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Parent Perceptions of Their Involvement in and the Effectiveness
of an Integrated Social Skills Program

Karen Mello Burton

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

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ABSTRACT

Parent Perceptions of Their Involvement in and the Effectiveness of an Integrated Social Skills Program

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Master of Science

Social and emotional learning is an important element in educating the whole child. When social skills are taught and reinforced in a school-wide model, which incorporates positive behavior support, both students and faculty experience a better learning environment. The Book in a Bag intervention invites parent volunteers to teach social skills in the classroom. Supplementing this school-wide intervention, parents also receive a monthly newsletter informing them of the identified social skill and recommending associated children's picture books, which further reinforce the skill.

The purpose of this study was to determine parent perceptions on the effectiveness of the Book in a Bag program, which was implemented in the target school. Questionnaires ($N=327$, 47.74% participation rate) were completed by parents who responded to questions about their perceptions of the program's influence on their children's behavior, the importance of parent involvement in the program, and how the importance of the school-wide social skills program. Parents expressed an overall positive response to the school-wide social skills program.

In addition to reporting and describing data, observations of the questionnaire's weaknesses and strengths are discussed. Future research possibilities and recommendations to further strengthen parent involvement in school-wide social skills programs are offered.

Keywords: parent perceptions, parent involvement, social skills, positive behavior support, school-wide program, social and emotional learning

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DESCRIPTION OF THESIS STRUCTURE

This thesis, *Parent Perceptions of Their Involvement in and the Effectiveness of an Integrated Social Skills 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 is presented in the new journal-ready format and conforms to the style requirements for future publication in education journals. The full literature review is included in Appendix A. Two reference lists are included in this 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.

Introduction

Research shows that in order for people to have legitimate success in society they need to have a capacity to develop positive personal interactions (Marchant & Womack, 2010).

Participation in social and emotional learning is necessary in helping students to succeed in school and life (Collaborative for Academic, Social, and Emotional Learning, 2012). Social and emotional learning (SEL) is defined as a program which addresses self-management skills, along with skills involving relationships and awareness of others. Students involved in SEL programs have shown improvement in the personal, social, and academic areas of their lives (Payton et al., 2008).

SEL in a Whole-School Setting

A school-wide approach to giving positive behavior support (PBS) offers a proactive model, in which students are taught behavioral expectations, rewarded for those behaviors, and supported in an individual and school-wide environment (Warren et al., 2006). Schools have more success addressing behavior problems when they are consistent and proactive, meaning the system incorporates instruction and reinforcement of socially appropriate behavior even before negative behavior occurs (Lewis, Sugai, & Colvin, 1998). A school-wide positive support system is defined as a sweeping combination of both whole-group and individual strategies that are designed for teaching and learning social skills, while at the same time preventing antisocial behaviors (Sugai & Horner, 2002). A preventative system offers a better atmosphere and feeling of cooperation in the school. In a study of PBS in an inner-city middle school, teachers said that they not only felt better about the attitude throughout the school, but they also found themselves dealing with individual problem behaviors in a different way than they had previously. In addition, parents were pleased with the school's extra support in helping children

develop better social skills (Warren et al., 2006). Another characteristic of PBS is that it is able to transfer practices of behavior change in a more controlled environment to real-life situations (Sanetti, Dobey, & Gritter, 2012). This process of generalization is an obvious goal when teaching social skills.

Social Validity

According to Miramontes, Marchant, Heath, and Fischer (2011), in 1978 Wolf claimed that social validity was defined as the value a product has according to society's evaluation of its goals, methods, and outcomes. These evaluative systems are meant to provide data that can be used to improve the product and make it more valuable to its stakeholders (Miramontes et al., 2011). To promote desired change, proposed interventions must be implemented with fidelity. Furthermore, the stakeholders, defined as anyone involved in the development and implementation of the determined intervention, must be onboard in order to ensure true change and success (Marchant, Heath, & Miramontes, 2012).

Good communication between stakeholders helps dispel confusion about goals and procedures used to implement desired interventions (Marchant et al., 2012). In order for PBS to be successful there needs to be a strong sense of collaboration. Because of this collaborative implication, data from social validity testing will be influenced by personal values (Miramontes et al., 2011). Social validity is assessed by getting feedback from those invested in the outcome of an intervention, generally those who help to implement it. Social validity assessments may be short questionnaires designed to measure the participants' perception and understanding of goals and methods used in the intervention. There are also standard outlines to assist in formulating valid assessments (Miramontes et al., 2011). When testing social validity in an integrated classroom behavior system, parents are long-term stakeholders because they are

invested in the development of their children and their successful interactions with others; therefore, a successful assessment of the social validity of an intervention should include teachers, staff, administrators, students, and parents.

“Book in a Bag”

There is an expectation that when students are lacking in academic skills they should be taught. Likewise, when students are lacking in behavior management skills they should also be taught (Marchant & Womack, 2010). Early intervention in the area of problem behaviors is a more successful approach because it is optimal to treat poor behaviors before they become a regular part of the student’s interpersonal relationships and while students are young enough to be responsive to a proactive approach (Lane, Gresham, & O’Shaughnessy, 2002). Marchant and Womack (2010) and Manz (2007) cite past research as they propose that social skills should be taught within academic lessons in a school’s curriculum. Marchant and Womack’s *Book in a Bag* (BIB) program incorporates a holistic approach to teaching social skills in this integrated setting.

Positive results have been recorded in studies performed when both academic and social skills are taught alongside each other (Marchant & Womack, 2010). Literacy lessons, using children’s literature at an age-appropriate level, are chosen in conjunction with identified social skills to be taught. The BIB system incorporates social skills into existing curricula, using social skills lesson plans built around selected children’s literature. A suggested list of books is generated and social skills lessons are taught as part of the teachers’ general instruction. Because literacy instruction is already planned, BIB is efficiently streamlined into the teacher’s routine (Marchant & Womack, 2010).

At the participating school in this research project, BIB is used to support the school-wide positive behavior supports system. Initially, at the beginning of the school year, parent volunteers are trained by staff members from Brigham Young University. This training consists of 90 minutes of direct instruction, including videos and role plays to demonstrate the social skills. Direct instruction of the social skills is paramount to effectively teaching these social skills to each classroom of children. This training supports the school-university partnership and helps parent volunteers implement the social skills instruction with fidelity.

Each month, the trained volunteers then teach the prescribed social skills in each homeroom. Parent volunteers teach one social skills lesson each month on the identified school-wide social skill for that particular month (see Table 1). The administration, faculty, and staff support the acquisition and practice of the assigned monthly social skill by awarding the students with praise notes called “Positive Paws.” Teachers and staff give Positive Paws when they see students demonstrating the identified social skills. Positive Paws are typically awarded to students during normal interactions at school (e.g., in the classroom, lunchroom, hall, playground). All Positive Paws are identified with the student’s name and classroom. Positive Paws are collected each week. Students who have earned Positive Paws are eligible to win small prizes in the weekly school-wide assembly’s drawing.

Book in a Bag complements positive behavior supports by encouraging parent involvement. Further supporting the identified social skills, parent involvement is also encouraged. The BIB program sends a monthly parent newsletter (see Appendix B for a sample of a newsletter), which reviews the social skill for the month and includes a list of recommended children’s literature, which aligns with the social skill. While teachers have access to the books at school, parents are encouraged to locate and share these books with their children.

Parent Involvement in Teaching Social Skills Promoted by the School

Researchers have discovered a positive correlation between parent involvement in elementary school and the emotional progression of children (El Nokali, Bachman, & Votruba-Drzal, 2010; Manz, 2007). When schools and families cooperate, a social and emotional learning program has a better chance of being successful (Manz, 2007). Increased communication with teachers helps inform parents about their children's behavior and may therefore encourage more positive behaviors in the home environment (El Nokali et al., 2010). When parents participate alongside teachers in educating children in social skills, both parents and children benefit (Grusec, 2011). When children discuss emotions, acceptable expressions of emotions, and good management strategies with their parents, they are more likely to regulate their emotions and exhibit more socially acceptable behaviors (Grusec, 2011).

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 make the best choice of all	I think, "What will I do next time?"
	I ask others to help us make a compromise		
	What I say shows I care about others		

Purpose of Study and Research Questions

The purpose of this study was to survey parents' perspectives regarding a school-wide social skills program. More specifically, a questionnaire was administered to evaluate parents' perceptions of the effectiveness of this program, and to what extent parents perceive their own importance in its implementation and success.

The following research questions guided this study:

1. To what extent do parents believe social skills programs positively influence their students' behaviors?
2. To what extent do parents perceive the importance of parental involvement in teaching children social skills?
3. To what extent do parents perceive the importance of including a school-wide social skills program in their school's curriculum?

Methods

At the beginning of the 2013-2014 school year, parents were surveyed about their perceptions of an implemented school-wide social skills program. The target school participates in the *Book in a Bag* social skills program, which uses children's literature to teach and reinforce socially acceptable behaviors.

Participants and Setting

This research utilized a convenience sample from an elementary school serving students from kindergarten through sixth grade located in the Mountain West region of the United States. Questionnaires were sent to the homes of 685 students of the school's total 766 students: 327 were completed and returned (47.74% participation rate). Parents were asked to complete the questionnaire for each child attending the school, resulting in parents with multiple-children

completing more than one questionnaire.

Questionnaires were not sent to all 766 students' homes. The reasoning for not sending questionnaires home with all students was because the school requested researchers exclude kindergarten students (four classrooms) and the students served in self-contained special education classrooms (two classrooms). Parents of these students were identified as having unique needs which would be better surveyed in a separate study in the future.

The school is in a suburban setting with some students who walk to school and others who ride the bus. The following information was gathered from the participating school's demographics, provided by the school district; the state's Department of Education website; and the National Center for Education Statistics (NCES, 2013). Ten percent of the school population are of diverse ethnic origin. The participating school's district's data indicate that over a fourth (26.4%) of district students receive free or reduced lunch (NCES, 2013). The average percentage of students receiving free and reduced lunches for the state, including all charter and public schools, is 36.7% (NCES, 2013). In comparison to schools nationwide, this percentage falls within the average range. Comparable to the district average, of the 766 students enrolled in the participating school, 122 students receive free lunch and 32 students receive lunch at a reduced cost. In summary, a total of 20.1% of students in the participating elementary school are currently receiving free or reduced lunches.

Measures

The questionnaire was developed after discussing possible questions with the *Book in a Bag* research team. The research team consisted of two special education undergraduate students, two school psychology graduate students, one special education graduate student, and two associate professors in the Department of Counseling Psychology and Special Education at

Brigham Young University. The 16-item questionnaire was constructed to address the proposed research questions and to inform future coordination of the school-wide social skills program with parent involvement (Appendix C). The survey was approved by the participating elementary school principal, the participating school's Parent Teacher Association, and Brigham Young University's Institutional Review Board (IRB). The approved questionnaire and the associated consent are included in Appendix C.

Of these 16 questionnaire items, 13 of the 16 items required Likert-type responses, ranging from 1 to 5. Questions were structured to collect quantitative data from parents regarding their perceptions. Response options ranged from 1 to 5 (Likert-type scale). The anchor points were described as: 1 (*strongly disagree*); 2 (*disagree*); 3 (*neither agree nor disagree*); 4 (*agree*); and 5 (*strongly agree*). Table 2 depicts specific research questions aligned with questionnaire items.

The remaining three questions, not listed in Table 2 because unrelated to this study's research questions, include (a) "My children enjoy their classroom's social skill lessons" (Likert 5-point scale response options); (b) "Based on this past year my children received a sufficient number of Positive Paws" (Likert 5-point scale response options); and (c) "In regard to the monthly parent social skills newsletter, check your preference. Would you prefer a hard copy or an electronic copy accessed on the school's Internet website?" Response options to this question included checking one of two options, either a "hard copy" or an "electronic copy."

Two questions required the parent to respond by writing in a number to indicate their response. These questions asked about the number of children who attended the participating elementary school, and the number of Positive Paws their children received weekly. Positive Paws are written praise notes which recognize the child for demonstrating one or more of the

school's four social skills.

Procedure

Per the request of the participating school's Parent Teacher Association, paper questionnaires were sent home with 1st through 6th grade students. To increase motivation, upon returning questionnaires to their classroom, students were awarded a small candy treat.

Questionnaires were distributed and collected during Fall (mid-October through mid-December, 2013) and during Spring (mid-April through mid-May, 2014). The questionnaire is included in Appendix C.

Research Design and Data Analysis

This research was conducted in order to answer three research questions, included in Table 2. Cross-sectional survey research was employed to collect parents' perceptions. Eleven of the 16 questionnaire items related directly to the research questions. In order to make comparisons and summarize the data quantitatively, these 11 items were structured to allow for 5-point Likert scale response options. The type of cross-sectional research involved a questionnaire, filled out by parents. This approach was most appropriate because the goal was to gather direct feedback from parents concerning their perceptions of the school's social skills program. Cross-sectional research allows for stratification and is feasible and economically efficient. This type of research design is used when there are no interventions or experiments being used. It is a quantitative method of collecting data.

Data gathered from the questionnaire were summarized with descriptive statistics, including means (*M*) and standard deviations (*SD*). Means and standard deviations were generated to describe parents' perceptions of the three major areas of interest: (a) the importance of the school-wide social skills program incorporated into the curriculum, (b) the importance of

parent involvement in teaching their children social skills, and (c) the effectiveness of social skills programs in positively influencing student behaviors. Bivariate correlations, using Pearson's correlation coefficient, were also included to describe the degree of relationship between the three major areas of investigation.

Table 2

Research Questions and Associated Questionnaire Items

Research questions	Questionnaire items
(1) To what extent do parents believe social skills programs positively influence their students' behaviors?	<ul style="list-style-type: none"> • Social skills instruction makes a positive difference in student behavior • Positive Paws (written praise notes) help improve students' social skills at school
(2) To what extent do parents perceive the importance of parental involvement in teaching children social skills?	<ul style="list-style-type: none"> • It is important to involve parents in teaching children social skills • Parents' home notes help improve children's social skills • The monthly social skills newsletter helps parents teach social skills at home • I enjoy teaching social skills to my children
(3) To what extent do parents perceive the importance of including a school-wide social skills program in their school's curriculum?	<ul style="list-style-type: none"> • Social skills instruction is an important part of school curriculum • The following social skills are important for my children <ul style="list-style-type: none"> ○ Understanding that choices have consequences ○ Resolving differences ○ Showing appreciation ○ Accepting responsibility when something goes wrong

Note. All response options were based on Likert scales, ranging from 1-5.

Results

Each research question was addressed with associated items on the parent questionnaire. These associated items provided data that were analyzed and used to answer the three research questions. Descriptive statistics are included in Table 3.

Table 3

Descriptive Data Linked to Research Questions and Associated Questionnaire Items

Research questions	Questionnaire items	<i>M (SD)</i>
(1) To what extent do parents believe social skills programs positively influence their students' behaviors?	• Social skills instruction makes a positive difference in student behavior	4.375 (.738)
	• Positive Paws (written praise notes) help improve students' social skills at school	4.216 (.804)
(2) To what extent do parents perceive the importance of parental involvement in teaching children social skills?	• It is important to involve parents in teaching children social skills	4.583 (.617)
	• Parents' home notes help improve children's social skills	4.091 (.896)
	• The monthly social skills newsletter helps parents teach social skills at home	3.895 (.972)
	• I enjoy teaching social skills to my children	4.357 (.738)
(3) To what extent do parents perceive the importance of including a school-wide social skills program in their school's curriculum?	• Social skills instruction is an important part of school curriculum	4.486 (.691)
	• The following social skills are important for my children	
	○ Understanding that choices have consequences	4.842 (.429)
	○ Resolving differences	4.778 (.473)
	○ Showing appreciation	4.792 (.472)
○ Accepting responsibility when something goes wrong	4.835 (.434)	

Note. All response options were Likert scale ranges from 1-5.
N = 323.

The first research question in this study was “To what extent do parents believe social skills programs positively influence their students' behaviors?” In order to gather data for this initial research question, parents were asked to respond to the following associated items by rating their answers from 1 (*strongly disagree*) – 5 (*strongly agree*): “Social skills instruction makes a positive difference in student behavior” ($M = 4.375$; $SD = .738$); and “Positive Paws (written praise notes) help improve students' social skills at school” ($M = 4.216$; $SD = .804$). According to the data collected from the parent participants' responses to the associated questionnaire items, parents believe social skills programs positively influence their students' behavior. The mean scores determined from responses to the 5-point scales shows a moderately high perception of the positive impact of social skills programs on children's behavior.

The second research question in this study was “To what extent do parents perceive the importance of parental involvement in teaching children social skills?” To gather data for this second research question, parents were asked to rate the following associated items from 1–5: “It is important to involve parents in teaching children social skills” ($M = 4.583$; $SD = .617$); “Parents' home notes help improve children's social skills” ($M = 4.091$; $SD = .896$); “The monthly social skills newsletter helps parents teach social skills at home” ($M = 3.895$; $SD = .972$); and “I enjoy teaching social skills to my children” ($M = 4.357$; $SD = .738$).

According to the gathered data, parents felt that they have an important role in teaching social skills to their children. The data also showed that parents enjoyed teaching their children social skills. When asked specifically about the home notes and monthly newsletters sent home to support the specific social skills program, parents' responses were somewhat less positive.

The third and concluding research question in this study was “To what extent do parents perceive the importance of including a school-wide social skills program in their school's

curriculum?” To gather data to answer this research question, parents were asked to respond to the following associated items by rating answers from 1–5: “Social skills instruction is an important part of the school curriculum” ($M = 4.486$; $SD = .691$); and “The following social skills are important for my children: (a) understanding choices have consequences ($M = 4.842$; $SD = .429$), (b) resolving differences ($M = 4.778$; $SD = .473$), (c) showing appreciation ($M = 4.792$; $SD = .472$); (d) accepting responsibility when something goes wrong” ($M = 4.835$; $SD = .434$). According to the responses gathered from these associated items, parents responded most positively to this final research question.

Discussion

Previous research highlights the importance of home and school partnership in working toward and accomplishing common goals to improve school climate and student academic achievement (Hoover-Dempsey et al, 2005; Hoover-Dempsey & Sandler, 1995). The purpose of this research was to survey parents about their perceptions regarding their school’s social skills program, *Book in a Bag* (BIB), and to gather parents’ general perceptions regarding school and home support for strengthening children’s social skills.

Questionnaire items were proposed in order to gather information related to the social validity of school-wide social skills interventions and to assess parents’ “buy-in.” Questionnaire items were developed to answer three research questions associated with social validity: (a) To what extent do parents believe social skills programs positively influence their students’ behaviors? (b) To what extent do parents perceive the importance of parental involvement in teaching children social skills? and (c) To what extent do parents perceive the importance of including a school-wide social skills program in their school’s curriculum?

The results of the study showed that participating parents’ perceptions of school-wide

social skill instruction were positive. Additionally, parents held positive perceptions regarding their role in teaching their children social skills, above and beyond the school's responsibility to teach social skills. In addition to the specific associated questions in support of the research questions, some parents took the opportunity to write in comments, even though comments were not solicited. Of the 327 completed questionnaires, 68 were returned with comments written in the margins. Most comments were related to the parent's dissatisfaction with the limited number of praise notes their children received, which revealed the need to explain the positive behavior support system more thoroughly to the parents as the program is implemented in the future.

This information informed us of where we may have made assumptions about parents' understandings of the school-wide positive behavior approach used in reinforcing the identified social skills. It was evident in reading parents' comments that many believed their children were to be rewarded with praise notes more regularly throughout each day than what teachers considered feasible. For this type of supportive reinforcement, it would be wise to better inform parents, staff, and students about the expected amount of praise notes to be received by students who exhibited the desired social skills.

Another shortcoming was not including parents whose children attended kindergarten and special education classrooms. Teachers in these classrooms requested that their students' parents not receive the school-wide monthly newsletter, nor participate in completing questionnaires for data collection. These teachers did not want another responsibility added to their already busy schedules. These teachers also felt that other strategies, such as more individualized direct instruction, might prove more effective with their students.

Limitations

When sending questionnaires to parents it cannot be guaranteed that the responses will represent an appropriate cross-section of the school population. In this study, approximately 47.7% (327 of 685) of the questionnaires which were distributed to parents of first through sixth grade students were completed and returned. Additionally data were not collected to demonstrate the questionnaire's reliability, and therefore parents' responses may not be consistent across time.

In addition, the collected data may be more representative of this particular school's population. When surveying a more diverse population with a lower or higher socio-economic status, parent perceptions may differ concerning the importance of a social skills program. Parents may also have different expectations regarding their involvement in social skills instruction.

The study used a brief questionnaire, which did not explore an extensive amount of topics. Because of the questionnaire's brevity, parents did not have the opportunity to answer questions that may have addressed other concerns. Additionally, in this particular questionnaire, parents were not given the opportunity to explain their responses. Parents may appreciate the opportunity to expound more on their answers. More information concerning parent perceptions of a school-wide social skills program may be gathered when parents have an opportunity to give more thorough answers. Open-ended questions would offer parents the opportunity to offer recommendations to strengthen parent involvement.

Finally, there was a possibility of social bias due to the fact that parents may have given inflated answers in order to please teachers. With future research it may be helpful to include envelopes in order for the questionnaires to be returned anonymously.

Strengths

An evident strength in the study was that the parents were eager to participate in giving feedback, as was shown by the number of responses we received in the form of returned questionnaires. Another strength in the study was that parent volunteers (typically identified as the “classroom parent”) were provided monthly opportunities to be involved in educating classrooms of students about the prescribed social skill.

All parents were invited to participate in rewarding their child with a positive home note related to the monthly social skill. Parents reported specific incidents in which their child used the social skill in their home or community. Additionally, the monthly newsletter provided a short list of recommended books and activities to further support the identified social skill. In this manner, parents and children were given the opportunity in their home and community to have meaningful reading experiences and related activities associated with the monthly social skill.

Suggestions for Future Research

Within the context of school-wide positive behavior support, future research studies may consider focusing on teaching and reinforcing social skills specifically with kindergarten and special education classes. Additional opportunities would include Tier 2 and Tier 3 interventions with smaller groups of children who may benefit from more individualized instruction. In particular, very young children and children identified with special education needs benefit from explicit instruction regarding social skills. Additionally, students who are identified with special education needs frequently have social skills deficits, which need to be addressed and monitored closely (Gresham, Sugai, & Horner, 2001; Flynn & Healy, 2012; Milsom & Glanville, 2010).

Future studies may also consider investigating how to better include parents from a variety of demographic backgrounds. When adapting social skills lessons to the unique needs of children and families from diverse backgrounds, schools must consider preferences based on socioeconomic status and ethnic/religious/cultural backgrounds. Understanding these preferences will help teachers and administrators more accurately hone in on acceptable approaches that align with community and family backgrounds. More sensitively tailoring social skills interventions to unique populations will increase the acceptability and effectiveness of school-wide positive behavior support which includes social skills interventions (Fallon, O’Keeffe, & Sugai, 2012).

A final suggestion for future research is to revise and validate the questionnaire with a different sample, and to use a focus group of parents to serve as a system to triangulate the data. The focus group might include parents that are surveyed about basic ideas concerning social skills instruction. This focus group might be conducted previous to creating a newly-developed questionnaire. With data gathered from existing research and feedback from the focus group, a new questionnaire will be more effective and relevant as new research is begun.

Implications for Practice

Good communication between school and home is important when the goal is to build a strong partnership that supports families. When a social skills program is being implemented in the school, parent involvement can be increased when a newsletter is sent home that informs parents of what is being taught. When the newsletter offers ways to reinforce the skills, parents are able to become partners with the school in teaching and encouraging these same social skills.

Those who implement a socially valid school-wide social skills program carefully consider parent input. When parents are asked to be part of the program, and their perceptions

are considered concerning their children's needs, there is opportunity to strengthen the home-school partnership. This relationship allows not only for a better-developed, more relevant SWPBS program, but also for a more successful implementation of PBS. In SWPBS, parent input during development, and participation during implementation, creates a strong partnership between school and home, increasing the opportunity for successfully teaching children social skills.

When analyzing the collected parent surveys, the data indicated parents felt strongly about the importance of their involvement in teaching social skills to their children. In using parent volunteers to offer the initial instruction in the classroom, parents are not only being asked to participate at home, but also in the more structured school setting.

The BIB intervention used in the study incorporated activities mentioned by Joyce L. Epstein, an established researcher in the field of family involvement in education. The activities Epstein mentioned are intended to increase meaningful connections between family and schools. These activities are centered around good communication between home and school, cooperation between the two environments, and education that happens at home, as well as at school, due to effective parenting (Epstein, 1995; Tran, 2014). Parent perceptions of the importance of their roles in assisting in the education of their children depend on the implementation of these types of activities. Each of these activities allows parents to have a stronger connection with the schools and with their children in the education process.

With BIB, parents are in the schools communicating with faculty and staff, volunteering as they teach monthly social skills, and encouraging behaviors at home as they use the parent newsletter to follow up in teaching and reinforcing social skills. The parent surveys allowed parents the opportunity to respond to questions about the program's effectiveness and their own

importance in its success. In the future, this feedback concerning parents' perceptions of a school-wide approach to teaching social skills and their own importance in its implementation will help in making decisions about the program itself. Additionally, schools should solicit parent feedback when interventions are being considered and in the initial planning phases, in addition to soliciting their feedback after interventions are in place.

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APPENDIX A: Review of the Literature

Scholars document a correlation between school-initiated relationships with parents and parents becoming involved in the school setting (Hoover-Dempsey et al., 2005). An important factor in positively influencing student success is the partnership between home and school. When families create opportunities for children to learn, children have a better chance to succeed in school (Tran, 2014). The family environment is the most significant arena where early socialization is learned. Family interactions have a powerful influence on children's development (Berns, 2012).

Considering these important factors, it is crucial to link homes and schools in the process of teaching both academic and social skills to children. Parent involvement is a key factor. There are several definitions of parent involvement, any of which are associated with a student's success, ranging from better test scores to improved teacher perceptions of a student's academic abilities (Hoover-Dempsey et al., 2005).

Parent Involvement in the School Setting

When talking about parent involvement, regular parent-teacher communication and parents' attendance at school activities are most often considered. However, the definition of parent involvement is much broader. In fact, when parents are engaged with their children in any setting with the intent of encouraging their children's progress at school, these activities are also referred to as parent involvement (El Nokali, Bachman, & Votruba-Drzal, 2010; Izzo, Weissberg, Kasprow, & Fendrich, 1999).

Joyce L. Epstein, an established researcher in the field of family involvement in education, listed activities that build bridges between family and school. These activities are centered around good communication between home and school, cooperation between the two

environments, and education that happens at home, as well as at school, due to effective parenting (Epstein, 1995; Tran, 2014). In the early development of a child it is crucial that we recognize the individual importance of both the home and school settings. In addition to their individual value, academic and disciplinary goals are more consistent across the two settings when there is good communication and collaboration between home and school (El Nokali et al., 2010).

One model established by Hoover-Dempsey and Sandler in 1995 suggested that parents who feel like they collaborate with educators, and parents who believe their actions can make a difference in the success of their children, are more likely to be involved in the education process. When parents believe their children can learn from them because of their knowledge base, they are much more likely to be regularly involved in their children's education (Hoover-Dempsey et al., 2005; Hoover-Dempsey & Sandler, 1995). Although parents use reinforcement to encourage student learning, and while rewards may encourage repeated positive school behaviors, rewards used in isolation of other strategies are not sufficient to encourage full and successful academic engagement. In order to produce long-lasting academic success, systems of reinforcement must be blended with increasing a child's interest in the subject being taught and also implementing effective teaching strategies (Hoover-Dempsey & Sandler, 1995).

Research demonstrates the positive correlation between children's morale and motivation in school and positive parental involvement (Tran, 2014). Parents perceive themselves as an integral part of the team when they are invited by the school, staff, teachers, and students to participate in the education process. Because parents often convey the wish to be more informed in their children's education, a teacher's invitation is extremely powerful in encouraging parent involvement. When they receive this invitation, parents feel more valued in

the process of educating their own children. This is true across all grade levels from elementary to high school, regardless of the parents' socio-economic status (Hoover-Dempsey et al., 2005).

School learning communities, as defined by Joyce Epstein, are communities which involve educators, parents, students, and community partners. It is in this atmosphere of collaboration that schools are improved and families are strengthened (Epstein & Salinas, 2004). When teachers and parents are flexible in scheduling and inviting parent involvement, the variability of resources can be worked around, and involvement opportunities can be created so that parents who may have temporal concerns will feel welcomed and useful (Hoover-Dempsey et al., 2005). Unfortunately, even though teachers are generally interested in involving parents and families in students' education, most teachers are not trained in how to foster these healthy and collaborative relationships. When teachers and school staff are able to offer specific suggestions about the ways parents can help in a school setting, parents are more likely to feel productive and supported (Hoover-Dempsey et al., 2005). Literature continues to support the premise that collaborative relationships between teachers and parents encourage better student behavior and better academic performance (Izzo et al., 1999). Schools must recognize their influence over encouraging parents to become involved. Through understanding the things that motivate parents, such as invitations to participate, and flexibility when considering family circumstances, schools can develop good relationships with parents that will positively influence their decisions to become involved in their children's education (Hoover-Dempsey et al., 2005).

Social and Emotional Skills Need To Be Taught In Schools

Because reading and math test scores are so much in the forefront when discussing success at school, the relationship between academic learning and social and emotional learning

has not been fully understood (Elias, Zins, Graczyk, & Weissberg, 2003; Manz, 2007). There is a common expectation among parents of school-aged children that their students will be given an education which prepares them for adult life (Tran, 2014). Teachers and principals need to see the academic benefit to a social and emotional learning program before they will be likely or willing to integrate it into their school's curriculum (Manz, 2007).

When schools teach students skills related to emotional health and relationships, it affects student learning (Durlak, Dymnicki, Taylor, Weissberg, & Schellinger, 2011). Research shows that when a school is focused on raising test scores at the sacrifice of social and emotional learning, the children are not well served (Manz, 2007). When children have emotional pain they have a very hard time learning and participating in the academic environment (Elias et al., 2003). Public schools are the place where children can be taught to synthesize skills and ideas with practicalities of life and work. School provides a more structured and direct way to learn appropriate ways to interact in society (Berns, 2012, Elias et al., 2003). It falls on schools to take on this responsibility, especially because students often come to school bringing a history of learning deficits which may contribute to behavior problems (Elias et al., 2003, Lewis, Sugai, & Colvin, 1998).

Schools may use a primary intervention model when attempting to bridge the gap between academic and behavioral deficits. A school-wide social skills program or a literacy program fits this model. This model is most effective with younger children where externalized behaviors are more in the low-moderate range. A secondary intervention model may prove to be more useful with older children, where less-desired behaviors are more intense. This model is generally based in classrooms, or in groups targeting social skills and anger management. There is a tertiary intervention which may be applied when an even stronger approach is needed.

Schools need to be flexible in deciding on the most effective intervention (Lane, Gresham, and O'Shaughnessy, 2002). A school-wide system of social and emotional learning (SEL) gives students a chance to reach a competency level that will come closer to helping them in social and academic arenas.

Ideally, students should graduate with mastery in healthy social behaviors as well as in academic fields (Durlak et al., 2011). It is important to note that these skills should be taught in a structured way where there is explicit teaching paired with opportunities to apply and practice the learned skills in various settings. Students will be more successful in incorporating social skills into their daily lives if they are given this structure to work within (Durlak et al., 2011). There is an expectation that when students are lacking in academic skills that the skills will be taught. When students are lacking in behavior management skills these should also be taught (Marchant & Womack, 2010).

Positive Behavior Support

Schools have more success addressing behavior problems when they are consistent and proactive, meaning the system incorporates instruction and reinforcement of socially appropriate behavior even before negative behavior is witnessed (Lewis et al., 1998). A school-wide approach to giving positive behavior support (PBS) offers this proactive model. It is characterized by teaching behavioral expectations, rewarding those behaviors, and giving support in individual and school-wide settings (Warren et al., 2006). It is important to realize that classroom-acquired social competencies are more successful when students get the opportunity to put them into practice throughout the school day in different contexts and settings, which a school-wide system provides (Hawkins, Smith, & Catalano, 2004). A school-wide positive support system is defined as a sweeping combination of both whole-group and individual

strategies that are designed for teaching and learning social skills, while at the same time preventing antisocial behaviors (Sugai & Horner, 2002). The PBS system focuses on teaching positive behaviors and reducing negative consequences, starting early in the child's experience (Lewis et al., 1998). PBS uses scientific educational procedures to teach social skills, which in turn gives a greater chance for students to be happier and healthier in their social relationships (Warren et al., 2006). Another characteristic of PBS is that it encourages generalization of positive behaviors from a more controlled environment to real-life situations (Sanetti, Dobe, & Gritter, 2012).

Punitive behavioral systems are inferior. In a definitive article written by George Sugai and Robert Horner titled "The Evolution of Discipline Practices: School-Wide Positive Behavior Supports (2002)," the authors offer research that shows there are measureable benefits to a school-wide positive support versus the punitive practices of years past. These reactive strategies of a punitive system often include establishing a more visible system of controls, like surveillance and security personnel. A punitive system also relies on detention and more reactionary measures. Though these strategies may produce an immediate result in better behaviors, where there is a feeling of a strong authoritarian presence quite often anti-social behavior is reinforced simply by the nature of the environment (Sugai & Horner, 2002). Punitive discipline, unclear rules and consequences, and lack of consistent support have all attributed to a more instances of undesirable behaviors in school (Lewis et al., 1998). Punishment and exclusion are not effective if they are not paired with a positive support model. A school-wide PBS program resulted in fewer office disciplinary referrals, with the behaviors that actually were referred being far less severe than what were seen before the implementation of the program, according to a reported study (Warren et al., 2006).

In contrast to the punitive model, a school-wide positive system for reinforcing appropriate behavior, along with good and effective teaching, can reduce antisocial behaviors (Sugai & Horner, 2002). According to Sugai and Horner there are important elements of a successful school-wide PBS program. Schools should guide PBS by defining measurable outcomes they are looking for. These outcomes should be presented as goals which are stated positively in a brief and observable manner (Warren et al., 2006). Evidence-based teaching strategies are to be the main focus, followed with collected data that is referenced in order to guide the decisions in the PBS process. Administrators, teachers, students, and other staff should be involved in this process. Different contexts and different outcomes should also be considered. The goal is to look at collected data in order to see if the current practices are proving to be effective in reaching desired outcomes. All of the involved procedures should be evaluated to see if they are contributing to the success of the program. Are the routines working? Is the leadership effective? All of these elements are crucial in order for PBS to create the desired outcomes a school is looking for (Sugai & Horner, 2002). A concise way to sum up the structure of a successful PBS program is to list three components that must be present in the program: instruction, reinforcement, and data (Warren et al., 2006).

When a school adopts a school-wide system to teach social skills, individuals improve in the areas of prosocial behavior and attitudes about themselves and others, and there is a decrease in problem behaviors and emotional distress (Durlak et al., 2011). Subjective reports by teachers and administrators claim an improvement in the general school climate. Teachers in these reports said that they not only felt better about the attitude throughout the school, but they also found themselves dealing with individual problems behaviors in a different way than they

had previously. In addition, parents were pleased to get so much support from the school in developing better social skills in their children (Warren et al., 2006).

School staff members need systematic training in how to teach students the social skills that are desired. Object lessons and role plays are helpful in teaching staff members the methods for implementation of a school-wide PBS program. Letting the staff talk about their own concerns in the school, and pointing out the strengths already seen in the teachers' behaviors both seem to be effective parts of the training process (Warren et al., 2006).

Social Skills and Academics

There is a relationship between social-emotional health and academic success (Payton et al., 2008; Warren et al., 2006). This relationship is true not only because students with better social skills are more able to perform academically due to better self-control, but because they spend less time outside of the classroom due to office referrals, and therefore they miss less instruction (Warren et al., 2006). Deficiencies in basic social abilities lead to struggles in academics and vocational progress (Gresham, Cook, Vance, Elliot, & Kettler, 2010; Marchant & Womack, 2010). Early intervention in the area of problem behaviors is a more successful approach because it is optimal to treat poor behaviors before they become a regular part of the student's interpersonal relationships and while students are still young enough to be responsive to a proactive approach (Lane, Gresham, & O'Shaughnessy, 2002). A school-wide positive behavior support system and a strong academic approach combined do more overall good for the whole student than either one alone. Having both social skills and academics taught at their highest possible levels simultaneously depends on implementing accountability, providing professional development, and ensuring preventative measures are used in the classroom (Sailor, Stowe, Turnbull, & Kleinhammer-Tramill, 2007).

Just as improved social and emotional health aids in academic performance, successful academic interventions may also produce better behavior (Manz, 2007). In a meta-analysis of 165 published studies concerned with school-wide prevention programs, schools that emphasized the social-emotional health of the students had better attendance and fewer drop-outs. The same study also showed the reverse relationship: when students performed better academically around the 8th grade, social competence was a more accurate predictor than the students' academic progress at the same period (Elias et al., 2003).

Marchant and Womack cite past research done in their proposition that social skills be taught within academic lessons in a school's curriculum (Marchant & Womack, 2010; Manz, 2007). Their Book in a Bag program incorporates a holistic approach to teaching social skills in this integrated setting. Positive outcomes have been recorded in studies performed when both sets of skills are taught alongside each other (Marchant & Womack, 2010). Literacy lessons, using children's literature at an age-appropriate level, are chosen in conjunction with desired social skills. A list of books is generated to use in lessons which are taught as part of the teachers' general instruction during the week. Because instruction time for literacy is already planned, this system makes it more efficient to integrate social skills lessons for the students (Marchant & Womack, 2010).

Social and Emotional Competency as an Advantage in the Real World

Research shows that in order for people to have legitimate success in society they need to have a capacity to develop positive personal interactions (Marchant & Womack, 2010; Manz, 2007). Participation in social and emotional learning is necessary in helping students to succeed in the real world. Social and emotional learning (SEL) is defined as a program which addresses self-management skills, along with skills involving relationships and awareness of others.

Students involved in SEL programs have shown improvement in the personal, social, and academic areas of their lives (Payton et al., 2008).

As students demonstrate social and emotional competence their behavior reinforces itself. These reinforcing behaviors create an investment in the norms, values, and beliefs held by an established social group that has the power to influence behavior. When an individual is attached to a group that engages in prosocial behavior he is less likely to violate those behavioral expectations. The opposite is also proven to be true, meaning an individual attached to a group that engages in anti-social behavior will likely participate in increased anti-social behavior.

The important reinforcement of desired behaviors can be supported through successful SEL because it is taught with a multi-year, comprehensive approach, which focuses on emotional and academic achievement, and less on short-term, specific behavior solutions. SEL confined to skill acquisition alone is not sufficient enough in encouraging long-term understanding and adoption of skills which lead to social success and behavior shaping.

The success of a social and emotional learning model depends on the program having built into it a way to teach parents how to support the learned skills at home (Hawkins, et al., 2004). Generalizing social skills occurs most often when the skills can be practiced in the environment which most calls for them. For example, good decision-making skills will not be well-honed without an opportunity or environment where decisions actually need to be made. When there is the chance to experience natural cues and consequences, people learn and generalize skills more successfully (Smith & Gilles, 2003). Home is the place most conducive to learning and practicing socially acceptable behaviors.

Parent Involvement in Social Emotional Health

Researchers have discovered a positive correlation between parent involvement in

elementary school and the social-emotional progression of children (El Nokali et al., 2010; Manz, 2007). When schools and families cooperate, a social and emotional learning program has a better chance of being successful (Manz, 2007). Head Start, along with other early childhood education settings, considers parent involvement as a vital factor. Teachers and parents are expected to have open communication, and parents are invited to participate in activities (El Nokali, et al., 2010). When parents work together to face their students' problem behaviors at home and at school, the literature shows greater positive behavioral outcomes (El Nokali et al., 2010). Although parental involvement is best practice, often it is the case that factors contributing to the negative behavior in children also contribute to deficiencies in parent involvement in schools (Lane, Gresham, & O'Shaughnessy, 2002). When investigating the characteristics of parenting students who exhibit conduct problems, some factors observed have been harsh punishment in conjunction with a low level of nurturing (Webster-Stratton, Reid, & Hammond, 2004).

Another recent study indicates that reports by parents and teachers showed improved student behavior with increased teacher-reported parent involvement. It is suggested in this study that when parents become more present in the schools as they assist in academics they become more communicative with the teachers. With this increased communication parents become more informed about their children's behavior and may therefore encourage more positive behaviors in the home environment (El Nokali et al., 2010). When parents participate beside teachers in educating children in social skills both parents and children benefit. When children have conversations with their parents about emotions, acceptable expressions of emotions, and good management strategies, they are usually more able to regulate their emotions and exhibit more socially acceptable behaviors (Grusec, 2011).

A school psychology task force looked at 100 studies related to parent and family interventions in child psychotherapy, all with the intent of gathering information on the impact of parental family interventions on children's behavior and academic success at school. The researchers were not able to come to a quick and clean conclusion based on the gathered information. What became apparent in this study is that there is more support for interventions with active collaboration between parents, teachers, and students, in a focused and more multi-dimensional program than there is for broader and less defined programs (Ollendick, 2005). Though this study had more to do with psychotherapy with students that were already exhibiting antisocial behavior, rather than the preventative approach of a PBS program, these data are valuable in that studies indicated a strong interest in the effect of parent involvement in student behaviors. In random trials conducted with students who demonstrated both externalizing and internalizing problem behaviors, data demonstrated improvements in child behavior when parents were given training in the area of children's social skills development. Parents must be actively involved as instructors, partners, and "socialization agents" in the social education of their children (DeRosier & Gilliom, 2006). A collection of literature supports the relationship between children's social and emotional behavior and their caregivers' parenting styles and involvement (DeRosier & Gilliom, 2006).

Parent Perceptions of Their Involvement in School-Based Social Skills

A very important issue when teaching youth social skills is targeting skills that will improve their quality of life. This is what we refer to as social validity, and it drives the implementation of interventions as we study behavior. Selecting socially valid behaviors, therefore, is crucial when choosing what will be taught in a social skills training program (Maag, 2006). The literature shows that when youth with emotional and behavior disorders are taught

social skills it is often the case that information on social validity is not recorded. A more common observation is that a rigid system is employed in selecting the taught skills (Maag, 2006).

An important tactic in determining the social validity of social skills which are taught to youth could be performing an assessment to discover where there may be social deficiencies. This would, of course, imply a pre-test and a post-test model in order to measure improvement. Researchers Gresham and Elliot (1984) recommend regularly assessing certain areas related to personal behavior management skills and academic performance skills. In assessing these outcomes in youth that show emotional and behavioral problems, researchers see the opportunity to prove or disprove the social validity of an existing social skills training program (Maag, 2006). Such assessments may be used as a generalized approach for any social skills training program. Effective assessments ask the youth being taught how well they are personally adapting the skills to their own behavior.

Another important step to consider when assessing social validity of a social skills training program is the response of the support staff involved. In a different study which investigated the social validity of a PBS model, related service providers, teachers, and administrators were all asked about their perceptions concerning goals, procedures, and outcomes of their school's PBS initiatives. However, parents were not and are not typically involved when assessing social validity and investigating perceptions concerning these program components (Miramontes et al., 2011). It was, in fact, very difficult to find research which investigated the parents' perceptions concerning the importance of school-based social skills programs in their children's schools. Even more elusive was research on parents' perceptions concerning the importance of their actual involvement in school-based social skills program.

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APPENDIX B: Newsletter



Dear Parents,

The YYYY Social Skills Program teaches responsibility, self-management, communication, and conflict resolution skills. Good communication, positive reinforcement, and consequences are all important elements of the program. Each month one of four areas of focus will be emphasized. During the month of January we will focus on:

Making Good Choices

Classroom parent volunteers will discuss this topic in our classrooms as they read and discuss special picture books related to making good choices. We will enjoy a skit presented by our sixth grade “Grizzly Greeters.” All classrooms will learn the steps to take when making good choices and posters will be hung to remind everyone how to do it. These steps are:

1. Think about the issue.
2. Decide on your choices.
3. Think of the consequences of each choice.
4. Make the best choice for all.

Teachers will be giving out Positive Paw award slips to students in their classrooms who successfully make good choices. Each week, at our Monday assembly, the slips are collected and names are drawn out in a special drawing and rewards are given out. This focus on positive behavior has become a fun tradition at YYYY.

HOW PARENTS CAN HELP

If you have noticed your student practicing these skills at home, *please fill out the home note at the bottom of the newsletter and return.* On Mondays we will draw out a few of these notes during the Positive Paws drawing.

ACTIVITIES

We hope these important social skills are taught and recognized at home. Following are some activities that you and your child can do together to practice making good choices.

Apply the steps to these scenarios

1. You promised your grandma that you would help her on Saturday but you get invited on a fun trip that day with friends. What should you do?
2. You arrive at school early one morning and see another student getting shoved and bullied by others. What should you do?

Make a chart

Make a “T” chart where you can list good and bad consequences for a certain choice. Use the chart to make the best choice. You may use the practice scenarios.

Read Together

Here are some books you may want to read with your child to reinforce our social skill this month:

Title	Author	Grade
Chicken Sunday	Martin Waddell, Helen Oxenbury	2
Don't Need Friends	James Marshall	2
Hey Little Ant	Dr. Seuss	1
Miss Ruphius	Caralyn Buehner	1
My Rotten Red-Headed Brother	Kevin Henkes	1
Mufaro's Beautiful Daughters	Philomen Sturges, Amy Walrod	K
Never Spit On Your Shoes	Rachel Vail	K
Rindin the Puffer	Demi	1

_____ is accepting responsibility by:

Signed: _____

Teacher: _____

APPENDIX C: IRB Approved Informed Consent and Questionnaire

Institutional Review Board
for Human Subjects



Brigham Young University
A-285 ASB Provo, Utah 84602
(801) 422-3841 / Fax: (801) 422-0620

October 7, 2013

Professor Michelle Marchant
340B MCKB
Campus Mail

Re: X 120134

Book in the Bag: An Integrated Approach to Social Skills Instruction

Dear Professor Michelle Marchant

This is to inform you that Brigham Young University's Institutional Review Board has reviewed your Amendment dated 10-03-2013 for the above captioned study. The changes to the study have been approved.

The approved period for the study ends on 3-28-2014. Any additional modifications in the research protocol, study site, personnel, or consent form during this time period must first be reviewed and approved by the IRB.

If you have any questions, please let us know. We wish you well with your research.

Sincerely,

A handwritten signature in black ink, appearing to read "Sandee M.P. Munoz".

Allen Parcell, PhD., Chair
Sandee M.P. Munoz, Administrator
Institutional Review Board for Human Subjects

INFORMED CONSENT:

To encourage children's use of positive social skills, [participating school] is participating in "Book in the Bag." Each month parent volunteers teach social skills in classrooms with pre-made lesson packets that include selected children's picture books and activities. Brigham Young University's Associate Professor, Michelle Marchant is helping [participating school] assess parent's input regarding social skills instruction. Her contact information is listed below. She is also seeking feedback on the monthly parent newsletter associated with social skills and Book in the Bag. The following survey takes about 5 minutes to complete. Your participation is voluntary and you can stop at any point in the survey. Completion of the survey indicates your consent to participate. There are no repercussions for not completing the survey. The information you offer will be summarized as a group and will not be tied to personally identifying information. We appreciate your feedback.

THANK YOU!

If you have questions, please contact Michelle Marchant michelle_marchant@byu.edu

801-422-1238

or Sandee Munoz, BYU IRB Administrator (801) 422-1461

In the text box below, write the NUMBER of your children who attended YYYY during LAST SCHOOL YEAR.

CLICK THE RESPONSE THAT DESCRIBES THE STRENGTH OF YOUR AGREEMENT OR DISAGREEMENT WITH EACH STATEMENT LISTED BELOW.

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
Social skills instruction is an important part of school curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My children enjoy their classroom's social skill lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social skills instruction makes a positive difference in student behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I enjoy teaching social skills to my children	<input type="radio"/>				
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THE FOLLOWING SOCIAL SKILLS ARE IMPORTANT FOR MY CHILDREN

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
Understanding that choices have consequences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resolving differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showing appreciation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accepting responsibility when something goes wrong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Participating school] teachers give students "POSITIVE PAWS" ---a written note praising the student for using a specific social skill.

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
POSITIVE PAWS help improve students' social skills at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Based on this past year, my children received a sufficient number of POSITIVE PAWS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the box below, list approximately how many POSITIVE PAWS your child/children received each WEEK last year. List each of your children---but not the child's name. Example Child1= 3 PAWS ; Child2 = 5 PAWS If you were not at [participating school] last year, indicate "not applicable."

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CONSIDERING PARENT/HOME INVOLVEMENT WITH SOCIAL SKILLS....

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
It is important to involve parents in teaching children social skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents' home notes help improve children's social skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The monthly social skills newsletter helps parents teach social skills at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In regard to the monthly parent social skills newsletter, click your preference. Would you prefer a hard copy or an electronic copy accessed on the [participating school] Internet website?

- Hard-copy
- Electronic copy