



2015-04-01

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Student Perceptions of *Book in a Bag* as an Integrated
Social Skills Instruction Program

Hans Ryckaert Gaul

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of
Educational Specialist

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April 2015

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ABSTRACT

Student Perceptions of *Book in a Bag* as an Integrated Social Skills Instruction Program

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Positive behavioral support and social emotional learning (SEL) are important ingredients in fostering student success and mitigating the incidence of aggressive and harmful behaviors. Although schools provide the ideal environment in which to implement these interventions, there are obstacles to doing so. These obstacles include the amount of time and resources an intervention takes, as well as the social validity of the intervention. To determine social validity, those who implement interventions must consider stakeholder groups' perceptions and *buy in* towards the intervention. Because students are typically the primary target population, their perceptions of proposed interventions are particularly important.

Each month the participating school focused on one of four social skills: showing appreciation, resolving differences, making good choices, and accepting responsibility. Skills were rotated each month. To minimize demands on school resources, *Book in a Bag* (BIB) was created to provide a SEL intervention that dovetailed with existing classroom activities. BIB includes a monthly social skills lesson paired with a children's book. Each lesson aligns with one of four identified social skills that are integrated into the school-wide social skills program.

This study examined student perceptions of *Book in a Bag* by analyzing student responses to survey questions. Students were asked to rate the degree to which they saw the social skills instruction as "fun" and "important," as well as the extent to which they and their classmates utilized the targeted social skills. Results indicated that BIB social skills activities were enjoyable for most students. Students indicated that they often used the steps taught. Suggestions for future research and implementation were identified, including tailoring instruction to grade levels, as students' enjoyment of *Book in a Bag* varied by grade level.

Keywords: social validity, social skills, elementary school, students' perceptions, children's literature

ACKNOWLEDGMENTS

I would like to thank Dr. Michelle Marchant for the support she has provided as my thesis chair. I would also like to thank my committee members, Dr. Melissa Allen Heath and Dr. Michael Richardson. I appreciate all of the time, guidance, encouragement, and support they provided throughout the research process.

I would also like to thank the elementary students and staff who participated in this research. Their involvement is central to this research as a valuable learning experience for me in furthering the development of *Book in a Bag* as a social-skills literacy program.

Finally, I would like to thank my wife, family, friends, colleagues, the BYU CPSE department, and the countless others in my life for the encouragement and support they have provided.

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DESCRIPTION OF THESIS STRUCTURE

This thesis, *Student Perceptions of Book in a Bag as an Integrated Social Skills Instruction Program*, is presented in a dual or hybrid format. In this hybrid format, both traditional and journal publication formatting requirements are met.

The preliminary pages of the thesis adhere to university requirements for thesis formatting and submission. The first full section of the thesis is presented in the new journal-ready format and conforms to the style requirements for future publication in education journals. The full literature review and student surveys are included in Appendices A and B, respectively. Two reference lists are included in the thesis format. The first includes only the references found in the first journal-ready article. The second reference list includes all citations from the full literature review found in Appendix A.

Background

Today, children and youth within the United States encounter many risk factors that contribute to unhealthy social and emotional behavior (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Researchers have identified predictive factors that are associated with maladaptive student outcomes and have found that many of these risks are interrelated (Hawkins, Catalano, Kosterman, Abbott, & Hill, 1999; Hemphill et al., 2007; Janosz, Archambault, Morizot, & Pagani, 2008). Among these factors are students' intrapersonal challenges, family dynamics, and environmental factors related to their school and community.

Students at greatest risk for behavioral and social-emotional problems tend to be retained in school, earn poor grades, and feel disengaged and passive in school social interactions (Janosz et al., 2008; Janosz, LeBlanc, Boulerice, & Tremblay, 2000; Rak, 1996). Many students simply lack the support and the skills necessary to effectively cope with social and emotional challenges experienced at school, in the community, or at home (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2012; Rak, 1996). Students can benefit significantly from support in dealing with the issues placing them at risk, which enables them to succeed in school and lead a productive life (CASEL, 2007, 2012; Rak, 1996).

Preventative Social and Emotional Instruction

Research on the mitigation of negative student outcomes indicates the importance of focusing on prevention efforts (CASEL, 2007). One important prevention method is providing social and emotional learning opportunities for students by way of a structured, evidence-based social and emotional learning (SEL) program at school. SEL programs help counteract risk factors by developing and strengthening students' protective factors (CASEL, 2007, 2012; Search Institute, 2009; Zins & Elias, 2006). This includes teaching students social and emotional

skills in settings with supportive relationships that make learning engaging, challenging, and meaningful; which makes this critical instruction most effective (CASEL, 2012).

Advocates of SEL instruction propose that the most effective implementation involves proactive interventions. By reducing risk factors while concurrently building protective factors, these prevention-focused interventions are more effective than remediation strategies (Durlak et al., 2011; Lane, Gresham, & O'Shaughnessy, 2002; Nelson, Benner, Reid, Epstein, & Currin, 2002; Scott et al., 2002; Walker & Sprague, 1999).

Integrated Approach

A major concern when implementing SEL instruction is to ensure that skills generalize across settings (Gresham, Sugai, & Horner, 2001; Maag, 2006; Walker, Ramsey, & Gresham, 2004). In order to accomplish this, research indicates that the most practical method of teaching social-behavioral standards is to integrate this teaching within the universal curriculum (Barth, 1993; Leffert, Brady, & Siperstein, 2009; Rhodes & Englund, 1993; Sailor, Stowe, Turnbull, & Kleinhammer-Tramill, 2007; Smith & Gilles, 2003; Walker et al., 2004; Zins, Bloodworth, Weissberg, & Walburg, 2007). Integrating social skill delivery with existing curricular activities also makes SEL implementation more feasible and attractive for educators who struggle to stretch their time and resources.

Social Validity

When educators perceive an intervention as attractive and feasible it has evidence of social validity, which increases its effectiveness and durability across time (Hurley, 2012; Rhodes & Englund, 1993; Sailor et al., 2007; Zins et al., 2007). Interventions must meet professional methodological standards. This includes the use of reliable instruments with evidence of validity for the purpose they are used. In addition, they must also be socially valid.

Interventions should be versatile enough to be able to meet the specific needs of stakeholders in the setting in which they are implemented. Because of this, social validity assessments are a crucial part of an intervention (Turan & Meadan, 2011). When implementing a classroom-based intervention, the stakeholders whose perceptions that should be considered include administrators, teachers, parents, and students. The perceptions of students as the target population are particularly important to an interventions social validity and success (Miramontes, Marchant, Heath, & Fischer, 2011).

Book in a Bag (BIB)

Book in a Bag (BIB) was developed to meet the criteria of being a SEL instruction that is universal, promotes generalization of skills, and is integrated into a school's existing curriculum. BIB is designed to combine standard read-a-loud time with needed social skill instruction using children's literature and social skill lesson plans that are tailored to classroom needs. The steps of the targeted social skills are taught and reinforced by examples in children's literature, with the characters from these stories providing models that illustrate examples of the identified social skills. This model is designed to fit the specific needs of a modern classroom and provide it with a mode of SEL intervention compatible with that setting and its limited time (Marchant & Womack, 2010).

Purpose of Study

When school-based SEL programs are developed, it can be easy to overlook students' perceptions of an intervention and its applicability and effectiveness. However, students' perception of an intervention may be the most critical factor in making it effective. Student buy-in will help lead to the greatest generalization of these skills that can positively impact their lives. In order to evaluate this variable to BIB's effectiveness, data were collected that measure

student perceptions of the social skills taught by BIB and the methods by which they were taught. The purpose of this study is to evaluate this data to glean information reflecting the degree to which students themselves perceive BIB to be socially valid. The following specific research questions guided the study:

1. What are the perceptions of 1st through 6th grade students regarding the importance of four selected social skills, previously identified by the administrators and teaching staff?
2. What are the perceptions (preferences) of 1st through 6th grade students regarding the ways in which students were taught social skills in the classroom setting?
3. Are there differences in children's perceptions (preferences) of social skills instruction across grades/age? If there are differences, what is the magnitude of these differences?
4. For students in 1st through 6th grade, what are students' perceptions of the extent to which they personally apply the basic steps outlined in each of the social skills?
5. For children in 3rd through 6th grade, what are their perceptions of the extent to which their classmates are applying the basic steps outlined in each of the social skills?

Method

During the 2011-2012 school year, elementary school students were surveyed on their perceptions of the school-wide BIB social skills instruction program. The following sections describe how this was accomplished.

Research Design

This research was descriptive and evaluative in nature. Survey methodology was used to collect data in order to describe and compare one important, though often overlooked, group of stakeholders' perceptions. The primary objective of these surveys was to discover students' perceptions of the BIB social skills instruction and the degree to which they implemented the participating school's four identified social skills. All students self-reported the degree to which they personally implemented the social skills. Additionally, students in 3rd through 6th grade reported the degree to which they perceived their classmates implemented those same social skills.

Participants and Setting

School-wide social skills instruction was universally implemented an elementary school setting across grade levels K-6. The sample of students who completed surveys consisted of 521 students attending an urban elementary school in the United States Mountain West. This elementary school participated in BIB instruction during the 2011-2012 school year.

The participating school had an enrollment of 742 in 31 classrooms with students attending grades K-6. To better describe these student-participants, approximately 10% were ethnic minority students, 2% were English Language Learners, 25% were from low income homes, and 14% were students with disabilities.

Although all 742 students participated in the social skills program and were offered the BIB social skills lesson each month, the two Kindergarten teachers who each taught two half-day classes (105 students) preferred not to participate in the data collection. Additionally, the data from two self-contained special education classrooms serving 18 students were not included because these classrooms served multi-age and multi grade-level students. Furthermore,

incomplete or incorrectly marked questionnaires (e.g., missing responses, circling or underlining the full line of response options) were eliminated list-wise from data analyses ($n=40$; 6.46% of 619 students in 1st through 6th grades). One of the 5th grade classes did not complete and return questionnaires to the researchers ($n=28$). On the day the questionnaire was administered, 30 students were absent and not in attendance to complete the questionnaire. Therefore, 521 students' data were included in the data analyses.

Measures

Prior to the 2011-2012 school year, questionnaires (see Appendix B) were developed by two faculty members from Brigham Young University: Michelle Marchant and Melissa Allen Heath. There were two sets of survey forms: one designed specific to 1st through 2nd grade students and one specific to 3rd through 6th grade students. Items for 1st through 2nd grade students measured student perceptions of the importance of social skills taught and the degree to which they personally applied the specific steps designated in the social skill instruction. To allow for whole school and cross-grade comparisons, the surveys for 3rd through 6th grade students included the same items from the 1st through 2nd grade survey. For 3rd through 6th grade students, surveys also included items measuring student perceptions of the degree to which their classmates applied the social skill instruction. This was done to make measures developmentally appropriate for students' age and ability to report their perceptions.

Students also rated the degree to which they enjoyed the various methods used for social skills instruction. Surveys are included in Appendix B. When completing the survey, participants rated each item using a 5-point Likert-type scale. For items intending to measure the importance of specific social skills that were taught, the response options ranged from *never important* (1) to *always important* (5). For items reflecting student perceptions of social skill

instruction methods, response options ranged from *never fun* (1) to *always fun* (5). Items rating the degree to which students personally applied the steps to social skill instruction, and the degree to which their classmates applied the steps, ranged from *never* (1) to *always* (5).

Procedure

The school implemented BIB social skill instruction over the course of the 2011-2012 school year. The following four social skills were selected by the school faculty and were taught during the school year: (a) showing appreciation, (b) resolving differences, (c) making good choices, and (d) taking personal responsibility (accepting responsibility). Each month, with the exception of August and May, a different social skill's instruction was emphasized. Each month one of the social skills was taught during September, October, November, and December; then repeated in January, February, March, and April. In other words, the four social skills were rotated across the school year, each social skill being taught twice during the school year. Social skills were taught in classroom settings using the BIB ready-made lesson plans. Refer to Table 1 for a description of each of the four social skill's specific steps outlined in the social skills instruction.

Near the end of the year, after eight months of implementing BIB, students were asked to respond to items in student perception surveys. Teachers were instructed to read a set of directions and to demonstrate by responding to a practice question. The directions are more specifically described in each of the student surveys, included in Appendix B. Refer to the teacher's directions. Teachers were also requested to read along with the students as they completed the surveys. Surveys required students to respond by circling one of five response options. The five options ranged from an "x" in a very small font size (font 8 Calibri), indicating *never important*, to an "X" in a very large font size (font 32, Calibri), indicating *always*

important. In the scripted directions (see Appendix B), the teacher explained the meaning of the larger the “x,” the greater the importance. Students’ responses indicated their perception of the importance of learning about the four described social skills.

Table 1

Four Social Skills and the Identified Steps of Each Social Skill

Showing appreciation	Resolving differences	Making good choices	Accepting responsibility
I think about what others do for me	I decide if I disagree with other person	I think about the problem	I think about what I did
I look at the other person	I tell how I feel about the problem	I decide on my choices	I think about what I should have been doing
I say "Thank you"	I ask the other person how they feel about the problem	I think about what happens after I make choices	I think: How can I make it right?
I tell others what I am thankful for	I listen to their answer I ask others to help us make a compromise What I say shows I care about others	I make the best choice of all	I think: What will I do next time?

Survey questions also asked about the degree to which students personally applied the steps to social skill instruction. Additionally, older students (3rd through 6th grades) were asked to rate the degree to which their classmates applied the steps. For these items, the five response options ranged from *never* (1) to *always* (5). Visually, the five options ranged from an "x" in a very small font size (font 8 Calibri), indicating *never*, to an "X" in a very large font size (font 32, Calibri), indicating *always*.

Additionally, students were asked to rate the various methods of social skills instruction, including (a) student reading a book, (b) teacher reading a book to the class, (c) playing games,

(d) teacher talking about social skills, (e) completing a worksheet, (f) talking in class discussion, (g) role playing, and (h) watching a movie. Students indicated their perceptions on a Likert scale consisting of five response options ranging from *never fun* to *always fun*. Visually, the five options ranged from an "x" in a very small font size (font 8 Calibri), indicating *never fun*, to an "X" in a very large font size (font 32, Calibri), indicating *always fun*.

Data Analysis

This research used survey methodology to solicit students' perceptions of activities that were used to teach four identified social skills in the classroom; students' perceptions of the importance of each of the four social skills; and students' perceptions of the degree to which students were actually implementing the basic steps entailed in each of the four social skills. Based on the five-point Likert-type scale of students' perceptions, descriptive statistics (Means and Standard Deviations for each grade level and for the whole school) were used to summarize students' perceptions of the BIB intervention. More specifically, students were asked to rate their perceptions of the methods used to teach social skills, with response options ranging from 1 (*never fun*) to 5 (*always fun*).

Students were also asked to rate their perceptions of the importance of implementing the social skills they had been taught with response options ranging from 1 (*never important*) to 5 (*always important*). Additionally, students were asked to rate their perceptions of the extent to which they personally applied the social skill steps they had been taught, with response options ranging from 1 (*never*) to 5 (*always*). Older students (3rd through 6th grade) were also asked to rate their perceptions of the extent to which their peers implemented the social skills they had been taught on this same scale.

After grouping students' data by grade level, multiple analysis of variance (MANOVA) was used to determine if age differences existed in students' perceptions of methods of delivering social skills instruction. Identical survey questions were included across all grades, which then allowed for an analysis of variance (ANOVA) between groups' expressed perceptions. Data from each individual grade level were summarized with descriptive statistics (means and standard deviations) and reported separately for each grade level. Additionally, following the MANOVA, differences between the overall mean response and each grade level mean response for each item were compared by analyzing effect sizes. This was accomplished by standardizing mean differences in terms and reporting those differences in the form of z scores.

Data were summarized to describe students' perceptions of the extent to which they personally applied the steps associated with the four basic social skills (see Table 1 for a description of these steps). Results from analysis of variance (ANOVA) were similarly summarized. Older students (3rd through 6th grade) also reported their perceptions of the extent to which their classmates applied the social skills' steps. ANOVA were used to summarize this data as well.

Results

A one-way Multivariate Analysis of Variance (MANOVA) revealed a significant multivariate main effect for grade level. This indicates that in responding to survey questions, there was a statistically significant difference in students' responses based on students' grade level, Wilks' $\lambda = 0.624$, $F(65, 2206.17) = 3.56$, $p < .000$, partial eta squared = .090. Power to detect the effect was 1.00. Given the significance of the overall test, the univariate main effects

were examined. Significant univariate main effects for each grade level were obtained. Results are listed in Tables 2 through 8.

Because of the large sample size, even small differences that were detected are considered statistically significant. Table 6 was constructed to indicate each grade level's response (grade level M) to each question as compared to the grand mean for all grades combined. To assist in interpreting the data, all grade level means were standardized into z scores. This offers an indication of the distance from the total sample's grand mean in terms of standard deviation. These z scores have positive and negative values, with positive values indicating a group's mean is above the grand mean and negative values indicating a group's mean is below the grand mean.

Five research questions were used to guide this study. This section will present the results of the data analyses conducted to answer these questions.

Student Perceptions of Social Skills

The first question guiding this research was, "As a whole and on each grade level, what are the perceptions of 1st through 6th grade students regarding the importance of four selected social skills, previously identified by the administrators and teaching staff?" To answer this question, this section will describe results from analysis of survey data collected. These results indicate what student perceptions were regarding the importance of the four selected social skills taught (see Table 2).

All students ($N=521$) responded to four items focusing on their perceptions of the importance of the four social skills being taught. Response options were recorded on a five-point, Likert-type scale with response options ranging from 1 (*never important*) to 5 (*always important*). Students rated the social skill "Making good choices" highest, with a mean response

of 4.70 ($SD=.65$), indicating that, as a whole, students perceived this skill as *very often important* to *always important*. Using this same response scale, students then rated the other three social skills. As a whole, students rated “Resolving differences” with a mean response of 4.36 ($SD=.97$). This response also fell within the *very often important* to *always important* range.

Table 2
Perceptions of Social Skill Importance Across Grade Level ANOVA

	Source	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig.
Learning about social skills	Between groups (combined)	13.681	5	2.736	4.205	.001
	Within groups	323.424	497	.651		
	Total	337.105	502			
<hr/>						
Social skill						
Making good choices	Between groups (combined)	7.798	5	1.560	3.917	.002
	Within groups	197.872	497	.398		
	Total	205.670	502			
Settling disagreements and arguments	Between groups (combined)	18.410	5	3.682	3.959	.002
	Within groups	464.034	499	.930		
	Total	482.444	504			
Showing appreciation	Between groups (combined)	9.562	5	1.912	4.505	.001
	Within groups	211.420	498	.425		
	Total	220.982	503			
Taking responsibility for my choices and actions	Between groups (combined)	9.365	5	1.873	3.458	.004
	Within groups	268.108	495	.542		
	Total	277.473	500			

Considering students' ratings of the social skills “Showing appreciation” and “Accepting responsibility,” overall ratings produced means of 4.67 ($SD=.65$) and 4.58 ($SD=.75$), respectively. Data summarized in Table 3 indicate student perceptions of all four social skills are perceived as being *very often important* to *always important*.

Table 3

All Students' Perceptions of Specific Social Skills Instruction^{ab}

	Making good choices	Resolving differences	Showing appreciation	Accepting responsibility
<i>M</i>	4.70	4.36	4.67	4.58
<i>SD</i>	.65	.97	.65	.75

Note. $N=521$. Unanswered responses accounted for less than 1% of data and were excluded from the data analyses.

^a Response options were based on a Likert-type scale, ranging from 1 (*never important*) to 5 (*always important*).

^b Data are reported in Means (*M*) and Standard Deviations (*SD*).

Student Perceptions of Instruction Methods

The following question was this study's second research question: "As a whole and on each grade level, what are the perceptions (preferences) of 1st through 6th grade students regarding the ways in which students learn social skills in the classroom setting?" To answer this question, this section describes results from analysis of variance (ANOVA) of the collected students' responses to survey data that was collected. Results indicated students' self-rated enjoyment of the various methods of social skills instruction (see Table 4).

Students ($N=521$) responded to eight items rating the students' perceptions of the methods of social skills instruction. Response options were recorded on a five-point, Likert-type scale with response options ranging from 1 (*never fun*) to 5 (*always fun*). Data from students' responses is summarized in Table 5. Students rated "Playing games" as the most fun ($M=4.04$), which falls in the *often fun* range. Mean responses on the other methods of social skills instruction fell within the *Sometimes fun* to *often fun* range of 3-4 on the survey scale.

Some of the other most popular methods were movies that teach about social skills (3.95), the teacher reading books that teach about social skills (3.93), and role-plays teaching social skills (3.91). Some of the less popular methods of instruction were having students

Table 4
Enjoyment of Instruction Methods across Grade Level ANOVA

		Sum of squares	<i>df</i>	Mean square	<i>F</i>	Sig.
Me reading a book or story about social skills	Between groups (combined)	103.615	5	20.723	13.327	.000
	Within groups	774.377	498	1.555		
	Total	877.992	503			
Teacher reading books to our class about social skills	Between groups (combined)	79.660	5	15.932	13.427	.000
	Within groups	590.910	498	1.187		
	Total	670.569	503			
Playing games that teach about social skills	Between groups (combined)	21.020	5	4.204	3.112	.009
	Within groups	668.692	495	1.351		
	Total	689.713	500			
Teacher talking to our class about social skills	Between groups (combined)	104.273	5	20.855	13.530	.000
	Within groups	762.952	495	1.541		
	Total	867.226	500			
Completing a worksheet about social skills	Between groups (combined)	238.821	5	47.764	26.571	.000
	Within groups	889.818	495	1.798		
	Total	1128.639	500			
Talking with each other in class about social skills	Between groups (combined)	80.625	5	16.125	10.205	.000
	Within Groups	786.867	498	1.580		
	Total	867.492	503			
Acting out role plays that teach about social skills	Between Groups (Combined)	31.860	5	6.372	3.768	.002
	Within Groups	843.771	499	1.691		
	Total	875.632	504			
Watching a movie that teachers about social skills	Between Groups (Combined)	36.022	5	7.204	4.679	.000
	Within Groups	765.306	497	1.540		
	Total	801.328	502			

independently reading books that teach about social skills (3.51) and listening to the teacher talk about social skills (3.47). The lowest rated method of social skills instruction was “doing worksheets that teach about social skills” ($M=3.20$, *sometimes fun*).

Differences in Perceptions of Instruction Methods Across Grades

The third question guiding this study was, “Are there differences in children’s perceptions (preferences) of social skills instruction across grades/age?” If there are differences, what is the magnitude of these differences?” Using the same data used to answer the last question, analyses of student responses were conducted to identify mean responses to each item by grade level. Discrepancies between mean responses across grades were then identified by calculating and comparing effect sizes (see Table 6).

Effect sizes were calculated by subtracting a the overall mean response for an item from a grade level’s mean response, and then dividing the result by the standard deviation of that response for the overall sample. In the context of this study, a negative effect size indicates that an instruction method is perceived as being less enjoyable for that grade level compared to the mean response. A positive effect size indicates a method that is perceived as more enjoyable for that grade level when compared to the mean. Effect sizes are reported in z scores. A z score of 1.0 represents a full standard deviation of difference between the grade level mean and the overall mean. A z score of approximately .2 is considered a small effect size (a small difference), whereas an effect size of approximately .5 is considered a medium effect size (medium difference), and .8 is considered a large effect size (large difference).

Results of analyses showed differences between mean responses reflecting the way students from each grade perceived methods of social skills instruction. In analyzing these data, there were several predominant trends. Mean responses for grades 1-3 were consistently higher

than the overall mean responses, while means for grades 4-6 were consistently below the overall mean. Effect sizes for these comparisons mostly fell within the small effect range of z scores ($>.2$ to $<.5$) or below. However, when younger students' responses were compared to those of the older grades, mean responses typically varied by close to an entire standard deviation for every method except playing games and roleplaying. This was reflected by large differences in effect sizes ($>.8$) when comparing 5th and 6th grade students' z scores to 1st and 2nd graders' z scores.

Table 5

Perceptions of Specific Social Skills Instruction Methods^{ab}

	Me reading	Teacher reading	Playing games	Teacher talking	Worksheet	Talking with each other	Role plays	Movie
<i>M^a</i>	3.51	3.93	4.04	3.47	3.20	3.48	3.91	3.95
<i>SD</i>	1.32	1.15	1.16	1.32	1.50	1.31	1.30	1.25

Note. $N=521$.

^a Response options were based on a Likert scale, ranging from 1 (*never fun*) to 5 (*always fun*).

^b Data is reported in Means (*M*) and Standard Deviations (*SD*).

Student Perceptions of Personal Instruction Application

The next research question was, "As a whole and on each grade level, for students in grades 1-6, what are students' perceptions of the extent to which they personally apply the basic steps outlined in each of the social skills?" An analysis of survey data was used to provide descriptive statistics of students' responses. These results indicate student perceptions of the extent to which they personally applied social skill instruction (see Table 7).

Over 500 1st through 6th grade students were asked to respond to eighteen items on a five-point, Likert-type scale self-rating the degree to which they personally applied the social skills steps taught by BIB. Response options ranged from 1 (*never*) to 5 (*always*). Mean student responses varied from 4.58 (*often*) to 3.35 (*sometimes*). Mean student responses indicate that

they often use the majority of social skill instruction steps taught, except for only sometimes using the steps: “I make best choice,” “I tell what I am thankful for,” “I decide if I disagree with other person,” “I tell how I feel about the problem,” “I ask how other person feels about the problem,” and “I ask others to help us make a compromise.” Most of these sometimes-implemented steps were for the resolving differences social skill.

Table 6

Grade Level Perceptions of Activities Used in Social Skills Instruction

Activity		Total N=521	1st n=86	2nd n=104	3rd n=82	4th n=95	5th n=68	6th n=86
Me reading	<i>M</i> ^b	3.51	4.09	3.73	3.83	3.47	2.71	3.06
	<i>SD</i>	1.32	1.36	1.38	1.24	1.15	1.15	1.14
	<i>z</i>		.44	.17	.24	-.03	-.61	-.34
Teacher reading	<i>M</i>	3.93	4.34	4.23	4.29	3.71	3.37	3.50
	<i>SD</i>	1.15	1.19	1.08	.82	1.11	1.17	1.11
	<i>z</i>		.36	.26	.31	-.19	-.49	-.43
Games	<i>M</i>	4.04	4.34	4.13	4.27	3.83	3.79	3.87
	<i>SD</i>	1.16	1.24	1.25	.99	1.02	1.19	1.16
	<i>z</i>		.26	.08	.20	-.19	-.22	-.15
Teacher talking	<i>M</i>	3.47	4.02	3.57	3.98	3.34	2.90	2.90
	<i>SD</i>	1.32	1.40	1.32	1.07	1.18	1.29	1.24
	<i>z</i>		.42	.08	.39	-.10	-.43	-.43
Worksheet	<i>M</i>	3.20	4.09	3.34	3.87	3.12	2.18	2.38
	<i>SD</i>	1.50	1.39	1.52	1.19	1.27	1.29	1.33
	<i>z</i>		.59	.09	.45	-.05	-.68	-.55
Talking with peers	<i>M</i>	3.48	4.05	3.64	3.85	3.27	3.06	2.94
	<i>SD</i>	1.31	1.39	1.37	1.10	1.12	1.22	1.29
	<i>z</i>		.44	.12	.28	-.16	-.32	-.41
Role play	<i>M</i>	3.91	4.35	4.05	3.99	3.71	3.62	3.66
	<i>SD</i>	1.30	1.21	1.32	1.23	1.27	1.43	1.24
	<i>z</i>		.34	.11	.06	-.15	-.22	-.19
Movies	<i>M</i>	3.95	4.35	4.17	4.05	3.73	3.68	3.67
	<i>SD</i>	1.25	1.25	1.26	1.24	1.23	1.24	1.16
	<i>z</i>		.32	.18	.08	-.18	-.22	-.22

^a Response options were based on a Likert-type scale, ranging from 1 (*never fun*) to 5 (*always fun*).

^b Data is reported in Means (*M*), Standard Deviations (*SD*), and *z* scores (*z*).

Table 7

*All Students' Perceptions of the Extent to Which They Personally Apply**Social Skills Steps^a*

Social skill and specific steps	<i>N</i>	<i>M</i>	<i>SD</i>
Making good choices			
I think about the problem	534	4.15	.93
I decide on my choices	531	4.32	.88
I think about what happens after I make choices	533	4.03	1.03
I make the best choice of all	532	3.81	1.00
Showing gratitude			
I think about what others do for me	572	4.26	.99
I look at person	564	4.26	.94
I say thanks	567	4.58	.71
I tell what I am thankful for	567	3.81	1.09
Resolving differences			
I decide if I disagree with other person	569	3.87	1.19
I tell how I feel about the problem	565	3.67	1.22
I ask how the other person feels about the problem	565	3.35	1.27
I listen to their answer	567	4.31	1.03
I ask others to help us make a compromise	564	3.62	1.19
My words show I care about others	565	4.23	.89
Accepting responsibility			
I think about what I did	579	4.13	1.16
I think about what I have been doing	564	4.20	.91
I think how can I make it right	568	4.15	.97
I think what will I do next time	566	4.17	.94

^a Response options were based on a Likert-type scale, ranging from 1 (*never*) to 5 (*always*).

Student Perceptions of Others' Instruction Application

The final guiding question for research was, "As a whole and on each grade level, for children in 3rd through 6th grade, what are their perceptions of the extent to which their classmates are applying the basic steps outlined in each of the social skills?" An analysis of survey data was used to provide descriptive statistics of students' responses. Results

Table 8
*Older Students' Perceptions of the Extent to Which They and Their Classmates
 Apply Social Skills Steps^{ab}*

Social skill and specific steps		
	<i>M</i>	<i>SD</i>
Making good choices		
I think about the problem	4.14	.84
We think about problem	4.16	.91
I decide on my choices	4.17	.95
We decide on our choices	4.04	1.00
I think about what happens after I make choices	3.89	1.02
We think about what happened after choices	3.88	1.00
I make the best choice of all	3.64	.99
We make the best choice of all	3.82	1.00
Showing gratitude		
I think about what others do for me	4.24	.88
We think about what others do for me	4.11	.97
I look at the person	3.73	1.03
We look at the person	3.77	1.04
I say thanks	3.58	1.12
We say thanks	3.70	1.14
I tell others what I am thankful for	4.27	.92
We tell what we are thankful for	4.22	.96
Resolving differences		
I decide if I disagree with the other person	3.64	1.07
We decide if we disagree with the other person	3.65	1.10
I tell how I feel about the problem	4.09	.91
We tell how we feel about the problem	4.08	.97
I ask the other person how they feel about the problem	4.24	.78
We ask how other person feels about the problem	4.08	.95
I listen to their answer	4.18	.89
We listen to their answer	4.13	.99
I ask others to help me make a compromise	4.45	.79
We ask others to help us make a compromise	4.27	.93
What I say shows how I care about others	3.85	1.00
What we say shows how we care about others	3.89	1.04
Accepting responsibility		
I think about what I did	4.29	.76
We think about what we did	4.11	.91
I think about what I have been doing	4.17	.85
We think about what we have been doing	4.09	1.00
I think: "How I can make it right?"	4.15	.83
We think: "How can we make it right?"	4.08	.91
I think: "What will I do next time?"	4.14	.89
We think: "What will we do next time?"	4.11	.98

N=338.

^a Response options were based on a Likert-type scale, ranging from 1 (*never*) to 5 (*always*).

^bThis table represents data from 3rd through 6th grade students.

demonstrate the degree to which students perceive their peers as applying the social skills steps taught (see Table 8).

Over 300 3rd through 6th grade students were asked to rate eighteen items regarding the degree to which they perceived classmates as applying the social skills steps taught by BIB. Response options ranged from 1 (*never*) to 5 (*always*). Mean student responses varied from 3.47 (*sometimes*) to 4.24 (*often*). Mean student responses indicate that they often use the majority of social skill instruction steps, while only sometimes using the steps: “We think about what happened after choices,” “We make best choice,” “We tell what thankful for,” “We decide if we disagree with other person,” “We tell I feel about the problem,” “We ask how other person feels about the problem,” and “We ask others to help us make a compromise.” Again, the majority of the steps that were only sometimes implemented were for the resolving differences social skill. Also, many of the social skill steps that students perceive themselves as only sometimes personally implementing match up with those that they perceive their peers are only sometimes implementing. Children may have had these similar perceptions because they misinterpreted the survey prompts asking them to rate the extent to which others applied the social skills steps.

Discussion

This study was conducted to describe students’ perceptions of BIB social skills instruction. More specifically, 579 elementary schools students responded to survey items regarding their perceptions of the skill taught by BIB, the methods used to teach these social skills, and the degree to which they perceived themselves and others implementing the social skills steps they were taught. A summary of the findings will be reviewed, followed by limitations of the current study and suggestions for future research, and concluding with recommendations for educators.

Summary of Findings

The first question of this study investigated students' general attitudes regarding the importance of the social skills taught during BIB intervention. Most students responded that the skills taught were "often important" (see Table 3). This indicates that students perceived the skills and skill instruction as worthwhile and applicable.

The next question investigated students' perceptions of the methods that were used to teach social skills. Students' opinions on these various methods varied (see Table 5). Most students found the activities to be *sometimes fun*. Certain methods of instructions were more popular than others. The most popular method of social skills instruction was playing games, which students rated as being *often fun*. Some of the other, more popular methods were watching movies, listening to the teacher read books, and role-plays. Some of the less popular methods of instruction were reading books independently and listening to the teacher talk about social skills. The lowest-rated method of social skills instruction was doing worksheets. These findings are not unexpected, given most students enjoy hands-on learning activities more than passive forms of instruction (e.g., listening to the teacher talk about social skills and completing a worksheet). However, one exception is that students enjoyed watching a video about social skills. For students, watching a video, although considered a passive form of learning, appeared to be more fun than listening to the teacher or completing a worksheet.

Another question investigated what, if any, differences existed in students' perceptions of these methods when compared across grades. Several trends were found in answering this question (see Table 6). Students in 1st through 3rd grades enjoyed the various methods of instruction a small degree more than the overall group and a large degree more than the students in 4th through 6th grade. The biggest differences in student perceptions were between the 1st

graders and the 5th and 6th graders. This indicates that BIB's methods of social skills instruction were more enjoyable for younger elementary students than for the older students.

The degree to which students perceived themselves as personally applying the social skills instruction was also investigated (see Table 7). Students varied in their average perceptions from *sometimes* using the steps to *often* using these steps. On average, students indicated that they often used the majority of social skill instruction steps taught. Based on students' responses, there were a few steps reported as only being *sometimes* used. In particular, the majority of social skills steps for resolving differences were only reported as *sometimes* used. For the participating school, this particular social skill proved to be more challenging for students to apply in day-to-day interactions.

Finally, the degree to which students in 3rd through 6th grade perceived their peers as personally applying the social skills instruction was also investigated (see Table 8). Students' responses ranged from seeing their peers *sometimes* using the steps to *often* using these steps. On average, students reported seeing their peers use the majority of the steps "often." Again, most of the steps that were rated as being only *sometimes* implemented were those for the social skill identified as resolving differences. In other words, students had personal difficulty in implementing this particular social skill and likewise saw their peers as having similar difficulties. This social skill may need to be investigated in greater depth to determine why students in general had difficulty implementing the steps associated with this social skill and to determine ways to address this social skills deficit.

Limitations and Suggestions for Future Research

Because this study was conducted in one elementary school with a relatively homogeneous pool of participants, caution should be used when generalizing findings to other

schools, populations, and age groups. More research, investigating student perceptions across different ages and demographics, will aid in understanding the generalizability of BIB. It is suggested that other schools should conduct their own research to assess their students' perceptions of school-wide social skills interventions.

It is also possible that students may have understood survey item questions differently or that the wording may have been confusing. This may lead students to answer the questions differently, thereby confounding interpretation. For instance, the similarity of student responses regarding the degree to which they personally applied social skill instruction and the degree to which they perceived their classmates implementing these same steps may have been due to misinterpretation of the survey prompts.

Additionally, the number of students, the division of data by grade level, and the need to keep identifying individual and classroom information confidential prohibited more extensively investigating the relationships among research variables. This limited further description of student perceptions of BIB instruction and implementation. Specifically, it is recommended that a comparative analyses of students' pre and post implementation surveys be conducted to see if students' attitudes specifically reflected the actual intervention.

Practical Implications

Some practical recommendations to guide educators emerged from this study. The first is that students' perceptions should be considered when teachers and administrators plan and prepare to implement school-wide interventions (Gresham, 1998; Harris et al., 2012). Furthermore, students' perceptions should be considered when making decisions regarding the type of methods used to teach desired social skills. In our study, some activities were found to

be more enjoyable than others, which may have affected the effectiveness of the intervention for the students who found certain activities less enjoyable.

Second, BIB instruction methods should be more closely tailored for applicability across grade levels. As in this study, where younger students (grades 1-3) found the methods of social skills instruction to be more enjoyable than the older students (grades 4-6), all students may not share the same perceptions regarding the type of activity utilized in teaching specific social skills. Students' perceptions may depend on their age and developmental readiness to participate in the selected activities. When addressing school-wide social skill expectations, tailoring instruction to grade and age levels may increase students' enthusiasm for buying into the school-wide intervention. This can increase the interventions social validity and may consequently also increase its effectiveness, leading to desired outcomes. When providing social skills instruction it is crucial to target the interest, needs, and ability of the target group. For this intervention that means designing instruction to be effective within grade levels rather than across grade levels.

Finally, on average, students reported very often using many of the social skills steps that were taught. However students reported only sometimes using several of the social skills steps. Considering these data, student feedback regarding implementation should be used to better inform developmentally appropriate instruction—especially for skills students appear to have more difficulty using. Attending to these details may help to maximize student learning, implementation, and generalization of desired social skills.

In general, BIB demonstrated good social validity for students who participated in this school-wide social skills program. Students mostly enjoy instruction and very often used the steps that are taught. Literature supports that interventions with good social validity are more likely to be effective and sustainable (Marchant, Heath, & Miramontes, 2013). This study

addressed the perceptions and social validity of BIB for the student target-stakeholder group, an often neglected, though important voice. Identified social skills were taught in classrooms as part of an integrated delivery method. From a student's perspective and on a school-wide basis, this research data supports BIB as an acceptable option for teaching and reinforcing desired social skills in classroom settings.

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Appendix A: Review of the Literature

Today children and youth in the United States encounter many risk factors that contribute to unhealthy social and emotional behavior. Researchers have worked to identify predictive factors that lend themselves to negative students' outcomes and have found that many of these risks are predicted by the same factors (Hawkins, Catalano, Kosterman, Abbott, & Hill, 1999; Hemphill, McMorris, Toumbourou, Herrenkohl, Catalano, & Mathers, 2007). Among these are student (personal), family, school, and community factors. Although the identification of these factors does not necessarily place students at risk, combinations of circumstances identify a potential for harmful outcomes (Frymier & Gansneder, 1989).

There are personal risk factors a student might exhibit that could help in identification of future, negative outcomes. These include a poor attitude at school, low cognitive abilities, issues with attendance and truancy, behavior or discipline problems, pregnancy, drug abuse, poor peer relationships, nonparticipation in class or other settings, friends that have dropped out of school, illness, disability, low self-esteem, and a low sense of self-efficacy (Rak, 1996; Search Institute, 2009). These can compound with community and family risk factors such as lack of responsive community support services, lack of community support for schools, high crime rates, socio-economic factors (SES), dysfunctional homes, low parental involvement or expectations, ineffective parenting, abuse, English not spoken at home, and families with high mobility (Duttweiler, 1995; Frymier & Gansneder, 1989; Wells, 1990). Risk factors associated with school settings that can predict negative outcomes include cultural conflicts between home and school, ineffective disciplinary practices, student retentions and suspensions, lack of adequate counseling, negative school atmosphere, low expectations, irrelevant curriculum, passive

instructional strategies, disregard for student learning styles, and insufficient language instruction (Duttweiler, 1995; Frymier & Gansneder, 1989; Wells, 1990).

Student risk factors, such as those discussed above, are complex and inter-related. This can lead to problem behaviors across settings, including school. Janosz, LeBlanc, Boulerice, and Tremblay (2000) painted a picture of the at-risk student as one that tends to be retained in school, have poor grades, and feel disengaged and passive in school. Many students simply lack the support or skills necessary to effectively cope with socially and emotionally tasking situations at school, in the community, or at home (Rak, 1996). Fortunately, a majority of at-risk students dealing with these issues can succeed in school and life with support and assistance (Rak, 1996).

Research on the mitigation of negative student outcomes has developed into a focus on preventative efforts. One important preventative effort is providing social and emotional learning (SEL) opportunities for students by way of a structured, evidenced based SEL program within a school. SEL programs can help counteract risk factors by developing students' protective factors (Search Institute, 2009). Protective factors include support from parents and other adult figures, community empowerment, clear boundaries and expectations, positive values, social competencies, and a positive identity (Search Institute, 2009).

SEL is the development of social and emotional competencies in students that help them to recognize and manage emotions, solve problems effectively, and establish positive relationships with others (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2007; Zins & Elias, 2006). Learning social and emotional skills is critical to positive student outcomes because learning is most effective in settings with supportive relationships that make learning engaging, challenging, and meaningful (CASEL, 2012). SEL programming can prevent or reduce negative student outcomes when implemented as a K-12, multi-year, integrated

effort. SEL is best accomplished through effective classroom instruction, and student participation in positive activities in multiple settings. Broad parent and community involvement in the planning, implementation, and evaluation of SEL programming is also a critical component of a successful implementation (Bond & Hauf, 2004; Hawkins, Smith, & Catalano, 2004; Nation et al., 2003; Weare & Nind, 2011).

Academically, research has shown that students who receive SEL programming academically outperform, get better grades, and graduate at higher rates those who do not (CASEL 2007). Effective SEL programming promotes positive social outcomes such as positive peer relationships, caring and empathy, and social engagement. SEL instruction also leads to reduced problem behavior such as drug use, violence, and delinquency; aforementioned risk factors. Participation in SEL instruction, particularly by children, contributes significantly to success in school and future success as an adult on an individual level. It also contributes to the well-being of schools and communities (CASEL, 2007).

Advocates of SEL instruction propose that the most effective implementation involves proactive interventions, which increase protective factors for all students while addressing prominent behavioral challenges (Scott et al., 2002; Walker & Sprague, 1999). Prevention focused PBS interventions are also more effective than remediation strategies in reducing risk factors while concurrently building protective factors (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Lane, Gresham, & O'Shaughnessy, 2002; Nelson, Benner, Reid, Epstein, & Currin, 2002). Universal, prevention focused, SEL interventions teach clear, reasonable expectations for student behavior and create positive teaching and learning environments (Forness, Kavale, MacMillan, Asarnow, & Duncan, 1996; Hawkins, VonCleve, & Catalano, 1991; Nelson et al., 2002). Because of the wide scope of research on the use of social skills

instruction in the classroom and its benefits, it is difficult to distinguish one approach, or context as best; however, researchers do widely agree that the integration of social skills instruction into a classroom at a universal level can provide all students with a consistent and beneficial service (Walker, Ramsey, & Gresham, 2004).

A major concern when implementing SEL instruction is that it promotes generalization of skills across settings (Gresham, Sugai, & Horner, 2001; Maag, 2006; Walker et al., 2004). In order to accomplish this, research indicates that the most practical method of teaching social-behavioral standards is alongside academic standards in the classroom and as part of the universal curriculum (Barth, 1993; Leffert, Brady, & Siperstein, 2009; Rhodes & Englund, 1993; Sailor, Stowe, Turnbull, & Kleinhammer-Tramill, 2007; Smith & Gilles, 2003; Zins, Bloodworth, Weissberg, & Walburg, 2007). The integration of social-emotional development into the school culture has several benefits. Integrated, universal, social skills instruction provides support to all students in the setting in which it is implemented (Bradshaw, Reinke, Brown, Bevans, & Leaf, 2008; Lewis, Sugai, & Colvin, 1998; Sailor et al., 2007; Warren, Bohanon-Edmonson, Turnbull, Sailor, Wickham, Griggs, & Beech, 2006). Integrating social skill delivery with existing curricular activities also makes SEL implementation more feasible, and attractive for educators who are already struggling to stretch their resources. An instructional tool or device such as a book, film, activity, or game makes social skills instruction most effective (Smith & Gilles, 2003). Therefore, developing a social skill intervention that is integrated requires finding such a device that is already an engaging and effective part of the regular school curriculum. Doing so and meeting these objectives can overcome the obstacles preventing SEL instruction from being effectively implemented.

Despite the existence of proven methods, teachers are still implementing social skill instruction interventions at moderate to extremely low levels. The degree to which these interventions are effectively implemented is influenced by factors such as the amount of time and skill required to implement an intervention. An intervention that is difficult to implement and very time consuming is unlikely to be seen as effective to a teacher with high demands on his/her time and resources (Hurley, 2012). The obstacles to SEL instruction have led to changes in the manner in which social skills interventions are evaluated. Interventions must meet professional methodological standards. This includes the use of reliable instruments with evidence of validity for the purpose they are used. In addition, interventions must also be versatile enough to meet the specific needs of stakeholders in the setting where the intervention will be implemented. When educators perceive an intervention as attractive and feasible it is more socially valid, which helps its effect to be greater and more enduring (Rhodes & Englund, 1993; Sailor et al., 2007; Zins et al., 2007).

An intervention must meet a need in the classroom; be compatible with time, resources, and other constraints; and be perceived as worth the time and resources that it requires to implement. In selecting and developing programs, professionals must evaluate an intervention based on its applicability as well as the reliability and validity of its content and measures. Because of this, social validity assessments are a crucial part of an intervention (Turan & Meadan, 2011).

This evaluation includes considering the potential value of an intervention to the stakeholders and setting it will be used in. When implementing a classroom-based intervention, the stakeholder groups whose perceptions that should be considered includes administrators, teachers, parents, and students. Perceptions of stakeholders are important to an interventions

social validity its success in addressing the target populations needs (Miramontes, Marchant, Heath, & Fischer, 2011). Social validity evaluation will help focus an intervention on changes that will meet the demands of the school, and can contribute greatly to overcoming obstacles to successful implementation. Assessment of social validity involves using feedback from the consumers of an intervention program to guide program planning and development. This facilitates effective implementation of an intervention. Involving stakeholders in the selection, development, and evaluation of interventions also allows them to exercise their right to knowledgably take a decision making role in their treatment by determining whether an intervention meets their specific needs and situation (Miramontes et al., 2011)

Book in a Bag (BIB) was developed to streamline social skills instruction by integrating it into the traditional curriculum. This integrated model accommodates a schools limited time and resources that can often be an obstacle to addressing students' needs. Using an engaging piece of children's literature during a typically scheduled 20-minute read-aloud session, teachers can combine literacy, social studies, and social skills instruction using BIB (Marchant & Womack, 2010). While teaching literacy the stories selected provide models for pro-social behaviors and skills that are taught and practiced. The social skills lessons use a story's characters and the plot to give students concrete examples of the skills being taught that are applicable to their own situations and interactions. The model of student identification with story characters to learn is a concept that is often used in bibliotherapy. However, BIB lessons explicitly teach specific skills, drawing on research evidence that direct instruction is a stronger method than cognitive behavioral procedures, such as bibliotherapy (Marchant & Womack, 2010).

BIB was developed to meet the criteria of being a SEL instruction that is universal, promotes generalization of skills, and is integrated into a school's existing curriculum. BIB is

designed to combine standard read-a-loud time with needed social skill instruction using children's literature and social skill lesson plans that are tailored to classroom needs. The steps of the targeted social skills are taught and reinforced by examples in children's literature, with the characters from these stories providing models that illustrate examples of the social skills. This model is designed to fit the specific needs of a modern classroom and provide it with a mode of SEL intervention that is compatible with that setting and its limited time (Marchant & Womack, 2010).

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Appendix B: Surveys

BOOK IN THE BAG POST SURVEY 1st and 2nd grade students

Teacher's DIRECTIONS

EACH TEACHER INTRODUCES THE SURVEY TO THEIR CLASS. AFTER READING THE DIRECTIONS AND COMPLETING THE FIRST QUESTION (PRACTICE EXAMPLE), THE TEACHER READS THE ENTIRE SURVEY TO THE CLASS AND FOLLOWS ALONG WITH AN OVERHEAD PROJECTION OF THE SURVEY SO ALL STUDENTS CAN SEE AND FOLLOW THE TEACHER'S DIRECTIONS.

Teacher DIRECTIONS	Teacher reads the following directions to his/her classroom of students
Ask your students a couple of questions to make sure they know the meaning of SOCIAL SKILLS.	This survey is about social skills. QUESTION: What are social skills? (let students respond) QUESTION: Tell me some examples of social skills.
Re-cap the discussion by clearly defining social skills.	Our class has a lot of students. In some ways we are the same and in some ways that we are different. Social skills help us get along with others. We show our kindness and respect by the way we talk to others, share with and join others in our play and work, and how we listen and show respect, even if we don't always agree.
Read the following DIRECTIONS aloud. Point to the Xs as you describe the meaning of each X.	On each line there are five Xs and a social skill or activity ----something that you might do. Notice the different sized Xs. Each number has five Xs and---also on the same line --a social skill or something you might do. For the first group, questions numbered 1 through 6, circling an X shows how important the social skill is for you. Look at each line, the first X is very small and the last X is very large. The smallest X means NEVER IMPORTANT ---and the largest X means ALWAYS IMPORTANT.
On the following sample question (#1), point to each X as you continue your explanation.	Look at the first sentence (number 1). For " SAYING PLEASE AND THANK YOU " you will circle an X to show how important it is for YOU to say please and thank you. This little X means NEVER IMPORTANT. This X (second one) means NOT VERY OFTEN IMPORTANT or just a little bit important. This middle X (the third X) means SOMETIMES IMPORTANT. This X (fourth X) means VERY OFTEN IMPORTANT----a lot. The biggest X means ALWAYS IMPORTANT.
Prior to starting the survey, complete the practice question--# 1. Point to the practice question—Explain:	The first question, " SAYING PLEASE AND THANK YOU. " Circle the X that best describes how important it is for you to say please and thank you: Never IMPORTANT; NOT VERY OFTEN---a little bit IMPORTANT; SOMETIMES IMPORTANT; VERY OFTEN IMPORTANT ---a lot ; and ALWAYS IMPORTANT.
Read each question and wait for students to respond.	Now---let's look at the survey. I will read each sentence and you will circle the X that shows how important each social skill is to YOU. If you have questions, please let me know by raising your hand.

1st & 2nd -grade STUDENT POST-SURVEY

There are many different types of social skills. Some social skills are listed below.
On the left, circle an X to show how **IMPORTANT** each social skill is to you.

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
	NEVER important		Not very often a little bit		Sometimes	Very often a lot	ALWAYS important
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Saying please and thank you	
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Learning about social skills	
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Making good choices	
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Settling disagreements/arguments	
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Showing appreciation	
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Taking responsibility for my choices and actions	

There are many ways to learn about social skills. Some of these ways are listed below.
On the left, circle an X to show how **FUN** each activity would be for you.

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
	NEVER FUN		Not very often a little bit		Sometimes	Very often a lot	ALWAYS FUN
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Me reading a book or story about social skills	
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Teacher reading books to our class about social skills	
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Playing games that teach about social skills	
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Teacher talking to our class about social skills	
11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Completing a worksheet about social skills	
12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Talking with each other in class about social skills	
13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Acting out role plays about social skills	
14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Watching a movie that teaches social skills	

BOOK IN THE BAG
POST SURVEY 3rd, 4th, 5th, and 6th grade students

Teacher's DIRECTIONS

AS THE TEACHER, YOU INTRODUCE THE SURVEY TO YOUR CLASS. AFTER READING THE DIRECTIONS AND COMPLETING THE FIRST QUESTION (PRACTICE EXAMPLE), THE TEACHER READS THE ENTIRE SURVEY TO THE CLASS AND FOLLOWS ALONG WITH AN OVERHEAD PROJECTION OF THE SURVEY SO ALL STUDENTS CAN SEE AND FOLLOW THE TEACHER'S DIRECTIONS.

Teacher DIRECTIONS	Teacher reads the following directions to his/her classroom of students
Ask your students a couple of questions to make sure they know the meaning of SOCIAL SKILLS.	These questions (point to survey) are about social skills. QUESTION: What are social skills? (let students respond) QUESTION: Tell me some examples of social skills.
Re-cap the discussion by clearly defining social skills.	Our class has a lot of students, each person is unique. Social skills help us get along with others. We show our kindness and respect by the way we talk to others, share with and include others, play and work with others, and how we listen and show respect, even when we disagree.
Read the following DIRECTIONS aloud. Point to the Xs as you describe the meaning of each X.	On each line there are five Xs and a social skill or activity -----something that you might do. Notice the different sized Xs. Each number has five Xs and---on the same line --a social skill or something you might do. For the first group, questions numbered 1 through 6, circling an X shows how important the social skill is for you. Look at each line, the first X is very small and the last X is very large. The smallest X means NEVER IMPORTANT ---NONE---and the largest X means ALWAYS IMPORTANT.
On the following sample question (#1), point to each X as you continue your explanation.	Look at the first sentence (number 1). For " SAYING PLEASE AND THANK YOU " you will circle an X to show how important it is for YOU to say please and thank you. This little X means Never IMPORTANT. This X (second one) means NOT VERY OFTEN IMPORTANT or just a little bit important. This middle X (the third X) means SOMETIMES IMPORTANT. This X (fourth X) means VERY OFTEN IMPORTANT---a lot. The biggest X means ALWAYS IMPORTANT.
Prior to starting the survey, complete the practice question--# 1. Point to the practice question—Explain:	The first question, " SAYING PLEASE AND THANK YOU. " Circle the X that best describes how important it is for you to say please and thank you: Never IMPORTANT; NOT VERY OFTEN---a little bit IMPORTANT; SOMETIMES IMPORTANT; VERY OFTEN IMPORTANT ---a lot ; and ALWAYS IMPORTANT.
Read each question and wait for students to respond.	Now---let's look at the survey. I will read each sentence and you will circle the X that shows how important each behavior is to YOU. If you have questions, please let me know by raising your hand.

3-4-5-6-grade STUDENT POST-SURVEY

There are many different types of social skills. Some social skills are listed below.
On the left, circle an X to show the **IMPORTANCE** of each social skill.

		x	X	X	X	X	
		NEVER important	Not very often a little bit	Sometimes	Very often a lot	ALWAYS important	
1	x	X	X	X	X		Saying please and thank you
2	x	X	X	X	X		Learning about social skills
3	x	X	X	X	X		Making good choices
4	x	X	X	X	X		Settling disagreements/arguments
5	x	X	X	X	X		Showing appreciation
6	x	X	X	X	X		Taking responsibility for my choices and actions

There are many ways to learn about social skills. Some of these ways are listed below.
On the left, circle an X to show how **FUN** each activity would be for you.

		x	X	X	X	X	
		NEVER FUN	Not very often a little bit	Sometimes	Very often a lot	ALWAYS FUN	
7	x	X	X	X	X		Me reading a book or story about social skills
8	x	X	X	X	X		Teacher reading books to our class about social skills
9	x	X	X	X	X		Playing games that teach about social skills
10	x	X	X	X	X		Teacher talking to our class about social skills
11	x	X	X	X	X		Completing a worksheet about social skills
12	x	X	X	X	X		Talking with each other in class about social skills
13	x	X	X	X	X		Acting out role plays that teach about social skills
14	x	X	X	X	X		Watching a movie that teaches social skills

9 16 2011 BIB survey








1st & 2nd STUDENT SURVEY**TEACHER DIRECTIONS: PRACTICE QUESTIONS**

EACH TEACHER INTRODUCES THE SURVEY TO THEIR CLASS. AS STUDENTS TAKE THE SURVEY, TEACHERS READ THE ENTIRE SURVEY TO THE CLASS AND FOLLOW ALONG WITH AN OVERHEAD PROJECTION OF THE SURVEY.

Actions to accompany directions	Teachers, please read these directions aloud to your students
Point to the first row of Xs	<p>Notice the different sized Xs on this paper. Each sentence describes a behavior--what you do.</p> <p>Each sentence has an arrow that points to <small>x</small> X X X X</p> <p>Circling an X shows how often you do the behavior. The smallest X means NEVER and the largest X means ALWAYS.</p>
On the first 2 sample questions, point to each X as you continue your explanation	<p>For each sentence you will circle an X to show how often you do what the sentence describes.</p> <p>This little <small>x</small> means NEVER.</p> <p>This X (<i>second one</i>) means A LITTLE BIT.</p> <p>This X (<i>third X</i>) means SOMETIMES.</p> <p>This X means A LOT. The biggest X means ALWAYS.</p> <p>If you do not understand a sentence, let me know and I will explain what the sentence means.</p>
TEACHERS: Prior to starting the survey, please complete the first 2 practice examples (*at the top of the student's survey).	<p>Go to question #1</p> <p>This says, "I eat ice cream." Circle the X that shows how often you eat ice cream. If you are allergic to ice cream and NEVER eat ice cream circle the smallest X. If you eat ice cream only on your birthday---once a year---mark this <small>x</small> (POINT to the next to the smallest X). When you circle this X it means you eat ice cream just a little bit. But...let's say you eat ice cream EVERY WEEK--- that means A LOT of the time you eat ice cream. Circle this X (point to the next to the biggest X).</p>
Watch the students and make sure they understand how to circle one X for each question.	<p>Go to question #2</p> <p>I watch news on TV</p> <p>Circle the X that shows how often you watch news on TV.</p> <p>Now let's go on to question 3. I will read each question and wait for you to circle the X that shows how often. Only circle one X for each question.</p>

1st & 2nd STUDENT SURVEY

SAMPLE QUESTIONS

Think about each statement. On the left, circle an X to show how often YOU do the behavior.						
<div style="display: flex; justify-content: space-around; align-items: center;"> x NEVER; X A little bit; X Sometimes; X A lot; X ALWAYS </div>						
1	x	X	X	X	X	I eat ice cream
2	x	X	X	X	X	I watch news on TV
<div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> <p style="background-color: yellow; padding: 2px;">CHOICES HAVE CONSEQUENCES</p> <p>When there is a problem...</p> </div>  </div>						
3	x	X	X	X	X	I think about the problem
4	x	X	X	X	X	I decide on my choices
5	x	X	X	X	X	I think about what happens after I make choices
6	x	X	X	X	X	I make the best choice of all
<div style="display: flex; justify-content: space-around; align-items: center;">      </div> <p style="background-color: yellow; text-align: center; margin-top: 5px;">RESOLVING DIFFERENCES</p>						
7	x	X	X	X	X	I decide if I disagree with the other person
8	x	X	X	X	X	I tell how I feel about the problem
9	x	X	X	X	X	I ask the other person how they feel about the problem
10	x	X	X	X	X	I listen to their answer

11	x	X	X	X	X	I ask others to help us make a compromise
12	x	X	X	X	X	My words show that I care about others
<p>COMPROMISE means when I and the person I disagree with “give and take” to come to an agreement. I do not totally get my way and neither does the other person. I do not get everything I want and settle for something that fits BOTH of us.</p>						
		<p style="text-align: center;">SHOWING APPRECIATION When someone does something nice for me.....</p>				
13	x	X	X	X	X	I think about what others do for ME
14	x	X	X	X	X	I look at the person
15	x	X	X	X	X	I say “THANK YOU”
16	x	X	X	X	X	I tell others what I am thankful for
		<p style="text-align: center;">ACCEPTING RESPONSIBILITY When something goes wrong...</p>				
17	x	X	X	X	X	I think about what I did
18	x	X	X	X	X	I think about what I should have been doing
19	x	X	X	X	X	I think: How can I make it right?
20	x	X	X	X	X	I think: What will I do next time?
	x	X	X	X	X	I enjoyed the books and activities about accepting responsibility

BOOK IN THE BAG 9 16 2011
STUDENT SURVEY 3rd, 4th, 5th, and 6th grade students




Teacher's DIRECTIONS


EACH TEACHER INTRODUCES THE SURVEY TO THEIR CLASS. AFTER READING THE DIRECTIONS AND COMPLETING THE FIRST TWO QUESTIONS (2 PRACTICE EXAMPLES), THE TEACHER READS THE ENTIRE SURVEY TO THE CLASS AND FOLLOWS ALONG WITH AN OVERHEAD PROJECTION OF THE SURVEY SO ALL STUDENTS CAN SEE AND FOLLOW THE TEACHER'S DIRECTIONS.

Teacher DIRECTIONS	Teacher reads the following directions to his/her classroom of students
Please read the following DIRECTIONS aloud. Point to the Xs as you describe the meaning of each X.	On each line there are 5 Xs and a sentence. Notice the different sized Xs. Each sentence describes a behavior---what someone does. Circling an X shows how often either you or your class does the behavior. The first X is very small and the last X is very large. The smallest X means NEVER and the largest X means ALWAYS.
On the following sample questions, point to each X as you continue your explanation.	Look at the first sentence (number 1). For this sentence you will circle an X to show how often you do what the sentence describes. This little X means NEVER. This X (second one) means NOT VERY OFTEN or a little bit. This X (third X) means SOMETIMES. This X means VERY OFTEN or a lot. The biggest X means ALWAYS.
Prior to starting the survey, complete 2 practice examples (questions 1 and 2). Point to the first practice question— Explain:	The first question, "I EAT ICE CREAM" is white. Each time you see a white question you will know it is about one person---YOU. Circle the X that best describes how often you eat ice cream: NEVER; NOT VERY OFTEN (a little bit); SOMETIMES; VERY OFTEN (a lot); or ALWAYS.
Point to Question #2.	Question #2 "We eat ice cream" is shaded gray. Gray questions are always about our classroom, all of the students in this room. Circle the X that best describes how often our classroom of students eats ice cream: NEVER; NOT VERY OFTEN (a little bit); SOMETIMES; VERY OFTEN (a lot); and ALWAYS.
Read each question and wait for students to respond.	I will read each sentence and you will circle the X that shows how often you or your class does the behavior. If you have questions, please let me know by raising your hand.

3-4-5-6-grade STUDENT SURVEY



Think about each statement. On the left, circle an X to show how often YOU or your class does each behavior.

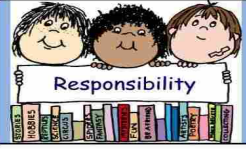

	x	X	X	X	X	
	NEVER;	Not very often;	Sometimes;	Very often;	ALWAYS	
		a little bit		a lot		
1	x	X	X	X	X	I eat ice cream.
2	x	X	X	X	X	We eat ice cream.
<div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p style="text-align: center;">CHOICES HAVE CONSEQUENCES When there is a problem.....</p>						
3	x	X	X	X	X	I think about the problem
4	x	X	X	X	X	WE think about the problem
5	x	X	X	X	X	I decide on my choices
6	x	X	X	X	X	WE decide on our choices
7	x	X	X	X	X	I think about what happens after I make choices
8	x	X	X	X	X	We think about what happens after We make choices
9	x	X	X	X	X	I make the best choice of all
10	x	X	X	X	X	WE make the best choice of all



RESOLVING DIFFERENCES						
11	x	X	X	X	X	I decide if I disagree with the other person
12	x	X	X	X	X	WE decide if WE disagree with others
13	x	X	X	X	X	I tell how I feel about the problem
14	x	X	X	X	X	WE tell how WE feel about problems
15	x	X	X	X	X	I ask the other person how they feel about the problem
16	x	X	X	X	X	WE ask others how they feel about the problem
17	x	X	X	X	X	I listen to the answer
18	x	X	X	X	X	WE listen to the answer
19	x	X	X	X	X	I ask others to help us make a compromise (see bottom of page)
20	x	X	X	X	X	WE ask others to help us make a compromise
21	x	X	X	X	X	What I say shows I care about others
22	x	X	X	X	X	What WE say shows WE care about others

COMPROMISE means when I and the person I disagree with “give and take” to come to an agreement. I do not totally get my way and neither does the other person. I do not get everything I want and settle for something that fits BOTH of us.

 SHOWING APPRECIATION 						
23	x	X	X	X	X	I think about what others do for ME
24	x	X	X	X	X	WE think about what others do for US
25	x	X	X	X	X	I look at the person
26	x	X	X	X	X	WE look at the person
27	x	X	X	X	X	I say "THANK YOU"
28	x	X	X	X	X	WE say "THANK YOU"
29	x	X	X	X	X	I tell others what I am thankful for
30	x	X	X	X	X	WE tell others what WE are thankful for

 ACCEPTING RESPONSIBILITY 						
When something goes wrong...						
31	x	X	X	X	X	I think about what I did
32	x	X	X	X	X	WE think about what WE did
33	x	X	X	X	X	I think about what I should have been doing
34	x	X	X	X	X	WE think about what WE should have been doing

35	x	X	X	X	X	I think: How can I make it right?
36	x	X	X	X	X	WE think: How can WE make it right?
37	x	X	X	X	X	I think: What will I do next time?
38	x	X	X	X	X	WE think: What will WE do next time?
	x	X	X	X	X	I enjoyed the books and activities about accepting responsibility

