Teachers make daily decisions regarding how to address behaviors in their classrooms. They walk a fine line when dealing with behavioral issues. Teachers need to analyze the purpose of their strategies and predict the outcome of their actions. This article reports the results of a survey given to secondary teachers working with students with disabilities. Participants were asked to identify the frequency with which they intervened in problematic behaviors, the strategies they used, and to what extent they found these strategies useful for modifying student behavior.

**Walking the Fine Line: How High School Teachers “Manage” Behavioral Issues**

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