EFFECTIVENESS OF SOCIAL-EMOTIONAL LEARNING PROGRAMS

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EFFECTIVENESS OF SOCIAL-EMOTIONAL LEARNING PROGRAMS

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by

KAYLEIGH KING

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Abstract

EFFECTIVENESS OF SOCIAL-EMOTIONAL LEARNING PROGRAMS

KAYLEIGH KING

DALE HENZE, FACULTY SPONSOR
DEPARTMENTS OF EDUCATION
UNIVERSITY OF WISCONSIN-PLATTEVILLE
HENZED@UWPLATT.EDU

The purpose of this paper was to determine the impact a social-emotional learning (SEL) program has on students' academic success and their behavior. This paper investigated researchers' findings of social-emotional learning and how it impacts student learning and if a SEL program improves problem behavior. Academic data was collected from two different schools with similar demographics. One school used a SEL program. The other did not. Behavior data was also collected from both schools. From the data collection and analysis it was found that there is not enough data to prove a significant difference in academics as a result of a SEL program. Similarly, with the behavior data, there was not enough behavior data to determine if the SEL program improved problem behavior. In conclusion, there is research that supports SEL programs and their impact on student learning despite the findings in this paper. This research paper more closely aligns with research that supports that SEL programs do not affect students' academic success. For future research, finding a social-emotional measure that does not depend so heavily on vocabulary may give more clear results on how social-emotional learning impacts students.

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CHAPTER I: INTRODUCTION

My research will focus on the effectiveness of a social-emotional learning program and the impact it has on students' academic outcomes, overall social-emotional well-being, and problem behaviors.

Flook, Goldberg, Pinger, and Davidson (2014) address self-regulatory abilities in their research. Flook et al. state that these skills are robust predictors of important outcomes across the life span, yet they are rarely taught explicitly in school. These important self-regulatory skills can be taught through a social-emotional learning program. Ashdown and Bernard (2012) suggest that, by improving children's levels of social-emotional competence through explicit instruction, it is possible to improve their levels of social-emotional well-being and academic achievement. Few studies have been done to specifically connect social-emotional learning to higher academic outcomes, but Ashdown and Bernard (2012) have suggested that while teaching a social-emotional learning program to students has promising effects on their academic outcomes and overall social-emotional well-being, it did not reduce problem behaviors.

My research will build upon the research of Flook et al. (2014) and Ashdown and Bernard (2012) by examining the impact that teaching a social-emotional learning program to students has on their academic achievement, social-emotional well-being, and their problem behaviors.

Statement of the Problem

The problem to be addressed is, "Does explicit instruction of a social-emotional learning program have an impact of student achievement, social-emotional well-being, and problem behavior?"

I hypothesize that students in the social-emotional learning (SEL) research group will demonstrate improvements in their overall academic achievement, relative to the control group. Secondly, I hypothesize that students in the SEL group will receive a higher rating on The Devereux Student Strengths Assessment (Devereux Center for Resilient Children, 2012) after receiving a social-emotional learning program. Finally, contrary to Ashdown and Bernard (2012), I hypothesize that students in the research group will demonstrate fewer problems behaviors after receiving a social-emotional learning program.

Definition of Terms

Social-Emotional Learning Curriculum (SEL): Teaches children to (a) identify, label, and understand the emotions that motivate their behaviors; (b) develop empathy and appreciate the interests and needs of others; (c) identify positive solutions to interpersonal conflicts through employing a series of social problem-solving cognitive strategies; and (d) use these social-emotional and cognitive skills to establish and maintain positive interpersonal relationships. (Schonfeld, et al., 2015).

Office Discipline Referral (ORD): A form filled out by staff members when students show behaviors that are not in line with our school expectations. The form includes student information, time, date, location, problem behavior, motivation, and teacher/administrative action. These forms are turned into the office where they are entered into our data warehouse.

The Devereux Student Strengths Assessment (DESSA): Second Step Edition (DESSA-SSE) is a behavior rating scale for Kindergarten through Grade 5 students that assesses their skills related to social-emotional competence, resilience, and academic success. (Devereux Center for Resilient Children, 2012.)

Delimitations and Limitations of the Research

A limitation in researching the presence or absence of a social-emotional learning curriculum will be a small sample size. Additionally, this research cannot draw causal inferences because it is a correlational study. Given that I am recording student data and know what I hope to find, there is potential for experimenter bias.

Method of Approach

I will measure the effectiveness a social-emotional learning curriculum has on student achievement, social-emotional well-being, and lessening problem behaviors in two classrooms. The SEL classroom will receive explicit SEL instruction four times a week, daily, relative to a de-identified classroom. The de-identified classroom will not be receiving additional SEL instruction. The IRB protocol provides further details and is attached as Appendix A. Project data collection materials are attached as Appendix B.

CHAPTER II: REVIEW OF THE LITERATURE

Research Question

Social-emotional learning curriculums are noted as especially promising given their emphasis on teaching children to (a) identify, label, and understand the emotions that motivate their behaviors; (b) develop empathy and appreciate the interests and needs of others; (c) identify positive solutions to interpersonal conflicts through employing a series of social problem-solving cognitive strategies; and (d) use these social-emotional and cognitive skills to establish and maintain positive interpersonal relationships (Schonfeld, et al., 2015). The main questions addressed in my research were how impactful the presence or absence of a SEL program is on students' academic achievement, social-emotional well-being, and reduction in problem behaviors.

Discussion of Prior Research

Schonfeld, et al. (2015) explored the implementation of a Social Emotional Learning (SEL) program and whether it did or did not affect state test scores. The researchers randomly assigned clusters of schools for the study; the intervention schools received the SEL program, while the control group schools did not. Data for each cluster of students were collected beginning in the fall of students' grade 3 year through the spring of their grade six year. For fourth grade students in the intervention group, their scores in reading and writing were higher than those in the control group. For fifth and sixth grade students in the intervention group, their scores in math were higher than those in the control group. Schonfeld, et al. performed a quasi-experimental design and examined the relationship of reading, writing, and math scores for students who did and did not receive a SEL program. They did so by comparing different schools.

Flook, Goldberg, Pinger, and Davidson's (2014) research served as a case study that was closely related to what I could potentially carry out in my own classroom. Using a randomized controlled design, Flook et al. investigated the effects of a mindfulness-based Kindness Curriculum (KC). In the sample there were 68 preschool children with a mean age of 4.67 years. After 12 weeks of implementation the KC group showed more improvement (small to medium effects) in cognitive flexibility and delay of gratification than the control group. What was most interesting was that students in the KC group who initially rated lower in social competence and executive functioning demonstrated large gains relative to the control group. Flook et al's study provides preliminary evidence that teaching a social-emotional curriculum to very young students could have promising effects on their social-emotional well-being.

Flook et al. (2014) discussed why teaching a SEL program could benefit students and their academic outcomes. When students were taught a SEL program, their executive functioning increased. If students had an ability to use executive functioning at a high level, it positively impacted their ability to stay focused and solve multistep problems which impacted how well they could achieve academically. Positive school climate and children's perceptions of interpersonal climate and school safety were associated with several academic and behavioral adjustment outcomes (Brookmeyer et al., 2006; Bond et al., 2007; Fisher & Fraser, 1991; Kuperminc, Leadbeater, & Blatt, 2001; Loukas & Murphy, 2007, all as cited in Berg & Aber, 2015). Berg and Aber conducted a three-year, multi-site, school randomized evaluation of a Social and Character Development (SACD) Program in 83 elementary schools in seven sites and six states. Their sample included 6,567 children who were in third grade at the start of the evaluation. Berg and Aber randomized 83 schools to the business-as-usual approach to implement the SACD program. Berg and Aber asked if there was an impact of social and

character development programs on engagement and academic competence? Berg and Aber concluded that children who experienced a lack of community were less engaged and had more difficulty academically, pointing to the importance of children's own experiences in their academic success.

Daunic, et al. (2013) explored how students who were at risk for emotional and behavioral disorders fare when taught an integration of social-emotional and literacy instruction. The researchers developed and piloted a social-emotional curriculum called the Social-Emotional Learning Foundations (SELF) to a group of kindergarten students who were at risk for emotional or behavioral disorders. Two large elementary schools were selected to participate in the design; one school served as the treatment condition and the other as a business-as-usual control condition. Daunic, et al. provided preliminary evidence that integration of a social-emotional learning curriculum into literacy instruction can be a strategy for helping with self-regulation which in turn had a positive outcome on students' academic success. Daunic, et als' research differed from the work of Berg and Aber (2015) and Flook et al. (2014), in that Daunic, et al. worked with small groups of students with an integration of literacy method. Findings from the pilot implementation in the classrooms indicated that SELF lessons improved teacher-reported executive function, internalizing behavior, and school related competence. These results provided a preliminary indication that integrating SEL and literacy could lead to improvements in self-regulation that should enhance positive social and academic development.

Ashdown and Bernard (2012) explored the relationship between the implementation of a Social Emotional Learning (SEL) program and students' independent reading level, social-emotional development, and well-being. One Preparatory and one Grade 1 class were randomly assigned to receive the *You Can Do It! Early Childhood Education Program* (YCDI) over a 10-

week period; the remaining classes served as the control group. Teachers implementing the YCDI program were asked to complete a survey of well-being and a social skills rating for each student prior to implementation. Teachers were also asked to report on each student's independent text reading level before the YCDI program was implemented. Teachers assigned to the YCDI group were trained in the implementation of the YCDI program. After the study, data showed that the Grade 1 YCDI class showed more robust improvements in social-emotional development, text decoding skills, and well-being than the preparatory YCDI class. One area of this study that I was particularly interested in was if the YCDI program had an effect on total problem behaviors. As it turns out, Ashdown and Bernard indicated that the YCDI did not result in an overall reduction in problem behaviors. Ashdown and Bernard performed a quasi-experimental design. Ashdown and Bernard measured academic achievement differently than Schonfeld, et al. (2015) and also used more tools to help measure and support their findings.

Summary

Overall, it is known that healthy social-emotional development is imperative to student success in school. Learning a SEL program improves executive functioning in students which leads to higher academic successes. From the studies, we do not know if teaching a SEL program is directly related to more successful student academic outcomes. We also are unaware if students learning a SEL program will result in a decrease in problem behaviors in schools.

Hypotheses

I hypothesized that students in the SEL research group would demonstrate improvements in their overall academic achievement, relative to the control group. Secondly, I hypothesized that students in the SEL group would receive a higher rating on The Devereux Student Strengths Assessment after receiving a social-emotional learning program. Finally, contrary to Ashdown

and Bernard (2012), I hypothesized that students in the SEL group would demonstrate fewer problem behaviors after receiving a social-emotional learning program.

CHAPTER III: METHOD

Participants

Research was conducted at Dodgeville Elementary School, which is part of a rural school district in Southwestern Wisconsin. The district is comprised of four buildings: an Early Learning-5th grade building, a multi-age elementary building, a middle school 6th-8th grade building, and a high school 9th-12th grade building.

Students from Dodgeville Elementary School participating in the research were identified as approximately 15 students in my Early Learning Program class for the 2017-2018 school year. This class received the social-emotional learning program four times a week for 10 to 15 minutes. De-identified data were collected from approximately 18 students in a four-year-old kindergarten class that did not receive a SEL program in another southwestern Wisconsin school with demographics similar to Dodgeville, Wisconsin.

Materials

Initially, I collected consent from building principals to perform the study and collect data. I also gave parents a consent form agreeing to the study. The data collected for academic achievement were Phonological Awareness Literacy Screening scores. Data from the SEL group and control group were collected in eight different categories and was recorded into an Excel spreadsheet. To track progress on overall social-emotional well-being, I completed an assessment provided by 2nd Step, The Devereux Student Strengths Assessment (DESSA, 2012), for each of my students in the fall and spring of the 2017-2018 school year. Finally, to track whether or not there was a reduction in problem behavior throughout the course of the school year, I collected office discipline referral data from EduClimber, a data warehouse Dodgeville

Elementary School uses to keep track of academic and behavior data. Minor and major offenses were collected for each student in the SEL group and recorded into an Excel spreadsheet.

Procedures

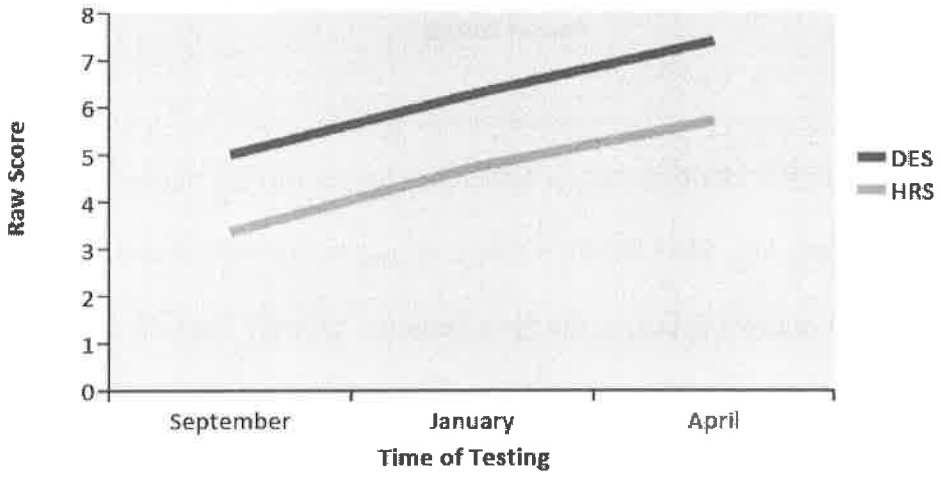
Research began with the collection of PALS data from students in the SEL group and the control group during the fall 2017-2018 school year. The first set of scores were analyzed, looking for differences in specific scores and overall composite scores between the SEL and control group participants. The data were recorded on the Excel spreadsheet for both groups. In the spring, the same PALS data were collected and analyzed for growth. The 2nd Step program was taught to students in the SEL group four times per week for 10 to 15 minutes. Also, in the fall of 2017, DESSA data were collected on the SEL group and entered into the Excel spreadsheet then collected again in the spring of 2018. The DESSA data were analyzed, noting whether or not there was improvement on my ratings of students overall social-emotional well-being from the fall to the spring. Finally, throughout the course of the school year, minor and major office discipline referrals were collected and analyzed for students with repeat offenses and whether or not their office discipline referrals diminished as students mastered the 2nd Step program. When all data were collected, I calculated the change in scores (fall - spring) on each of the eight PALS scores, then conducted a multivariate analysis of variance (MANOVA) comparing the experimental and control groups. Also, I calculated the change score on the Devereux Student Strengths Assessment (DESSA), then conducted a second MANOVA on DESSA, major discipline referrals, and minor discipline referrals.

CHAPTER IV: RESULTS

A series of analyses of variance (ANOVA) were conducted with time of testing (September, January, April) as a repeated-measures independent variable and presence or absence of a social-emotional program as a between-subjects independent variable. The school with the social-emotional program is referred to as DES, and the school without is referred to as HRS. This analysis was repeated on each PALS sub-score.

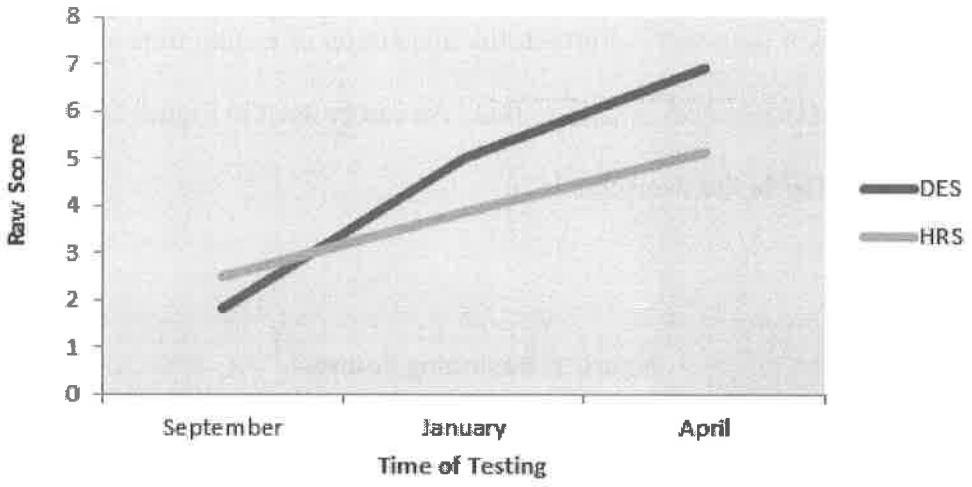
In the first ANOVA recognition of beginning sounds was the dependent variable. Time of testing was significant, $F(2, 54) = 63.62$, $p < .001$, $\eta^2_{partial} = .70$, with recognition of beginning sounds improving across the three testings. Overall, the two schools did not differ significantly, $F(1, 27) = 1.76$, $p = .20$, $\eta^2_{partial} = .07$. Further, the interaction of testing time and school was not significant, $F(2, 54) = 0.05$, $p = .95$, $\eta^2_{partial} = .002$. As can be seen in Figure 1, the rate of improvement was similar in the two schools.

Figure 1: Beginning Sounds



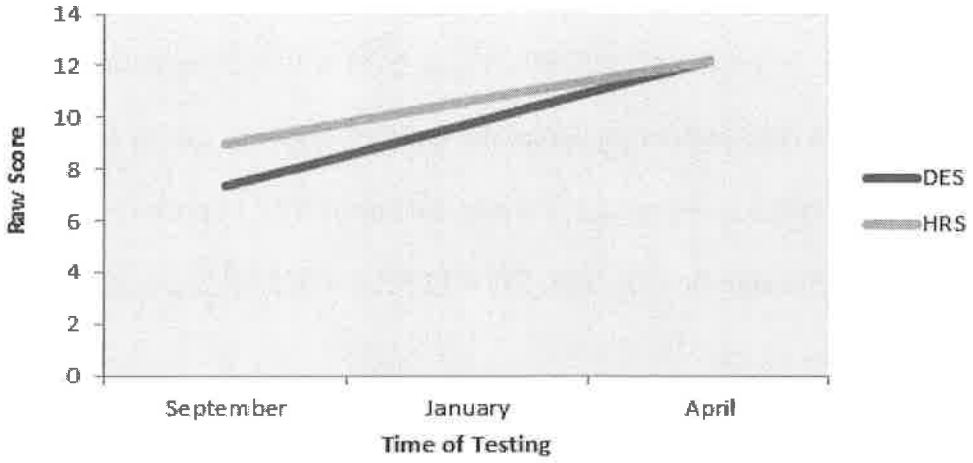
In the second ANOVA recognition of letter sounds was the dependent variable. Time of testing was significant, $F(2, 54) = 135.31$, $p < .001$, $\eta^2_{partial} = .83$, with recognition of letter sounds improving across the three testings. Overall, the two schools did not differ significantly, $F(1, 27) = 0.15$, $p = .70$, $\eta^2_{partial} = .006$. However, the interaction of testing time and school was significant, $F(2, 54) = 14.80$, $p < .001$, $\eta^2_{partial} = .35$. As can be seen in Figure 2, the rate of improvement was similar, but with the DES school starting lower but improving at a faster rate.

Figure 2: Letter Sounds



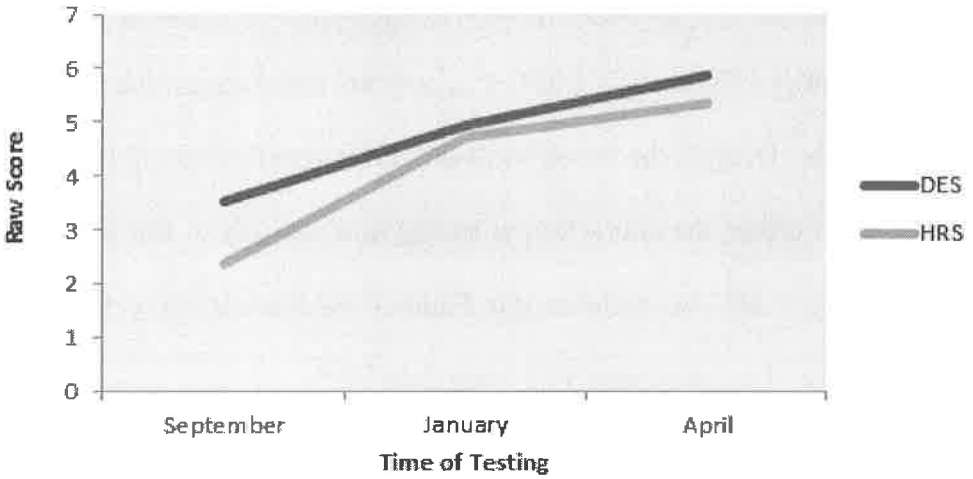
In the third ANOVA identification of lowercase letters was the dependent variable. Time of testing was significant, $F(2, 54) = 63.40$, $p < .001$, $\eta^2_{partial} = .70$, with identification of uppercase letter names improving across the three testings. Overall, the two schools did not differ significantly, $F(1, 27) = 0.05$, $p = .82$, $\eta^2_{partial} = .002$. Further, the interaction of testing time and school was not significant, $F(2, 54) = 2.66$, $p = .08$, $\eta^2_{partial} = 0.09$. As can be seen in Figure 3, the rate of improvement was similar in the two schools.

Figure 3: Lowercase Identification



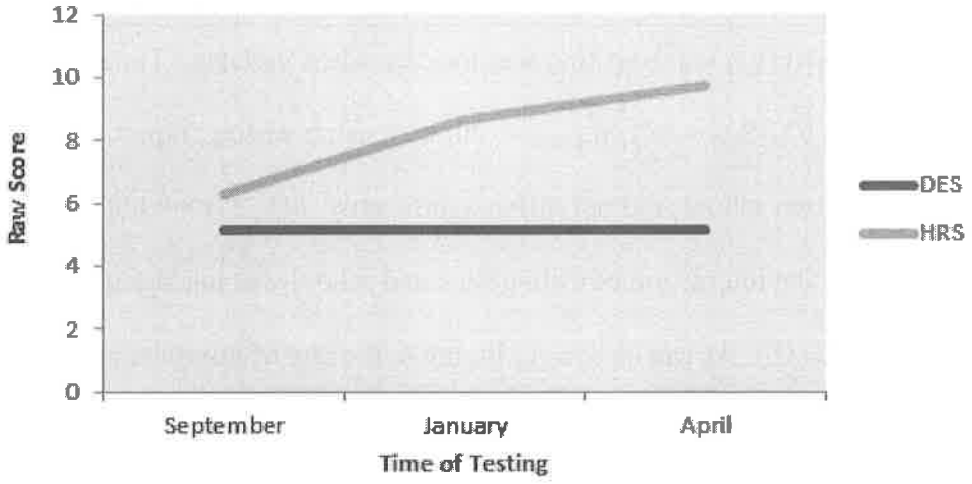
In the fourth ANOVA name writing was the dependent variable. Time of testing was significant, $F(2, 54) = 62.78$, $p < .001$, $\eta^2_{partial} = .70$, with name writing improving across the three testings. Overall, the two schools did not differ significantly, $F(1, 27) = 0.66$, $p = .43$, $\eta^2_{partial} = .02$. Further, the interaction of testing time and school was not significant, $F(2, 54) = 2.01$, $p = .14$, $\eta^2_{partial} = 0.07$. As can be seen in Figure 4, the rate of improvement was similar in the two schools.

Figure 4: Name Writing



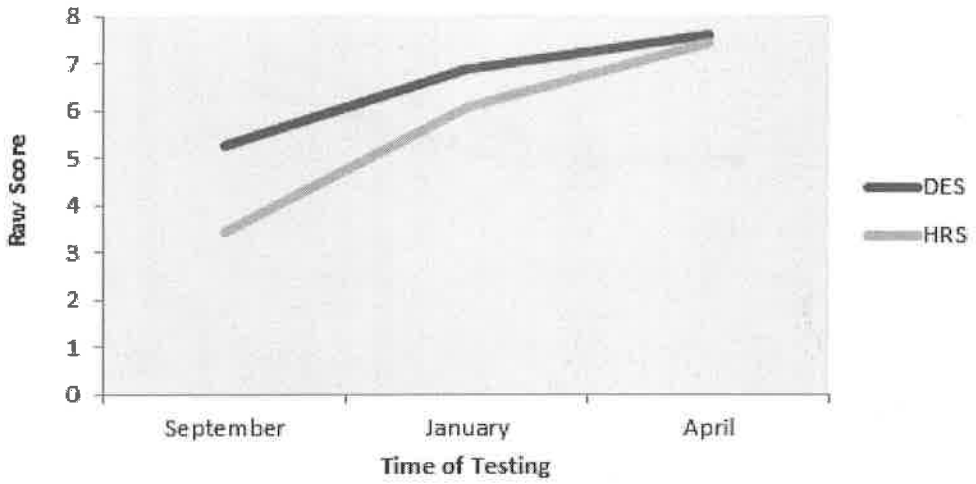
In the fifth ANOVA reciting nursery rhymes was the dependent variable. While time of testing was significant, $F(2, 54) = 205.40$, $p < .001$, $\eta^2_{partial} = .88$, so was the interaction of time of testing and school, $F(2, 54) = 205.40$, $p < .001$, $\eta^2_{partial} = .88$ with reciting nursery rhymes at DES staying the same and at HRS improving across the three testings. As can be seen in Figure 5, the rate of improvement at DES was stagnant whereas the rate at HRS improved over time. Overall, the two schools did differ significantly, $F(1, 27) = 12.37$, $p = .002$, $\eta^2_{partial} = .31$.

Figure 5: Nursery Rhyme



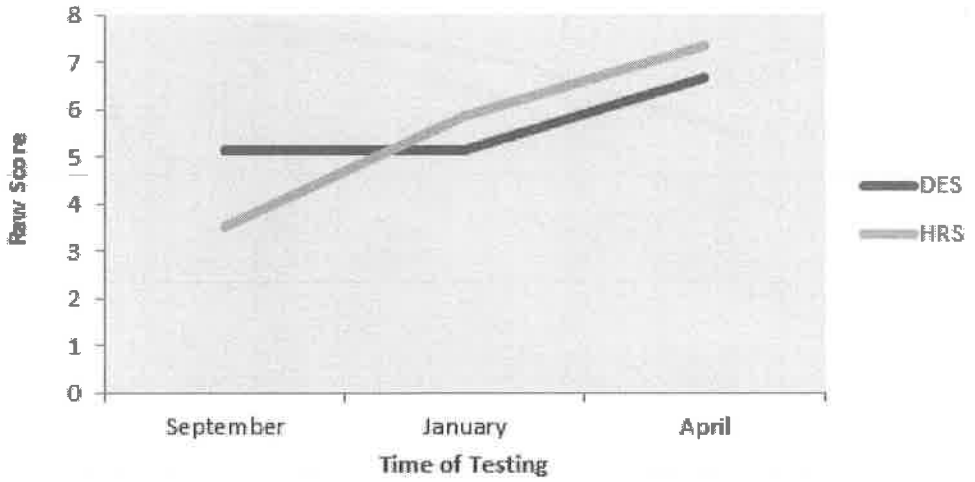
In the sixth ANOVA recognition of print was the dependent variable. Time of testing was significant, $F(2, 54) = 168.98.62$, $p < .001$, $\eta^2_{partial} = .86$, with recognition of print improving across the three testings. Overall, the two schools did differ significantly, $F(1, 27) = 1.06$, $p = .312$, $\eta^2_{partial} = 0.04$. Further, the interaction of testing time and school was significant, $F(2, 54) = 11.51$, $p < .001$, $\eta^2_{partial} = .30$. As can be seen in Figure 6, the starting score of DES was higher than HRS, but HRS rate of improvement was faster than DES.

Figure 6: Print Awareness



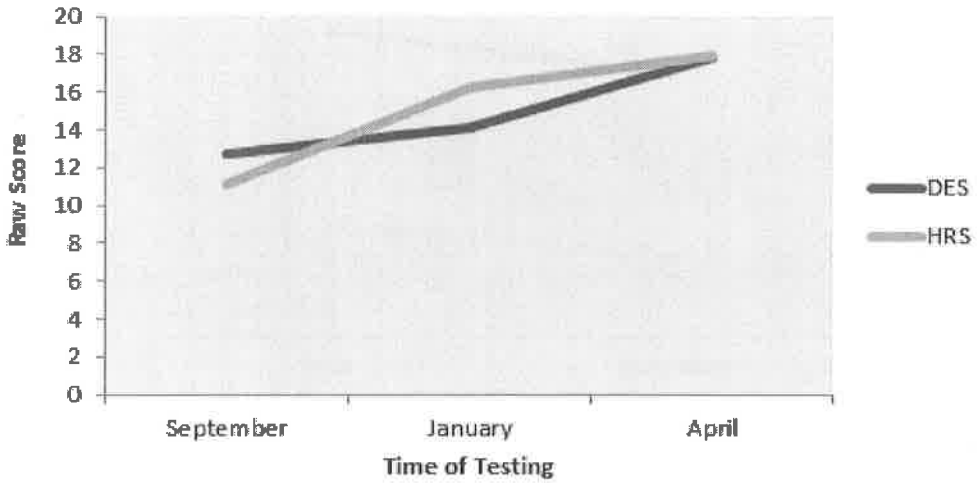
In the seventh ANOVA matching words that rhyme was the dependent variable. Time of testing was significant, $F(2, 54) = 153.26$, $p < .001$, $\eta^2_{partial} = .85$, with matching words that rhyme improving across the three testings. Overall, the two schools did not differ significantly, $F(1, 27) = 0.004$, $p = .95$, $\eta^2_{partial} < .001$. Further, the interaction of testing time and school was significant, $F(2, 54) = 38.33$, $p < .001$, $\eta^2_{partial} = .59$. As can be seen in Figure 7, the rate of improvement was different in the two schools.

Figure 7: Matching Words that Rhyme



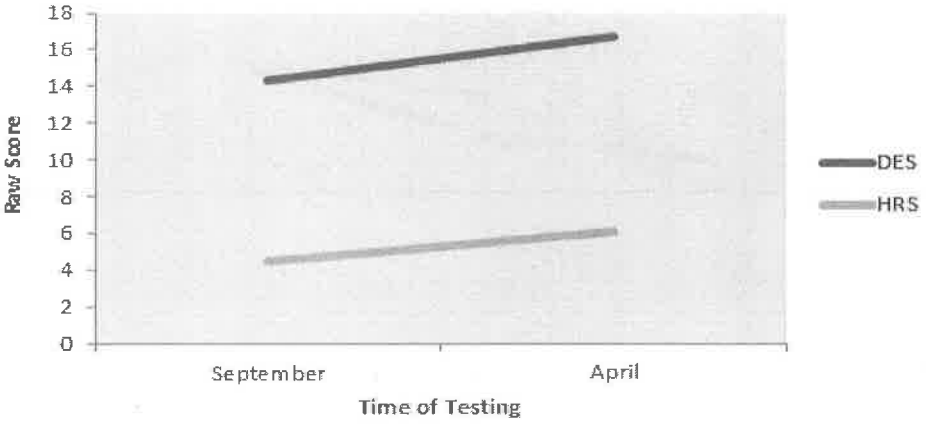
In the eighth ANOVA identification of uppercase letters was the dependent variable. Time of testing was significant, $F(2, 54) = 191.73$, $p < .001$, $\eta^2_{partial} = .88$, with identification of uppercase letters improving across the three testings. Overall, the two schools did not differ significantly, $F(1, 27) = 0.006$, $p = .94$, $\eta^2_{partial} < .001$. Further, the interaction of testing time and school was significant, $F(2, 54) = 19.07$, $p < .001$, $\eta^2_{partial} = .41$. As can be seen in Figure 8, the rate of improvement was more constant for the HRS school than for the DES school, though they ended similarly.

Figure 8: Uppercase Identification



The final ANOVA was conducted with time of testing (September and April) as a repeated-measures independent variable and presence or absence of a social-emotional program as a between-subjects independent variable. The dependent variable was DESSA. Time of testing was significant, $F(1, 27) = 42.42$, $p < .001$, $\eta^2_{partial} = .61$, with scores on the DESSA improving across the two testings. Overall, the two schools did differ significantly, $F(1, 27) = 114.37$, $p < .001$, $\eta^2_{partial} < .81$. Further, the interaction of testing time and school was not significant, $F(1, 27) = 2.09$, $p = .16$, $\eta^2_{partial} = 0.07$. As can be seen in Figure 9, the rate of improvement was similar in the two schools.

Figure 9: DESSA



CHAPTER V: DISCUSSION

I hypothesized that students in the SEL research group would demonstrate improvements in their overall academic achievement, relative to the control group. Based on the data collected there was not significant data to support the hypothesis that the SEL group would demonstrate improvements in overall academic achievement, relative to the control group. There were many instances where DES started out at a higher score in September, but HRS rate of improvement caught up to DES. Print Awareness (figure 6) is an example of this. With the data collected it cannot be determined if the SEL group demonstrated more improvements in learning because of a SEL program.

Secondly, I hypothesized that students in the SEL group would receive a higher rating on The Devereux Student Strengths Assessment (DESSA) after receiving a social-emotional learning program. The data to support this hypothesis was skewed because the DESSA is extremely language specific to assess the understanding of the SEL program, Second Step. HRS did not teach students Second Step, therefore, their scores in both testings were much lower than DES.

Finally, contrary to Ashdown and Bernard (2012), I hypothesized that students in the SEL group would demonstrate fewer problem behaviors after receiving a social-emotional learning program. While I still hypothesize this to be true, the experiment conducted did not provide evidence to support or contradict the hypothesis. DES collects office disciple referrals, but there are not as many collected at the four year old kindergarten level. There are teachers who do not believe it is developmentally appropriate to collect office discipline referrals for four year olds, therefore, DES did not have enough data to determine whether or not the SEL program improved problem behaviors. HRS did not collect any referrals at all.

CHAPTER VI: REFERENCES

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APPENDIX A: IRB APPROVAL LETTER

APPENDIX B: PROJECT MATERIALS

UNIVERSITY OF WISCONSIN
PLATTEVILLE
INSTITUTIONAL REVIEW BOARD

3/13/2018

Kayleigh A. King
Sponsor: Dale Hinze
Dept. of School of Education
UW-Platteville

RE: IRB Protocol #2017-18-16

Project Title: The Effectiveness of Social-Emotional Learning Programs

Original Approval Date: 3/12/18
Original Expiration Date: 3/11/19

A modification to your project has been approved by the University of Wisconsin-Platteville IRB. This modification includes:

Will include students from the Holy Rosary School, has principal's approval.

This modification does not affect the original expiration date of the project.

If you have any questions, please contact the IRB chair at the address below. Include your protocol # on all correspondence.

Sincerely,

Dr Barb Barnet

Dr. Barb Barnet
Institutional Review Board Chair
Professor, Mathematics Department
Gardner 451
University of Wisconsin-Platteville
(608) 342-1942
barnetb@uwplatt.edu

INDEX TO APPENDICES

(Print on Letterhead)

TO: Julie Piper

FROM: Kayleigh King

RE: Request for Permission to Conduct Research in Dodgeville Elementary School

DATE: December 5, 2017

In the completion of my master's degree at the University of Wisconsin-Platteville, I am required to conduct an action/applied research project. I am asking permission to collect data at our school. The IRB proposal describes my study and identifies who I would like to participate. I am requesting your approval to carry out the study. Once the study is completed, I will share a summary of the results with you.

Attached is a copy of my research protocol/proposal. If you have questions, please feel free to contact me or my faculty sponsor.

Thank you,

Kayleigh King

Kayleigh King, Researcher

Dale Henze, Faculty Sponsor
Departments of Education
University of Wisconsin-Platteville
henzed@uwplatt.edu

I give consent for Kayleigh King to conduct her research on social-emotional learning, using the Second Step Program, at Dodgeville Elementary School.

X Yes, I give consent.

_____ No, I do not give consent.

Julie Piper Julie Piper Principal

(Printed Name) (Signature) (Title)

(Print on Letterhead)

TO: Tanya Horne

FROM: Kayleigh King

RE: Request for Permission to Collect De-Identified Data from Holy Rosary School

DATE: December 5, 2017

In the completion of my master's degree at the University of Wisconsin-Platteville, I am required to conduct an action/applied research project. I am asking permission to collect de-identified data at your school. That data would include a list of Phonological Assessment in Literacy Screening (PALS) scores with no student identifiers. The IRB proposal describes my study and identifies who I would like to participate. Once the study is completed, if requested, I will share a summary of the results with you.

Attached is a copy of my research protocol/proposal (see page 3, section b). A 4K teacher would enter in de-identified data on the Excel spreadsheet. (See Appendix III). If you have questions, please feel free to contact me or my faculty sponsor.

Thank you,

Kayleigh King

Kayleigh King, Researcher

Dale Henze, Faculty Sponsor
Departments of Education
University of Wisconsin-Platteville
henzed@uwplatt.edu

I give consent for Kayleigh King to collect de-identified data on Phonological Assessment in Literacy Screening, at Holy Rosary School.

__✓__ Yes, I give consent.

_____ No, I do not give consent.

TANYA Horne	Tanya Horne	Principal
(Printed Name)	(Signature)	(Title)

PARENT/GUARDIAN CONSENT FORM FOR PARTICIPATION OF HUMAN PARTICIPANTS IN RESEARCH
UNIVERSITY OF WISCONSIN-PLATTEVILLE & DODGEVILLE ELEMENTARY SCHOOL

1. Purpose: The purpose of this research is to determine the impact of teaching a social-emotional learning curriculum, called 2nd Step, has on student achievement and social-emotional well-being at Dodgeville Elementary School.

2. Procedure: Your child will be participating in explicit instruction of 2nd Step curriculum, as part of our daily curriculum. PARTICIPATION IN THE RESEARCH IS VOLUNTARY. YOUR CHILD'S NAME WILL NOT BE RECORDED ON THE RESEARCH MATERIALS AND IT WILL NOT BE INCLUDED IN OUR DATA SET OR IN ANY REPORTS ABOUT THE PROJECT.

3. Time Required: All students will participate in 2nd Step, which takes approximately 10-15 minutes 4 times per week. Given your child is already participating in 2nd Step, being involved in my research will require no extra time.

4. Risks: No short-term or long-term risks are foreseen.

5. Benefits: Understanding what factors better predict higher achievement and better social-emotional well-being is of value to our school. For example, such information could help us know what we as faculty, staff, administration, or members of the UW-Platteville's Teacher Education Program can do to better our student's mental health as well as provide instruction that will enhance student achievement outcomes.

6. Your Rights as the Parent of a Student Participant: The information gathered in this study will be confidential. Data or summarized results will not be released in any way that could identify you or your child. If your child would like to withdraw from the study at any time, he/she may do so without penalty or repercussions. The information collected from your child up to that point would be destroyed. At the end of the study, if you would like, I can give a debriefing detailing the exact purpose of the research and the results. If you have any questions afterward, please ask:

Kayleigh King, Graduate Student in Education, First Grade Teacher
University of Wisconsin-Platteville
Phone Number: 815-591-0533
Email: kking@draschools.org
Faculty Sponsor: Dale Henze (henzed@uwplatt.edu)

Once the study is completed, you may request a summary of the results by contacting me (Kayleigh King) or Julie Piper.

7. If you have any questions about your child's treatment as a participant in this study, please call or write:

Barb Barnet Chair of the UW-Platteville IRB (608) 342-1942 barnetb@uwplatt.edu	or	Julie Piper Principal 608-935-3307 jpiper@draschools.org

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I have read the above information and (check one):

____ DO give consent for my child to participate in the research.

____ DO NOT give consent for my child to participate in the research.

Please print your child's name (First, Middle, Last):_____

Please print your full name (First, Middle, Last): _____

Please sign: _____ Date: _____

Then return this completed form to _____ by _____

StudentID	BeginF	BeginW	BeginS	LetterF	LetterW	LetterS	LowerF	LowerW	LowerS	NameF	NameW	NameS	NurseryF	NurseryW	NurseryS	PrintF	PrintW	PrintS	RhymeF	RhymeW	RyhmeS
King 1	7/10	9/10	10/10	1/26	4/26	6/26	19/26	21/26	24/26	7/7	7/7	7/7	7/10	7/10	7/10	8/10	10/10	10/10	7/10	7/10	9/10
King 2	0/10	3/10	4/10	0/26	3/26	5/26	0/26	2/26	7/26	0/7	1/7	1/7	0/10	0/10	0/10	0/10	2/10	3/10	0/10	0/10	2/10
King 3	10/10	10/10	10/10	18/26	21/26	22/26	26/26	26/26	26/26	7/7	7/7	7/7	6/10	6/10	6/10	10/10	10/10	10/10	10/10	10/10	10/10
King 4	4/10	6/10	7/10	0/26	3/26	5/26	0/26	3/26	4/26	3/7	5/7	7/7	9/10	9/10	9/10	6/10	8/10	9/10	9/10	9/10	10/10
King 5	6/10	6/10	8/10	0/26	3/26	5/26	0/26	3/26	8/26	0/7	3/7	7/7	3/10	3/10	3/10	6/10	8/10	9/10	4/10	4/10	6/10
King 6	2/10	4/10	5/10	0/26	3/26	5/26	0/26	2/26	5/26	0/7	2/7	5/7	4/10	4/10	4/10	5/10	7/10	8/10	3/10	3/10	5/10
King 7	0/10	1/10	3/10	0/26	5/26	7/26	0/26	4/26	6/26	0/7	4/7	4/7	0/10	0/10	0/10	0/10	2/10	3/10	0/10	0/10	2/10
King 8	5/10	6/10	7/10	0/26	4/26	6/26	0/26	3/26	5/26	7/7	7/7	7/7	7/10	7/10	7/10	7/10	9/10	10/10	7/10	7/10	9/10
King 9	3/10	4/10	4/10	0/26	3/26	5/26	0/26	5/26	8/26	2/7	3/7	5/7	4/10	4/10	4/10	1/10	3/10	4/10	1/10	1/10	3/10
King 10	10/10	10/10	10/10	4/26	7/26	9/26	25/26	26/26	26/26	7/7	7/7	7/7	10/10	10/10	10/10	10/10	10/10	10/10	10/10	10/10	10/10
King 11	1/10	4/10	6/10	0/26	5/26	7/26	0/26	2/26	5/26	0/7	2/7	3/7	0/10	0/10	0/10	1/10	3/10	4/10	1/10	1/10	3/10
King 12	7/10	8/10	9/10	2/26	5/26	8/26	13/26	15/26	18/26	5/7	7/7	7/7	6/10	6/10	6/10	6/10	8/10	9/10	6/10	6/10	8/10
King 13	4/10	5/10	8/10	0/26	3/26	4/26	0/26	3/26	5/26	3/7	5/7	7/7	6/10	6/10	6/10	4/10	6/10	7/10	4/10	4/10	6/10
King 14	6/10	8/10	10/10	0/26	1/26	3/26	14/26	16/26	18/26	5/7	7/7	7/7	7/10	7/10	7/10	5/10	7/10	8/10	5/10	5/10	7/10
King 15	10/10	10/10	10/10	2/26	5/26	7/26	13/26	15/26	18/26	7/7	7/7	7/7	8/10	8/10	8/10	10/10	10/10	10/10	10/10	10/10	10/10

UpperF	UpperW	UpperS	DESSAF	DESSAS	ODRMajor	ODRMinor
22/26	24/26	26/26	12/20	15/20	0	0
2/26	4/26	9/26	17/20	20/20	0	0
26/26	26/26	26/26	12/20	15/20	0	0
7/26	9/26	14/26	15/20	17/20	0	0
5/26	7/26	13/26	7/20	13/20	0	4
3/26	5/26	10/26	8/20	15/20	0	3
1/26	1/26	6/26	14/20	18/20	0	0
15/26	15/26	20/26	20/20	19/20	0	0
6/26	6/26	11/26	20/20	20/20	0	0
26/26	26/26	26/26	14/20	16/20	0	0
3/26	5/26	10/26	13/20	14/20	0	0
21/26	23/26	26/26	18/20	19/20	0	0
11/26	13/26	18/26	16/20	17/20	0	0
22/26	24/26	26/26	18/20	20/20	0	0
21/26	23/26	26/26	10/20	13/20	0	0

StudentID	BeginF	BeginW	BeginS	LetterF	LetterW	LetterS	LowerF	LowerW	LowerS	NameF	NameW	NameS	NurseryF	NurseryW	NurseryS	PrintF	PrintW	PrintS	RhymeF	RhymeW	RyhmeS
Horne 1	7/10	10/10	10/10	5/26	9/26	11/26	20/26	25/26	26/26	4/7	7/7	7/7	6/10	9/10	10/10	4/10	7/10	10/10	7/10	10/10	10/10
Horne 2	8/10	8/10	10/10	1/26	4/26	7/26	18/26	22/26	24/26	2/7	5/7	7/7	5/10	8/10	10/10	1/10	5/10	7/10	2/10	4/10	7/10
Horne 3	3/10	4/10	6/10	0/26	1/26	3/26	15/26	20/26	21/26	2/7	5/7	7/7	6/10	9/10	10/10	1/10	5/10	6/10	7/10	10/10	10/10
Horne 4	4/10	5/10	7/10	0/26	2/26	4/26	11/26	9/26	11/26	5/7	7/7	7/7	6/10	9/10	10/10	2/10	6/10	7/10	1/10	3/10	5/10
Horne 5	9/10	10/10	10/10	17/26	20/26	21/26	26/26	26/26	26/26	5/7	7/7	7/7	6/10	9/10	10/10	6/10	8/10	9/10	7/10	10/10	10/10
Horne 6	1/10	2/10	4/10	0/26	0/26	1/26	0/26	0/26	3/26	2/7	4/7	5/7	7/10	9/10	10/10	3/10	5/10	7/10	8/10	10/10	10/10
Horne 7	7/10	10/10	10/10	3/26	6/26	8/26	17/26	22/26	23/26	5/7	7/7	7/7	6/10	9/10	10/10	1/10	5/10	6/10	2/10	4/10	6/10
Horne 8	0/10	0/10	1/10	0/26	0/26	1/26	0/26	0/26	3/26	0/7	2/7	3/7	8/10	10/10	10/10	5/10	7/10	8/10	2/10	4/10	6/10
Horne 9	6/10	10/10	10/10	9/26	12/26	13/26	19/26	25/26	26/26	5/7	7/7	7/7	7/10	9/10	10/10	8/10	10/10	10/10	7/10	10/10	10/10
Horne 10	0/10	0/10	1/10	0/26	0/26	1/26	0/26	0/26	2/26	0/7	2/7	3/7	7/10	8/10	9/10	3/10	5/10	7/10	0/10	2/10	5/10
Horne 11	0/10	2/10	3/10	0/26	0/26	0/26	0/26	0/26	1/26	0/7	2/7	3/7	6/10	8/10	9/10	3/10	5/10	6/10	0/10	3/10	6/10
Horne 12	2/10	4/10	5/10	0/26	0/26	1/26	0/26	0/26	1/26	1/7	3/7	4/7	7/10	9/10	10/10	4/10	6/10	7/10	3/10	5/10	7/10
Horne 13	0/10	1/10	2/10	0/26	0/26	1/26	0/26	0/26	3/26	1/7	3/7	4/7	6/10	8/10	9/10	3/10	5/10	6/10	2/10	4/10	6/10
Horne 14	0/10	0/10	1/10	0/26	0/26	0/26	0/26	0/26	1/26	1/7	3/7	4/7	5/10	7/10	9/10	4/10	6/10	8/10	1/10	3/10	5/10

UpperF	UpperW	UpperS	DESSAF	DESSAS	ORDMajor	ORDMinor
21/26	26/26	26/26	x	x	x	x
20/26	26/26	26/26	x	x	x	x
18/26	23/26	24/26	x	x	x	x
9/26	14/26	17/26	x	x	x	x
19/26	26/26	26/26	x	x	x	x
6/26	11/26	14/26	x	x	x	x
17/26	25/26	26/26	x	x	x	x
5/26	10/26	13/26	x	x	x	x
20/26	26/26	26/26	x	x	x	x
2/26	7/26	10/26	x	x	x	x
4/26	7/26	9/26	x	x	x	x
3/26	6/26	9/26	x	x	x	x
7/26	11/26	14/26	x	x	x	x
5/26	9/26	11/26	x	x	x	x