THE AFFECTS ON PRESCHOOL STUDENTS WHEN SOCIAL SKILLS LESSONS
ARE INTRODUCED

By

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Introduction

Currently, in the 2010-11 school year, I am the early childhood educator at Benjamin Banneker Charter School of Technology.   Benjamin Banneker is one of many charter schools within the Kansas City area. Some Charter Schools are affiliated with the Kansas City Public Schools and is a school of choice to those students that reside within the city limits. Benjamin Banneker Charter School was established in 1999 and has recently relocated to fit the needs of its students and to increase the schools population.   Its current location is an older building (in the heart of Kansas City), and at one time was a private school, it holds approximately 350 students, grades Pre-k-8th grade.

In the 2009-10 school year, Benjamin Banneker made AYP (annual

yearly progress) and has been awarded for 'The Most Improved Charter School in Kansas City' and has met its requirements for another renewal of ten years. Benjamin Banneker also received a grant, MOSIG (Missouri State Incentive Grant), that has helped improve and implement new programs, additional technology in classrooms, administration positions, instructional coaches, classroom teachers and provides a challenging curricula for students in Math and Science and prepare students for graduation and a career of life~long learning.

Another part of the MOSIG grant is to provide professional development for instructors and support staff to teach students through Differentiated Instruction, Technology (Smart Boards and Promethean Boards), and lab classrooms for model teaching and guidance. The grant also provides support from the University of Central Missouri in appropriate practices, mentors, graduate courses in achieving a Masters in Curriculum and Instruction, and additional support and supplies for students and instructors.

After teaching for 14 years, in varied grades levels throughout the Kansas City area, I found my passion in early childhood education. Over the years, I have learned that students benefit best from age-appropriate practices and a curriculum that meets the needs of students. Providing students with an enriched environment full of print, visual and hands on experiences, music, high expectations and nurturing adults, will increase in student achievement and become independent learners. Most of my teaching experience has been lower elementary in urban districts.

I love working with children who crave knowledge, guidance and attention that I can give graciously. I enjoy watching children grow and development using the skills in which they will use for the rest of their lives.

After having a wonderful learning experience through attending Northwest Missouri State University and graduating in May 1997, I too became a life~long learner.   After my first year of teaching early childhood, within the Fort Osage School District, utilizing the MPP (Missouri Preschool Project), which supported Project Construct Learning Theory, I began a Masters program through Central Missouri State University. I received my Masters in Educational Technology in Decemeber 1999. I served as our buildings technology coordinator and implemented new software for students to practice using (i.e. kidspiration and varied multi~medias). The MPP Grant did not uphold the expenses needed, so I decided to move onto a bigger challenge. I taught within the Kansas City Public School District teaching grades 2nd and 4th.   During these two years, I began my Educational Specialist Degree in Instruction and Curriculum, again through CMSU. I began my thesis and the topic selected was on early childhood development.

During this time, my love for early childhood still stewed in me, and because of that I decided to add to my work load. I began working as a Developmental Therapist for First Steps, which is a state funded program for children 3 and under, that allows parents to receive extra support in developmental milestones for their child's learning. I was given an opportunity to another

passion of mine, coaching volleyball. I left Kansas City and First Steps and became a volleyball coach and taught middle school science and language arts in a rural community, Wellington~Napoleon School District. It was a great experience, yet I found myself missing the excitement of the urban setting.

With the new trend of charter schools and my technology degree, I found myself teaching elementary (5th and 2nd) at University Academy Charter School. As an added bonus the school provided teachers labtops, top of the line technology and an amazing building making it one of a kind in the nation. The charter gained admiration and appreciation from its community and business' nearby. One of my most memorable moments, was the day that Disney Productions came to perform a preview of a new tv show. The students that attended that day were very happy and excited.

An opportunity came open to teach kindergarten in Raytown. I taught kindergarten for two years and then was asked to loop with my students to first grade. Although looping with my students was a positive change, it brought new challenges along with a new curriculum and grade level team.   I stumbled on a charter school that was in the process of 'A Turn Around School' offering a new curriculum, lastest technology and a wonderful staff.

At Benjamin Banneker Charter, I feel that I make a difference and have been given an opportunity to embrace new ideas and build something great! I have taken the opportunity to gain another Masters in education. The work required is based on action research and the importance of daily teaching. The program allows for you, as a teacher to plan, teach and evaluate thus, discover the best practices for 'your'

students. This to me, makes teaching more personal and accountable therefore, more and rewarding!

With the understanding of how students learn, gather information, practice Skills and play; I have found that social skills are very important. Preschool students need to feel appreciated, confident and in control of their psychological well~being. I have chosen to research on social skills and how introducing a variety of social scenarios may affect students' expressive language and emotional balance. I will incorporate our school's positive behavioral system (PBS), our school counselor's anti-bullying program and the social needs of my students. With additional research, lesson planning and implementing social skills among preschool students, I will witness changes within the classroom, building and community.

Review of the Literature

Teaching preschool students appropriate social skills is essential to early childhood development. Students who practice good social skills will increase their expressive language, comprehension skills, and early literacy. I realized in order for pre-k students to have a good foundation of early literacy, students needed to understand the world of communication and how it can affect their everyday lives. I needed to know how I can encourage my students to build healthy relationships, develop problem solving strategies, cause and effect, tattling and compromising. I needed to know how to look at the data collected, what trends or patterns were noted, and how to use the data to guide my instruction, especially struggling students. I used six articles, professional books and educators that are experts in the field, which are reviewed in the literature below.

According to Samanci (2010), in his study about surveying educators regarding their feelings of student achievement and development of literacy, he found that educators believe that school plays an important role in young children's social acquisition. The findings of Samanci's (2010) study did imply that educators associated the primary school students' social skills development to family, school and environment and student personal characteristics. Educators also supported the fact that environment and family is an important factor in the development of elementary children social skills (Samanci, 2010).

According to Samanci, he suggests that, children who use personal skills at school and in their close environments can rapidly gain a foothold in a social crowd by gaining the appreciation of their friends (Samanci, 2010). In addition, educators

supported that children who are accepted by their families as they are can express themselves easier in social environments and develop their social skills (Samanci, 2010) In Samanci's (2010) research, he found that educators believe that families should not only focus on the academic successes of their children but also support their social and emotional development.

According to Lindquist (1982), establishing a valid screening for preschool students could be a helpful tool to predict their development in various skills in primary grades. In Lindquist's (1982) study, The Denver Developmental Screening Test was designed for children ages from birth to six yeas of age, and contained two parts: vocabulary and comprehension. This test was used primarily as a survey and was administered to all primary grades each year. The DDST was developed for the purpose of meeting the needs of children with developmental delays. When educators are provided with a baseline of their student's knowledge, then differentiated instruction will help serve the needs of children in social, emotional and academics (Lindquist, p. 331).

Another great tool for understanding the development of preschool aged children is the Woodcock~Johnson Psycho-Educational Battery achievement test. According to Scarborough (1991), he suggests that children with early experiences with books and reading are thought to contribute to their later success or failure in learning to read. The purpose of his study was to evaluate the revelency of preschool development to later school achievements, based on home surveys, journals and literacy activities provided for students.

Scarborough's (1991) research supported that parents who supported their child with early literacy scored much higher than those children who were not supported at home. Early literacy skills can contribute to appropriate cognitive development and social engagement with others.

Students who struggle in social interaction and managing their feelings need guidance from adults. In Kersey's (2010) article, he suggests, when students come to the teacher to tattle, it is more like an honor.   Students come to teachers for problem solving and help. Yet, when teachers are asked to list their biggest frustrations, one of the most frequent responses is tattling (Kersey, p. 260). Kersey continues to explain, "Children honestly do not know how to solve problems and they need our help" (Kersey, 2010, p. 260). In addition, Kersey suggests that, "When children approach teachers, they have a reason for coming and they feel safe doing so" (Kersey, 2010, p. 260-261). Modeling for students how to resolve problems, asking for help or leaving a threatening situations is important. Providing students with appropriate responses to their peers will not only empower students, but will give them some healthy options for solving their own problems in the future (Kersey, 2010). Kersey adds that many times children may need our help in negotiating a safe solution. Encouraging students to apologize to others are making them accountable for their action and modeling respect (Kersey, 2010). Soon, students will be apologizing for themselves. As educators, our goal is help children have authentic empathy towards one another.

In the study written by McCarthy (1998), she explained the studies on anger in children and adolescents, the outcomes of mishandled anger and interventions to promote appropriate anger management (McCarthy, 1998). McCarthy (1998) suggests that, anger can be both a useful tool to survive and a disease in which the heart turns to stone. Anger may be a healthy or unhealthy response in children experiencing small frustrations or great injustices (McCarthy, 1998). McCarthy adds, "In all cultures there are appropriate and accepted ways in which to handle anger" (McCarthy, 1998, p. 69). Research findings vary and there is a need to clearly define anger and the correlates of anger in children (McCarthy, 1998).

McCarthy (1998) suggests that it is imperative that professionals are knowledgeable of the emotion of anger, related emotions and behaviors, and their impact on a child in order to determine the need for appropriate interventions. In McCarthy's study, video tapes of preschoolers playing when an angry dispute tool place, then analyzed later (McCarthy, 1998). It was noted that, preschoolers were emotionally stressed during the anger interaction (McCarthy, 1998). There was also an increase infrequent of incidents displaying verbal aggression between the two playmates in the interval after the angry interactions (McCarthy, 1998). This study may have important implications for showing how children learn from the environment. McCarthy suggest that, "Preschoolers may respond to adults' anger interactions by incorporating negative coping behaviors into their own interpersonal interactions" (McCarthy, 1998, p. 69).

According to Link's (2000) study, children's socio-emotional development

is crucial to how well they attach to their primary caregivers, adapt in

educational and community settings, and integrate within society.

Disruptions in socio-emotional development typically lead to many of the deeply

challenging and problematic behaviors that teachers often experience in

classrooms (Link, 2000). As cited in Link (Thompson & Happoid, 2002, p.1) suggest

that, "Having an understanding of socio-emotional development and related attributes is

one of the most crucial factors in determining how students adapt in schools, form peer

relationships, and develop self-confidence, relationship skills, self-management,

and emotional competencies required for successful participation in group

learning".

In addition, a child-adult relationship has a more significant

impact on a child's learning than educational toys or preschool curricula (Link, 2000).

Another way of understanding students, is understanding parents; children with

difficulties in school often have parents with similar difficulties (Link, 2000).

Teachers should be aware of these similarities and approach parent relationships gently

and positively (Link, 2000).

According to Billings, "Students come to school with knowledge

and that knowledge must be explored and utilized in order for students to

become achievers" (Billings, 2009, p. 56). As early as preschooler, students hold pieces

of the world they know (Billings, p. 56). Educators must use this knowledge to make

connections to the world for students   Billings suggests the importance for educators to

listen to children's perceptions, this encourages self-worth and that their thoughts matters

(Billings, p. 56). Billings adds, teach children as if they are your own will only better your instruction and understanding (Billings, p.75). It was stated by a Native Alaska educator, "In order to teach you, I must know you" (Billings, p.183).

Teachers want to be successful with a successful classroom. Students of all ages need appreciation and approval from their teachers. Each day, teachers have the opportunity to change a child's life or be a part of child's life. Positive things happen when teachers do positive things on purpose (Jeter, 2007). Negative things happens when things are unplanned or are not done in a positive manner (Jeter, 2007). According to Jeter (2007), if we compare our students in our classroom to seeds in a garden, then to reap the bountiful harvest, a teacher must sow the best seeds. Jeter suggests to, "Plant smiles; Grow giggles; Harvest Love" (Jeter, 2007, p. 56.) To children "love" might mean loving themselves, others, family, teachers and learning.

Understanding preschool age children will make instruction and learning much more enjoyable and purposeful. Billings quotes, "I am because we are, and because we are, I am" (Jeter, 2007, p. 75). Preschoolers need to know you are here for them and that you care. In many cases, you are their first teacher the first time to trust anyone other than their parents (Jeter, 2007).

Methodology

The subjects for this study were 17 preschoolers that attend Benjamin

Banneker Charter School. The students consisted of 4 girls and 13 boys,

all from the same ethnic and socio-economic group, African American. Our school is an

urban community and most of our students are considered 'at risk'.   A student may be

identified as at-risk for one of the following reasons:

- performing poorly on a readiness test in Pre-K through 3rd grade
- failing core subject courses
- not meeting promotion requirements
- being placed in an alternative school or being expelled
- being assigned probation
- dropping out
- being under the care of Child Protective Services, is homeless, or resides in a facility

The length of the study was six weeks and pre and post surveys were given.

During those six weeks, lessons were taught and data was collected on student

development, social skills and expressive language. While observing my class, I

found that many students struggled in problem solving, expressing their thoughts

and managing their feelings. I felt that the preschool team was solving problems

for students, dealing with angered students, and trying to figure out why a

students were crying. I decided that our students needed some interventions in

ways to socialize with their peers in a healthy way. I made a list of social skills

that students were struggling in. I then narrowed these skills to six topics: a)

manners, b) tattling, c) problem solving strategies, d) bullying, e) using 'I

messages', and f) helping others using empathy.   I did some research on these

topics and found that each of these areas were crucial to early development in preschool age children. Each of these areas played an important role for social-emotional development, cognitive understanding and problem solving skills for future situations.   Through my research, my question was developed; what will happen if I taught preschool students appropriate social and problem solving skills?

My data consisted of the early childhood speech and language assessment, The Peabody Picture Vocabulary Test, student daily behavior sheets, modified behavior plans/targets sheets for struggling students, daily journaling, classroom observations and the pre and post surveys. Every student was evaluated by our school's early childhood speech and language specialist before the lessons were taught. This allowed our team to identify students who struggled in concepts, comprehension and expressive language skills. This allowed us to help modify lessons and help students understand how to communicate with their peers better.

During the students' playtime, I would interact with students and journal what conversations students had, how they communicated with each other, what type of words or gestures were used during play or a problem. I observed students' actions and attitudes when their peers wanted a toy, needed help or had a dispute. I also used daily behavior sheets that allowed parents to be aware of how their child did that day. This helps parents to be informed and communicate with their child at home on the situation or celebration. If students that are receiving speech and language support, our

preschool team would help students communicate to each other if they 'got stuck' on words or an explanation.

In addition, I used our classrooms' pre and post surveys for students to express their knowledge on different social scenarios. The surveys helped for instructional purposes and as a follow up on student achievement. Lastly, I used parental feedback. I asked parents how they felt about their child's social and communication skills at home. I conducted a parent survey that consisted of questions and comments for parents to fill out. The data collected was appropriate for our students, parents, and educators. I felt that journaling was the best form of documentation of day to day activities. I think that authentic documentation is the best source of action research.

Analysis and Interpretation of Data

Students were given a pre survey on social scenarios. For my study, I wanted to know what my students already knew and what areas they needed support in. Students were given different oral social scenarios that gave them an opportunity to identify a problem, give possible ways to solve the problem and give appropriate responses to made by students. I found the survey to be very helpful and gave me a better understanding of my students thinking. I also sent home a parent letter explaining my action research plan and that a parent survey would follow at the end of my study. I also recommended parents to keep a journal of any changes, questions, concerns or noticings about their child both at home and the school setting. I wanted to know if any positive or negative changes occurred using the social lessons.

During the survey analysis it was shown that they felt comfortable telling an adult when another student was bothering them. The students could identify a problem between two other students.   Students however, did struggle on giving appropriate solutions for fixing the problem and struggled with providing appropriate words to express their needs or desires; I.e. "May I borrow that crayon when you are done?", "Excuse me, you have my spot in line" or "Please stop calling me that, I don't like it when you say that." Preschool aged children are very sensitive and can get their hurt easily. Students at this age are very sensitive and emotional, and will make choices without thinking about the outcomes. After reviewing the surveys, I focused again on my question and prioritized my lessons to fit the needs of my students. As stated above in

my review of the literature, I narrowed the needed skills to six lessons: a) manners, b) tattling, c) problem solving strategies, d) bullying, e) using 'I messages', and f) helping others using empathy.

According to Samanci's (2010) study on views of teachers on social skills development, there are four main factors that play an important role in early development in primary students: social skills, school, family and personal characteristics of individual students. The study continues to support, students who learn how to adjust to social settings both at school and at home, have a higher rate of gaining appreciation of their peers (Samanci, 2010). In addition, the study suggested that children who are accepted by their families can express themselves easier in social environments and development in their social skills (Samanci, 2010). Samanci (2010) suggests that, the most important factor that affects the primary school child's social skills development is the environment. There is a strong correlation between home and school. It is important for parents to help support their child both academically and socially.

Once I had my lessons planned for the six weeks, I began my instruction. Each week consisted of an introductory lesson on Monday afternoon and provided activities for students to practice that skill throughout the week each day. I repeated this schedule throughout the six weeks with different social lessons; I also reviewed the previous social skill as prior knowledge. I taught these lessons in the order given in the previous paragraph. I substituted my social lessons for another subject area. Since students struggle the most socially during 'free time', I thought the schedule worked perfect because it was fresh in the students' mind before the students had recess and playtime.

I journaled the students' responses, actions and conversations that took place throughout the day, especially during their recess, playtime and small group instruction.

Throughout my journaling and observations, I noticed that students often forgot how to solve problems, use manners and say appropriate words in different environments i.e. cafeteria, hallways and the bus. I did notice, however, when students were reminded of their behavior using the skills taught before an event or activity, these skills were demonstrated.   While I observed students using manners, problem solving strategies, etc., other types of inappropriate gestures came up. Some students were beginning to be more physically aggressive i.e. grabbing toys, touching, etc. while others wanted to play fight. There were a few students who wanted to call names and use non-verbal cues to hurt their friends' feelings i.e. sticking out their tongue, eye rolling and folding arms and pouting when someone did not want to play with them that particular moment.

According to my pre surveys, my students could recognize problems and knew to tell an adult.   During my lessons I focused on way to prevent problems i.e. chose a different toy, ask a friend to share or wait until the toy is free to play with. I encouraged students to think using cause and effect. I also observed that students could tell me what to do when a problem would arise, but could not show how to solve the problem. In my social lessons, I decided to add more role playing and provided students with more scenarios to practice with. When reflecting on students' behavior and social skills, I noticed certain students needed extra practice. During the next few days, when it

was the students' playtime or during recess, I would center myself around the students that struggled. I would be there for guidance or reassurance in their problem solving skills.

After a few days and weeks of instruction, daily journal reflections and student observations, I noticed the needs of my students changed. Each day, I would focus my attention on students who needed constant guidance, support and reassurance. Over the six weeks, I did see growth in a few students who seemed to struggle. Some students needed to be mentally prepared before an activity was about to occur. If a student struggled the day before in the event that was about to occur, I would visit with them i.e. "Yesterday I noticed it was hard for you to take turns, let's talk about what happened." During this process, I would have the student(s) explain what happened, what friend was involved and ways to prevent the problem from happening again or solutions for when it does. I would also take the time to explain what it might look and sound like and options for that child when they start to feel frustrated or angry.

As mentioned above, while my students were utilizing some social skills taught, other skills were becoming a struggle i.e. name calling, physically aggressive, eye rolling etc. I am still uncertain why some students were displaying these behaviors. A few reasons could be, the study took place in the beginning of spring and the building was approaching MAP testing and a few changes in scheduling took place.

I added more role playing and extra practice in certain skills, I also used our class meetings to share, discuss and review a past lesson or skill that needed immediate attention i.e. touching or hitting. In my teachings, I found that students who had a

behavior plan in place needed their plans modified. For example, if following directions and/or letting the adult be in charge were his/her goals and the child met them, but struggled in keeping their hands to themselves, then a new goal was set.

In addition to monitor students' daily/weekly behavior, I use a daily/weekly behavior log (see appendix). These logs are kept in each students' folder and at the end of each day, I color in the space that matches the behavior. This color coding system allows parents to know how their child is doing at school. This coding system is a building structure and is used in classrooms grades pre-8th grade.   I was able to graph the students' behavior over the six weeks of social lessons. The color purple is exceeding the expectations and the color orange represents not meeting expectations and the use of a buddy room was needed. The graph below shows student behavior during the six weeks of social skills lessons.

Daily/Weekly Behavior Logs
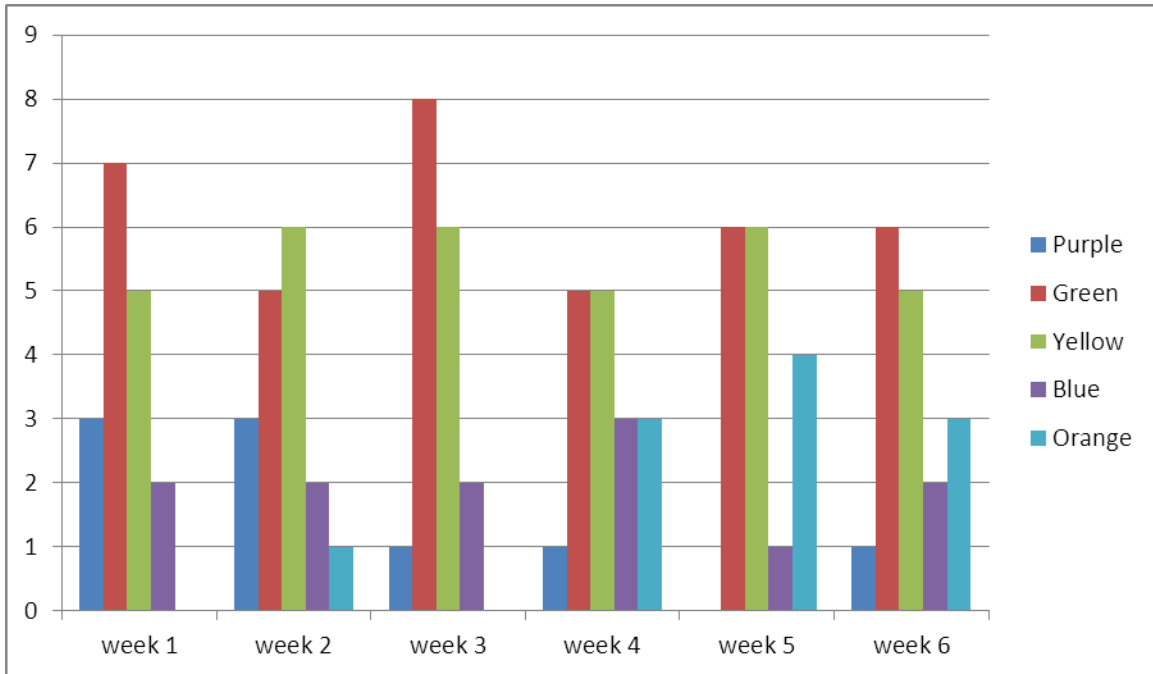
Graph 1

I also began to collect data from parents. I sent parents a survey asking about their child's behavior and social skills while being at home.   Some parents provided me with input on their child's behavioral changes both positive and negative. I then gave my students a post survey, which was the same as the pre survey. I wanted to see how the students' responses changed.   The surveys showed, most students gave more appropriate word choices to reactions and situations than before i.e. "Could you please give me that puzzle piece?" verses "That's mine!" and grabbing the piece.   The survey also resulted in students making decisions and problem solving for themselves instead of always telling an adult i.e. "I don't like that, please stop."

Here is a graph that shows the pre and post survey results. According to the graph, students did improve their knowledge in social interactions with their peers.

Pre and Post Student Surveys
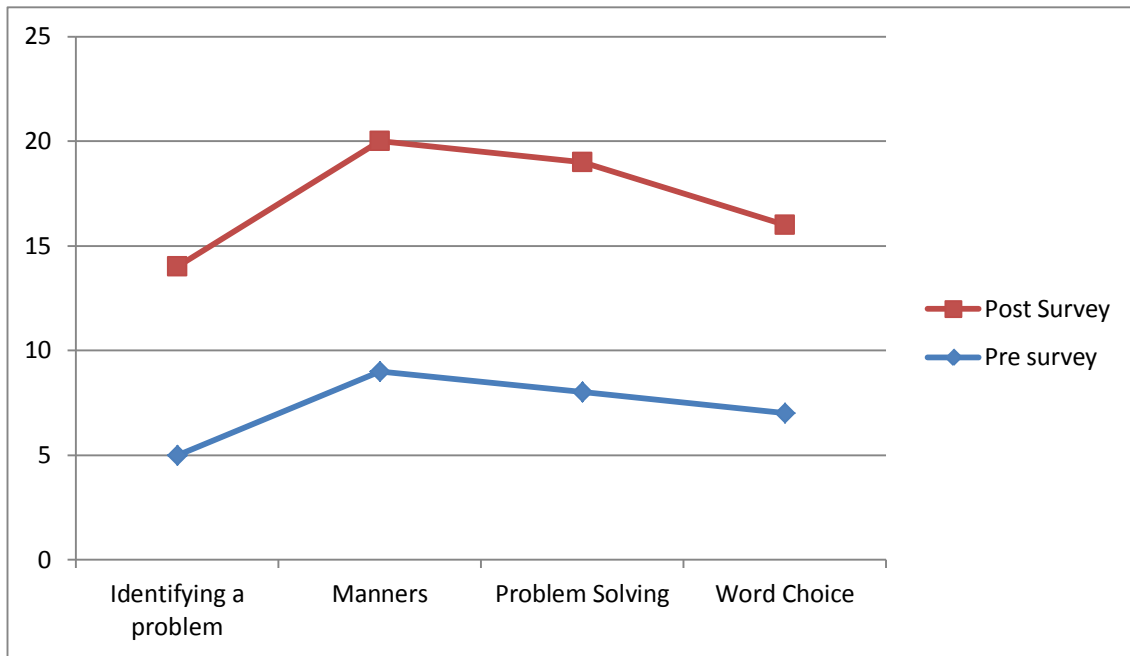
Graph 2

According to Kersey (2010), his study suggested that when students are encouraged to apologize to others are making them more accountable for their actions and models respect. His study also supported that soon students will be apologizing for themselves and show empathy towards one another. And according to McCarthy (1998), when children are angry or have related emotions, it is hard for children to determine the need for appropriate interventions. As Kersey's (2010) research explained students may sometimes need our help in negotiating safe solutions.

After a social skill was introduced and practiced, I gave students a chance to write and share about that experience. During the week of our bullying lesson, my students seemed to be really interested in ways bullies hurt people.

During one of our small group sessions, students drew pictures and discussed times when they felt bullied or had bullied someone. On the next page, there are a few samples of student work. I was amazed how honest students were about themselves.

I punched somebody on the way down the slide.

bully

MalirKihip
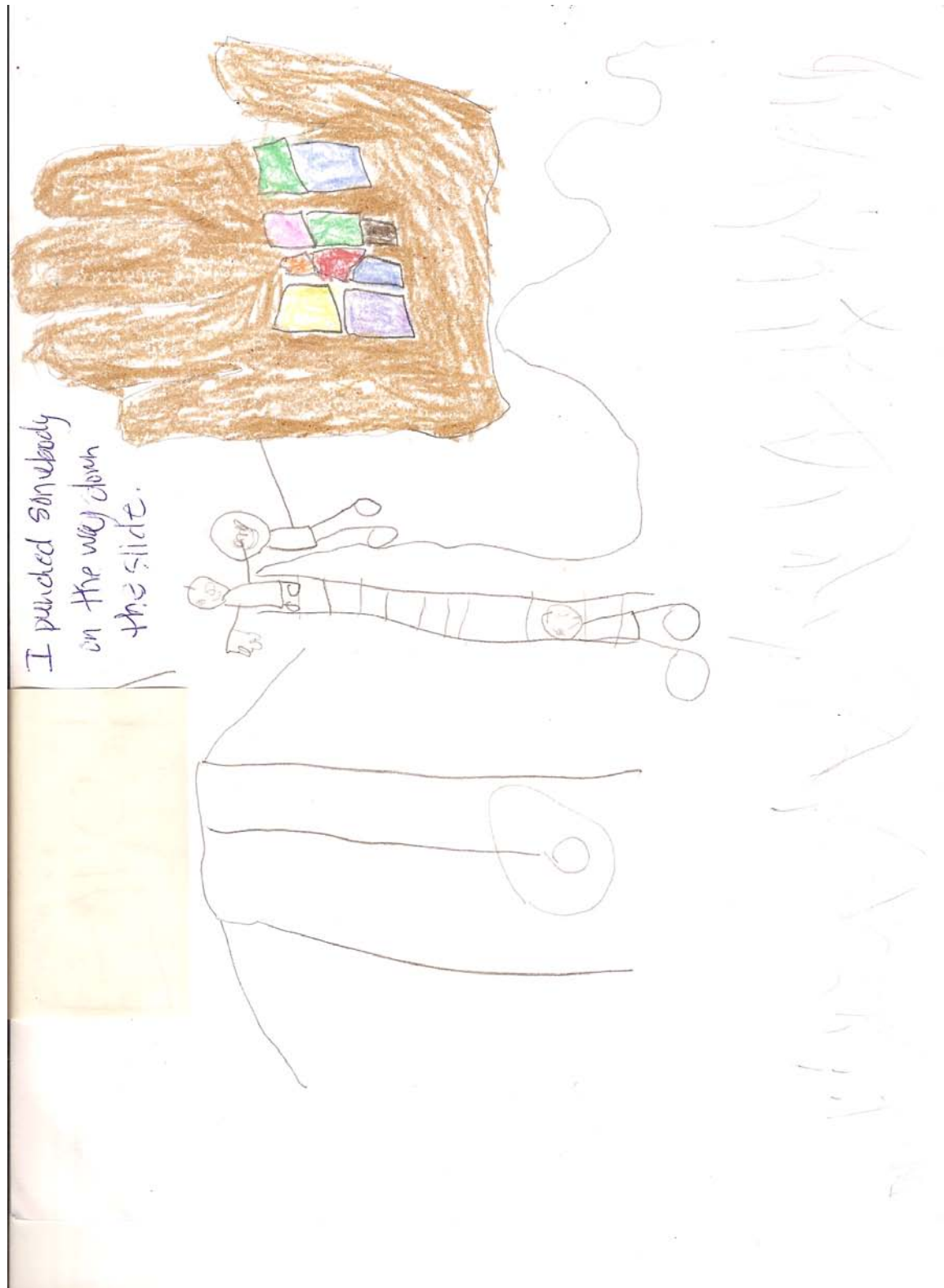
I was helping my friend from a bully.

Parents and educators want students to be self-sufficient and capable of making 'right choices' for themselves. Most parents found their child more aware of the social interactions around them and used appropriate manners when needed than prior to the study. Some parents found that their child often reminded them to use manners and appropriate word choices while at home. One parent noted that, "My child started giving me compliments on my hair and clothes" and when questioned by the adult, the student said, "I say that because I know it will make you feel good inside mom".

According to the parent surveys and verbal feedback from parents during parent-teacher conferences, classroom observations and drop-ins, phone calls and letters, I found parents were supportive and enjoyed watching their child grow in the social interactions with other children.

Parents who filled out the surveys were positive and mentioned that they enjoyed watching and listening to their child use social skills at home. Here is a graph showing the parents' responses to the parent survey.

Parent Survey/Verbal Feedback

- Outstanding
- Satifactory
- Needs Improvement
- No Feedback
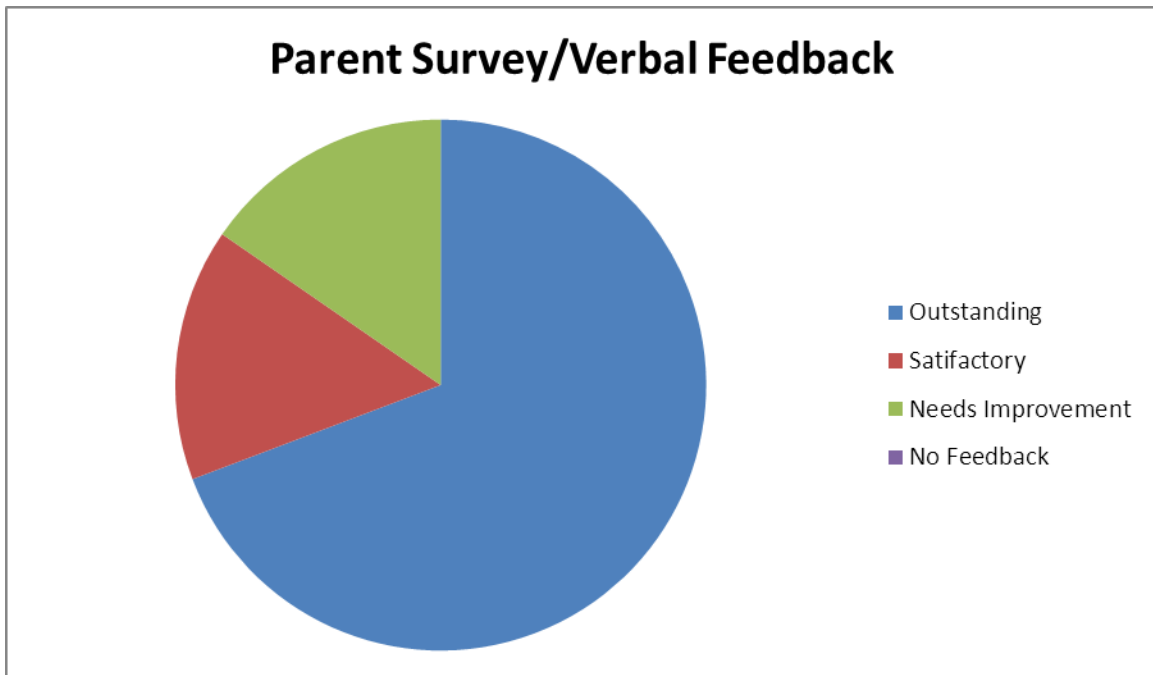
Graph 3

According to Billings (2009), even at a young age, students hold pieces of the world they know (p. 56). In this case, this child understands how to use his thoughts and words to compliment his mom. Billings suggests, "It is important for educators and parents to listen to their children's perceptions because it encourages self-worth and that their thoughts matter" (p. 56).

Reflections about Research

As I researched my topic, I learned that there have been many studies written about social skills on various age groups. I also learned that most studies agreed that building healthy relationships with adults both in the home and at school helps supports social skills with peers in younger children. In addition, I also noticed that there is a high correlation between social skills and student achievement in academics.

As far as my research, I noticed that preschool students wanted to do the 'right thing' and enjoy their peers, however, lacked the skills necessary. Students seem to excel in social interactions and literacy when adults supported the child at home. Students also did better when parents were enthusiastic on learning and establishing routines and goals for their children.   Students who came from an unstable and negative household struggled in early literacy and social skills. In addition, students who were not given support in making healthy choices and decisions at home struggled in problem solving.

To get better and more conclusive results, I would implement the social skills lesson earlier in the school year instead of the spring time. I would keep the same social lessons, however, I might extend them longer instead of a week. This would give students more practice time and retention of the skill. I would consider changing the order of the lessons taught and adding more lessons. Preschoolers also need a lot of modeling of appropriate social and language skills. Informing parents on which social skill will be taught and practiced could allow more support for students while at home.

As a teacher, I know that keeping the expectations and structures consistent keeps students in a healthy routine. My students enjoy knowing what comes next in our day

and look forward to time to share, play and learn. My students enjoyed learning how to make friends, feel empowered and make the right choices. Involving parents in their child's learning made us, as adults, work together as a team rather than two separate teams.   I also learned that students need time to practice the newly learned skill.   Some students need more time than others and reteaching the same skill may be needed. I learn that providing students support and a chance to do the 'right thing' will make them feel good about themselves and builds their confidence.

As a researcher, I gained new insights on how important the learning, teaching and growing environment is so important to a child's life. I also learned that families and schools play an important role, but working together makes stronger and healthier children. I found that taking the time to read and explorer old and new research makes you as a teacher more informed and provide better understanding of how children learn. Research can also invite new ideas or twists to learning that could be used on that one child that is struggling or the one who is striving.   I also learned that there are many ways to see how and what students have learned. As an educator, you have to find the best age appropriate test that will show the needs of your students.   As a researcher, I also learned which strategies worked in classrooms and which needed more information or did not work. As a researcher, I gained new information on how important social interactions really are for preschoolers!

Appendix

Pre & Post Student Survey

1. When you see two of your friends wanting to play with the same puzzle, what do you think might happen?

2. When a friend has your spot in line, how could you ask to get your spot back?

3. When a friend takes the crayon you wanted, what do you do?

4. When you see a friend fall, what would you do?

5. When a friend is bothering you, what would you do?

Parent Survey

1. Does your child enjoy going to school?   Yes or no
2. Do you feel your child has many friends? Yes or no
3. Does your child talk about his/her day? Yes or no
4. Do you feel your child gets along with other children? Yes or no
5. Do you feel your child has healthy relationships with adults? Yes or no
6. Does your child express how he/she feels (i.e. sad, mad, happy)? Yes or no
7. Does your child use manners? Yes or no
8. Does your child give compliments? Yes or no
9. Did you see any changes in your child since the social lessons began? Yes or no Explain:_____
_____
10. Do you believe that the social lessons made a positive impact on your child? Yes or no Explain:_____
_____

Daily Reading Homework and Bee-havior Log

Name: _____   Week of: **May 3rd-6th**

- o Please share/read books for **30 minutes** nightly. Have students practice inferring while reading.
- o Record below what book you read and how you felt about the book.
- o Write or find _en words in your reading.
- o Check folders for daily/monthly homework and send completed work the next day! **Great Job!**

Day	Color (behavior)	Comments from the Teacher		Title	Author	Too Easy? Too Hard? Just Right?	Parent's Signature	Tchr Check Off
Monday		☐ Sign and Return Think Sheet ☐ Complete Daily Homework ☐ Introduce _en word families						
Tuesday		☐ Sign and Return Think Sheet ☐ Complete Daily Homework						
Wednesday		☐ Sign and Return Think Sheet ☐ Complete Daily Homework						
Thursday		☐ Sign and Return Think Sheet ☐ Complete Daily Homework						
Friday & Saturday (weekend)		☐ Sign and Return Think Sheet ☐ Assessments in small groups						

Green: Followed all directions! **Yellow**: Followed most directions. **Blue**: Struggled w/directions and tried again (safe seat) **Orange**: Needed to practice the directions in Buddy Room (possible think sheet) **Red**: Struggled in Buddy Room;

needed extra practice in Focus Room/Intervention (think sheet to be signed). **Purple Stars**: Filled a Friend's Bucket today! ☺

Weekly Behavior Report

Does best work		Listens and talks at appropriate times		Follows Directions / Rules	
Uses time wisely		Participates		Has a positive attitude	
Respects Others		Can make good choices when upset		Can do what's asked even when doesn't want to	
Is ok when others aren't ok		Is honest and responsible for actions			

O	Outstanding
S	Satisfactory
N	Needs to Improve

Any Questions or Concerns:_____

will...

Date:	Morning Routines & Meeting	Breakfast/ Hall way/ Transition	Reading/ Word Work	Literacy Centers/DRI	Lunch	Literacy /Getting to know you	Math/ Centers	Snack Time	Rest/ Read	Learning Centers	Recess	SS/Sci	Dismissal
Let the adult be in charge													
Keeping my body safe.													

☺ = I did it! ✔ = I needed a reminder ☹ = I didn't do it.

Parent Signature_____

3 ☺ in a row= sticker
5 ☺ in a row= surprise at front office
7 ☺ in a row= special talk w/principal
10 ☺ in a row= each lunch w/teacher
All of them= Teacher brings lunch

Polka Dot Pig Puppet

(Front)

INSTRUCTIONS:
Cut out the puppet front on the thick black lines. Match the front and back of the puppet. Place glue around the inside edges, leaving the bottom and middle open and unglued. Trim the edges, color, and decorate.

I'M SORRY

PLEASE

THANK YOU

EXCUSE ME
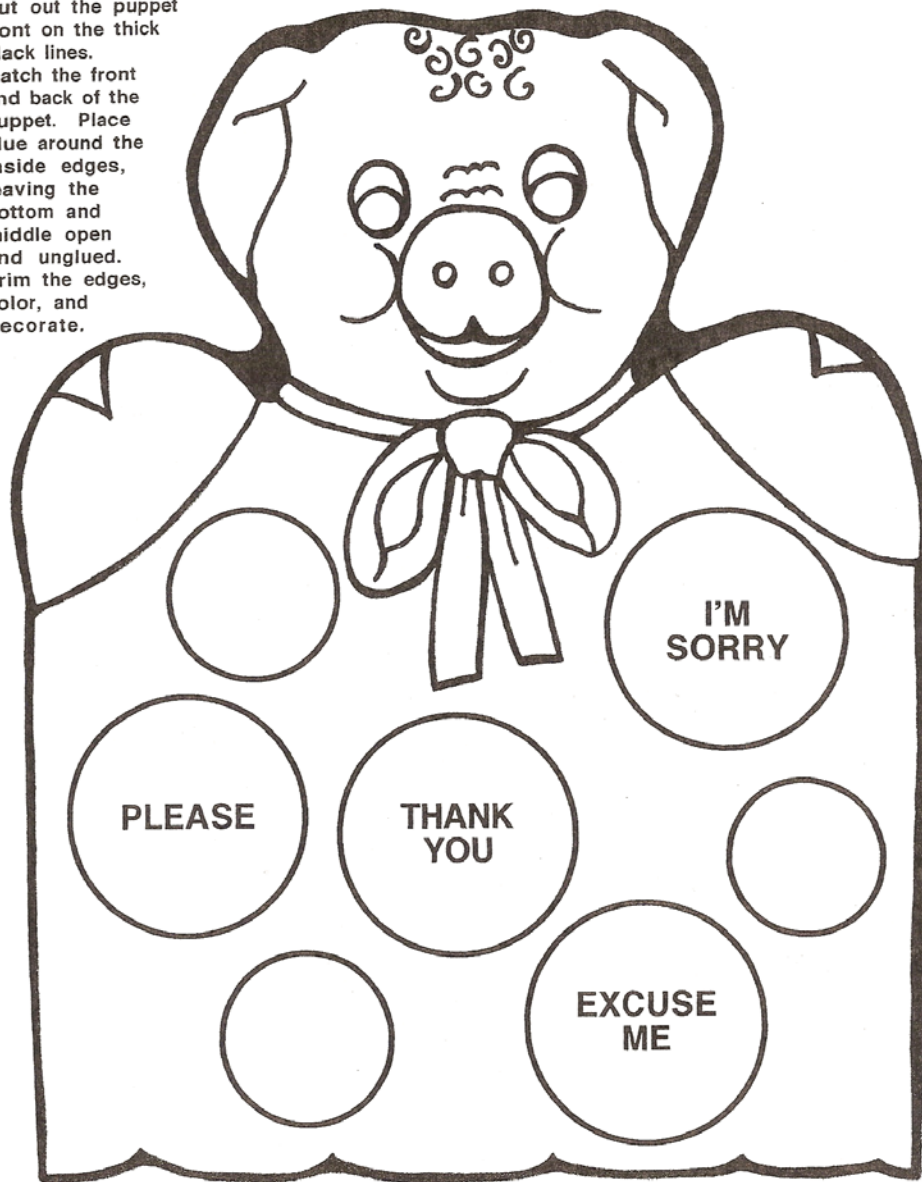
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