

Students with Emotional Behavioral Disorders (EBD) have historically faced significant challenges in mathematics, exacerbated by issues such as teacher retention, behavioral struggles, and frequent absences. Traditional instructional methods have often failed to engage these students effectively, leading to persistent academic underachievement. Despite the proven success of more innovative instructional strategies, such as Project-Based Learning (PBL), in general education, these approaches have seldom been applied to students with EBD. This study explores the impact of PBL on math instruction for students with EBD, aiming to assess its potential as a more effective educational tool. Survey results revealed mixed opinions among students regarding the relevance of mathematics in their lives and the complexity of PBL tasks. However, the overall findings suggest that PBL holds promise for enhancing mathematical engagement and achievement in this underserved population, indicating a need for further exploration and implementation of such approaches in special education settings.