

RUNNING HEAD: EFFECTS OF SOCIAL SKILL INSTRUCTION

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Abstract

This research proposal is a mixed method action research project. Social problems in the school setting can affect students negatively. This project will see if explicit instruction reduces conflict and increase confidence to handle problems. The participants are 46, 2<sup>nd</sup> grade students.

Quantitative and qualitative data are collected in this research project to determine the correlation between social skill instruction and social problems in school. A phenomenological data technique is used to analyze the qualitative data from an open-ended question about a possible scenario in school.

The project found a correlation between instruction and increased student confidence with dealing with social problems. The project found no decrease in social problems. The next step would be to a hold teacher in-service project to possibly eliminate misunderstanding in the student observation portion of the project.

The unit of study can be viewed at <http://w.taskstream.com/Unit/View/87A215051BEC94C8D26E3E3295843942>

## Introduction

A kindergarten teacher tells children to use his or her words instead of hitting. The children are taught to come tell the teacher. As children get older (second /third grade), they are instructed to not tattle and handle it on their own. Children are expected to handle situations on their own, but not taught the tools needed to resolve situations. This research project will determine if there is a correlation between direct social skill instruction and social problems in the school setting.

This is research project is important because it will show to what degree there is a correlation between social skill instruction and social problems. A research study completed in 2000 showed that prosocialness including cooperating, helping, sharing, and consoling had a strong positive impact on later academic achievement and social preferences (Caprara, 2000). By decreasing social problems in the school settings students will have a more positive experience.

## Problem Statement

Students do not have the social skills required to completely resolve the problems at school. A possible cause is the lack of explicit instruction of social skills in the classroom. This explicit instruction includes modeling and role-playing. Students are developmentally ready to learn and apply social skill rules; educators need to provide the resources and guidance to assist students with social skill development (Pressley, 2007).

## Literature Review

### *Effects of Social Skill Instruction*

The factors that influence social situations negatively are conflict, control, and jealousy. In a study conducted by Annette LaGreca, students that were placed in an

experimental group teaching social skills showed a greater ability to control emotions than the control group (1998). Social skills are difficult for children to master and this causes grief to all involved. Children can learn to overcome these negative feelings by being taught in an environment that teaches positive social skills (Verduyn, 1990). According to Erickson's stages of social-emotional development, second grade students (7 and 8 year olds) are in the stage industry versus inferiority; the positive consequence is competence and the negative consequence is inferiority (Pressley, 2007).

There can be barriers to a social skill program. Many barriers can be present, including cultural differences, emotional and physical differences, language barriers, and gender bias (Hutchinson, 1998). Teachers need to show an interest and desire to create a more positive classroom community. Students must buy in to the program and the lessons being taught. Ellen McGinnis noted that a social skill program is more successful when the entire school commits a program (1997). Another example of a barrier to teaching social skills is if a child has a disability.

The best way to implement social skill instruction is to train teachers with the best practices on teaching social skills. Teachers are then armed with the knowledge to effectively teach and train students. A school-wide program should be adopted. Students should be explicitly taught social skills. Improving students' social skills will influence classroom climate and increase academic instruction time (Demaray, 1995).

Parents want to send their children to a school environment that is safe and educators want to provide a safe environment. Community involvement is important to the successful implementation of a social skill program. As Stuart Twemlow noted, "when a school stands alone it becomes isolated and loses its ability to be enriched by the

environment” (2008).

### *Decrease Classroom Disruptions*

Classroom disruptions are a symptom of a deeper problem. Lack of respect is at the root of classroom disruptions. Students are not aware that the teacher’s time is valuable and the concepts have real word connection. Another factor could be lack of procedures in the classroom. Students should be taught at their instructional level. Teacher can use flexible grouping with students to achieve small group teaching (Baugous, 2000). Teachers need to be consistent with expectations for speaking out and raising hands.

A possible barrier in decreasing classroom disruptions is lack of procedures and routines. Lack of follow through will make a social skill program unsuccessful. Another barrier could be students do not buy into the program. It is important when a school is purchasing a program that they look at the programs that are research-based. Students must understand that they are part of something larger and they work for the common good.

The best practices for decreasing classroom disruptions are to establish consistent routines, clear expectations, and social skill instruction (Fryendall, 2001). Clear expectations inform the student of the expectation in the classroom and in the school. Students seek predictability and feel safe when teachers provide routines.

### *Tattling*

Teachers will tell you that one of the biggest frustrations with teaching is tattling. There are a number of factors why students tattle, including getting another child in trouble, lack of skills to handle the problem, hurt feelings, or unfairness. Students must be explicitly taught the difference between tattling and reporting a problem (Davies,

2009).

A possible barrier to decrease tattling is that students are unclear about the difference between tattling and reporting. Another barrier might be if teachers are not consistent with the rules of classifying a tattle or a report. The students must be trained to tell the difference between tattling and reporting.

Teachers all have an idea about how to squash tattling, but the best way is a researched-based answer. Students must be taught the decision making process of how to decide if it is something that needs to be brought to the attention of the teacher. The best practice is to explicitly teach strategies to help children decide if it is a tattle or a report.

Many news articles highlight bullying and most of the time other students witnessed the bullying but did not report. Could this be because a no tattling requirement from the school and/or family. According to Margaret Wilson by teachers and families being so very rigid about tattling it has created a code of silence; just by telling something to an authority figure at school the student is called a tattler (Wilson, 2011).

A teacher's job involves helping students to feel safe at school. Social conflict is stressful. Bullying is real and many times bullies will thrive in an environment where student's complaints fall on deaf ears. Children need to be taught social skills for friendship making and teachers can foster these skills (Oden, 1997).

### *Conflict Resolution*

Conflict in a classroom is inevitable, but the teacher can be proactive with teaching conflict resolution strategies. Conflict can arise in a classroom over disagreements, control, or fairness (Johnson, 2009). The factors that control the degree of conflict resolution are conflict resolution strategies and emotional maturity. Teachers

cannot control emotional maturity, but they can control the teaching of conflict resolution strategies.

The barrier to teaching conflict resolution is if teachers do not give enough support in the early stages of teaching strategies to resolve conflicts then students will feel frustrated and give up. Teachers need to teach strategies that include walking away, being assertive, and ignoring the behavior. Resolutions to conflict increase as explicit conflict resolution strategies are taught (Girard, 1996).

There many options to teaching conflict resolution and many include best practices in teaching. Training teachers to teach strategies to students is the most successful. Teachers that feel that they have resources and the tools to teach conflict resolution are the most successful.

There are many benefits to teaching social skills to elementary students. Conflict resolution will increase and positive behavior will increase. Students will be able to decide between tattling and reporting. There will be a decrease in classroom disruptions. There will be an increase in instructional time in the classroom. Students will feel more secure in the classroom, his or her affective filter will be lowered, and the quality of education will increase (Walters, 2007).

#### Research Question and Goal Statement

The hypothesis is that direct social skill instruction will decrease social problems and improve the classroom climate; that because of the instruction students will feel more competent resolving social problems. The questions that the research project intend to answer are does direct instruction on social skills result in an increase of a positive classroom climate, conflict resolution and on-task behaviors? Will the children feel more

comfortable with resolving problems?

There are two goals for this research project. The first goal is for students to feel more confident handling social conflicts experienced at school. The second goal is to increase the positive atmosphere in the classroom.

### Methodology/Participants

#### *Demographics*

Midas Creek Elementary is located in the southwest corner of Salt Lake County in the Jordan School District. The school located in a suburban area of Riverton, Utah. There are approximately 1054 students in the school. The neighborhood surrounding the school is a middle social economic status. The school has a low transient population; there are homes and long-term apartments surrounding the school. The school receives many parent volunteers on a monthly basis. The school has three buses of students coming from nearby apartments, comprising 25% of the school.

The participants for this research study are two-second grade classes. The approximate ages of these students are eight and nine year olds. Parents will sign a consent form allowing their child to participate and the student's information to be used in the study. These two-second grade classrooms have 5% of students receiving special education services, also they have a semi-diverse population at 10% ESL. The students participating in the free and reduced lunch program is 16% of the school, for the 2009-2010 school year.

#### *Prior Knowledge*

There are three skills that the second graders will need to participate in the unit of study. The first is reading and writing; the majority of students in second grade possess

emerging skills in reading and writing, the students are able to read and write simple text. The students need these skills to complete the activities and assessments of the social skills unit. The second skill is verbal expression; the students will need to express themselves verbally to participate in class discussions. The third skill is cooperation; the students will be working in small groups to complete activities and projects.

#### *Attitudes and Motivation*

Students in second grade still want to please the teacher and have an excitement for school. On the needs assessment students answered that others were not raising their hands, that others were saying mean things, and that they experience social problems at school. The lessons are designed to motivate the students to make his or her classroom better.

#### *Education Levels and Learning Styles*

The students are in second grade; they are 7 and 8 years old. The lessons that will be taught are hands on, book share, whole group discussion, and/or small group work and games. The lessons incorporate a variety of activities to accommodate visual, audio, tactile, and kinesthetic learners.

#### *Cultural Characteristics*

There is a 10% ESL population in the second grade classroom; the ESL population for the school is 9.1%. There is a total minority population of 12% for the school. There is not an ESL pullout program; ESL students are in a classroom with a teacher with an ESL endorsement. To ensure highest level of understanding, the lessons are designed to incorporate ESL teaching principals, including vocabulary identification, visual aids, role-play, and small group instruction.

## Methodology

### *Instruments*

The first instrument is the student survey. There are 10 questions for students to circle the answer. The answers for students to choose from are a smiling face, straight face, or a frowning face. There is one question where a student is asked to fill in a short answer in response to a scenario.

The second instrument is the student observation sheet that is filled out by the teacher before and after the unit. There are 8 areas for teachers to observe his or her students' behavior and record it by tally marks. There are six areas to record negative observations and two areas to record positive behaviors. This is a one-page recording sheet that can be attached to a clipboard.

### *Research Design*

This research study is designed using a mixed method action research approach. This project is to find a possible solution to social conflict problems experienced at school. This research project will use quantitative data comparing pre-unit number of occurrences to post-unit number of occurrences on the teacher observation. The research project will use a qualitative data collection procedure for the student surveys.

A quantitative research approach is important because it will show, at the conclusion of the unit, a possible correlation between social skill instruction and social problems. This evidence will show whether or not that the children are able to learn social skills and generalize the skills to real life application. The qualitative data will be gathered from the student surveys. On these surveys the students are asked how fully they agree with the question asked. At the conclusion of the survey, the students are

asked an open-ended question about a scenario.

#### *Data Analysis Technique*

The data from the student observation will be analyzed by simple descriptive statistics. The frequency distribution will be used to analyze the data for each question. This approach will simply summarize the data from each question. The amount tally marks will be compared per question to the pre and post observation. This technique was chosen because the data is quantitative and the data is divided into individual questions. This data will be displayed by using a graph.

The student survey was designed to answer the research question will students feel more competent to deal with social problems after instruction? Each question will be answered with a student response by circling a smiley, straight, or frowny face.

The data will be analyzed by simple descriptive statistics. Specifically, the central tendency will be found by using the mean percentage to each question. The mean for each question will be compared from the pre to the post student survey.

The rationale for using this type of data analysis is to accurately prove the answer to the research question and to accurately display the students' responses. The interpretation of the data will be if there is an increase in mean score on the post survey then students feel more competent to deal with social problems.

There is an open-ended question on the student survey. According to an article write by Lawrence Hong, suggests using a phenomenological data analysis technique (1984). This data is qualitative; it will then be categorized and ranked by the frequency of response. The rationale for using a phenomenological data analysis technique is that the number of differing student responses are vast.

The rationale for sorting and categorizing the students' responses is that the data can be ranked from 1st to last. This ranking of answers will be compared from the pre to the post student survey open-ended question. The question is what do you do if someone is mean to you at recess? The interpretation for this data will be if the students' responses show an increase in competency with relation to the question then there will be a correlation between social skill instruction and social problems.

#### *Data Collection Methods*

The data collected will come from a pre and post student survey completed one week prior to the start of the unit and a student observation sheet completed one week after the conclusion of the unit. The teacher will teach the lessons and administer the unit assessments. These assessments are for the teacher to determine which of the students require additional instruction. The teacher will complete an observation checklist and the beginning and the end of the unit.

#### Data Analysis

##### *Integrity of Data*

Parents will sign a consent form allowing their child's participation in the study. The classroom teacher will keep track of the students that have turned in a consent form and subsequent forms will be sent home to the students that have not returned the consent form. Teachers will send the children that are not allowed to participate in the unit because parents opted out. Students will not put any identifying information on the assessments.

The classroom teacher will record tally marks on the student observations for one week prior to the start of the unit; at the conclusion of the week the researchers will

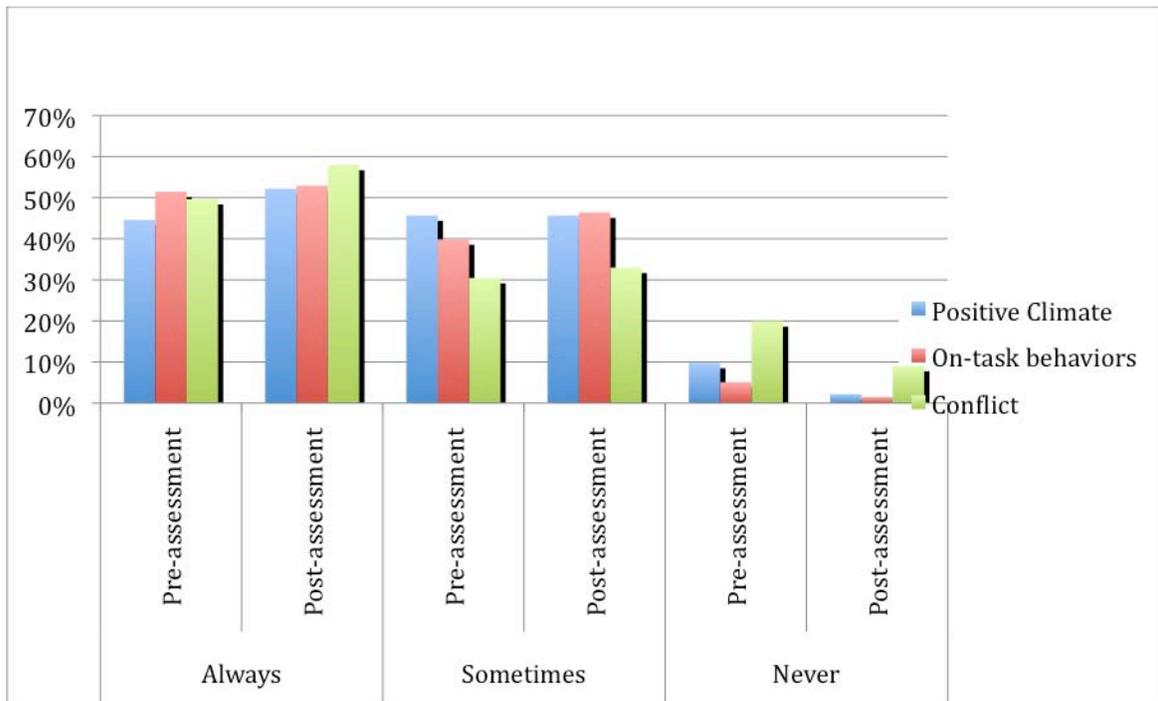
collect the student observations to ensure the safety of the data. The classroom teacher will read the questions on the student survey while the students complete. This is to ensure that the students are on the correct question so that the results are accurate. The researcher will double check the raw data scores when transferring from the student survey and student observation to the excel program.

### Results

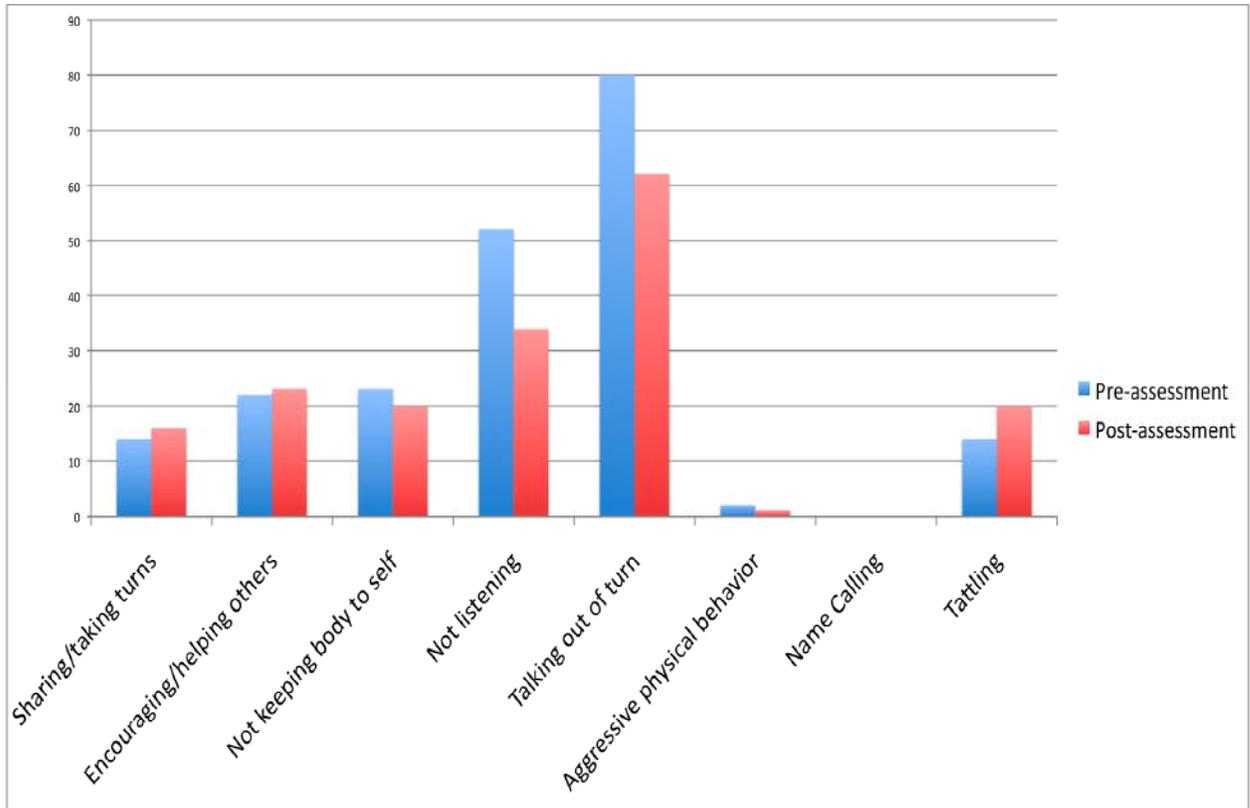
#### *Positive Classroom Climate*

There was a 25.2% increase in on-task behaviors on the student survey. Students reported on the student survey an increase on positive classroom climate behaviors. The teacher observation showed a 7.7% increase in positive classroom climate behaviors. The conclusion is that the students were able to generalize the lessons from the unit and make real life application.

#### Student Survey

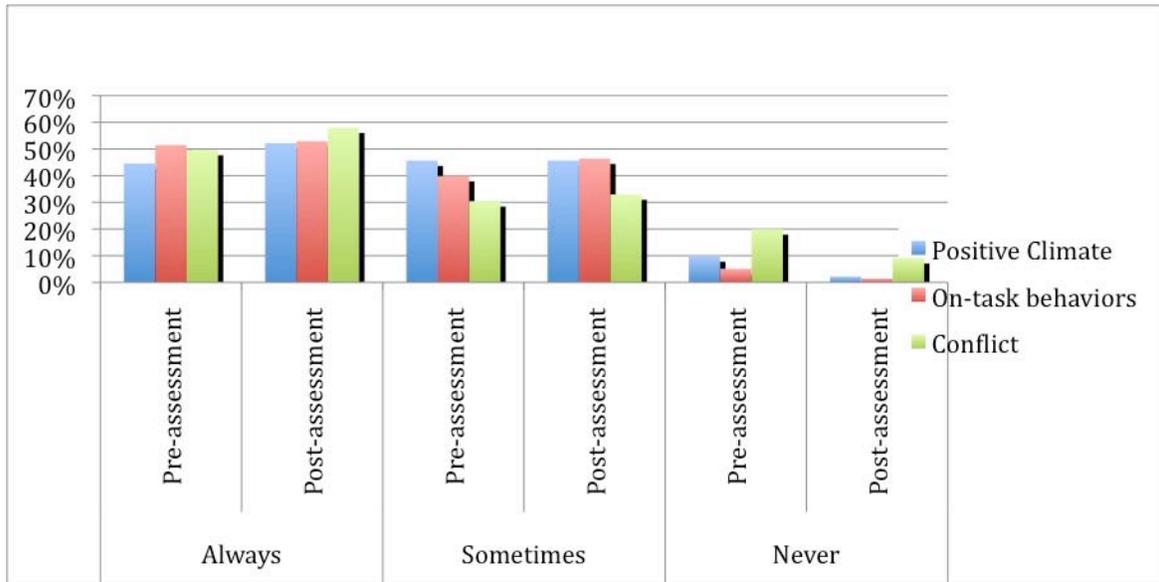


## Student Observation

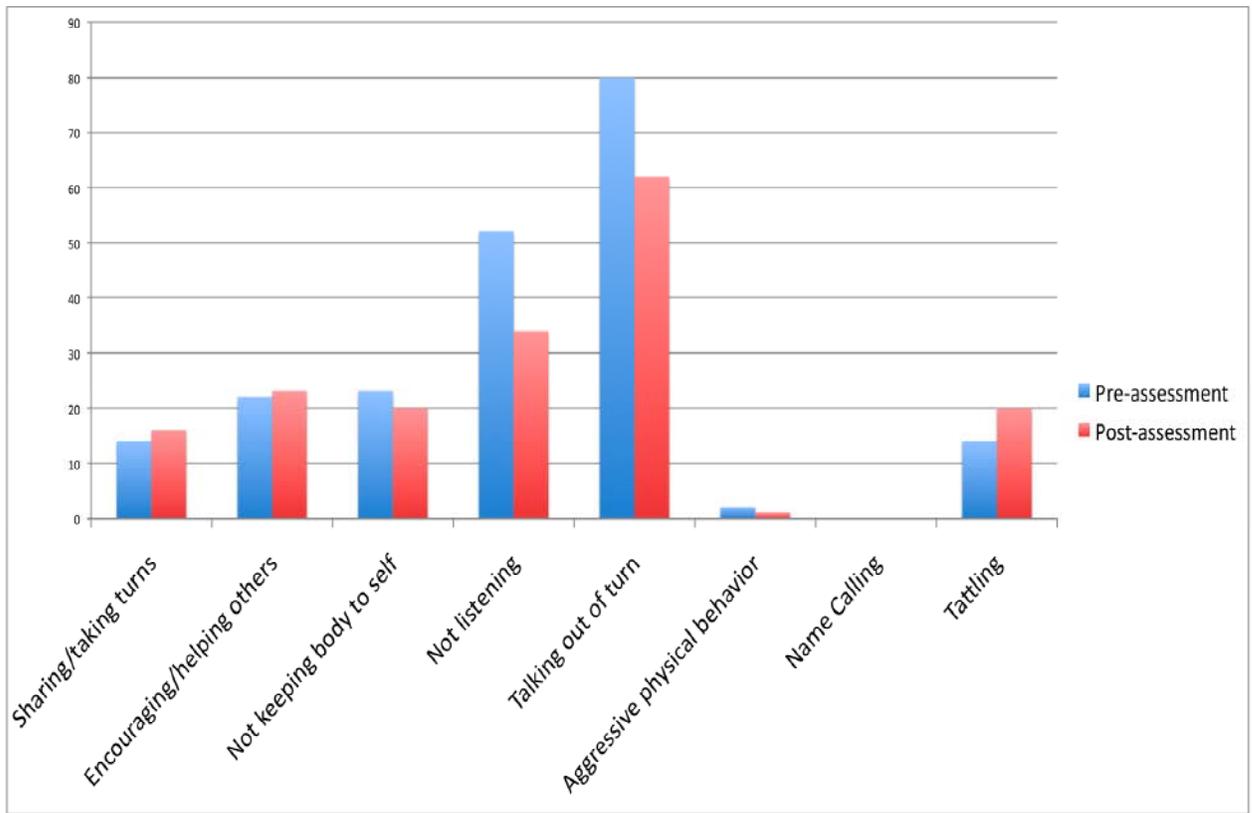
*On-task Behaviors*

There did not seem to be any statistical significant change in on-task behaviors from the pre to the post-assessment on the student observation sheet. There did not seem to be any significant change with the student's attitude about other's on-task behavior from the pre to the post-assessment.

Student Survey



Student Observation

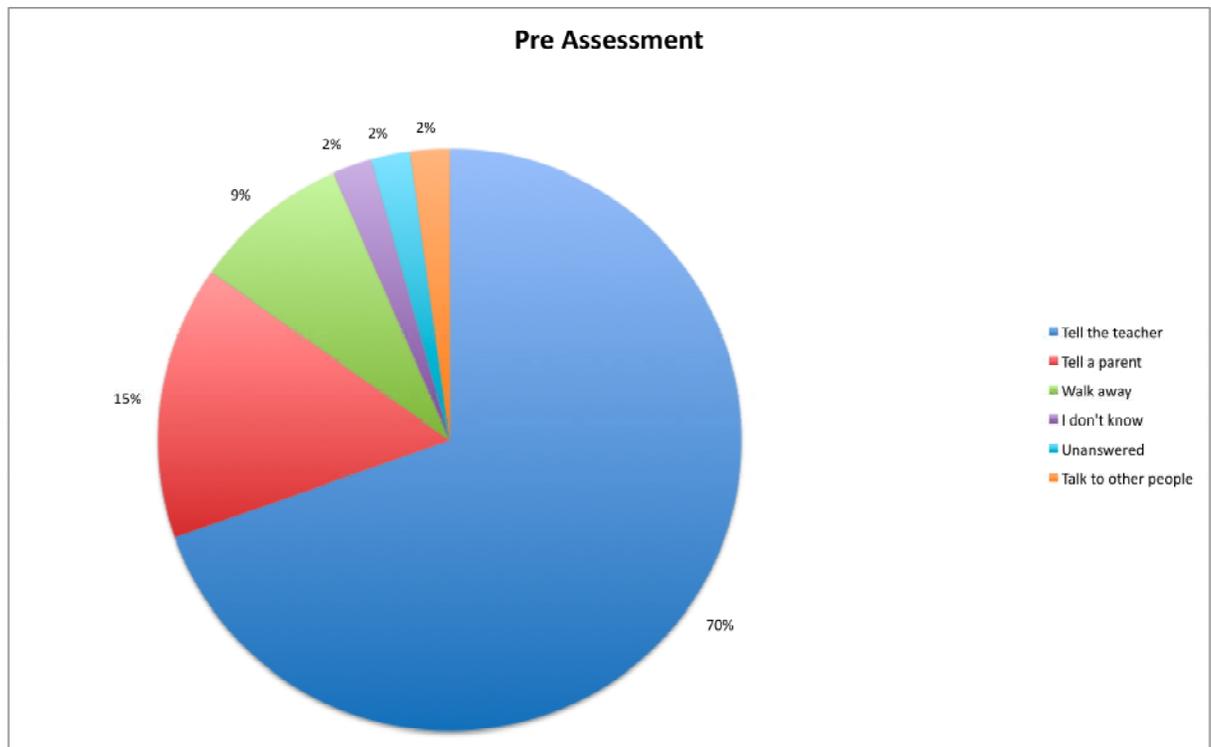
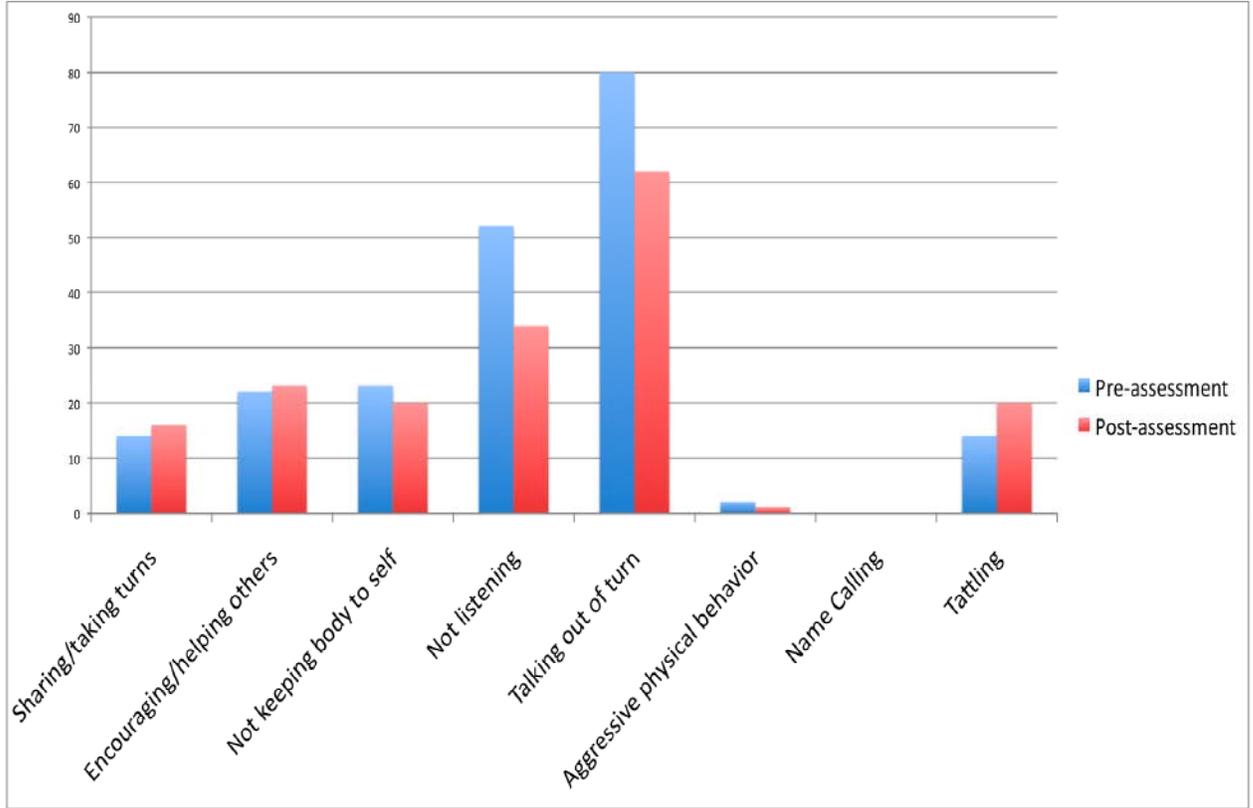


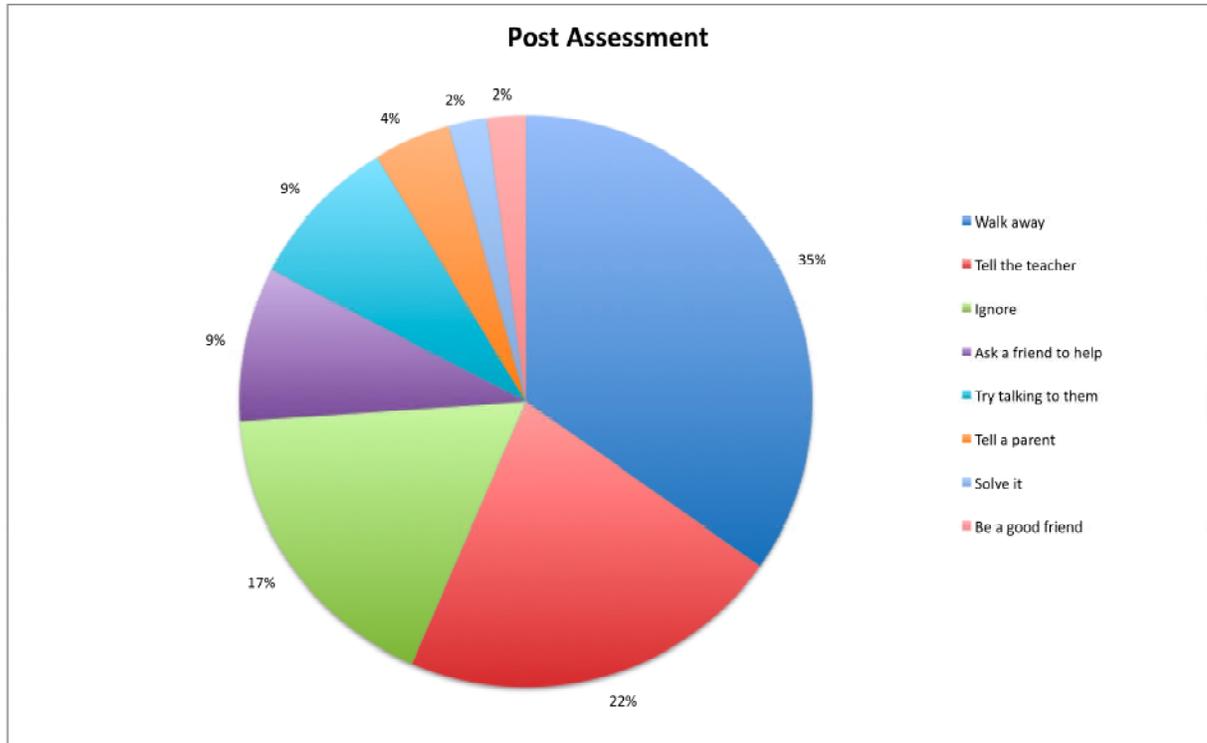
*Conflict Resolution*

The student observation does not support the increase in conflict resolution skills. The student survey does support the increase in conflict resolution skills. According to the student observation, there was a 30% increase in tattling. Last question of student survey, students are asked what do you do if conflict occurs at recess? On the pre-assessment many students listed go tell the teacher as the only option and on the post-assessments many students listed other options before telling the teacher. The students were able to collectively identify many other options for handling social conflict at recess.

The number of aggressive incidents remained similar compared to the pre and post-assessment, but the student survey showed that the students' attitude towards dealing with social conflict improved.

Student Observation





### *Triangulation*

The research questions will be answered using the student observations and student surveys. These two data sources target the same behaviors, but in different ways. The student survey is based on student reflection and the student observation form is filled out based on observed behaviors. In this study the teacher observation showed a 7.7% increase in positive classroom climate behaviors. The students reported an increase in the positive classroom climate behaviors also.

There did not seem to be any statistical significant change in on-task behaviors on the student observation form on the post-assessment. There also did not seem to be any significant change with the students' attitudes on the student survey about other's on-task behavior. Last question of student survey, students are asked what do you do if conflict

occurs at recess? On the pre-assessment student survey many students listed go tell the teacher and on the post-assessment student survey many students listed other options before telling the teacher. I noticed that the student observation the number of aggressive incidents remained similar compared to the pre and post-assessment, but the student survey showed that the students' attitudes towards dealing with social conflict improved.

### Discussion of Findings

#### *Relevance*

In today's world, many schools are struggling to find ways to keep up with the social problems that occur on a day-to-day basis. It is commonplace to hear of school violence or a bullying situation that has ended poorly in a school situation. This study was a proactive approach targeting young children, implementing a system to see if behaviors change and the environment is improved. Social skill instruction is part of the second grade Utah core curriculum.

#### *Importance and Significance*

The importance of these findings is that explicit instruction on social skills yields an increase in student confidence with effectively dealing with social conflict at school. The data collected from this study suggests that schools and classroom should explicitly teach social skills to students and programs should be sought that teach these skills.

This research study aligned with other bodies of research that suggest that social skill instruction is an important element that should be taught in schools. Whether it is the responsibility of the school to teach social skills or not, the fact of the matter is that children feel more confident when they know what to do in a conflict situation. Social skills can be learned; a classroom environment is conducive to foster the skills.

## Implication and Limitations

### *Strengths of the Project*

There are two strengths with the project. The first strength is the lessons and activities of the unit. Much thought and consideration was put into the creation of lessons and activities. They were created using developmentally appropriate practices. The activities incorporated research proven strategies by using small group instruction and practice.

The second strength was using a phenomenological approach for the analysis of the open-ended question on the student survey. The results clearly reflected whether or not if the children were able to give examples of possible options to use when confronting a social dispute. The pre-assessment showed most students viewed telling the teacher as the top option, whereas the post-assessment showed students were able to identify other options.

### *Weaknesses and Problems*

There are two weaknesses and problems noted with the project. The first is that the student survey should have a five-point scale instead of a three-point scale. The scale used on the current student survey provides the students with the following options, always, sometimes and never. As the scores were totaled, in many of the categories students answered sometimes most often.

There really needed two other options added to the scale, almost always and almost never. The problem with this weakness is that the sometimes is a very broad term and it did not accurately assess the student's feeling towards the question. The two other options that were given are extremes, always and never. It is possible then that one

student answered sometimes meaning two less than always and another students answered sometimes meaning six less than always.

The second weakness was that the researcher was not the instructor teaching the lessons or making observations. The problem with this was that there were two other teachers involved and there are probably differences in the way that behaviors were interpreted on the student observation sheet. One example is on the student observation sheet the teachers listed more tattling incidents after the unit than before. There was not a distinction on the observation form for tattling versus reporting. The problem that could arise is if the student's comment was a report and not a tattle.

These areas of weakness that resulted in problems with the project could skew the findings in these two areas. The results of the study showed a decrease of 30% in overall conflict resolution, although if the marked tattles were really reports then it would be an increase of 30% in conflict resolution.

#### *Improvements of Study and Further Investigation*

Improvements would need to be made to this study to include two more points on the rating scale on the student survey and the addition of a reporting category on the student observation sheet. If I had this to do over again, I would also personally teach the lessons and complete the student observation sheet.

Originally, I thought it would be better for the classroom teacher to complete the observation and teach the lessons because of the established rapport and relationship with the students. I now see that it negatively affected my study because of some of the information gathered was subjective. This study used students from middle to high socioeconomic status. Further investigation could include two more 2<sup>nd</sup> grade classes in a

lower socioeconomic area to determine if this was a factor that contributed to the success or failure of the outcome. Another area for investigation would be the inclusion of a teacher program that would teach the teachers about the upcoming program and the philosophy of the researcher.

### Reflection

This research proposal and project was very satisfying. The next research project will focus on an academic skill. Such as one-on-one teaching time correlated to student achievement in reading or does repetition with math facts improve math scores. This topic was too broad; it should have been more concise and focused on one feature of social skill instruction, such as conflict resolution bullying, or on-task behaviors.

The most challenging parts of this proposal were to create the questions for the researcher to build the project around. It was very challenging to connect the goal with individual lessons to build the concept and meet the goal. It required a great deal of focus and hard work.

The data analysis part was difficult because it required learning so many new concepts. There are so many techniques and parts to the techniques that it's overwhelming. There was time spent researching the terminology and learning how to apply the terminology to the research project.

The part that was the most intriguing is the finished project. It was amazing to see the document in completed form. It was interesting to see the progression from undefined objective and question to a research proposal and then to a research project. The interpretation of the data showed that direct social skill instruction has an impact on social problems.

There are other research projects online regarding social skill instruction. They are interesting; this project will be submitted to various websites so those interested can view it. This research project will so be submitted to Jordan School District. The agreement was they would allow me to complete the study and a finished copy would be provided for the district. This research project will also be given to the second-grade team at Midas Creek Elementary.

### *Master's Degree Experience*

My Master's degree experience has challenged my critical thinking skills. Also, I have had to learn time management and further developed my skills of creating small goals to meet the larger deadline. I have worked fulltime and had to make a personal schedule to meet all of my obligations. I have learned perseverance through the pursuit of this Master's degree by not giving into the discouragement of not fully grasping the research terminology.

The skills I have learned include learning different research methods, data analysis techniques, identifying various data types, and current ESL practices and laws. I struggled the most with the research terminology part of the Master's program. The most enjoyable part was the creation of the lessons and activities for the research project.

### Curricular Unit Discussion

#### *Description of the Unit*

The standards for this unit come from the Utah core curriculum (State Office of Education, 2009). Specifically, the unit addresses the second standard in the Utah content core curriculum and the subsequent indicators. The first indicator is to describe healthy relationships. The second is to recognize how choices affect self and others. The

third is to identify the benefits of cooperating and sharing. The fourth indicator is to identify the behaviors that create conflict in situations and identify ways to resolve them.

There are two goals for this research project. The first goal is for students to feel more confident handling social conflicts experienced at school. The second goal is to increase the positive atmosphere in the classroom. These goals align with the standards because the students directly. The students will be indentifying, describing, and demonstrating positive, healthy behaviors that will positively enhance his or her relationships and school environment.

There are many materials that the teachers will use that can be found in the classroom. The first are a list of 5 storybooks that are to be read to the students. The second is paper for students to write on and large poster-size paper. Other miscellaneous items are popcorn kernels, clothespins, pencils, markers, crayons and different colors of washable paints.

Prior to the beginning of the unit and after the conclusion of the unit there is a student observation and a student survey that needs to be completed. The lessons follow a similar format throughout the unit. State the lesson objective, followed by assessing prior student knowledge through questioning and then a storybook will be read. After the storybook then there is an activity; each lesson has different types of activities and grouping requirements for the students. The activity is closed by a formative assessment.

#### *Unit Assessments*

The goals of the unit will be assessed by the data gathered from the student survey and student observation. This data will collected before beginning the unit and after the

unit has been taught. The teacher will complete the student observation form based on actual behaviors noticed and the students will reflect and answer the student survey.

The formative assessments are the activities that the students complete during the lessons; this is an authentic assessment. The teacher will use these formative assessments to identify students that need more scaffolding on a particular subject. This scaffolding should occur during the activity phase while students are completing the formative assessment. Examples of the formative assessments found in this unit are to make up a skit or commercial, group poster, individual brainstorming activity, conflict resolution sorting activity, and list strategies.

### *Performance Objectives*

There are five performance objectives in this research project. The first performance objective is that given one week of observation, student on-task behaviors will increase by 90%. The second objective is that tattling reports will decrease by 90%. The third objective is that the reports of student aggression will decrease by 90%. The fourth performance objective is that given the end of the unit student survey 100% of the students will feel confident at resolving conflict. The last performance objective is given the student survey at the end of the unit 100% of the students will feel confident handling bullying situations.

The learning conditions in this research study incorporate many elements in a successful learning environment found in many research-based models for instruction (Larson, 2011). The lessons in the unit have a predictable structure and they are designed to address all learning types. The first environmental factor that is controlled in this unit is the noise level. The noise level will be controlled by the different activities that the

class is doing. A group lesson is no voices, small group work is louder, and partner work is whispering.

The second environmental factor that is controlled is mobility. The lessons are designed to last 30 minutes. In the lesson there are two transitions and three different learning situations. The children will sit for 8-10 minutes before having the opportunity to move around. The second graders in this project will easily meet this extremely reasonable expectation.

This is a list of the learning outcomes for each lesson. The first learning outcome is that students will demonstrate the knowledge between tattling and reporting. The second learning outcome is that the students will apply on-task behavior knowledge to a skit, commercial, or a puppet show. The third learning outcome is that students will apply knowledge of conflict resolution in a role-playing situation lead by the teacher. The fourth learning outcome is that students will create a product to demonstrate understanding about conflict resolution. The fifth learning outcome is that students will be able to tell a possible solution to a bullying situation that is described by the teacher.

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Appendix

*Letter of Consent*

Western Governors University

*Masters of English Language Learning  
Social Skill Instruction  
Trish Calhoun*

**Introduction:**

My name is Trish Calhoun. I am a kindergarten teacher here at Midas Creek. I am in a graduate program at Western Governor's University. I am working towards a Master's Degree in English Language Learning. Part of this program is a field-based research project.

You are invited to participate in a research project being conducted by researchers from Western Governors University. Ms. Trish Calhoun is conducting research to determine the most effective ways to teach social skills.

**Description of the project:**

The purpose of my research project is to determine the role social skill instruction has with increasing on-task classroom behaviors and conflict resolution.

Students will learn about bullying, conflict resolution, tattling versus reporting, respect, and on-task behaviors in the classroom.

The lessons will be taught by your child's classroom teacher. There are 6 lessons about 30 minutes each

All students will have the opportunity to participate in the lessons.

The students will complete journal entries, surveys, and the teacher will complete observation checklists.

**Benefits and Risks of this study:**

The students will benefit from these lessons by learning better social skills. The enhancement of social skills in the school setting will increase classroom productivity and improve the classroom climate. These skills will help your child navigate through conflicts and bullying situations.

**Confidentiality:**

Your child's identity and information will be kept confidential. The final report of the project will not contain any identifying information.

**Voluntary participation and withdrawal:**

Students are required to participate in regular classroom instruction. Students, with your permission, may choose to opt out of a particular video or assignment.

*You may withdraw your student from participation in this study anytime. Your child will not be penalized in any fashion.*

**Questions, Rights and Complaints:**

Feel free to contact me directly with any questions or concerns. 801-641-0997 or email: trish.calhoun@jordan.k12.ut.us.

You have the right to request a final copy of the research study. Please contact me by email with your address if you wish to receive a final copy.

**Consent statement:**

I, the parent/legal guardian of the minor named below, acknowledge that the researcher has explained to me the need for this research and offered to answer my questions about my child's participation. I freely and voluntarily consent to my child's participation in the assessments associated with this research project. I understand all information gathered will remain confidential. I also understand I may keep a copy of this consent form for my own information.

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Signature of Legal Guardian

\_\_\_\_\_  
Typed/printed Name

\_\_\_\_\_  
Typed/printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Student Observation

Behaviors	Day 1	Day 2	Day 3	Day 4	Day 5
Sharing/taking Turns					
Encouragement/helping others					
Not keeping hands, feet, and other objects to self					
Not listening					
Talking out of turn					
Aggressive behavior (hitting, pushing kicking, etc)					
Name Calling					
Tattling					

## Student Survey

	Always	Sometimes	Never
1. Kids in your class share.			
2. I help and encourage others.			
3. Others keep their hands, feet and other objects to themselves.			
4. I keep my hands, feet, and other objects to myself.			
5. Others in my class are good listeners.			
6. I am a good listener.			
7. I raise my hand when I want to talk.			
8. Others raise their hand when they want to talk.			
9. I feel safe at recess.			
10. I feel safe in the classroom.			
11. Kids call me names at recess or inside the school.			
12. Students in our class are bossy.			
13. I talk to others when I have a problem with them.			
14. It is okay to tell the teacher when there is a problem.			

15. If you have a problem at recess what are some things that you could do?

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