a student at the University of Phoenix working on a Doctorate of Management in Organizational Leadership degree, has developed a questionnaire focused on exploring the perceptions of SHAPE American Elementary School teachers in SHAPE, Belgium, about how effective actions taken to mitigate behavioral problems and enhance the classroom learning environment assists with a child's coping issues during their active-duty parent's deployment.

The dissertation title of the study is: Teachers Perceptions of Children Coping During Active-Duty Parental Deployment: A Single Exploratory Case Study.

The semi-structured interview is designed for schoolteachers in grades one through six. I would like to invite you to participate in this research project by having a one-hour interview to respond fully to 10 questions regarding the effective actions taken to assist the child in coping in the classroom environment during their parents' deployment. Your knowledge and expertise is vital to assisting the researcher in making recommendations to improve the classroom learning environment for children coping with their parent's deployment.

The site of the semi-structured interviews will be conducted at SHAPE American Elementary School in a private one-on-one setting. At any time during the study, you may decide to withdraw without penalty. Any voice-recordings will be erased and any written information will be shredded. I ask that you contact me by phone or email to withdraw from the study.

Participants will be protected throughout the research process to ensure confidentiality by receiving an informed consent form explaining the nature of the study to avoid any ethical issues. Data will be stored and locked in a safe to include any voice recording devices securely in the researcher's residence. To further ensure confidentiality, the names of participants will not appear on the questionnaire or anywhere within the research. Instead there will be use of pseudonyms listed on the Informed Consent document. All documents will be kept confidential.

If you have any questions regarding the research study, or would like to complete the interview by Skype or telephone, please contact me at the telephone number or email provided.

Signature of the researcher /s/Christina S. Chislom Date _____

Appendix C

Informed Consent



INFORMED CONSENT: PARTICIPANTS 18 YEARS OF AGE AND OLDER

Dear Participant,

My name is Christina S. Chislom and I am a student at the University of Phoenix working on a Doctorate of Management in Organizational Leadership degree. I am doing a research study entitled Teachers Perceptions of Children Coping During Active-Duty Parental Deployment: A Single Exploratory Case Study. The purpose of the research study is to explore the perceptions of SAES schoolteachers in [REDACTED] about how effective actions taken mitigate behavioral problems and enhance the classroom learning environment assisting with the child's coping issues during their active-duty parent's deployment.

Your participation will involve a questionnaire consisting of 10 questions to be completed during a one-hour interview. You can decide to be a part of this study or not. Once you start, you can withdraw from the study at any time without any penalty or loss of benefits. The results of the research study may be published but your identity will remain confidential and your name will not be made known to any outside party. There will be use of pseudonyms to ensure your confidentiality. If you decide to withdraw from the study, you can provide the code number listed in the upper right hand corner of your Informed Consent document.

In this research, there are no foreseeable risks to you except "none".

Although there may be no direct benefit to you, a possible benefit from your being part of this study is implementing effective actions and practices to mitigate behavioral problems and enhance the classroom learning environment to aid in children coping with their active-duty military parent's deployment.

If you have any questions about the research study, please contact me at the telephone number or email provided. For questions about your rights as a study participant, or any concerns or complaints, please contact the University of Phoenix Institutional Review Board via email at IRB@phoenix.edu.

As a participant in this study, you should understand the following:

1. You may decide not to be part of this study or you may want to withdraw from the study at any time. If you want to withdraw, you can do so without any problems.
2. Your identity will be kept confidential.
3. Christina S. Chislom, the researcher, has fully explained the nature of the research study and has answered all of your questions and concerns.
4. If interviews are done, they will be recorded. If they are recorded, you must give permission for the researcher, Christina S. Chislom, to record the interviews. You understand that the information from the recorded interviews may be transcribed. The researcher will develop a way to code the data to assure that your name is protected.
5. Data will be kept in a secure and locked area. The data will be kept for three years, and then destroyed.
6. The results of this study may be published.

“By signing this form, you agree that you understand the nature of the study, the possible risks to you as a participant, and how your identity will be kept confidential. When you sign this form, this means that you are 18 years old or older and that you give your permission to volunteer as a participant in the study that is described here.”

I accept the above terms. I do not accept the above terms. (CHECK ONE)

Signature of the interviewee: _____ Date _____

Signature of the researcher: /s/Christina S. Chislom _____ Date _____

Appendix D

Confidentiality Statement




Teachers Perceptions of Children Coping During Active-Duty Parental Deployment: A Single Exploratory Case Study

Christina S. Chislom

CONFIDENTIALITY STATEMENT

As a researcher working on the above research study at the University of Phoenix, I understand that I must maintain the confidentiality of all information concerning all research participants as required by law. Only the University of Phoenix Institutional Review Board may have access to this information. "Confidential Information" of participants includes but is not limited to: names, characteristics, or other identifying information, questionnaire scores, ratings, incidental comments, other information accrued either directly or indirectly through contact with any participant, and/or any other information that by its nature would be considered confidential. In order to maintain the confidentiality of the information, I hereby agree to refrain from discussing or disclosing any Confidential Information regarding research participants, to any individual who is not part of the above research study or in need of the information for the expressed purposes on the research program. This includes having a conversation regarding the research project or its participants in a place where such a discussion might be overheard; or discussing any Confidential Information in a way that would allow an unauthorized person to associate (either correctly or incorrectly) an identity with such information. I further agree to store research records whether paper, electronic or otherwise in a secure locked location under my direct control or with appropriate safe guards. I hereby further agree that if I have to use the services of a third party to assist in the research study, who will potentially have access to any Confidential Information of participants, that I will enter into an agreement with said third party prior to using any of the services, which shall provide at a minimum the confidential obligations set forth herein. I agree that I will immediately report any known or suspected breach of this confidentiality statement regarding the above research project to the University of Phoenix, Institutional Review Board.


Signature of Witness
Current version 032012

28 Jan 14
Date

28 Jan 14
Date

Printed Name

Appendix E

Interview Questions

Participant Interview Script

- A. Introductions.
- B. Explain participant rights and review of participant consent form.
- C. Explain participant's right to withdraw from the interview at any time. Clarify participant confidentiality and purpose of study.
- D. Encourage participants to add depth to the questions that may expound upon the experiences.
- E. Begin interview with the following questions:
 - 1. How do you perceive that there is a behavioral or psychological issue in the classroom environment relating to a child's parent being deployed?
 - 2. What are your reactions or thoughts to a child's academic performance declining during their parent's deployment?
 - 3. Are you informed by school staff or parents about a child's active-duty parent's deployment?
 - a. If yes, how far in advance are you notified and what actions are taken?
 - b. If no, what options have you or school administration considered?
 - 4. Due to a child's active-duty parent being deployed, what behaviors have the child displayed in the classroom environment?
 - 5. As a schoolteacher, what types of training techniques or strategies are available to assist the child in coping with stress due to parental deployment in the classroom environment?

6. What techniques if implemented are effective to aid in the child's coping issues in the classroom environment due to their parent's being deployed?
7. How do you get children to be attentive and participate in the classroom environment while coping with their active-duty parent's deployment?
 - a. Have you found that through assistance provided; that the child's performance in the classroom environment is enhanced or at least returns to a level observed prior to the child's parental deployment?
8. Upon recognition of coping issues in the classroom environment, how do you engage with the child's parent(s) or guardian to identify whether deployment is the cause for coping issues?
 - a. What are the child's unique coping differences experienced between:
 - i. dual military deployment (both active-duty military parents deployed)?
 - ii. active-duty military and a civilian spouse (male or female)?
 - iii. active-duty single parent deployment?
9. How do you develop communication strategies with the child in the classroom environment coping with their active-duty parent's deployment?
10. Can you provide multiple examples schoolteachers coordinate with parents to provide and sustain an effective learning environment for the child during their parent's deployment?

F. Remind participant about the protection of their confidentiality.

G. Thank participants for their time and participation.