IMPROVING SOCIAL SKILLS IN YOUNG CHILDREN

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ABSTRACT

This report describes a program designed to decrease students' undesired behaviors such as tattling, hitting, kicking, biting and pinching. The sample population included at-risk pre-kindergarten and first grade students. Existing literature revealed these behaviors affected all aspects of the classroom.

There were numerous reasons students resorted to these undesired behaviors: lack of social skills instruction, inability to resolve conflicts independently, limited opportunities to practice social skills, exposure to violent and inappropriate behaviors through television and video games, and changes in family structure.

Studies indicated solutions to these causes include explicit teaching of social skills, incentives, conflict resolution role playing and ample opportunities to practice social skills.

Post intervention data was inconsistent. Researchers felt interventions were successful as undesired behaviors decreased.

CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

The students in the targeted early elementary classes in two urban Midwestern communities in close proximity to each other exhibited a lack of appropriate social skills in the classroom that hindered their academic growth. Evidence for the existence of the problem included staff surveys, teacher observations, and pencil and paper tests of social skills administered to students.

Immediate Problem Context

School A was an older building located in a lower middle class neighborhood. The building had 18 regular education and five self-contained special education classrooms located on a first floor and second floor. It had a small gymnasium that also doubled as the lunchroom.

The building enrolled 398 first through sixth grade students. It was organized with self contained classes in first grade, and departmentalized classes in second through sixth grade. Forty eight percent of the student population qualified for free and reduced price lunch. The ethnic breakdown was African American 6%, Hispanic 7%, Asian 1%, Native American 0.3%, multi racial 2% and European American 84%. Average class size in first

grade was 19, 24 in third grade and 20 in sixth grade. The attendance rate was 94%. The high mobility rate of 12.7% has been a concern at School A. However, the chronic truancy rate is fairly low at 1.2%. (School Report Card, 2005).

School A consisted of 22 teachers, a principal, and 20 support personnel including two office personnel. School A made local headlines when two sixth grade teachers made the decision to "job share" one teaching position. Though a provision for job sharing always existed in the teacher contract, it had never been utilized prior to this academic year. There are no minorities employed in the building. The average teaching experience for the entire district was 14.1 years. 61.2% of teachers in the district have a Master's degree or more higher education (School Report Card, 2005). All teachers in school A are considered highly qualified under No Child Left Behind.

The curriculum consisted of language arts, mathematics, science, social studies, fine arts, and physical education. Seven percent of the students enrolled had an Individualized Education Plan (IEP). According to No Child Left Behind (NCLB) standards, school A has made Adequate Yearly Progress (AYP). The state requires that 47.5% of students meet or exceed standards in reading and math. At school A, 64.5% of students met or exceeded standards in reading and 67.7% in math. (School Report Card, 2005).

School A had a PTA that went through a complete renaissance. Many parents who held officer positions had children who moved on to the middle school. However, parent involvement remained high at 97% (School Report Card, 2005). This includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations and written correspondence.

School B was an older, two story building with a fallout shelter, also located in a lower middle class neighborhood. In fact, school B is one of the oldest school buildings still in use in the school district. School B celebrated its 75th anniversary in 2006. It contained 14 regular education classrooms. There were no self-contained special education classrooms in the building. There were 347 students enrolled in School B in pre-kindergarten through fifth grade self contained classes. School B averaged 94 % attendance rate. The ethnic breakdown for School B was 33% African American, 12% Hispanic, and European American 56%. The low income population of School B was 52%. Average class sizes were 23 for kindergarten, 25 for first grade and 18 for third grade (School Report Card, 2004).

School B had 17 full time certified staff and eight non-certified support staff members. The building administration at School B consisted of a principal and one office support staff. Average years teaching experience for district B is 17.7 years with 69.1% of teachers holding a Master's degree or higher (School Report Card, 2004). Additionally, one teacher in school B recently completed the process of National Board Certification. All teachers in School B are considered highly qualified under No Child Left Behind.

School B had a standard elementary curriculum which includes mathematics, language arts, social studies, science, physical education and fine arts. School B also housed two pre-kindergarten classes, which had their own curriculum. This curriculum included all of the major subject areas, but the delivery model was geared towards the state Early Learning Standards.

The Early Learning Standards are similar to the learning standards set forth by the state for elementary through high school students in that language, mathematics, science, health and physical development and social studies are all addressed. However, the Early Learning Standards include social skills which are not included in the standards for the older students. These Early Learning Standards are used to create a portfolio for the students in the pre-kindergarten classes, rather than the standardized tests and report cards used for the older students in the building.

School B has met AYP requirements in reading and mathematics. The state minimum target is 40% of students to meet or exceed standards in reading and math. In reading, students achieved 45.5% and 56.9% in math (School Report Card, 2004).

School B had a strong and active PTA. The school had 100% parental contact rate. (School Report Card, 2004). The PTA plans many activities throughout the year that are highly attended. These activities include Turkey Bingo in the fall, an all school Fun Fair in the spring, a dance to close out the school year, and multiple fund raisers during the school year.

<div align="center">The Surrounding Communities</div>

School A and School B were located in two separate communities that were very close to each other. In fact, the two schools were only a few miles apart, but were separated by a river that set a boundary establishing two cities.

The community surrounding school A had approximately 22,560 citizens. The median resident age was 34.6 years. 91% of the residents were European American, 3% Hispanic, 2% African American, 2% bi-racial and 2% were listed as "other", including Native American and Asian American (City A website).

Of residents over 25 years old, 86% reported their education as high school or higher. As far as higher education is concerned, 17% reported they had earned at least a Bachelor's degree and 5% reported they had earned a graduate degree. Finally, 4% of residents consider themselves unemployed. In the year 2000, median household income in the community surrounding School A was reported as $45,238. In the same year, the median house value was reported as $88,800 (City A website).

At the time of the survey, 56% of the residents in community A were married, 24% had never been married and 1% were separated. Additionally, 12% were divorced with 7% widowed (City A website).

Community A could be considered a suburb of the much larger Community B. Community B had a population of 152,452 citizens in 2004. Median resident age was also 34 years old. Median household income was $37,667 in the year 2000. Median home value was $79,900 in the same year (City B website).

Community B was comprised of residents with many different backgrounds. Sixty eight percent of citizens surveyed were European American, 17% were African American and 10% were Hispanic. The remaining 5% were "other" races, including bi-racial, Native American and Asian American (City B website).

At 7 %, Community B had a higher unemployment rate than community A's rate of 4 %. Seventy eight percent of residents in Community B older than 25 had a high school diploma or higher, with 20% holding at least a Bachelor's degree and 7% earned a graduate degree. In all, 50% of residents were married, 28% were never married. At the time of the survey, 2% were separated, 7% were widowed and 13% were divorced (City B website).

The school district for School A was comprised of 7,803 students located in one Early Childhood education center (pre-kindergarten and kindergarten), six elementary schools (first through sixth), one middle school (seventh and eighth) and one high school (ninth through twelfth). There were 459 professional staff members (School Report Card, 2005). The district had numerous budget concerns and had unsuccessfully tried to pass an education referendum multiple times. Additionally, one middle school was closed at the end of the 2002-2003 school year. This closing resulted in overcrowding at the one remaining middle school.

School B was in a much larger school district that served 27,576 students in grades pre-kindergarten through twelfth (School Report Card, 2004). There were two buildings that were exclusively for Early Childhood, approximately 40 kindergarten through fifth grade elementary schools many of which also housed Early Childhood classes, six middle schools (sixth through eighth), and four high schools (ninth through twelfth). The district also had several alternative education centers catering to the needs of special education students, students with behavioral needs and students with specific needs including teenage mothers and students looking to obtain their General Equivalency Degree (GED).

The district that School B was in also faced budget issues. Many in the community were upset when, in an effort to save money, the janitorial staff was changed from an in-district union to an outsourced company. More than 15 years ago, the district was involved in a massive lawsuit alleging discrimination against certain schools in funding equity and quality of teachers at these schools. The district was found guilty of these charges and the lawsuit resulted in four years of state supreme court-ordered forced

desegregation. Neighborhood schools were all but eliminated. Parents were allowed to choose and rank their top three school choices, however, if they lived within one and a half miles of a school, their children were allowed to attend the neighborhood school. Though the forced desegregation was required for four years, it continued on afterwards. The school district saw a decrease in enrollment when the desegregation plan began. In an effort to improve schools and enrollment, attendance zones will be implemented for middle school and high school students beginning in the 2007-2008 school year.

The National Context

As technology has evolved, so has society. Children spend much more time watching television, playing video games and using the computer to access the internet. These changes have taken away time that used to be spent interacting and communicating with other children. According to McArthur (2002), "television is a moral miseducator of children" (p. 184). Television and video games not only take away opportunities for children to learn correct social skills by interacting with each other, but they actually teach inappropriate social skills such as violence and sarcasm. Jambor estimates that by the conclusion of elementary school, the average student will have witnessed 100,000 acts of violence thanks to television, video games and computers (1996). Television and video games are readily available to children of all ages. In fact, children between two and 11 years of age watch an average of 28 hours of television weekly (1996).

One of the greatest changes society has seen in recent years is the change in family structure. The ideal family used to be two parents, 2.5 children and a dog; the father worked while the mother stayed home with the children. This is no longer the standard. Children are now being raised by single parents of either gender, grandparents,

foster parents and even same sex oriented parents. According to Jambor, 18 million children live in single parent homes (1996). More often than not, the single parent is the mother. One third of all families are without a father or other male role model in the home. Particularly for boys, absence of a father figure leads to a deficit in consistent, positive male guidance. This deficit may lead to impaired academic achievement and school misbehavior (Jambor, 1996).

There has been a societal shift from one working parent families to dual working parent families. Andrusyk and Andrusyk point out that with both parents working, teachers can no longer assume that children receive social skills instruction at home (2003). Single parents struggle to find time to spend with their children. It is sometimes necessary for a single parent to work multiple jobs in order to support the family. This often means the children will be left alone at home. Jambor states that this generation of "latch-key" children find themselves confined to their homes during what used to be after school play time (1996). The isolation these children experience prohibits them from learning appropriate social behaviors through trial and error (1996).

The changes in society are far reaching and go well beyond the scope of the classroom. Knowledge of appropriate social skills allows one to work successfully in a group. Goodwin (1999) states that "the basic elements of collaboration, cooperation and problem solving are critical for the workplace of today and tomorrow" (p. 29).

CHAPTER 2

PROBLEM DOCUMENTATION

It is clear that social skills are lacking for some students in school today. This lack of social skills manifests itself as an increase in aggressive behaviors such as hitting, kicking, pinching and biting and an increase in anti-social behaviors such as tattling and poor conflict resolution. The lack of social skills can be attributed to multiple causes. From least important to most important, the causes are class size, classroom dynamics, safety and security, transportation, exposure to peers, transition times, curriculum changes, and exposure to families.

Problem Evidence

Before any pre-intervention data could be gathered, consent was obtained from all participants. This included student and parent participants. Pre-intervention data was collected during the first month of the research and implementation period. For students, the data came via individual interviews and a pencil and paper assessment. For parent pre-intervention data, individual surveys were conducted.

At the beginning of the research period, students were interviewed one at a time by an adult regarding their reactions to Circle Time incidents (see Appendix A). Questions included where and when Circle Time takes place, the purpose of Circle Time,

behavior expectations and student reactions to specific scenarios that could occur at Circle Time.

Additionally, a pencil and paper assessment was administered to students (see Appendix B). To account for the varying abilities of the students, the assessment was given in either a large group situation or in small groups. When necessary, was administered one on one. Pictures accompanied the words as another accommodation. This intervention tool offered six specific scenarios that could occur in the classroom. Some questions targeted student reactions to aggressive behaviors in classmates. Other questions probed to see if students could differentiate between an emergency situation that the teacher needs to know about and a minor situation that students can take care of on their own. Students chose from three options of how they would most likely react. "Tell the teacher" was always a choice. There was always an appropriate reaction. The third option varied from an aggressive behavior to a passive reaction.

Parents completed an individual survey sent home with the student to be returned to school (see Appendix C). The questions addressed interactions with other children, parent reactions to undesired behaviors (specifically tattling, hitting, kicking, pinching and biting), and consequences for breaking the rules. Additionally, the survey asked if the student has set rules at home and if the rules are posted.

To be sure that results were reliable, similar questions were asked on each assessment method. To gather data on the amount of student tattling, parents were asked about student tattling and students were asked the same question in two different formats. On the student interview, students were asked an open ended question about how they would react if they were at Circle Time and a neighbor touched their hair. On the pencil

and paper assessment, students were asked a similar question, but had three choices for a response. On the parent pre-intervention interview, parents were asked an open ended question on how they addressed tattling behaviors in their child. To gather data on the aggressive behaviors in students, similar procedures were followed. On the open ended response student interview, students were asked about the rules for Circle Time with researchers specifically looking for students to address that hands and feet should be kept to themselves. On the multiple choice response pencil and paper assessment, students were given a scenario where another student behaves aggressively towards them with a push on the playground with researchers specifically looking to see if students respond appropriately by using their words, return the aggression or tattle to the teacher. On the parent pre-intervention survey, parents were asked an open ended question if their child interacts easily with peers.

When pre-intervention data was collected, the researchers found conclusive evidence that tattling was occurring. When students were interviewed individually, they were asked an open ended question as to how they would respond if another student were to touch their hair during Circle Time. Inappropriate responses include "I don't know" or nonsense words that indicate a lack of understanding of the question. For classroom A, the inappropriate responses were not an issue; there were no inappropriate responses. For classroom B, 35% of students had an inappropriate response. For this same question, classroom A experienced tattling in 28% of responses. Classroom B saw less tattling with only 13%. As for students resolving the situation independently, Classroom A had 72% of students who indicated this reaction, whereas Classroom B had 52%.

Students were asked a similar question on a multiple choice assessment. The scenario posed was: you are at Circle Time and your neighbor is touching your hair. What do you do? Students chose from three responses: hit them, tell the teacher, or ignore them. Hitting is an aggressive response, telling the teacher is tattling (because the students are capable of resolving this independently), and ignoring the behavior is an appropriate, pro-social reaction. For classroom A, the aggressive response was 9%. For classroom B, the aggressive responses totaled 10%. For Classroom A, tattling responses were 9% and in Classroom B the tattling responses were 19%. Students in classroom A chose the appropriate pro-social response 82% of the time. In classroom B, the pro-social response occurred 71% of the time.

Table 1

Pre-intervention Data
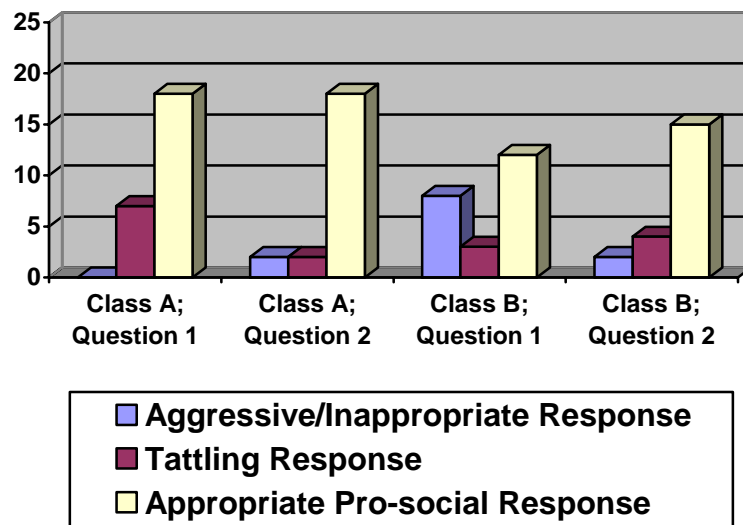
1. Student Interview: If you are at Circle Time and your neighbor is touching you, what do you do?
2. Pencil- Paper Assessment: You are at Circle Time and your neighbor is touching your hair. What do you do?

Parents were asked to indicate what they do when their child tattles. The researchers categorized the two responses into those that addressed tattling in an appropriate manner and those that did not address the problem at all. Responses that address the problem included explaining what tattling is and why it is inappropriate. Responses that did not address the problem included telling the child to stop tattling, but not explaining *why* the child should stop tattling. For Classroom A, 100% of parent responses did not address the tattling behavior. For Classroom B, 57% of parents addressed the issue properly and 43% did not. It is important to note that the students in Classroom A are older than those in Classroom B. It is possible that parents in Classroom A felt their children were old enough that they should know better than to tattle, whereas parents in Classroom B felt their children's young age still warranted a full explanation for each instance of tattling.

Table 2

Pre- intervention Data from Parent Survey
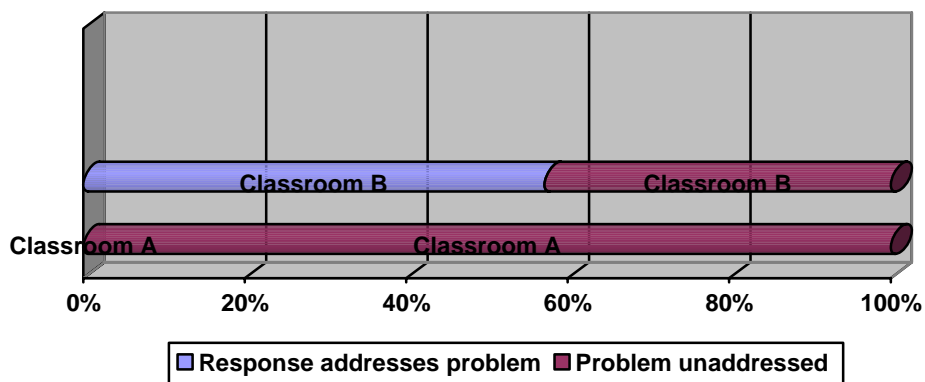
Question: What do you do when your child tattles?

To gather information about aggressive behavior, students were interviewed individually and were asked "if a new student came to our room, and he/she had never been to Circle Time before, how would you explain the rules". Researchers wanted to

know if students knew what Circle Time rules were, and specifically probed to see if students would affirm keeping hands and feet to self as a rule. The researchers categorized responses as appropriate, meaning the student indicated any Circle Time rule, or inappropriate, meaning the student offered nonsense words or no response at all. In Classroom A, 78% of students gave an appropriate response and 22% gave an inappropriate response. Additionally, 35% of the total students interviewed specifically mentioned keeping hands and feet to self. In Classroom B, the student responses were evenly split with appropriate responses at 50% and inappropriate responses also at 50%. In addition, 18% of students specifically mentioned keeping hands and feet to self.

A multiple choice response pencil-paper assessment was administered to both classes. The question was asked, "You are at recess and someone pushes you. What do you do?" When the test was administered, researchers clarified that no bodily harm came from the push. The three responses were "tell the teacher", which researchers characterized as tattling, "use your words", which researchers deemed the appropriate pro-social response, and "push back", which was clearly an aggressive choice. For Classroom A, 32% of students chose the tattling response, 64% chose the appropriate pro-social response, and 4% responded aggressively. In Classroom B, 24% of students chose the tattling response, 52% made an appropriate choice, and 24% chose the aggressive option.

In addition to responses in tattling, parents were also asked if their child interacts easily with their peers. Both classrooms had 100% of parents responding that their child does interact easily with peers.

Student responses indicate that there is room for improvement in both tattling and aggressive behaviors. The researchers are hopeful that students will gain a better understanding of what tattling is and develop the skills to resolve conflicts independently. Improvement in both of these areas will lead to changes when post intervention data is collected.

<div align="center">Probable Causes</div>

There are numerous probable causes for these undesired behaviors which include hitting, kicking, pinching, biting and tattling. They range from minor importance to those with major impact. One of the less important causes is class size. Classroom A had 23 students, with a classroom size limit of 26 students. Classroom B had 19 students in both morning and afternoon sessions with a classroom size limit of 20 per session. According to Finn and Pannozzo, smaller class sizes lead to fewer inappropriate classroom behaviors (2004). They also reported decreased disruptions and problems requiring disciplinary referrals than a larger class. Finn and Pannozzo further stated that small classes lead to increased student engagement. There are fewer students to call on, thus, all students are involved more. With a small group of classmates, the sense of bonding is increased as well (2004).

Of equal importance is class dynamics, such as having a teacher aide and number of students receiving additional services. In classroom A, there were five students with an IEP and two students received English Language Learner (ELL) services. Between the two sessions of classroom B, fourteen students had an IEP and no students received ELL services. According to Prater, Bruhl and Serna social skills instruction is more effective for students with special needs when teacher directed (1998). Structured settings that

would seem to naturally lead to social skills instruction, such as "Circle Time", were found to be ineffective. Prater et al. state that students with special needs benefit from role playing situations rather than class discussions (1998). Sugai and Lewis agree, further stating that direct social skills instruction benefits all students, but is especially necessary for students with special needs (1996).

Next on the continuum is the safety and security of the learning environment. This includes students' feelings about the classroom and the school as a whole. This also includes comfort level around staff and other students. Choi and Kim state assert that students as young as kindergarten and first grade report feelings of loneliness when rejected by peers and dislike and avoid the school environment when victimized by classmates and other students (2003). Coombs-Richardson declares that violent acts in schools affect all students, as they steal vital teacher instruction time (2000). When teachers must halt instruction to attend to verbal and physical altercations, all students lose (Coombs-Richardson, 2000).

After safety and security, transportation is another aspect worth consideration. How students arrive at school and depart school affects what happens at school. This includes length of time spent in transport, and reliability of transportation mode. Spence declares that lack of rest, food, nutrition and time with family far outweighs the benefits of traveling to any school (2000). She goes on to share that long bus rides leave no time for family values, among other things and addresses the reliability of transportation to school. Weather can prohibit parent transported and bus transported students from arriving at school on time. This late arrival time especially affects students who receive free or reduced meals; they may arrive at school too late to eat breakfast. Finally, bus

drivers do not have the ability to stop the bus and deal with situations that arise. Altercations between students, bathroom "accidents" and students becoming ill go unaddressed because bus drivers must get to their destination at a specified time (Spence, 2000).

Exposure to other students, both in their grade level and in other grade levels, has an impact as well. Students are exposed to their peers before and after school, on the playground, in the lunchroom, and in one on one situations such as passing in the hall on an errand and even in the bathroom. Laursen states that working together with peers increases feelings of self worth (2005). Developing a healthy culture among students is more effective at teaching values than imposing rules. When properly instructed in desired behaviors for peer relationships, students will interact more positively with their classmates. Transfer occurs, and these desired behaviors happen with peers and even those they encounter outside of the school setting (Laursen, 2005).

Of increasing importance are transition times. This includes transition times within the classroom from activity to activity and outside of the classroom such as using the restroom, leaving for and returning from recess, and traveling to special classes (physical education, art, music, and learning center). Baker states that transitions must be well planned to avoid tedious waiting and chaos (1992). Selection of transitions should vary and should be based on developmental needs of children. Transitions can also motivate and engage students in the next activity. Lack of transitions and poor transition planning can lead to undesired, anti-social behaviors (1992).

Much has been said about the effects of curriculum changes and changes in classroom structure. Assessment and high stakes testing have increased in the recent past,

thus changing the demands on what is to be taught in the classroom. The time teachers used to spend practicing social skills has decreased while the time spent teaching "core" subjects has increased. This change in the way we teach has trickled down from high school all the way to the early childhood level. Goodwin asserts that the recent increase in testing has lead to individual competition in classrooms (1999). This is polar opposite to the goal of cooperative learning; positive interdependence. When teachers incorporate cooperative learning strategies, social relationships, self esteem and positive feelings towards the school environment all increase (1999). McArthur states that including social skills in the classroom curriculum leads to cooperation and respect for others (2002). Additionally, social skills instruction leads to a decrease in discipline problems and negative behavior towards classmates and peers. Finally, teachers must model appropriate social behaviors. Teachers set the example by resolving conflicts in a non-violent, non-aggressive manner (2002).

Most important in the social skills development of young students is the family. Family make-up has a profound impact. Are there siblings? Does the student live with both parents? One parent? Foster parents? Grandparents? Is it a blended family with a step-parent or significant other living in the house? In single parent situations, does the child have contact with the other parent? According to Jambor, 18 million children live in single parent homes (1996). One third of all families are without a father or other male role model in the home. Particularly for boys, absence of a father figure leads to a deficit in consistent, positive male guidance. This deficit may lead to impaired academic achievement and school misbehavior (1996).

There has been a societal shift from one working parent families to dual working parent families. Andrusyk and Andrusyk point out that with both parents working, teachers can no longer assume that children receive social skills instruction at home (2003). Jambor states that this generation of "latch-key" children find themselves confined to their homes during what used to be after school play time (1996). The isolation these children experience prohibits them from learning appropriate social behaviors through trial and error (1996).

During their unaccompanied hours, these children have easy access to television and video games that promote anti-social behaviors. In fact, children between two and 11 years of age watch an average of 28 hours of television weekly (Jambor, 1996). Jambor estimates that by the conclusion of elementary school, the average student will have witnessed 100,000 acts of violence thanks to television, video games and computers (1996).

The lack of social skills can be attributed to multiple causes. From least important to most important, the causes are class size, classroom dynamics, safety and security, transportation, exposure to peers, transition times, curriculum changes, and exposure to families. Wilson (2000) stated, "when we strengthen the family, we strengthen the child-and the future of our Nation" (p.1).

CHAPTER 3

SOLUTION STRATEGIES

The lack of social skills can be attributed to multiple causes. From least important to most important, the causes are class size, classroom dynamics, safety and security, exposure to peers, curriculum changes, and exposure to families. There are secondary aspects to some causes. Classroom rules are related to student safety and security. Cooperative groups and reward programs relate to curriculum changes. As there are multiple causes, there are multiple solutions. These solutions can be categorized two ways: those that teachers can control within the classroom, and those that teachers do not have control over. For those, someone outside of the classroom, such as administrators, school board members, government or family members may have control.

Literature Review

Teachers can influence students' feelings of safety while at school by creating a safe environment in the classroom. Directly related to safety are peer relationships. Students' feelings of insecurity are caused by the actions of peers. Jambor states that influential adults, such as teachers and other school personnel, and parents must first focus on understanding how children develop (1996). Next, prevention strategies must be

developed during early childhood. These strategies need to be continually reinforced at home and at school throughout the remainder of the school age years (1996).

Classroom rules are closely tied to student feelings of safety and security. Classroom rules are part of the classroom routine. Baker asserts that instilling students with a strong sense of classroom routine increases student comfort (1992). It is important that classroom rules be taught to students. Students cannot be expected to simply obey the rules without understanding the meaning of the rules. Perks suggests that an alternate behavior must be offered when forbidding an action (1996). For example, when forbidding tattling, Perks allowed students to write out their complaints about each other. These complaints can be tracked and teachers can meet with students as necessary (1996).

Rewarding students for good behavior is important. Teachers do have control over the way they reward their students. Jambor points out that pro-social behavior must not be taken for granted. Rewards, such as verbal praise or a more formal rewards system, must be adequate and occur on a regular basis (1996). Both teachers and parents should reward appropriate behavior.

Because teachers do have some control over curriculum, they can make the important decision to explicitly teach social skills in the classroom. Prater, et al. state that direct social skills instruction improves skill performance for all students, particularly those receiving special education services (1998). These direct instruction strategies include role play situations, and cooperative group situations that lead to positive interactions with peers (1998). Sugai and Lewis confirm these statements and explain in great detail the components of role playing and social skills instruction for all students

(1996). In addition to the role play situation, a follow up discussion is necessary. This discussion should include a review of social skills displayed and should focus only on the social skill, not the irrelevant details of the role play (1996).

McArthur further expounds on the importance of cooperative groups. Cooperative groups can be used to build community in the classroom and can help teach students what is expected of them. Teachers must constantly model appropriate pro-social behavior. Cooperative groups offer an opportunity for students to practice these behaviors with peers in a safe environment (2002).

Reducing class size is another solution strategy. Finn and Pannozzo conducted research that revealed reduced class sizes does not eliminated antisocial behaviors (2004). However, smaller classes lead to "less inappropriate classroom behavior, fewer disruptions and fewer problems requiring disciplinary referrals than were larger classes" (2004, p. 81). Unfortunately, teachers do not usually have control over the size of their classes.

Another solution strategy that teachers have no control over is classroom dynamics. Teachers cannot choose which students are in the class. Teachers do not have control over the decision whether or not a classroom aide is present. However, teachers can control the number of parent and community volunteers that work in the classroom. Finn and Pannozzo conducted a research review and found very little written about the impact of a classroom aide in a regular (nonspecial education) classroom (2004). There has been a great deal of research that reveals that one on one aides assigned to an individual student through an IEP do not directly impact the behavior or academics of the entire class (2004).

The final solution strategy that teachers cannot control is family life of students. Kumpfer and Tate applaud the efforts of the Strengthening Families Program (SFP) which began in 1983 as a 4-year prevention research project funded by the National Institute on Drug Abuse (1997). In this program, families were randomly assigned to groups that determined which sessions they attended. Group A parents attended one hour training session. Group B parents attended one hour parent sessions, and children attended one hour training sessions of their own. Group C parents attended parent sessions while the children attended child training sessions and then parents and children attended family sessions together. There was also a control group that attended no sessions (Kumpfer and Tate, 1997). The findings of the SFP revealed that parent skills, child skills and family skills must all be strengthened for the intervention to be successful. "SFP increased children's positive behavior and prosocial skills, improved adults' parenting skills, and enhanced the family environment by improving communication, clarifying family rules and decreasing family conflict" (1997, p.1).

Jambor distinguishes between socially competent and socially incompetent children (1996). Socially competent children exit the preschool years with the skills to cope with risks and opportunities they will face with family, school and peers. Socially incompetent children enter formal schooling with deficits. They have difficulty making friends, fight with peers and are often involved in aggressive acts (as victim or perpetrator). Families play a large role in determining children's social competence. Three specific strategies are offered to develop social competence. Adults should model prosocial behavior every day. Students need ample opportunity to practice pro-social behavior. This can occur in cooperative groups. Direct instruction of prosocial behavior

enhances abilities (Jambor, 1996). Church, Gottschalk and Leddy make the connection that because social skills are initially developed at home with the family, they are culturally based (2003). Teachers must demonstrate sensitivity to the culturally based behavior of students. Teachers must vary activities and develop acceptance of individual differences (2003).

To conclude, students' lack of social skills can be attributed to multiple causes, including class size, classroom dynamics, safety and security, exposure to peers, curriculum changes, and exposure to families. There are also multiple solutions. Some solutions are controlled by teachers, and others are controlled by someone else.

Project Objectives

The project objectives are to improve two targeted social skills in our students. Specifically, the intention is to decrease the amount of tattling from students by teaching them what the teacher does and does not need to know. Another intention is to decrease the amount aggressive behaviors, including hitting, kicking, biting and pinching by showing the students more appropriate ways to deal with conflict.

Action Plan and Timeline

The research and implementation period will be approximately three months long and will take place at the beginning of the school year. Before any interventions can begin or any pre-intervention data can be gathered, consent must be obtained from all participants. This includes student and parent participants. Pre-intervention data will be collected during the first month of the research and implementation period. For students, the data will come via individual interviews and a pencil and paper assessment. For parent pre-intervention data, individual surveys will be conducted.

The intervention strategies revolve around the classroom rules and students fully understanding what the rules mean and how to properly react in situations while still obeying the classroom rules. Consequently, classroom rules must be taught in the first month research and implementation period, and reinforced throughout the duration of the school year. In the at-risk pre-kindergarten classroom, the classroom rules will be given to the parents at a home visit or Open House (held at the school) before the students are enrolled. Parents will review the classroom rules with the students before the start of the school year. In the first grade classroom, rules will be taught by the teacher, and then the students will teach each other the rules in cooperative groups to reinforce the rules.

The "tattle tokens" reward program will begin during the first month of the research period, but not until the pre-intervention data has been collected and the classroom rules have been sufficiently taught. Students will start each day with one token. Each time a student tattles, he/she forfeits the token. At the end of each day, students may redeem tokens for a small prize such as a sticker. The teacher will record the number of days each student receives a prize as an ongoing assessment.

Finally, in the first month, the weekly lessons on tattling and keeping hands and feet to self will commence. These lessons will continue throughout the research period. In the first month, there will be a lesson on both topics each week. As the research period progresses, the teacher will alternate lesson topics, teaching only one topic per week. The lessons will be presented in a variety of hands-on activities and will sometimes involve cooperative groups. The teacher will read books on each topic. The students will role play the "right" and "wrong" way to handle tattling and keeping hands and feet to self. Drawing pictures will be incorporated into the lessons as well.

The remaining months of the research and implementation period will be very similar to the first month. Use of "tattle tokens" as an incentive will continue. Lessons on tattling and keeping hands and feet to self will continue on a bi-weekly basis. Through behavior observations, anecdotal notes and use of "tattle tokens", teachers will informally assess student behavior in the second and third months of the research and implementation period.

At the conclusion of the research process, formal assessments will be administered to parents and students to track progress. For students, the individual interview that was used at the beginning of the research period will be used again to collect post-intervention data. The pencil and paper assessment that was administered to students to gather pre-intervention data will also be used again. To gather post-intervention data from parents, a survey asking if there was or was not improvement in a variety of areas will be sent home. Though most of the questions on this survey are similar to the pre-intervention tool, the format is different and is administered differently as well.

<div align="center">Methods of Assessment</div>

Students and parents will be assessed several times throughout the research period. Assessments will be both formal and informal. At the beginning of the research period, parents will be interviewed individually. For the parents of the at-risk pre-kindergarten students, interviews will be conducted through a home visit. For the parents of the first grade students, interviews will be conducted at first grade orientation and first grade "Meet the Teacher" night. At the conclusion of the project, a parent survey will be sent home with students and returned to the teacher via students.

Student assessments will be ongoing. At the beginning of the research period, students will be interviewed one at a time by an adult regarding their reactions to Circle Time incidents. The same interview will be given in the same manner at the conclusion of the research period to measure changes in feelings and reactions.

A pencil and paper assessment will be administered to students at the beginning and end of the research period. To account for the varying abilities of the students, the assessment will be given in either a large group situation or in small groups. If necessary, it can be administered one on one. Pictures accompany the words as another accommodation.

CHAPTER 4

PROJECT RESULTS

The students in the targeted early elementary classes in two urban Midwestern

communities in close proximity to each other exhibited a lack of appropriate social skills

in the classroom that hindered their academic growth. The project objectives were to

improve two targeted social skills, specifically, to decrease the amount of tattling and to

decrease the amount of aggressive behaviors, including hitting, kicking, biting and

pinching. A "tattle tokens" reward program was used as an incentive to decrease student

tattling by offering a reward for not tattling during a specified length of time. Lessons on

tattling and keeping hands and feet to self were taught during the intervention period. The

lessons were presented in a variety of hands-on activities and sometimes involved

cooperative groups. The teacher read books on each topic. The students role played the

"right" and "wrong" way to handle tattling and keeping hands and feet to self. Drawing

pictures was incorporated into the lessons as well. All components of the action plan

were implemented. The "tattle tokens" incentive program was not as successful as the

researchers had hoped. It was difficult for the students to understand the concept;

consequently, they did not care about the incentives.

School A was an older building located in a lower middle class neighborhood. The building had 18 regular education and five self-contained special education classrooms. The building enrolled 398 first through sixth grade students. It was organized with self contained classes in first grade, and departmentalized classes in second through sixth grade. (School Report Card, 2005). School A consisted of 22 teachers, a principal, and 20 support personnel including two office personnel. The school district for School A was comprised of 7,803 students located in one Early Childhood education center (pre-kindergarten and kindergarten), six elementary schools (first through sixth), one middle school (seventh and eighth) and one high school (ninth through twelfth). The community surrounding school A had approximately 22,560 citizens. Community A could be considered a suburb of the much larger Community B.

Community B had a population of 152,452 citizens in 2004. School B was in a much larger school district that served 27,576 students in grades pre-kindergarten through twelfth (School Report Card, 2004). There were two buildings that were exclusively for Early Childhood, approximately 40 kindergarten through fifth grade elementary schools many of which also housed Early Childhood classes, six middle schools (sixth through eighth), and four high schools (ninth through twelfth). The district also had several alternative education centers. School B was an older, two story building with a fallout shelter, also located in a lower middle class neighborhood. It contained 14 regular education classrooms. There were no self-contained special education classrooms in the building. There were 347 students enrolled in School B in pre-kindergarten through fifth grade self contained classes. (School Report Card, 2004) School B had 17 full time

certified staff and eight non-certified support staff members. The building administration at School B consisted of a principal and one office support staff.

<center>Presentation and Analysis of Results</center>

Students and parents were assessed multiple times during the research period both formally and informally. For the parents at School A, interviews were conducted at first grade orientation and first grade "Meet the Teacher" night (see Appendix C). For the parents at School B, the same questions were asked on a survey sent home (see Appendix C). At the conclusion of the project, a parent survey was sent home with students and returned to the teacher via students (see Appendix E). Students were interviewed one at a time by an adult regarding their reactions to Circle Time incidents (see Appendix A). The same interview was given in the same manner at the conclusion of the research period to measure changes in feelings and reactions (see Appendix D). Finally, a pencil and paper assessment was administered to students at the beginning (see Appendix B) and end of the research period (see Appendix E). At School A, the assessment was administered to the entire class at once both times, but pictures were added to help with comprehension of the questions. At School B, the assessment was administered individually by an adult.

To be sure that results were reliable, similar questions were asked on each assessment method. To gather data on the amount of student tattling, parents were asked about student tattling and students were asked the same question in two different formats. On the student interview, students were asked an open ended question about how they would react if they were at Circle Time and a neighbor touched their hair. On the pencil and paper assessment, students were asked a similar question, but had three choices for a response. On the parent post-intervention survey, parents were asked, in a multiple choice

format, if there was some improvement or no improvement in the amount of tattling from their child. To gather data on the aggressive behaviors in students, similar procedures were followed. On the open ended response student interview, students were asked about the rules for Circle Time. Researchers were specifically looking for students to somehow state that hands and feet should be kept to themselves at Circle Time. On the multiple choice response pencil and paper assessment, students were given a scenario where another student behaves aggressively towards them with a push on the playground. Researchers were specifically looking to see if students returned the aggression, tattled to the teacher or responding appropriately by using their words. On the parent post-intervention survey, parents were asked, in a multiple choice format, if there was some improvement or no improvement on how their child interacted with peers.

When post intervention data was collected, the researchers found changes in student behavior pertaining to tattling. When students were interviewed individually, they were asked an open ended question as to how they would respond if another student were to touch their hair during Circle Time. Inappropriate responses, such as "I don't know" or those that indicate a lack of understanding of the question, improved. For classroom A, the inappropriate responses were not an issue. There were no inappropriate responses for the pre-intervention data, and no inappropriate responses for the post intervention data. For classroom B, inappropriate responses were almost cut in half. In the pre-intervention data, 35% of students had an inappropriate response, compared to 18% in the post intervention data. This decrease in classroom B can be attributed to more exposure to classroom rules. For this same question, classroom A experienced a decrease in tattling from 28% to 5%. From these results, students in classroom A seem to indicate

understanding of when teacher intervention is or is not necessary. However, classroom B

saw a slight increase from 13% to 16%. Although only a slight increase, this result

reveals beginning understanding, which is appropriate given the young age of the

students in classroom B. Both classes experienced gains in the number of students who

responded that they would resolve the situation on their own. Classroom A went from

72% of students resolving the situation independently to 95%. Classroom B increased

from 52% to 66% of students. The researchers were pleased with these results. The goal

of the interventions was to decrease tattling and increase the amount of appropriate

student interaction. It is important to note that these interviews were done individually

between teacher and student. Some students may have been responding with what they

thought the teacher wanted to hear, rather than how they would actually respond in the

given situation.

Students were asked a similar question in a different format. On a multiple choice

assessment, the scenario was posed: you are at Circle Time and your neighbor is touching

your hair. What do you do? Students were to choose from these three responses: hit them,

tell the teacher, or ignore them. Hitting is an aggressive response, telling the teacher is

tattling (because the students are capable of resolving this independently), and ignoring

the behavior is an appropriate, pro-social reaction. For both classes, the aggressive

response of hitting decreased. For classroom A, the aggressive response went from 9% to

no students stating they would respond by hitting. For classroom B, the aggressive

responses decreased from 10% to 7%. This decrease reveals that students are learning

they have other ways to resolve conflicts besides physical aggression. The tattling

responses were interesting. For classroom A, there was a major increase in the amount of

tattling. Tattling responses rose from 9% to 32%. In classroom B, there was no change.

The amount of tattling held steady at 19%. This reveals that the students do not fully

grasp what situations they can resolve independently, and what situations require teacher

intervention. There were changes in the amount of appropriate pro-social responses.

Students in classroom A chose this option 82% of the time in the pre-intervention data,

yet only 68% in the post intervention data. In classroom B, there was an increase in pro-

social responses from 71% to 74%. Again, this reveals a lack of understanding of what

situations need adult intervention and what situations can be resolved by students. The

researchers were expecting different results. However, the researchers acknowledge that a

question on a piece of paper is entirely different than the everyday situations of a

classroom. In classroom A, the researcher feels that tattling has decreased since the start

of the intervention period. In classroom B, the researcher feels quite the opposite, and

reports that tattling has increased.

Table 3

Post Intervention Data
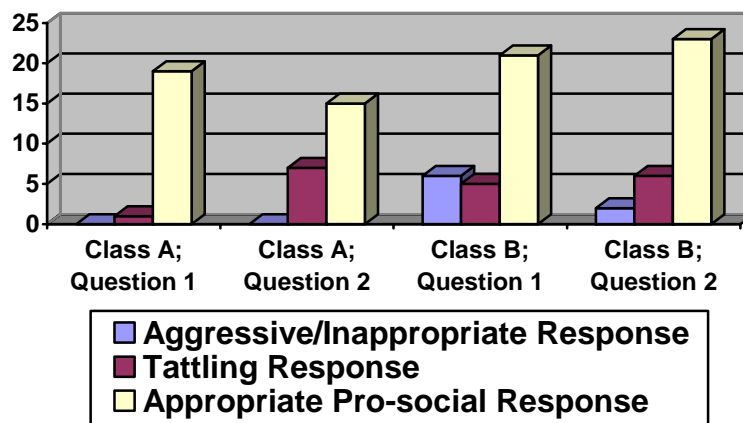
1. Student Interview: If you are at Circle Time and your neighbor is touching you, what do you do?
2. Pencil- Paper Assessment: You are at Circle Time and your neighbor is touching your hair. What do you do?

Parents were asked, via a survey, to indicate changes in their child since the beginning of the school year. One of the questions asked about changes in the amount of tattling their student did. Parents could indicate "some improvement" or "no improvement". For Classroom A, 67% of parents saw some improvement whereas 33% saw no improvement. The parents that stated they saw no improvement felt tattling was never a problem for their child. They did not tattle at the beginning of the intervention period, and still did not tattle at the conclusion of the research period. For Classroom B, 44% noticed some improvement in the amount of tattling and 56% of parents saw no improvement. There are many possible explanations for this change. Perhaps the students are tattling more because they have discussed tattling at school. It is also possible that this is parents' perception. Because so much work has been done on tattling, it seems tattling is more prevalent due to heightened parent awareness.

Table 4

Post Intervention Data from Parent Survey
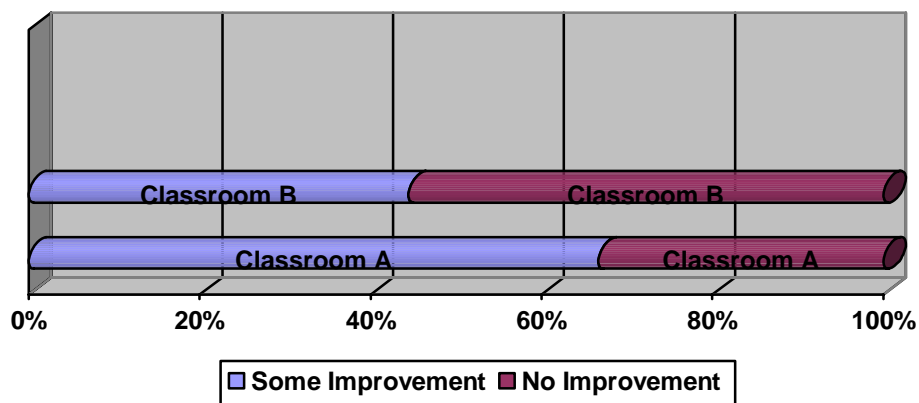
Question: In your child, has there been a change in the amount of tattling?

Just as the post intervention data indicated changes in student tattling, the researchers observed changes in the amount of aggressive behavior. Students were interviewed individually and were asked "if a new student came to our room, and he/she had never been to Circle Time before, how would you explain the rules". Researchers wanted to know if students knew what Circle Time rules were, and specifically examined whether students would mention anything about keeping hands and feet to self as a rule. The researchers categorized responses as appropriate, meaning the student indicated any Circle Time rule, or inappropriate, meaning the student offered nonsense words or no response at all. In Classroom A, 55% of students gave an appropriate response and 45% gave an inappropriate response. Additionally, 10% of the total students interviewed specifically mentioned keeping hands and feet to self. These results were not what the researchers expected. In fact, the researchers were disappointed that the number of inappropriate responses increased from 22% to 45% and the appropriate responses decreased from 78% to 55%. However, the inappropriate responses were not nonsense words. The students simply did not answer the question. This might indicate lack of understanding of the question, rather than the rules. The number of students that specifically mentioned keeping hands and feet to self decreased from 35% to 10%. In Classroom B, the number of students with an appropriate response increased from 50% to 66%. Inappropriate responses decreased from 50% to 34%. In addition, 13% of students specifically mentioned keeping hands and feet to self, compared to 18% in the pre-intervention data. These changes can be attributed to more exposure to Circle Time rules and routines. In fact, Circle Time is very routine and by the time post intervention data was collected, students were very familiar with this routine.

A multiple choice response pencil-paper assessment was administered to both classes. The question was asked, "You are at recess and someone pushes you. What do you do?" When the test was administered, researchers clarified that no bodily harm came from the push. The three responses were "tell the teacher", which researchers characterized as tattling, "use your words", which researchers deemed the appropriate pro-social response, and "push back", which was clearly an aggressive choice. For Classroom A, 10% of students chose the tattling response, and the remaining 90% chose the appropriate pro-social response. The researchers were pleased that no children chose the aggressive response. This indicates that the children have matured since the beginning of the intervention period and are able to resolve some conflicts independently. In Classroom B, 13% of students chose the tattling response, 68% made an appropriate choice, and 19% chose the aggressive option. Maturity is also a factor in Classroom B; the youngest students in Classroom B are only three years old. It is developmentally appropriate for these students to seek help when faced with this type of conflict.

Table 5

Pre-intervention and Post Intervention Data from Pencil-Paper Assessment
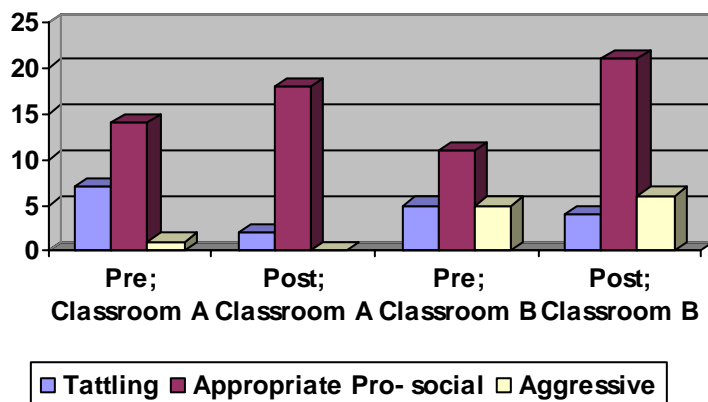
Question: You are at recess and someone pushes you. What do you do?

In addition to changes in tattling, parents were also asked about changes in their child's interaction with peers. Again, the possible responses were "some improvement" and "no improvement". For Classroom A, 83% of parents indicated some improvement and 17% stated there was no improvement. For Classroom B, 100% of parents indicated that they have seen some improvement. The students are maturing, and it is reflected in how they interact with their peers.

Conclusions and Recommendations

Although the researchers were surprised by some of the results, overall there were more increases in pro-social behavior than decreases. The researchers observed that the majority of the students were more comfortable when asked a multiple choice question (such as the pencil-paper assessment), rather than an open ended question (such as the student interview). When the researchers looked at all of the post intervention data, there was always one set of data that did not fit in with the rest. On both student assessment tools used, Classroom B indicated improvement. However, Classroom A would usually indicate improvement with one assessment tool and the other assessment tool would reveal the opposite. However, this cannot be attributed to assessment tools, because the surprising results came from a different assessment tool each time.

The researchers intended to decrease tattling and aggressive behaviors such as hitting, kicking, pinching and biting. In order to accomplish these goals, students need strong conflict resolution skills and a full understanding of what constitutes tattling and that aggressive behavior is not appropriate. The data reveals decreasing trends of both undesired behaviors. However, the data cannot show the reasons for this decreasing

trend. The logical conclusion is that conflict resolution skills have improved and students have developed some understanding of tattling and aggressive behavior, however the questions from the data did not probe deep enough to disclose the reasons.

Because of this, the researchers would want to change some aspects of the assessment tools. Questions need to be worded differently to ensure students understand the question. The researchers felt some students did not understand the question and their responses reflected their lack of understanding. Furthermore, the researchers would ask more direct questions about aggressive behavior. Asking students to explain rules offers some insight to their understanding of the rule that hands and feet should be kept to self, but does not show how students actually behave.

Social skills must be taught on a continuous basis. This instruction must start as soon as students walk through the door and should continue through the end of the school year. It was difficult to be confined by the research period. Social skills instruction must occur more naturally than one lesson, every week for several months. It should fit the needs of the class. That may mean a teacher acting on "teachable moments" that naturally occur in the classroom or lessons that explicitly teach social skills on a set schedule.

Reflection

As the researcher in Classroom A, I found the implementation of this process to be difficult. I had a student teacher during the first semester of the school year and was not in the classroom the entire day. For the sake of continuity, I made sure that I taught the social skills lessons even when my student teacher had taken over full time teaching. However, the lessons were not as natural as I would like them to be because they were limited by time. We might plan for me to come back into the room at 1:00 to teach a

lesson on tattling because that was when it fit her schedule, whereas if I were alone in the classroom, I would teach it right after recess (when much of the classroom tattling occurs).

The post intervention data from my class really surprised me. I feel that the amount of tattling and aggressive behavior has decreased *dramatically* since the beginning of the school year. However, my data did not consistently indicate this. I think the weakness lies in our intervention tools, rather than our lessons taught. My students do seem to understand that they can resolve conflicts on their own, and they do have a beginning understanding of what tattling is. They still have difficulty deciding what I need to know when it comes to name calling. For example, I do not need to hear about "stupidhead" being used, but I do need to know when a swear word is used.

Finally, I was most surprised at the complete lack of success of "tattle tokens". The students did not care that not tattling earned them a reward. In my classroom, I have already implemented a "good day ticket" program to reward good behavior. I linked the "tattle tokens" to this program by offering extra "good day tickets" for not tattling. The students did not care about losing their extra good day ticket for tattling because they were still getting one.

As researcher in Classroom B, I feel that the implementation of social skills lessons is imperative to Early Childhood. A major part of our curriculum in Early Childhood is to teach social skills and appropriate peer interaction. I was able to start teaching these social skills lessons at the beginning of the school year due to our late start in the middle of September. I have continued teaching social skills lessons past the research period so that my students have consistency.

I was unable to complete the action plan of incorporating "tattle tokens". My students did not understand, and it would have taken much unnecessary time and lessons to have them fully understand the concept. I had a number of students in my classroom this year with an IEP, and they had a very hard time understanding the questions that I was asking them. They often responded with nonsense words or nothing at all. It would be better for my students for me to observe and chart their behaviors than for me to ask them questions that they may have a hard time understanding. It is also hard to interpret data when my students are at such varied levels. For example, it is developmentally appropriate for a three year old to seek assistance when they encounter conflict or a difficult situation. However, it is not developmentally appropriate for a four year to exhibit these same behaviors. In conclusion, I teach social skills everyday in my classroom. I taught social skills before beginning the Master's Program, and I will continue in further years to come.

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Appendix A

Pre- Intervention Tool

Student Interview; Reaction to Circle Time Incidents

Note: Interview may be adapted to be done by students or teacher.

Date:
Interviewed by: student   teacher

1. Where do you sit at Circle Time? Who do you sit by?

2. What do you do during Circle Time?

3. When do we have Circle Time?

4. If a new student came into our room, and he/she had never been to Circle Time before, how would you explain the rules?

5. If you are at Circle Time and your neighbor is touching you, what do you do?

6. Are the Circle Time rules the same as our classroom rules?

Appendix B

Pre- Intervention Tool

1. Someone budged you in line. What do you do?

Push back.	Tell the teacher.	Use your words.

2. You are at recess and someone pushes you. What do you do?

Tell the teacher.	Use your words.	Push back.

3. Someone calls you a butthead. What do you do?

Hit them.	Tell the teacher.	Ignore them.

4. Your friend falls down and is bleeding. What do you do?

Walk away.	Laugh at them.	Tell the teacher.

5. You are at Circle Time and your neighbor is touching your hair. What do you do?

Hit them.	Tell the teacher.	Ignore them.

6. The class is outside playing; your friend finds a broken bottle and is picking it up. What do you do?

Tell the teacher.	Put it in the garbage.	Look for more.

Appendix C

Pre-Intervention Tool

Parent Interview; Baseline of Student Social Skills

Date:
Interviewer's Initials:

1. Does your child interact easily with others his/her age?

2. Does your child have any siblings? How does your child interact with his/her siblings?

3. What do you do when your child tattles?

4. What do you do when your child…
        Hits?

        Kicks?

        Pinches?

        Bites?

5. Do you have consistent consequences for these behaviors? Please specify.

6. Do you have set household rules? Are they written down or posted anywhere in the home? Please specify.

Appendix D

Post Intervention Tool

Student Interview; Reaction to Circle Time Incidents

Note: Interview may be adapted to be done by students or teacher.

Date:
Interviewed by: student   teacher

1. Where do you sit at Circle Time? Who do you sit by?

2. What do you do during Circle Time?

3. When do we have Circle Time?

4. If a new student came into our room, and he/she had never been to Circle Time before, how would you explain the rules?

5. If you are at Circle Time and your neighbor is touching you, what do you do?

6. Are the Circle Time rules the same as our classroom rules?

Appendix E

Post Intervention Tool

1. Someone budged you in line. What do you do?

Push back.	Tell the teacher.	Use your words.

2. You are at recess and someone pushes you. What do you do?

Tell the teacher.	Use your words.	Push back.

3. Someone calls you a butthead. What do you do?

Hit them.	Tell the teacher.	Ignore them.

4.   Your friend falls down and is bleeding. What do you do?

Walk away.	Laugh at them.	Tell the teacher.

5.   You are at Circle Time and your neighbor is touching your hair. What do you do?

Hit them.	Tell the teacher.	Ignore them.

6.   The class is outside playing; your friend finds a broken bottle and is picking it up.
     What do you do?

Tell the teacher.	Put it in the garbage.	Look for more.

Appendix F

Post Intervention Tool

Parent Survey; Concluding Information

Dear Parents/Guardians,
I am concluding my research on improving social skills. At the beginning of the research
period, I interviewed you on your child's social skills. To help me understand the
progress your child has or has not made at home, please complete this checklist. Any
comments you wish to make would be helpful. Thank you for your time. If you have any
questions, please contact me at school.

	Some Improvement	No Improvement
Have there been changes in how your child interacts with peers?		
If applicable, have there been changes in how your child interacts with siblings?		
In your child, has there been a change in the amount of… …tattling?		
…hitting?		
…kicking?		
…pinching?		
… biting?		

Additional comments: