Northwestern College, Iowa

## NWCommons

Master's Theses & Capstone Projects                                                    Education

Spring 2021

# The Use of Social Stories to Teach Appropriate Social Skills to Create a Peaceful Classroom Environment

Kallie Turner

The Use of Social Stories to Teach Appropriate Social Skills to

Create a Peaceful Classroom Environment

Kallie Turner

Northwestern College

An Action Research Project Presented

in Partial Fulfillment of the Requirements

For the Degree of Master of Education

**Abstract**

This action research was motivated by the researcher's own classroom observations of student behavior and social interactions as well as an interest in how social stories have been proven to help individual students in social situations. Having had individual students who benefitted from social stories, the researcher's interest grew; the researcher wondered if this same process could be used with an entire class. The researcher is a kindergarten teacher in her fifth year of teaching and had her own students participate in the implementation of reviewing social stories to practice social skills to improve the overall quality of the classroom environment. This study took place over a 14-week period where a new social skill was introduced via social story each week. Over the course of the week, the given social story was repeated each day as well as on an as-needed basis for individual students. The data reflected irregularities due to the COVID-19 pandemic, making the study inconclusive.

*Keywords: social skills, social stories, classroom environment*

**Table of Contents**

**The Use of Social Stories to Teach Appropriate Social Skills to**

**Create a Peaceful Classroom Environment**

Over the years, kindergarten classrooms have seen a decline in the appropriate use of social skills among students. Young children have trouble with listening to and responding to their peers appropriately, stating their needs and emotions, and being flexible when things don't go exactly as planned or the way they wanted. The problem is that students do not have the appropriate social skills to interact with their peers, a deficit that creates a hectic classroom culture not supportive to learning.

Kindergarten is a time when students should start becoming independent in their academic and social interactions. It is clear that social skills are not developed in the home as much as they once were. At this age, social skills are just as important as the academics that are being taught in school; therefore, social emotional lessons have become an essential part of the school day for young students. The purpose of this action research project is to implement social emotional lessons, specifically social stories, so students will learn and practice appropriate social skills in hopes of creating a calm and peaceful classroom that is conducive to student learning. The research question being addressed is, "does the use of social stories to teach students social skills create a calm and peaceful classroom environment conducive to learning?"

To examine the importance of social skills and their development in young learners, articles published within the last ten years were reviewed. The Dewitt Library's online databases provided by Northwestern College was used to access relevant articles. Included in

this literature review are articles and studies that included information regarding relationships within the classroom, social emotional needs, social skill development and importance, and/or the use of social stories.

The review of literature was made up of four main parts: relationships, social emotional needs, social skills, and social stories. Building strong, positive teacher-to-student relationships is an essential part of a well-run classroom; without these relationships, there is no learning. Positive student-to-student relationships are a large part of making the classroom community successful. When relationships are positively established by all parties, a calm and peaceful environment can be maintained. Recognizing the social emotional needs of students can provide insight into what socials skills are absent. It's also important to understand what social skills are and why they are important in school and in everyday life. Lastly for the purpose of this research, is understanding if the implementation of social stories helps student's gain a better understanding of social skills that are needed for students to be successful in the classroom. In the review of literature, this information will be detailed to help the reader gain a better understanding of why this action research project is important in today's classroom and how it will help students in the future.

## Review of the literature

### Building Relationships

Encouraging students to use appropriate social skills is a crucial part of a kindergarten classroom that can be managed by building relationships with students. Content area and pedagogical classes in teacher education programs stress the importance of building

relationships with students to create an environment conducive to student learning. While

teacher-student relationships are important, student-to student relationships may be just as

important. Dr. George Bear and Dr. Lindsey Mentz (2016) from the University of Delaware

conducted a qualitative research study to provide guidance on how relationships impact the

classroom experience. Their focus was the school climate and behavioral outcomes. They

concluded that student to-student relationships are equally as important as teacher-student

relationships when creating a classroom culture. Positive student-to-student relationships, as

well as having teachers responsive to peer and social dynamics, have been found to cultivate

emotional support and encourage a structured setting (Bear et al, 2016). Unfortunately, present

day kindergarten students are entering school without the appropriate social skills to

communicate and interact with their peers appropriately (Cawaling, 2020). Without such skills,

the environment, and the peers within, are likely to suffer.

Relationships in a classroom are just as important as the academic learning that takes

place, according to Bear et al. (2016), Mangin (2010), Minahan et al., 2019) and Split et a

(2016). Relationships between the teacher and students contributes to the culture of the

environment, the amount of engagement that can be seen, and the influence that can be had

on a students' future. Students with caring and supportive interpersonal relationships in school

(with teachers and with peers) report more positive academic attitudes and values as well as

more satisfaction with school (Bear et al, 2016). Positive relationships encourage growth and

change.

Melinda Mangin (2010), an assistant professor at Michigan State University, conducted a

qualitative research study in the area of math implementation, examining the effect of general

negative perceptions of math by elementary teachers and how the negative perceptions influenced relationships between colleagues as well as their desire to make a change in their math teaching. The study took place at Garden Side Elementary in Lakewood, Michigan with the introduction of a new math specialist. During this study, the goal was to create a positive math culture among teachers and students as well as improve standardized test scores in the area of math. The study had three parts of implementation. First, during the fall semester, the math specialist encouraged the use of nonthreatening math activities, such as Bingo, to alter preconceived notions of math. The next step was to have reflective conversations about instructional practices with PLC teams. Mangin (2010) found that the teachers were not able to move past their negative perceptions of math during these reflective conversations, but rather their negative perception spread amongst other teachers as well as the students in the school. The math specialist recognized the negative perception of math and suggested new math ideas and practices for classroom implementation in hopes of building strong relationships with her colleagues. The math specialist moved to a new approach of one-on-one modeling starting with five kindergarten teachers and four first grade teachers. The math specialist visited these classrooms once per week for a total of 30 successfully modeled lessons. Though these one-on-one lessons within individual classrooms went well, not all teachers were ready to surrender to the process, and many upper elementary teachers, who had not had one-on-one modeling sessions, questioned the intentions of the math specialist at all. This process gave way to a mistrust where productive and reflective conversations could not be had with all teachers, leading to unsuccessful attempts to increase student performance. In a field where collaboration amongst colleagues is essential for progress, teachers must be able to build

trusting relationships with each other. The influence of teacher-to-teacher relationships in schools potentially have a direct impact on how teachers build relationships with their students as well as how students build relationships with their peers.

Behavior management has proved to be an effective way for teachers to build relationships within their classrooms. According to a study entitled, "Use of Praise and Reprimands as Critical Ingredients of Teacher Behavior Management: Effects on Children's Development in the Context of a Teacher-Mediated Classroom Intervention," the use of praise and reprimands shapes the functioning of the classroom (Split et al., 2016). Though praise is a widely recognized practice in the educational community, recent research has shown the use of praise is used far less than the use of reprimands. This study examined how praise for good behavior and reprimands for negative behaviors were used in 30 second-grade classrooms in 15 different schools. The Good Behavior Game (GBG), an intervention to promote on-task behaviors and prevent disruptive behaviors, was used in half of the classrooms in the study. The GBG was played three times per week during regular classroom lessons, gradually increasing in duration of time as the study continued. Observations of frequency of verbal praise and reprimands were made as well as the socio-behavioral dynamics within the classroom. The researchers also included peer-reported observations in their study. The results suggest that classrooms with more effective behavior management, indicated by more praise and fewer reprimands, enhanced students' development during the course of the school year. When a teacher makes negative remarks on a frequent basis, the climate of the classroom suffers. Split et al. (2020) argues that this type of negativity may affect a child's sense of security and self-esteem, as well as cause more withdrawn social and emotional behaviors within the classroom.

The study concludes that there were more positive outcomes when teachers used fewer reprimands and more praise. The impact on how the use of praise can affect the classroom climate provides insight into how positive relationships between the teacher and the student can affect the overall classroom environment. Though praise should be used cautiously, as some students can be negatively impacted by the public attention, its effects on the classroom and the relationships within it have been considered beneficial.

**Social Emotional Needs**

When attempting to build relationships and create a successful classroom environment, it's important to understand the social emotional needs of students. Bardhoshi (et al., 2019), conducted qualitative research on assessment instruments that school counselors use to effectively provide services for students and information for teachers to use within their classroom. The study examined five different instruments that can be implemented by school counselors to assess students struggling with emotional and behavioral concerns such as depression, anxiety, post-traumatic stress disorder (PTSD), obsessive compulsive disorder (OCD), oppositional defiance disorder (ODD), attention deficit hyperactivity disorder (ADHD), conduct disorder (CD), and other problematic behaviors interfering with academics, relationships, and classroom behaviors. The instruments that counselors have free-access to include the Hamilton Rating Scale for Depression (HAM-D),

Generalized Anxiety Disorder Screener (GAD-7), PTSD Checklist (PCL), Swanson, Nolan, and

Pelham IV (SNAP), and the Vanderbilt Assessment Scale from the National Institute for Children's Health Quality (NICHQ). These different assessment instruments use different

formats such as self, parent, and teacher reporting, as well as counselor assessment. The use of

different assessment formats helped counselors gain different perspectives on the students to

be able to correctly plan interventions to meet their needs. While these assessments are readily

available for counselors, Bardhoshi et al. (2019) found that many school counselors reported

primarily using an unstructured interview format for assessment. However, this research

concluded that the use of these free access assessments provided more "structured and

quantifiable approach" and supports the use of these instruments with children in the school

setting (Bardhoshi et al., 2019, p. 7). Using these screeners helps gather data as sustainable

evidence that is objective as well as addresses areas that may have not been seen as a concern

previously to facilitate intervention and to be used as a referral to a specialist for treatment and

follow-up services.

In addition to using these assessments for students, Bardhoshi et al. (2019) found that

utilizing other staff within school buildings is beneficial for making positive changes within a

classroom. School counselors are helpful when it comes to relationship building among teachers

and students and can also be an additional trusted adult for a student to turn to in a time of

need. Most school counselors are trained in mental health challenges and identifying and

providing correct and necessary interventions (Bardhoshi et al., 2019). Bardhoshi et al. (2019)

writes, "when counselors successfully address students' emotional and behavioral challenges

early in their school experience, students are more likely to develop resiliency skills, complete

high school and be more successful in life" (p. 1).

School counselors have found that using social stories can have a positive impact on student behavior. Social stories often fit within their comprehensive counseling programs and can also be integrated into other interventions such as Response to Intervention (RTI) or Positive Behavior Intervention and Supports (PBIS) (Goodman et al., 2017). Being aware of students' social emotional needs provides insight into what social skills are lacking among students and what social skills need to be taught directly.

**Social Skills**

The impact of the lack of social skills by students beginning their educational careers has been well researched. "Enhancing Social Skills of Kindergarten Children with Autism Through the Training of Multiple Peers as Tutors" *(*Laushey et al., 2000*)* documents a research study conducted in two kindergarten classrooms of 20-25 general education students as well as at least one student with autism. The goal of this study was to use buddy time within the classroom for students to model and practice age-appropriate social skills. Students were taught to play and communicate with their buddy during center time. Buddies were changed daily so students had the opportunity to practice with different students. Students were observed for 10 minutes every 10 days on age-appropriate social skills including asking for an object and responding to the answer, appropriately getting attention from others, waiting their turn, and looking at the person speaking. The researchers found that social skills performance increased with the use of the buddy program. The research study found that the peer tutoring process also helped the student with autism. Data from the study showed that all of the students progressed in their social skills abilities and development. Laushey et al. (2000)

concludes that because the "lack of social skills inhibits the development of interpersonal relationships, including positive relationships with peers" (p. 183), specific training and a supportive structure are necessary for students to make growth in their social skills.

Often, passive immersion in classroom life is hypothesized to be enough to meet all students' social skill needs.  However, as time has passed and more inclusive classrooms have become normalized, more direct social skills instruction has been found to be needed. Allowing time for meaningful learning and purposeful practice of appropriate social skills increases results and achieves greater long-term effects toward a more accepting and peaceful classroom. It is important that students receive social emotional learning (SEL) instruction in early childhood education in order to form strong, positive, long-lasting relationships and to succeed academically (Cawaling, 2020).

Social emotional learning (SEL) is described as having three components: emotional processing, social and interpersonal skills, and cognitive relations (Cawaling, 2020). SEL is "the capacity to recognize and manage emotions, solve problems effectively, and establish positive relationships with others" (Goodman, 2019, p.26).  Allison Cawaling (2020), a student at California State University, sought to understand the emotional process of young children. She immersed herself as a teacher-researcher into a pre-school aged classroom at the Cabrillo College Children's Center to observe and engage with students through short lessons. There were 23 children ages 3.5 to 4.5 in this classroom. Cawaling (2020) provided three 15-minute lessons with a goal of having students identify their current emotions, indicate why they were feeling a certain emotion, and demonstrate a calming technique. They read books about

emotions and practiced identifying emotions through pictures. They also drew their own

pictures of emotions and engaged in imaginative play about emotions.

Cawaling (2020) found that these young students were able to identify emotions such as

happy, sad, mad, calm, and loved within themselves and others, but were not able to identify

actions that made them feel a certain way. Emotional processes allow children to recognize and

label their own feelings and emotions as well as the feelings and emotions of their peers

(Cawaling, 2020). Social and interpersonal skills encompass being able to have positive

interactions with peers by recognizing and understanding appropriate social cues and

interpreting the behaviors of those around them (Cawaling, 2020). The results of Cawaling's

(2020) study suggest that students need social and emotional instruction to fully understand

their own feelings, the feelings of others, and what makes them feel a certain way and why.

This foundational understanding was found to help students develop appropriate social skills.

The development of appropriate social skills has been found to have a profound impact

on a child's emotions and behaviors. According to research by Bardhoshi (et al., 2019), about 20

percent of youth in the U.S. have emotional or behavioral challenges. "The Individuals with

Disabilities Education Improvement Act (2004) recognized the negative effects these challenges

can have on students' academic performance" (Bardhoshi et al., 2019, p. 1). Consequently,

learning about social interactions and practicing them on a daily basis is an essential skill in the

early educational careers of our youth. The recommendation by Bardhoshi et al. (2019) that

assessment instruments are needed to provide necessary information to help individual

students in their academic, social, and behavioral experience coincides with Cawaling's (2020)

findings. Both research by Bardhoshi et al. (2019) and Cawaling (2020) confirm that

understanding students' social emotional needs and providing them with appropriate interventions and instruction is an essential part of their developmental needs.

Social skills training enables kids to learn the skills that are needed to be active participants within the classroom and community. In a longitudinal research study by Castro et al. (2018), 17 child participants as well as their first and third grade teachers were observed for emotion recognition and problem behaviors. Participants completed the Peabody Picture Vocabulary Test (PPVT-III), the Assessment of Children's Emotion Scale (ACES), and the Increasingly Clear Emotions task (ICE) to gauge ability in emotional recognition. Teachers rated students' hyperactivity using the Social Skills Rating System for Teachers (SSRS-T) to measure problem behaviors. The goal of the study aimed to explore a link between a child's ability to recognize emotion and their hyperactivity. Castro et al. (2018) argued that being able to recognize emotion at an early age can play a role in social skill acquisition that if not properly acquired could result in later problems with behavior. This applies vice versa as well; problem behaviors may lead to the inability to appropriately recognize emotion (Castro et al., 2018). Children with limited opportunities to practice appropriate social interactions due to peer avoidance and/or minimized or modified interactions with peers because of their behavior may not be able to develop the skills needed to be successful in their peer interactions. Most of the time, children are able to master the skill of emotion recognition, which can be defined as "the subset of skills involved in attending to, identifying, and labeling facial, bodily, and vocal expressions of emotions displayed by the self or others" by the age of five (Castro et al., 2018, p. 157). The mastery of emotion recognition empowers children to make informed decisions about their own emotions as well as those of others.

While the development of social skills within children can impact their lives in positive

ways, the lack of social skills within children can be problematic. In research by Cawaling (2020),

she declares that "without strong social skills, students may demonstrate problem behaviors

and low academic success later in school" (p. 2). Behavior difficulties (due to lack of social skills)

may become less manageable without intervention after the age of 8 (Cawaling, 2020). Another

researcher, Michael Haslip (2020), agrees that the lack of appropriate instruction may lead to

impatient emotions, blunt and igniting reactions, and the inability to solve problems with

language that does not continue the conflict or create escalation. According to Haslip (2020),

relational aggression is also a means for concern: "hurtful peer language used to exclude or

disrupt children's sense of group and peer belonging and weaken ties of friendship" (p. 3).

Being able to share honest thoughts in a school setting can be hard when the environment

tolerates impatience, anger, and aggression (Haslip, 2020). The research studies by Cawaling

(2020) and Haslip (2020) have provided insight into teaching students to become more

cognizant of their social behaviors in school as well as in general social settings and the impact

of teaching social skills has on their surrounding environment.

**Social Stories**

Social skills can be embedded into the classroom in many ways. Michael Haslip (2020), a

teacher-researcher at Drexel University, noticed impatient emotions, blunt reactions, hurtful

language, and the inability to solve problems occurring in his classroom. He wanted to see his

students use more courteous language patterns to build authentic relationships as well as

create a better focus on learning. Haslip (2020) believed that courteous language needs to be

modeled and practiced in order to be sustained. His qualitative research study took place within

his own classroom comprised of 20 first grade students in Virginia. Haslip (2020) created

courtesy scripts to give students the words they needed to appropriately interact with peers.

Morning circle, as well as time with peer buddies, was used to practice specific social skills. He

introduced courteous phrases one at a time starting with the phrase, "Will you please. . . ." The

class listened to this phrase in different contexts and with examples as well as repeated these

phrases for practice. Students practiced in pairs and made up their own "will you please"

statements.

During the duration of his study, Haslip (2020) found that an intervention of how to

listen to and respond to these statements was necessary. He then implemented responses that

good listeners give upon hearing such statements during morning meetings. The class discussed

verbal responses and action responses. Haslip (2020) concluded that when children did not

know how to make requests or provide a response, problem behaviors occurred. He concluded

that the most efficient way to improve language and behaviors in the classroom was to

explicitly give students scripts that they could apply to various situations. Applying the use of

the scripts to generalized social situations is difficult for students due to the diverse types of

social interactions students may have on a daily basis.

Furthermore, teachers need to be prepared for the kinds of interactions they may see in

the classroom. A study by Hoffman et al. (2015) looked at the effects of using Torey Hayden's

narratives in preservice teacher education. This research study included 98 participants who

graduated between 1992-2012 from initial special education certification programs and who

had completed an introductory course in which Hayden's books were used. The participants

had been teaching special education for a mean of 8.44 years. The study was designed to

measure the long-term influence of Torey Hayden's concept of using narrative stories to

develop an understanding of relationship development within a classroom. Participants were

sent a questionnaire of closed and open-ended questions and partook in an interview. The

study concluded that Torey Hayden's narrative accounts of real classrooms allowed the

preservice teachers to see and analyze situations from different perspectives as well as

construct their own knowledge of behaviors as opposed to just having the knowledge handed

down by someone else (Hoffman et al., 2015). As humans, we are motivated to listen more

closely if the learning is in story form; concepts are easier to understand, and we are able to

recall details for a longer period. Hoffman and his team's (2015) research have shown that

narratives of social interactions and settings have proved useful in the special education

classroom. More research is needed to understand how they may be beneficial in general

education classroom as well.

Social stories have been used in special education, mainly for students with autism.

Much like Torey Hayden's classroom accounts to help teachers learn, social stories are used to

help children gain an understanding of their social surroundings. Social stories are "short

personalized stories designed to teach children with autism how to manage their behavior

during social situations by describing where the activity is likely to take place, when and how it

will occur, the emotional perspectives of others involved, and potential responses the target

child could display" (Litras et al., 2010, p.1). Social stories have been shown to produce a

generalization of skills across different settings (Litras et al., 2010).

Social stories have been used to help a child understand the expected behavior. In a study by Agosta et al. (2004), a child who had an autism diagnosis was observed. He spent the majority of his time in a special education setting with seven other students, one teacher, and two instructional assistants. The research study sought to use a social story to extinguish a problem behavior. In this case, the student would regularly scream during the morning meeting activities, causing distractions and interruptions throughout the special education classroom. During phase one of the study, a social story was read twice before morning circle time took place. It was read again once the child was seated in the circle, and again if necessary, at any point during the 20-minute lesson. The student was given verbal praise for every 5 minutes of expected behavior and was awarded with a happy face that could be traded for a tangible reward, in this case, candy. As time went on, the student no longer needed the tangible reward and only verbal praises were given. The student even was able to say, "no screams" as an indicator that he understood that screaming was not an appropriate behavior to display at this time. Overall, the results of this study were quite positive. The use of the social story decreased the number of screams by 13.8 screams in a 20-minute period; the student started with 21.2 screams and decreased them to 7.4 screams. The length of appropriate quiet time without screams also increase and was able to be maintained.

This strategy, the use of social stories, has been used as a whole-class intervention to create a more peaceful and productive environment based on the definition of social stories by Goodman (2017). "Social stories are an evidenced-based practice used to improve social, behavioral, and communicative functioning, especially in youth. (p. 25)." In kindergarten, considerable time is spent reading together and making connections to literature. Using social

stories as part of the curriculum is a way to facilitate an awareness of the development of social

skills in children. Goodman (2017) says that the goal of social stories is to prepare students for a

change in routine, increase understanding of expected behaviors, improve student perspective,

and prepare students for social situations. These are goals that educators have for all students,

not just those with disabilities. Using social stories in daily practice is a technique for students

to easily meet these goals in a way that is relatable to their everyday lives.

It can be inferred that social skills are an important and essential part of an early

childhood classroom. Without specific, direct instruction, children will lack the social skills

needed to be successful in the future. Allowing time for meaningful learning and purposeful

practice, rather than merely being immersed and expected to follow appropriate social

expectations, will have greater long-term effects and make for a more accepting and peaceful

classroom.

**Methodology**

**Participants**

This action research study sought to answer the question, "does the use of social stories

to teach students social skills create a calm and peaceful classroom environment conducive to

student learning?" This study took place in a kindergarten classroom comprised of 19 students

including 12 boys and seven girls. Of these students, eight of them have individualized

education plans (IEPs).  One student had an IEP goal for speech, two students had goals for

reading and math, and two had goals for behaviors.  One of the 19 participants in this study,

was autistic and participated in the school's autism program.  Additional supports provided for

the student include behavior intervention support through the SAIGE curriculum, which was

provided to one of the students by the school counselor once per week and reading support 20 minutes per day to three students.

This study took place during the 2020-2021 school year, a year that provided many schools and districts with unique challenges due to the COVID-19 pandemic. During the 14-week time period of the data collection for this action research project (September 2020-December 2020), the school district in which this research took place saw many different models of learning including 100% in person, hybrid-style, and virtual learning. During the two-week virtual learning period at the end of November, data was not collected as there was not an observable play centers time for data collections. Play centers time was the primary area of focus; it was a time when students were free to engage with their peers in imaginative play as well as in building and creating with manipulative toys. During 100% in person learning, which was the majority of the study period, data was collected each day. During this time, children were assigned into premade groupings of two or three students per center for the duration of play centers time. These premade groupings were imperative to contract tracing protocols. Groupings changed on a weekly basis and were turned into administrative staff to ensure correct information for tracking contact between students if a case of COVID-19 arose in the classroom. Data was also collected during hybrid-style learning in which students physically came to school every other day. On the days when students were not at school, students took part in mandatory online learning that took place through an online management system, Schoology. During this time, students were separated into two cohorts; group A and group B. For the class taking part in the study, group A had nine students: four girls and five boys. Group B had ten students with three girls and six boys. An IRB exemption was filled out and approved.

The participants in this study were not individually named or documented during the duration

or in the findings of this study. The variables were considered to be part of normal educational

practice indicating that there will be little to no disruption in the regular school day for student

participants.

**Procedures and Measures**

From September to December, a social story was read each day prior to play centers

time. Play centers time is a 30-minute portion of the day where students can freely interact

with peers, engage in imaginative play, and build and create with manipulative toys. Due to the

COVID-19 pandemic, some changes in the normal operations of play centers time had to be

implemented such as pre-determined student groupings by the teacher, staying in their pre-

determined groups for the duration of centers, and staying at their chosen center with their

group for the 30-minute play center period.

Each week, a new social skill topic was chosen. Topics included self-control, friendship,

manners, responsibility, honesty, sharing, and collaboration. In total, seven nonfiction social

skills books and 13 social story books were read during the duration of this study. On Monday,

or the first day of each week for the 12-week duration of the study, a nonfiction text on the

topic as well as a short social story in book format was read aloud to all students in the

classroom.  The same social story was read every day for a week prior to beginning play centers

time. During the first reading of the social story, comprehension questions were asked to gauge

student understanding of the topic and a short class discussion was also had about the

application of the skills to play centers time. In addition to reading the social story prior to play

centers, the social stories were also re-read to individual students as needed to students who were struggling to apply the appropriate social skills to their unique situation. During the play center time, if the students as a whole were struggling with maintaining a calm environment, the teacher would stop play center time, gather the students together, and would reread the daily social story and then would redirect the students back to their centers to return to play center time for the remainder of the 30 minutes.

The teacher, as well as an associate in the classroom, used a rating scale that was based on the overall sense of the classroom including the energy felt and language heard. Each day was rated a one (1), two (2) or three (3). A rating of one indicated that the classroom was calm, respectful language could be heard, and responsible behaviors could be seen. Not many reminders were given, and social stories did not need to be reread. A rating of three indicated that the room was not at its best; it was loud and chaotic. Verbal or physical aggression could also be seen from students during this time. Many reminders had to be given to students, and play centers needed to be stopped to reread the social story as a whole class. A rating of two was in between calm and chaotic; some reminders were need, the whole class did not need the social story reread, but some student groups did.

The data collected for this study was based on the independent variable (social stories) and dependent variables (building strong relationships and creating a calm and peaceful classroom setting). All data collected was qualitative in nature. Students demonstrating the appropriate social skills, positive relationships amongst students, and the overall peacefulness of the classroom setting was sought by the teacher researcher.

The following measurement instruments were used to collect data:

- Social Skills: observational/anecdotal records were taken on a daily basis. Demonstration of previously taught social skills, mainly during play centers time, were documented.

- Relationships: observational/anecdotal records were taken on a daily basis to collect information about the relationships forming in the classroom. Positive interactions and respectful behaviors between peers were desired behaviors.

- Calm and peaceful classroom: a monthly calendar was used each day to document a daily rating. A rating of one (calming, respectful language, responsible behaviors), two (somewhere in between), or three (crazy, loud, verbal or physical aggression) was given for each day.

The teacher-researcher recorded observations as accurately and fully as possible as well as consistently measured the data in the same way to keep the data reliable and valid. In addition, another adult, an associate within the classroom, also gave a rating for each day for another perspective of the classroom environment and the behaviors that could be seen.

**Data Collection**

The teacher-researcher and classroom associate collected data on a daily basis. Both independently documented the daily rating based on the scale below.

**Rating Scale:**
1= calm, respectful language, responsible behaviors, few reminders
2= some reminders, select students reread social story

3= loud, chaotic, verbal/physical aggression, many reminders, stopped for additional social story

During the first two weeks of data collection, students were in hybrid-style of learning, meaning only half of the class came to school at a time. No social skills lessons were formally implemented via social stories. Students spent time getting acquainted to the classroom and their new classmates. The data shows that the classroom remained calm the majority of this time. It can be inferred that the calm environment was due to the unfamiliar nature of the classroom at this point. Students were still gaining a comfortability with each other and the classroom.

| Date: | Social Skill: | Teacher Rating: | Associate Rating: | Anecdotal Notes: |
|---|---|---|---|---|
| September 14 | No social skill lesson | 1 | 1 | Hybrid A (9 students)<br>*First day of school for students in group A. These students were placed in groups of three on a daily basis. Groups were switched daily so they could get to know other students in the classroom. Center was chosen by teacher.<br><br>Very calm, many reserved toward each other |
| September 15 | No social skill lesson | 1 | 1 | Hybrid B (10 students)<br>*First day of school for students in group B. These students were placed in groups of 2 on a daily basis. Groups were switched daily so they could get to know other students in the classroom. Center was chosen by teacher.<br><br>Calm, more energy than yesterday's group, but still maintained a calm environment |
| September 16 | No social skill lesson | 1 | 1 | Hybrid A Groups based on gender--very mild group |

| September 17 | No social skill lesson | 1 | 2 | Hybrid B Groups based on gender--boys more "up" than girls |
|---|---|---|---|---|
| September 18 | No social skill lesson | 2 | 2 | Hybrid A more reminders needed about staying with our groups. |
| | | | | |
| September 21 | No social skill lesson | 2 | 3 | Hybrid B two out of five groups needed to be stopped today- talked to about respect for the toys |
| September 22 | No social skill lesson | 1 | 2 | Hybrid A calm |
| September 23 | No social skill lesson | 1 | 1 | Hybrid B calm, improvement from Monday |
| September 24 | No social skill lesson | 2 | 2 | Hybrid A rowdy groups-one with all boys; one with two boys, one girl |
| September 25 | No social skill lesson | 3 | 3 | Hybrid B must be Friday! Wild bunch. Stopped whole class to remind them of centers expectations. |

While there were no formal social skills lessons from September 14-25 to go along with our centers time, we did read a set of social stories about our feelings. This set of social stories was part of an *I Have Feelings* book set. During these weeks, we read the following books during our morning meetings:

*My Happy Day* by Julia Giachetti

*The Day I Felt Sad* by Molly Smith

*I Was So Mad* by Jessica Pippin

*Don't Worry, Mason* by Molly Smith

*Are you Scared, Jacob?* by Claire Daniel

*Jealous of Josie* by Barbra M. Linde

Throughout the duration of this data collection, more books in this series were used from the categories of I Get Along with Others and I Am in Control of Myself. I also used *Little World Social Skills* books to describe the social skill in a non-fiction format.

Starting on September 28-November 12, all students were in the classroom 100% of the time unless otherwise stated on the data collection sheet. Teacher assigned students to groups; the groups remained the same for the duration of the week. This precaution was encouraged by our district to ensure that we were able to contact trace in an efficient manner if a case of COVID-19 arose.  Five new social story topics were introduced: self-control, friends, manners, responsibility, and honesty.

| Date: | Social Skill: | Teacher Rating: | Associate Rating: | Anecdotal Notes: |
|---|---|---|---|---|
| September 28 | First day with all students-- went over centers expectations. | 1 | 2 | Really good first day with everyone together. Students were in groups of 2 or 3. Center was chosen by teacher. Reminders were given to few groups. |
| September 29 | Self-Control *Be Patient, Maddie* by Molly Smith | 2 | 1 | Several reminders about appropriateness with toys. One group stopped and reread the social story about patience. |
| September 30 | Self-Control *Are you Listening, Jack?* by Ellen Garcia | 3 | 3 | Wild day! Stopped the whole class early and cleaned up, reread the social story, and did not have a chance to go back to playing. Talked about listening to other friends and the teacher's directions. |
| October 1 | Self-Control *I can Stay Calm* by Claire Daniel | 2 | 2 | Talked about staying calm- with our voices and our bodies. During centers, I walked around giving gentle reminders about calmness (without groups being too rowdy- as a preventative measure- most responded well.) |
| October 2 | Self-Control No Social story | 2 | 3 | Reviewed being in control of ourselves- repeated "I am in charge of ME!" |

| | | | | Two boys (two different groups) seemed to be extra wild with their center today. Reread social story from yesterday to their groups. |
|---|---|---|---|---|
| | | | | |
| October 5 | Friends *Friends* by Meg Greve "Please stop, I don't like that." | 3 | 3 | We talked about being friends and how friends treat each other. We also discussed the use of the phrase "Please stop, I don't like that" in the event that a friend is doing something that we do not want them to day. Heard many inappropriate language uses-saying unkind things. **I wonder if this is because we discussed using the phrase above and they just wanted to use it. Stopped centers and talked about what being a friend is again- no social story. |
| October 6 | Friends *I can be Kind* by Jessica Pippin | 2 | 1 | Much kinder than yesterday Two groups reread social story |
| October 7 | Friends *That's Not Fair* by Claire Daniel | 1 | 1 | Three male students absent- big difference in classroom dynamic. Very calm day. |
| October 8 | Friends *I can be Kind* by Jessica Pippin | 2 | 2 | Three groups reread social story- unkind language, not respectful |
| October 9 | Friends *That's Not Fair* by Claire Daniel | 3 | 2 | Friday wild- so much tattling. Stopped whole class- reread social story- back to play (didn't help much with the wild) |
| | | | | |
| October 12 | Manners *May I Please?* By Kyla Steinkraus *I Show Respect* by Barbara M. Linde | 3 | 3 | Whole class stopped to reread social story |
| October 13 | Manners | 3 | 2 | Whole class stopped to reread social story |

| | | | | |
|---|---|---|---|---|
| | *I Show Respect* by Barbara M. Linde | | | |
| October 14 | Manners *I Show Respect* by Barbara M. Linde | 3 | 3 | Whole class stopped to reread social story |
| October 15 | Manners *I Show Respect* by Barbara M. Linde | 2 | 3 | Four of seven groups stopped to reread social story |
| October 16 | Manners *I Show Respect* by Barbara M. Linde | 3 | 3 | Wild week! Centers groups were not at their best. Dynamics between students within each group caused the room to accelerate in chaos. Whole class stopped to reread social story |
| | | | | |
| October 19 | Responsibility *Responsibility* by Kelli L. Hicks *Charlie is Responsible* by Ellen Garcia | 1 | 1 | Calm, respectful and responsible behaviors exhibited |
| October 20 | Responsibility *Charlie is Responsible* by Ellen Garcia | 3 | 2 | Lots of reminders for voice level Whole class reread social story |
| October 21 | Responsibility *Charlie is Responsible* by Ellen Garcia | 2 | 2 | Better day Two groups struggled with using the toys correctly- stopped to reread social story |
| October 22 | Responsibility **ALICE** | 1 | 1 | Practiced our ALICE walk to our safe meeting place instead of play centers today. All students listened and followed directions well. |
| October 23 | Responsibility *Charlie is Responsible* by Ellen Garcia | 1 | 1 | Nice calm Friday. Many complimented on respectful actions towards peers |
| | | | | |

| October 26 | Honesty<br>*Honesty* by Kelli L. Hicks<br>*Be Honest, Jess* by Molly Smith | 2 | 2 | Whole group reminders about voice levels- What level do you think your voice is at? |
| October 27 | Honesty<br>*Be Honest, Jess* by Molly Smith | 1 | 1 | Great day! |
| October 28 | Honesty<br>*Be Honest, Jess* by Molly Smith | 2 | 1 | Another pleasant day!<br>One group struggled with the way they were talking with each other. |
| October 29 | Honesty<br>*Be Honest, Jess* by Molly Smith | 2 | 2 | Same group struggled today again- stopped and read social story two different times. |
| October 30 | Honesty<br>*Be Honest, Jess* by Molly Smith | 3 | 3 | Whoa wild! Yikes!<br>Stopped and cleaned up early- reread social story. Talked about general centers time rules. |

The month of November consisted of two weeks 100 percent in person learning and two weeks of hybrid-style learning. Hybrid-style learning was implemented due to the rising COVID-19 numbers in the area. During this time, two social skills lessons, via social stories, were introduced. Topics were sharing and collaboration.

| Date: | Social Skill: | Teacher Rating: | Associate Rating: | Anecdotal Notes: |
| --- | --- | --- | --- | --- |
| November 2 | Sharing<br>*Sharing* by Sam Williams<br>*I Take Turns* by Barbara M. Linde | 2 | 1 | One group of girls had an issue today with the toys- reread social story with them |
| November 3 | Sharing<br>*I Take Turns* by Barbara M. Linde | 1 | 1 | No issues! |

| November 4 | Sharing *I Take Turns* by Barbara M. Linde | 1 | 1 | No issues! |
| November 5 | Sharing *I Take Turns* by Barbara M. Linde | 1 | 1 | No issues! |
| November 6 | Sharing *I Take Turns* by Barbara M. Linde | 2 | 2 | Great week! Calm and respectful environment<br>Two particular students in two different groups struggled today- the other students in the groups |
|  |  |  |  |  |
| November 9 | Collaboration *Let's Work Together* by Kyla Steinkraus *Clean up, Everybody* by Stacey Sparks | 1 | 1 | No issues! |
| November 10 | Collaboration *Clean up, Everybody* by Stacey Sparks | 3 | 2 | Whoa! Big change! Wild group. Stopped early- reread social story in preparation for cleaning up! |
| November 11 | Collaboration *Clean up, Everybody* by Stacey Sparks | 2 | 2 | Better day- couple groups struggled with playing appropriately |
| November 12 | Collaboration *Clean up, Everybody* by Stacey Sparks | 1 | 1 | Great day! So calm. |
| November 13 | No School |  |  |  |
|  |  |  |  |  |
| November 16 | Sharing *Thanks for Sharing, Tommy* by Julia Giachetti | 1 | 1 | Hybrid A<br>Preventative reminders around the room. Very few issues. |

| November 17 | Sharing *Thanks for Sharing, Tommy* by Julia Giachetti | 1 | 1 | Hybrid B<br>Wow! Calm room. |
|---|---|---|---|---|
| November 18 | Sharing *Thanks for Sharing, Tommy* by Julia Giachetti | 1 | 1 | Hybrid A<br>Another calm day! |
| November 19 | Sharing *Thanks for Sharing, Tommy* by Julia Giachetti | 2 | 1 | Hybrid B<br>Few more reminders today with a group of boys- reread social story to one group. |
| November 20 | Sharing *Thanks for Sharing, Tommy* by Julia Giachetti | 1 | 1 | Hybrid A<br>No issues |
|  |  |  |  |  |
| November 23 | Sharing *Thanks for Sharing, Tommy* by Julia Giachetti | 2 | 2 | Hybrid B<br>Longer centers time today, by the end it got wild. Extra reminders to a couple groups about being responsible with the toys. |
| November 24 | Sharing *Thanks for Sharing, Tommy* by Julia Giachetti | 1 | 1 | Hybrid A<br>Longer centers time- stayed calm. Very few reminders |
| November 25 | No School |  |  |  |
| November 26 | No School |  |  |  |
| November 27 | No School |  |  |  |

The last three and a half weeks of data collection were inconsistent. After Thanksgiving,

the school district went to virtual learning for all students in an effort to mitigate COVID-19

within our schools.  During this time there was no observable play centers time, so no social

skills lessons were implemented formally, and data was not collected. Upon return to school,

students came to in-person learning every other day in the hybrid-style learning. Responsibility

was the only social story topic introduced in this time period.

| Date: | Social Skill: | Teacher Rating: | Associate Rating: | Anecdotal Notes: |
|---|---|---|---|---|
| November 30 | | | | Virtual Learning- No social skills lessons |
| December 1 | | | | Virtual Learning- No social skills lessons |
| December 2 | | | | Virtual Learning- No social skills lessons |
| December 3 | | | | Virtual Learning- No social skills lessons |
| December 4 | | | | Virtual Learning- No social skills lessons |
| | | | | |
| December 7 | | | | Virtual Learning- No social skills lessons |
| December 8 | | | | Virtual Learning- No social skills lessons |
| December 9 | | | | Virtual Learning- No social skills lessons |
| December 10 | | | | Virtual Learning- No social skills lessons |
| December 11 | | | | Virtual Learning- No social skills lessons |
| | | | | |
| December 14 | Responsibility *I Can follow the Rules* by Molly Smith | 2 | 2 | Hybrid A<br>Many reminders about staying with our groups and voice levels-<br>Reread social story to two groups |
| December 15 | Responsibility *I Can follow the Rules* by Molly Smith | 3 | 3 | Hybrid B<br>Out of Control! Stopped Early!<br>Everyone reread social story.<br>I know they were excited to be back with friends after being virtual for a couple of weeks. |

| December 16 | Responsibility *I Can follow the Rules* by Molly Smith | 1 | 1 | Hybrid A Very calm. |
|---|---|---|---|---|
| December 17 | Responsibility *I Can follow the Rules* by Molly Smith | 2 | 2 | Hybrid B Reminders to a few groups about staying with our groups and not wandering around the room- have to stay in certain groups for contact tracing. |
| December 18 | Responsibility *I Can follow the Rules* by Molly Smith | 1 | 1 | Hybrid A Very calm |
|  |  |  |  |  |
| December 21 | No social skill- Christmas activities | 2 | 2 | Hybrid B Voice level reminders |
| December 22 | No social skill- Christmas activities | 1 | 1 | Hybrid A Very calm |

**Findings**

**Data Analysis**

For this action research study, the teacher-researcher used both quantitative and qualitative data to gain a better understanding of how the implementation of social skills lessons can impact the climate of the classroom. The methods of collecting data were used simultaneously throughout the research study. Data collection methods include a daily rating (quantitative) and anecdotal notes (qualitative).

Data was collected by the teacher-researcher as well as an associate working within the participating kindergarten classroom. Both the teacher and the associate assigned a daily

rating, on a scale of 1-3, based on the energy of the classroom. A rating of one indicated that

the classroom was calm, respectful language could be heard, and responsible behaviors could

be seen. A rating of two was in between calm and chaotic. A rating of three indicated that the

room was not at its best; it was loud and chaotic. Verbal or physical aggression could also be

seen from students during this time. Figure 1 (A-D) represents the similarities and discrepancies

between the teacher and the associate in their daily ratings on a monthly basis. The blue bars

represent the teacher while the orange bars represent the associate working in the classroom.

Figure 1 (A-D) shows that during each month of the research study, the teacher and the

associate were in agreement on the energy levels of the classroom the majority of the time.
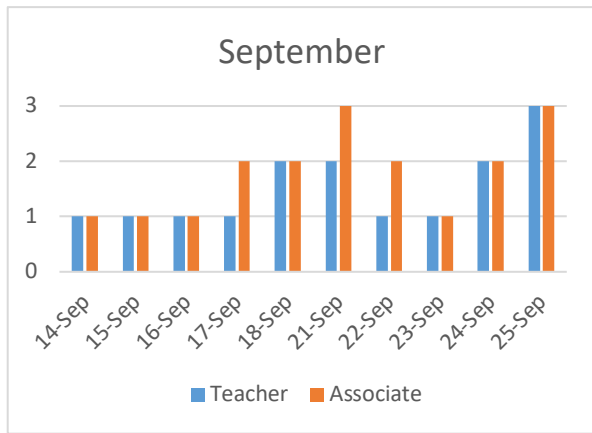


*Figure 1(A).* Daily Ratings for September.
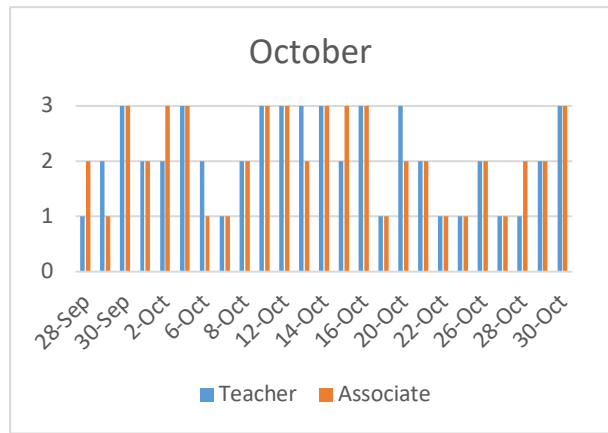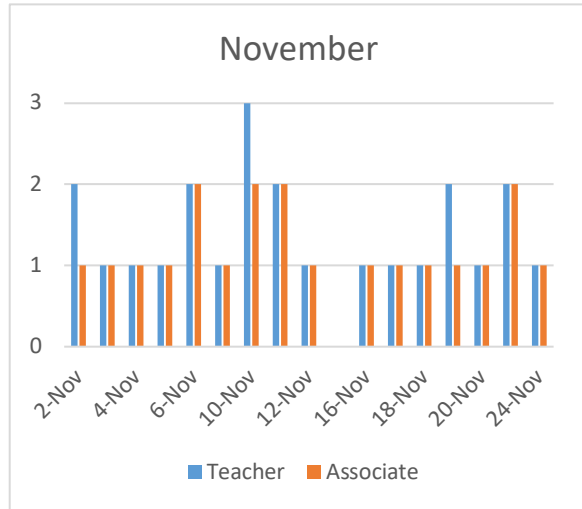
*Figure 1(B).* Daily Ratings for October.

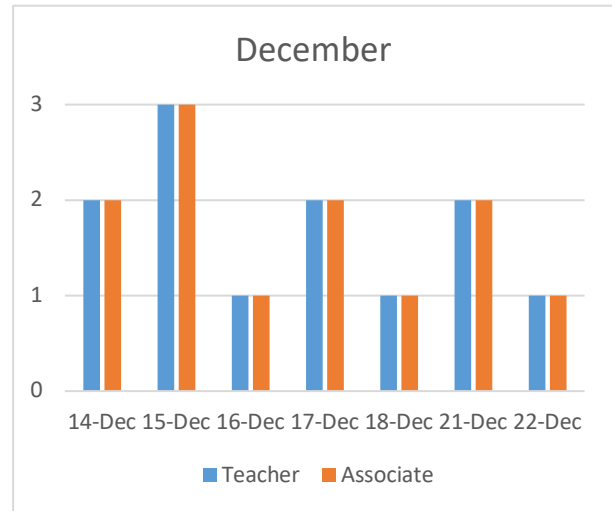*Figure 1(C).* Daily Ratings for November.



*Figure 1(D).* Daily Ratings for December.

Figure 2 represents the daily rating data over the entirety of the research study. As in

Figure 1, the blue lines represent the teacher's rating and the orange represent that of the

associate in the classroom. Figure 2 depicts an irregular pattern of the daily rating by both the

teacher and the associate. There were 30 data points with a rating of one, 27 data points with a

rating of two, and 15 data points with a rating of three. The data concludes that the majority of

the time the participating kindergarten classroom was calm and respectful in nature. However,

based on this data, it cannot be concluded that the implementation of social stories has a direct

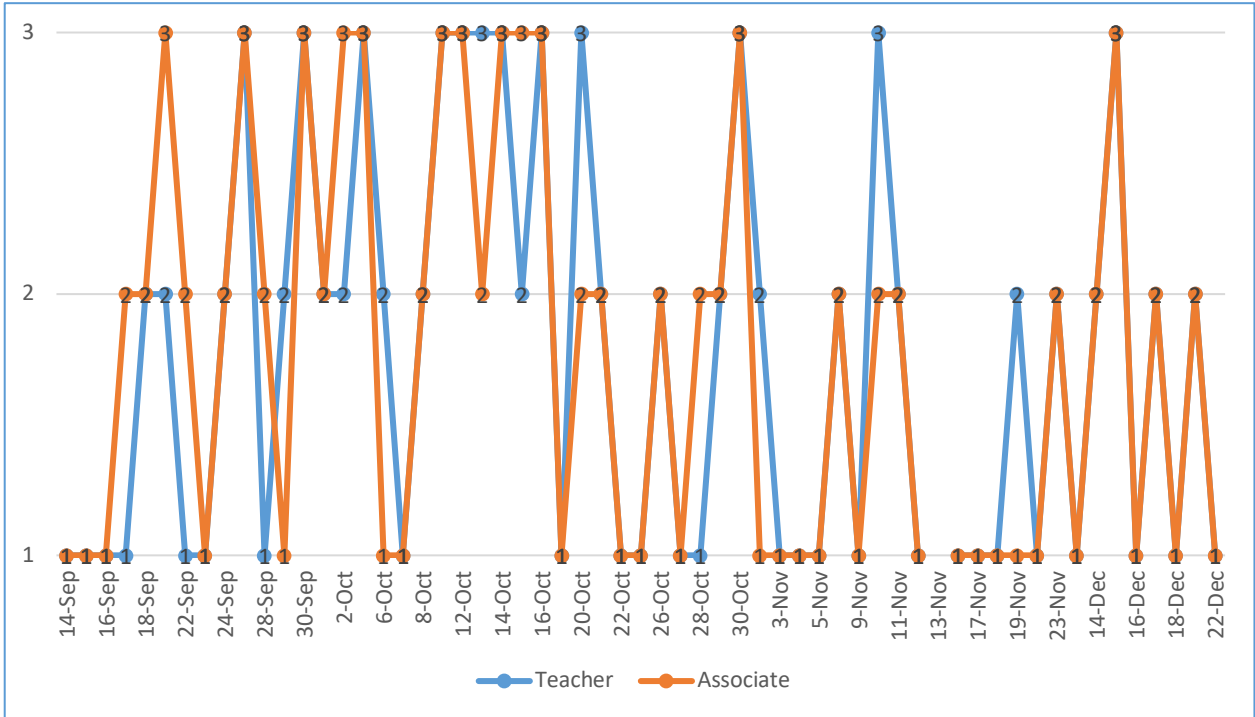effect on the climate of the classroom.

*Figure 2.* Daily Rating over time (September- December) Comparison.

*Virtual learning occurred 11/30-12/11. No data was collected during this time.

**Discussion**

The action research project was chosen to address the question: "does the use of social

stories to teach students social skills create a calm and peaceful classroom environment

conducive to student learning?" The findings demonstrated irregularities in the data, making

the research study inconclusive. The data indicates neither a positive nor negative effect of the

use of social stories in the kindergarten classroom. Further research should be conducted with

modifications and consistency.

**Limitations**

The COVID-19 pandemic played a major role in the limitations of this study. There was a 10-day period where no data could be collected due to virtual learning (there was no observable play centers time). There were also 24 days of hybrid-style learning in which only half the class was in school on a given day. In addition to the inconsistency of the type of learning taking place, there were also teacher interventions that would not typically be in place. Pre-COVID students would be able to choose their own centers activity, the friends they were with, and move freely around the room. Gathering data from a pre-and/or post-COVID classroom would show much different results.

**Future Implications**

Whereas this action research proved to be inconclusive, social skills still need to be addressed within a kindergarten classroom. If this research were to be conducted again in the future, some modifications would be necessary. First, it would be beneficial for the class to create their own short social stories based upon the given social skill topic instead of solely having a class discussion. For example, when the topic is responsibility and the book *I Can Follow the Rules* by Molly Smith is being read, creating a social story describing the application of following the rules to play centers time, then rereading that on a daily basis would be more beneficial than reading the given text each day. Students would gain a better understanding of how to apply to the given situation, and students would have ownership of the story resulting in greater outcomes. Another change that should be made to this research is what social skills are addressed on an as-needed basis. When students struggled with their social interactions

during play centers time, the teacher intervened with the social story that was being addressed

that week regardless of the situation at hand. In the future, it would be beneficial to read a

social story based on the situation. A consideration would be how and when the social stories

are introduced and/or created based on the previous revision. By continuing to use social

stories and reassessing their impact on students regularly, educators have the potential to see

growth and change that could benefit students in school and in other areas of their lives.

### Conclusion

This action research study had many interruptions and irregularities due to the COVID-

19 pandemic and the different types of learning that occurred during this time. Changes in

routines and schedules have proven to be difficult for students and staff. Though a conclusion

could not be drawn at this time, the researcher believes it would be beneficial to conduct this

study again with modifications. Social skills are an essential part of the early childhood

education experience and must be addressed in some format to ensure a calm and peaceful

classroom environment that is conducive to student learning.

**References**

Agosta, E., Graetz, J. E., Mastropieri, M. A., & Scruggs, T. E. (2004). Teacher-researcher

partnerships to improve social behavior through social stories. *Intervention in School*

*and Clinic*, *39*(5), 276–287

Alderman, G. L., & Green, S. K. (2011). Social powers and effective classroom management:

Enhancing teacher-student relationships. *Intervention in School and Clinic*, *47*(1), 39–44

Bardhoshi, G., Cobb, N., & Erford, B. T. (2019). Determining evidence-based outcomes in school-

aged youth: Free-access instruments for school counselor use. *Professional School*

*Counseling, 22*(1). http://dx.doi.org.ezproxy.nwciowa.edu/10.1177/2156759X19834431

Bear, G. and Mantz, L. (2016). Student-student relationships: research and recommended

interventions. University of Delaware. *Delaware Positive Behavior Support Project:*

*Social Climate & Student Success.* Retrieved March 6, 2020, from

http://wh1.oet.udel.edu/pbs/wp-content/uploads/2016/10/Student-Student-

Relationships-handout-version.pdf

Castro, V. L., Cooke, A. N., Halberstadt, A. G., & Garrett-Peters, P. (2018). Bidirectional linkages

between emotion recognition and problem behaviors in elementary school

children. *Journal of Nonverbal Behavior, 42*(2), 155-178.

http://dx.doi.org.ezproxy.nwciowa.edu/10.1007/s10919-017-0269-9

Cawaling, Allison. "Fostering Social and Emotional Learning in Early Childhood Education"

(2020). Capstone Projects and Master's Theses. 734.

https://digitalcommons.csumb.edu/caps_thes_all/734

Chang, L. J., & Koban, L. (2013). Modeling emotion and learning of norms in social

interactions. *Journal of Neuroscience*, *33*(18), 7615–7617.

https://doi.org/10.1523/JNEUROSCI.0973-13.2013

Goodman-Scott, E., Carlisle, R., PhD., Clark, M., PhD., & Burgess, M. (2017). "A Powerful Tool": A

Phenomenological Study of School Counselors' Experience with Social Stories.

*Professional School Counseling, 20*(1), 25-35.

http://dx.doi.org.ezproxy.nwciowa.edu/10.5330/1096-2409-20.1.25

Hanley-Hochdorfer, K., Bray, M. A., Kehle, T. J., & Elinoff, M. J. (2010). Social stories to increase

verbal initiation in children with autism and Asperger's disorder. *School Psychology*

*Review, 39*(3), 484-492. Retrieved from

http://ezproxy.nwciowa.edu/login?url=https://www-proquest-

com.ezproxy.nwciowa.edu/scholarly-journals/social-stories-increase-verbal-

initiation/docview/758656890/se-2?accountid=28306

Haslip, Michael J. (2020) "The power of please: How courtesy scripts improve self-control and

reduce peer conflict by creating new language patterns," Networks: An Online Journal

for Teacher Research, 22(1). https://doi.org/10.4148/2470-6353.1304

Hoffman, Elin Meyers; Marlowe, Michael J; Kate Hoffman; Disney, Gayle H; Macer, Alison; et al.

(Spring 2015). Using Torey Hayden's teacher stories to teach relationship skills in special

education teacher preparation. *Teacher Education Quarterly*, 42(2), 65-85.

Laushey, K. M. and Heflin, L. J. (2000). Enhancing social skills of kindergarten children with

autism through the training of multiple peers as tutors. *Journal of Autism and*

*Development Disorders*, 30(3), 183-193.

Litras, S., Moore, D.W., and Anderson, A. (2010). Using video self modeled social stories to

teacher social skills to a young child with autism. *Hindawi Publishing Co.*

*https://*doi.org/10.1155/2010/834979.

Mangin, M. M. (2010). Building relationships step by step: One teacher leader's journey. *SAGE*

*journal*, 13(2), 13-20.

Minahan, J. (2019). Building positive relationships with students struggling with mental

health. *Phi Delta Kappan*, *100*(6), 56–59. https://doi.org/10.1177/0031721719834030

Parr, C. (2018). Do your relationships with students really matter? *The Times Educational*

*Supplement,* 53(12). Retrieved from

http://ezproxy.nwciowa.edu/login?url=https://www-proquest-

com.ezproxy.nwciowa.edu/trade-journals/do-your-relationships-with-students-really-

matter/docview/2088315410/se-2?accountid=28306

Potera, C. (2015). Do strong social skills in kindergarten predict success? *American Journal of*

*Nursing*, 15(10) 15. doi:10.1097/01.NAJ.0000471925.87590.f1

Reeve, Carin. *Helping Students Peacefully Engage with Emotions.* The Association of Supervision

and Curriculum Development (ASCD). (2019, October 24). Retrieved March 6, 2020 from

http://www.ascd.org/ascd-express/vol15/num04/helping-students-peacefully-engage-with-emotions.aspx.

Spilt, J. L., Leflot, G., Onghena, P., & Colpin, H. (2016). Use of praise and reprimands as critical ingredients of teacher behavior management: Effects on children's development in the context of a teacher-mediated classroom intervention. *Prevention Science, 17*(6), 732-742. doi:http://dx.doi.org.ezproxy.nwciowa.edu/10.1007/s11121-016-0667-y