SOCIAL AND EMOTIONAL LEARNING IN THE CLASSROOM

by

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Abstract

This study addressed whether the implementation of the Harmony curriculum for social and emotional learning would increase positive student participation and engagement in the classroom. This was carried out in a high school with sophomore level students, using control and experimental groups. Tallying was to document the student's participation and engagement before and after the Harmony lessons. There were two t-tests performed. The first test demonstrated that the Harmony curriculum was making a positive impact on the students and their participation and engagement, compared to the control group. A second t-test was performed to determine if the experimental groups on task behavior changed significantly from week one to week two. The second t-test identified the change from week two and week one in just the experimental group and did not indicate significant change in performance from week 1 to week 2. Conducting both tests were necessary for proper analysis because it compared two separate groups to see if the Harmony curriculum made a positive impact on student participation and engagement. This provided the researchers with the understanding that the difference between groups was significant, but that the gains made may not have been meaningful.

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Chapter 1- Introduction

Social and emotional learning has seen an expansion in the classroom since the 1990's. Researchers have demonstrated ways to increase participation and engagement with students, while using social and emotional learning as the backbone. However, they have not determined which program works most effectively in the classroom. There are several competencies that can be used to develop academic success, and engagement in the classroom. This research study sought to identify whether using the Harmony curriculum in the classroom would increase positive participation and engagement.

Background

Social emotional learning is defined "as the process of acquiring the skills to recognize and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations effectively" (Deli et al., 2021). Social and emotional learning provides students with skills and experiences in the classroom that assists them in regulating their emotions, developing compassion for others, handling different situations, and establishing positive relationships in effective ways. Many students lack social-emotional competencies and become less connected to school as they progress from elementary to middle to high school, and this lack of connection negatively affects their academic performance and behavior. By high school, as many as 40%–60% of students become chronically disengaged from school. (Durlak et al., 2011). Social and emotional learning could benefit the student in recognizing and managing emotions, developing caring and c concern for others, making responsible decisions, establishing positive relationships,

and handling challenging situations effectively. This would be essential if teachers are attempting to improve students' engagement in the classroom by the time they graduate high school. Researchers demonstrated many different curriculums/programs that show both the positives and negative sides in social and emotional learning in the classroom. The environment, structure, and connectedness of the students can play key roles in whether social and emotional learning is effective in the classroom.

Harmony curriculum is one of these curricula that allows students to develop the knowledge, skills, and attitudes that are needed to create meaningful relationships, engage effectively with others, and promote a healthy identity by giving strategies, tools, and social and emotional learning resources (Harmony, 2021). Lesson units are based on diversity and inclusion, empathy and critical thinking, communication, problem solving and peer relationships. Chapter 2 will provide more detailed information regarding the five competencies for social and emotional learning, and different strategies and approaches that have already been studied. It will also discuss the Harmony curriculum, and how it will be used in the study.

Problem

Research has shown that social and emotional learning impacts students' overall academics (Jones & Kahn, 2017). There are research studies (Durlak et al., 2011; Haymovitz et al., 2017) that discuss social and emotional learning for elementary level students, as well as middle school level students. However, research seems to lack information based on high school level students, and how they respond to social and emotional learning in the classroom. The Harmony curriculum has existed since 2008 and conducted its research around lower grade level students. As a result, the Harmony

curriculum does not discuss whether there is a positive impact on participation and increased engagement for high school students with disabilities in a specialized setting. The gap in literature is perplexing because high school students can benefit the most from social and emotional learning (Durlak et al., 2015). Many high school students do not have the skills to manage emotions, make responsible decisions, establish positive relationships, and handle challenging situations effectively (Durlak et al., 2015). If taught in the classroom, they should be able to transfer those skills to future careers.

Methods

This research determined whether the introduction of the Harmony curriculum for social and emotional learning would enhance student engagement and positive participation in one high school classroom, compared to students in a different classroom, who did not use the Harmony curriculum. Students of a Title I high school, in a north central state participated in the research study. There were two groups of students in a specialized setting, one class was the control group, and the other was the experimental group. Baseline data was collected using the data collection observation form that can be found in Appendix A. This form was used to gather the different levels of student participation and engagement in the classroom, in both classes. Marking down and tallying were the form of documentation used to identify students engaged in the class, or small group discussions, as well as individual work. Engagement in the classroom was defined as answering questions appropriately, listening to others' answers without shouting out, interacting with other classmates in a positive way, as well as staying on-task. Different Harmony lessons based on diversity and inclusion, empathy and critical thinking, communication, problem solving, and peer relationships

were added to the daily lesson for the experimental group to see the effect it has on student engagement. There were two t-tests performed to determine the positive engagement and participation in the classroom. Additional information regarding data collection analysis, and implementation of the Harmony curriculum can be found in chapter 3. The data collected demonstrated there was an increase in students' positive participation and engagement in the classroom.

Analysis of the t-tests demonstrated that there was a positive impact on student achievement. The first t-test demonstrated that the Harmony curriculum was making a positive impact on the students and their participation and engagement, compared to the control group. A second t-test was performed to determine if the experimental groups on task behavior changed significantly from week one to week two. Both tests were necessary for proper analysis because it compared two separate groups to see if the Harmony curriculum had a positive impact on student participation and engagement. Further discussion of the findings can be fully found in chapter 4.

The data indicates a small increase in the student engagement and behavior, after the Harmony curriculum was implemented. Understanding the data, teachers then should determine whether implementing the Harmony curriculum would increase students' participation and engagement in their classroom. Further discussion on the analysis of the results and implications can be found in chapter 5.

Chapter 2- Literature Review

Social emotional learning is defined "as the process of acquiring the skills to recognize and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations effectively" (Deli et al., 2021, p.5). Social and emotional competencies are strong predictors of academic and career success. Many have suggested that a greater focus on student social and emotional development translates to higher academic achievement and a reduction in racial and socioeconomic disparities (Kanopka et al., 2020). Schools have been trying to incorporate social emotional learning into the classroom because of the suggested social emotional effects. They are paying closer attention to the student to integrate social and emotional support for the student in the classroom.

Social and emotional development and problem-solving skills are included in varying practices which are important for staff to facilitate in their classroom. By building coping skills, and assisting with difficult emotions, staff can support students' ability to build up their resiliency and hope for the future. This may result in fewer classroom disruptions when the students are taught self-management and how to cope with those difficult emotions that interfere with learning (Anderson, 2019).

Social and emotional skills, such as understanding and regulating emotions, problem solving, and prosocial behaviors, have been identified as salient predictors of school success (Denham et al., 2012). This literature review addresses four areas related to social and emotional learning for students' success in the classroom. The first area focuses on the socioemotional decline in students. The second section discusses

five core competencies needed in social emotional success in the classroom. The third area examines different approaches to social and emotional learning in the classroom. The last area discusses the Harmony curriculum, which was implemented in this research.

Socioemotional Decline in Students

Many students lack social-emotional competencies and become less connected to school as they progress from elementary to middle to high school. This lack of connection negatively affects their academic performance, behavior, and health (Blum & Libbey, 2004). There has been a steady decline in students' engagement in the classroom, and by the time students enter high school, they are engaging in other high-risk behaviors that interfere with the socioemotional wellbeing, and success in high school (Bond, 2020). The pandemic, as well as other tragedies have impacted schools and student learning. These tragedies have put an emphasis on social emotional learning. Students, teachers, and parents are concerned with the safety and mental health of students (Bond, 2020).

Even though there is an increased focus on the mental welfare of students, schools have limited resources to address not only their cognitive development, but also their social and emotional development, which has led teachers to experience intense pressures to enhance academic performance for all areas (Durlak et al., 2011). In the past, schools have been inconsistent with how they identify students who are at risk, who should receive services, and are experiencing challenges in the classroom environment. Because of this, less than half of students who are struggling receive treatment (Von der Embse et al., 2016). Since there are issues within the school system

and identifying students, the schools are assigned to make changes to their identification and delivery of those mental health services (National Research Council and Institute of Medicine, 2009). Universal screening is one such improvement, whereby schools proactively engage in assessment to identify students at risk for further problems (Eklund et al., 2017). The schools use different sources of data, such as teachers, parents, and the students, to facilitate early intervention, and the support that is needed for students. These screenings allow for services to vary, depending on the need of the student, and improvements can then be made within the classroom (Kilgus & Eklund, 2015). Screening for all students is a necessary link to the delivery of school-based mental health services across multiple tiers (Von der Embse et al., 2016).

Using information from screenings, and systematic instruction, social and emotional learning skills may be taught, modeled, practiced, and applied to diverse situations, so that students use them as part of their daily repertoire of behaviors (Ladd & Mize, 1983; Weissberg et al., 1989). Social and emotional learning advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation (DPI, 2021). Many social and emotional learning programs use the five core competencies to teach students the skills in how to prevent behavior issues and improve their overall social and emotional well-being. These five competencies accurately pinpoint skills that are required for the student to be successful in multiple areas of life. This can range from achieving academic goals to feeling more confident in social interactions (Five Social Emotional Learning (SEL) Core Competencies, (n.d.)).

Five Core Competencies Needed in SEL

Social and emotional learning is a fundamental part of human development, as well as education. Collaborative for Academic, Social and Emotional Learning (CASEL) states that social and emotional learning can be broken into five core competencies that can be used for increased academic success, and engagement in the classroom. Self-awareness, self-management, social awareness, relationship skills, and responsible decision making are the five competencies that can be used in the classroom (Durlak et al., 2011).

According to Khazanchi et al. (2021), self-awareness is defined as the students understand their values, emotions, and thoughts, and use them to change their behavior in different settings. Self-awareness focuses on having the student demonstrate a growth mindset, identify one's emotions, examine their feelings, and experience self-efficacy. Self-management is defined as the student being able to manage their behaviors, thoughts and emotions in an effective way to be able to achieve goals they have set for themselves. Self-management focuses on having the student identify stressful moments, and use strategies to cope, take initiative by organizing and setting personal goals, and show self-discipline and self-motivation. Social awareness is defined as the student being able to understand perspectives other than their own, including feeling compassion towards others (Khazanchi et al., 2021). Being socially aware, the students understood social norms in different settings, and how behavior may change in those varying situations. The students understood and expressed gratitude, as well as worked to understand other students' perspectives, and strengths they provided to the classroom.

Relationship skills are the students' abilities to establish and maintain relationships that are supportive as well as healthy (Walker, 2020). This core competency focuses on having the student practice teamwork and resolve conflicts constructively. Relationship skills also include communicating effectively, seeking or offering support when it is needed, and standing up for the rights of others in the group (Khazanchi et al., 2021). Responsible decision-making is when the student makes personal behavior and social interaction choices that are caring and constructive. These core competency focuses on having the student recognize critical thinking skills that are useful in and out of school, reflect on their overall well-being, and learn how to make a reasoned judgment after understanding the information that is presented to them (Walker, 2020).

Different Approaches to Social and Emotional Learning

Schools are recommended as the ideal space to initiate social and emotional interventions as students spend a large part of their time in schools (Durlak et al., 2011). There are multiple approaches to implementing social and emotional interventions, and programs in the classroom. Researchers suggest that there are key features of effective social and emotional programs that make them have the greatest success. Incorporating the acronym SAFE and those elements into the classroom has been found to be most effective (Durlak et al., 2011). S is for sequenced activities that are led in a purposeful way, and let the students make connections throughout the lesson. A is for active forms for students to practice and understand the skills that are being taught to them. F is for the focus time that is spent between the teacher and students

developing those social and emotional skills. And E is for explicitly defining and targeting specific skills.

Adults should work on building social and emotional skills with their students. Improving school culture and climate may enhance benefits when the two are pursued in a simultaneous and coordinated fashion (Jones & Bouffard, 2012). Social and emotional skills may not be seen quickly but allowing time for the implementation of the program should yield strong results in and outside the classroom. Students are most likely to benefit from social and emotional learning when they have opportunities to use and practice skills in everyday interactions and routines (Jones & Kahn, 2017).

Harmony curriculum

The Harmony curriculum, based on Social Emotional Learning, allows students to develop the knowledge, skills, and attitudes that are needed to create meaningful relationships, engage effectively with others, and promote a healthy identity by providing strategies, tools, and social and emotional learning resources (Harmony, 2021). In the Harmony curriculum, the students work through units based on diversity and inclusion, empathy and critical thinking, communication, problem solving and peer relationships. Within those units, the students learn how to approach different situations and recognize similarities, while celebrating their differences. The students develop the ability to understand other people's emotions, while using critical thinking skills. They demonstrate healthy versus unhealthy communication patterns and improve the way they handle conflict. Throughout the Harmony curriculum, the students engage in positive social skills, and develop more constructive ways to solve their interpersonal problems. The Harmony curriculum offers practical strategies, stories, activities, and

lessons that focus on skill development for children to improve relationships, empathy, and confidence (Kampmann, & Bowne, 2020). For my study, I am researching whether the implementation of the Harmony curriculum of social and emotional learning will increase positive student participation and engagement in the classroom.

Chapter 3-Methods

I researched whether the implementation of the Harmony curriculum of social and emotional learning will increase positive student participation and engagement in the classroom. The purpose of this study was to determine the effect of social and emotional learning in the classroom. The Harmony curriculum lessons were integrated into one class that was receiving the intervention. I tallied when the students were engaged in the class, or small group discussion, as well as individual work, in both classes. Off-task behavior was also recorded to see if that decreased during the experiment. The other class was instructed the same as the baseline week throughout the duration of the study.

Setting and Participants

I carried out my research study in a Title I high school, in a north central state. The high school had 20% of students with disabilities, and 47.6% of students who were economically disadvantaged. My study took place with sophomore level students, in two sections of specialized instructed Biology class. One class was the control group, and the other was the experimental group. There were 12 students with multiple disabilities, in each section, with myself as the solo teacher. I had two groups of students with varying disabilities, both in the same specialized instructed setting for Biology class. Students, as well as parents/guardians, signed consent after the completion of data collection, to allow their data to be used for this study. Students signed the assent form, and parents/guardians signed the consent form. A copy of the assent and consent forms can be found in Appendices B and C respectively.

Procedure and Data Analysis

Baseline data was collected over a week's time frame, recording the levels of student participation and engagement, in both classes. Tallying documented when the students were engaged in the class, or small group discussions, as well as individual work. Time sampling was used to assist in marking down the behaviors exhibited. I split up the class into 5-minute intervals, equaling 10 tallies for each student for one 50-minute class. I used a timer on my watch to know when to mark my tallies on the data collection form. A copy of the data collection forms can be found in Appendix A. Engagement in the classroom was defined as answering questions appropriately, listening to other students answer without shouting out, interacting with other classmates in a positive way, as well as staying on task. The following week, different Harmony lessons discussing empathy towards others and critical thinking were added to the daily lesson for the experimental group to see the effect it had on student engagement. This helped determine if the Harmony curriculum was beginning to increase student participation, and engagement. There was documentation of when the students were engaged in the class, or small group discussion, as well as individual work, using the same data collection methods. Off-task behavior was also recorded to see if that decreased during the experiment. The other class continued to be the control group, and received no changes implemented in the classroom.

After data was collected, t-test analysis compared two separate groups to see if the Harmony curriculum made a positive impact on student participation and engagement. T-test analyses and p value of .05, to determine significance, from the data in the experimental group and control group determined whether there was an

increase in students' positive participation and engagement in the classroom. Kampmann, & Bowne (2020) stated that the T-test analyses were an appropriate way to address if the implementation of the Harmony curriculum of social and emotional learning increased positive student participation and engagement in the classroom. The analysis of the data collected from both the control and experimental group determined whether the Harmony Lesson for social and emotional learning had a positive effect on the students' participation and engagement, or if their behavior remained unchanged or decreased.

Chapter 4-Results

The Harmony Curriculum does not discuss whether the completion of the program will have a positive impact on participation and increased engagement for high school students with disabilities in a specialized setting. Many high school students do not have the skills to manage emotions, make responsible decisions, establish positive relationships, and handle challenging situations effectively (Durlak et al., 2015). If taught in the classroom, they should be able to transfer those skills to future careers. This study researched if the implementation of the Harmony curriculum of social and emotional learning would increase positive student participation and engagement in the classroom.

Methods

Students of a Title I high school, in a north central state participated in the research study. There were two groups of students in a specialized setting, one class was the control group, and the other was the experimental group. Baseline data was collected using the data collection observation form that can be found in Appendix A. This form was used to gather the different levels of student participation and engagement in the classroom, in both classes. Tallying documented the students' participation and engagement. This documentation was taken every five minutes, when the students were engaged in the class, or small group discussions, as well as during individual work. Engagement in the classroom was defined as answering questions appropriately, listening to others answer without shouting out, interacting with other classmates in a positive way, as well as staying on-task will all be documented in the baseline data collection. Different Harmony lessons based on diversity and inclusion,

empathy and critical thinking, communication, problem solving, and peer relationships were added to the daily lesson for the experimental group to see the effect it had on student engagement. Analysis of the data determined if the Harmony Curriculum increased student participation and engagement. Off-task behavior was also recorded to see if that decreased during the experiment. The other class continued to be the control group and had no changes implemented in the classroom. The data in the experimental group determined if there was an increase in students' positive participation and engagement in the classroom.

Results

The results of the study showed a small improvement in the experimental group's participation and engagement (on task behavior) in the classroom. Analysis of data Table 1 and Table 2 (control and experimental) determined the Harmony Curriculum increased student participation and engagement. The control group in Table 1, and the experimental group in Table 2 demonstrated the on-task behaviors for week one and week two, with the third column as the difference between week two and week one. A one tailed t-test was performed to compare whether the mean change of the experimental group was more significant than the mean change of the control group. The *t*-value was 2.73094. The p-value was .00626. The result was significant at $p < .05$. With those levels, it is with 95% certainty that the change in the on-task behavior from those two weeks was due to the Harmony curriculum.

Table 1

Control Group

Students	On-Task Behavior		Increased On-Task Behavior
	1st week	2nd week	2nd week to 1st week difference
A	36	37	1
B	41	41	0
C	23	27	4
D	39	38	-1
E	29	29	0
F	34	35	1
G	37	33	-4
H	46	47	1
I	19	20	1
J	26	29	3
K	42	43	1
L	49	48	-1

Table 2

Experimental Group

Students	On-Task Behavior		Increased On-Task Behavior
			2nd week to 1st
	1st week	2nd week	week difference
1	15	21	6
2	20	22	2
3	41	41	0
4	30	36	6
5	23	29	6
6	19	23	4
7	38	37	1
8	34	34	0
9	22	26	4
10	11	14	3
11	44	45	1
12	15	21	6

While there was significantly more improvement for the experimental group than for the control group, the question remained regarding whether this was meaningful

growth. A second t-test was performed to determine if the experimental groups on task behavior changed significantly from week one to week two. The *t*-value was -0.64019. The *p*-value was .264658. The result was *not* significant at $p < .05$. With those levels, it demonstrates that there was not a significant change across the two weeks. The combination of the two results would indicate that there was statically significant improvement due to the Harmony curriculum, but that the significance may not have been a meaningful difference.

Chapter 5-Discussion

Literature reviewed by this researcher discussed many different curricula, and programs that demonstrated both the positive and negative sides to social and emotional learning in the classroom. Blum and Libbey (2004) discussed the areas with which students struggle, leading to negative effects on their schooling. Bond (2020) discussed the decreased engagement students have in the classroom. There were different positive programs for improving student outcomes in the classroom, one being the Harmony curriculum. The Harmony curriculum offers practical strategies, stories, activities, and lessons that focus on skill development for children to improve relationships, empathy, and confidence (Kampmann, & Bowne, 2020). This led to using the Harmony curriculum inside the classroom to address whether the implementation of the Harmony curriculum for social and emotional learning would increase positive student participation and engagement in the classroom.

Analysis of the data

The data indicates a small increase in the student engagement and behavior, after the Harmony curriculum was implemented. There were two t-tests performed. A one tailed t-test was performed to compare whether the mean change of the experimental group was more significant than the mean change of the control group. The first test demonstrated that the Harmony curriculum was making a positive impact on the students and their participation and engagement, compared to the control group. A second t-test was performed to determine if the experimental groups on task behavior changed significantly from week one to week two. The *t*-value is -0.64019. The *p*-value is .264658. The result was *not* significant at *p* < .05. The second t-test identified the

change from week two and week one in just the experimental group and did not indicate

significant change in performance from week 1 to week 2. Both tests were important to

identify because it compared two separate groups to see if the Harmony curriculum

made a positive impact on student participation and engagement. This provided the

researchers with the understanding that the difference between groups was significant,

but that the gains made may not have been meaningful. This may be due to the

relatively short implementation period and leads to implications for practice and for

research.

Implications for practice and future research

For the future, teachers should determine whether implementing the Harmony

curriculum would increase students' participation and engagement in their classroom. If

appropriate, the teacher should assess the student's current engagement and

participation in the classroom. This assessment should be continued through the whole

school year, taking data at various points, to assess increased engagement and

participation in the classroom. Haymovitz et al. (2017) discussed how prolonged

support and coordination are necessary precursors for SEL programs to be effective in

the school setting. It was also discussed how training within a school setting has

assisted with fostering faculty and staff preparedness and self-efficacy that identified

and addressed social–emotional concerns (Haymovitz et al., 2017). Individual students

may need more assistance, and one-on-one teaching to improve their overall skills.

Different school districts could further research by applying the middle school

programs that have been shown to be an effective approach to SEL in the classroom, in

the high school settings. However, the SEL topics that are covered in the middle school

setting may need to be modified to fit the high school demographics. There are many challenges that can come associated with the high school setting. For instance, academic goals, peers, teacher-student relationships, as well as class size are all examples of challenges for students. Placing SEL programs in the class will take careful consideration for the students, and the program challenges that are associated with the SEL programs (Durlak et al., 2015).

Strengths and Limitations and Ethical Considerations

Strengths of the study were that it focused on increasing the social and emotional wellbeing of students with disabilities in a Title I school, where there was a high population of students who were economically disadvantaged. The research question focused on getting students to increase their positive participation and engagement in the classroom. Another strength would be having data collection for both the pre-intervention and post-intervention of the Harmony curriculum. Data collected for the pre-intervention was administered to determine the initial level of participation and engagement in the classroom, and a data collected for the post-intervention determined the increase of participation and engagement due to the Harmony curriculum. Warr et al. (1999) observed that it is preferable to measure outcomes in terms of changes from pre-test to post-test, rather than through post-test only scores, as this explains individual learning and an understanding of how different individuals changed as a result of their experiences. SEL programs demonstrate significant positive effects on targeted social-emotional competencies and attitudes about self, others, and school. SEL programs also enhance students' behavioral adjustment in the form of increased prosocial behaviors and reduced conduct and internalizing problems, and improved academic

performance on achievement tests and grades (Durak et al, 2015). This could have led to overall success for the student in the classroom, and feelings of connectedness to the school.

However, there were some limitations to the overall research study that may make it difficult to generalize the results. First, narrowing the study to a small portion of high school students may miss potential students who would benefit from SEL. Second, the short amount of time is another limitation of the study because it only demonstrated a small change in the students. These are some limitations of the study design and may cause generalizability issues for future studies. Consent of the participants, confidentiality, sampling of the participants, and validity of the research are all ethical considerations that were taken throughout this research study.

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Appendices

Appendix A: Data Collection Materials

This data collection material will be used for both the control and experimental group of the research study. There will be four total forms printed out to collect this data. Two forms used for the baseline, one for each group, keeping the students numbers the same throughout the whole research study. The last two forms are for the second week, where either the participants are receiving the Harmony curriculum, or the lessons are unchanged.

Circle: -(1st or 2nd week) -(Control or Experimental group)			
Student	**Participation**	**Engagement**	**Off task behavior**
A			
B			
C			
D			

E			
F			
G			
H			
I			
J			
K			
L			

Appendix B: Assent Form

**Social and Emotional Learning in the Classroom
Consent to Participate in Research**

Purpose of the research:
school, is conducting a research project on Social and Emotional learning in the classroom, and by conducting this research, we hope to learn if the effects the Harmony Curriculum, for Social and Emotional learning, will have on participation and engagement. You are being invited to participate in this research because you are a part of   class. This consent form contains important information about this project and what to expect if you decide to provide permission to participate. Please consider the information carefully. Feel free to ask questions before making your decision.

Procedures: The study involves analyzing the data that was already collected for school purposes when the Harmony Curriculum was taught.

Time Involvement: No time involvement will be needed.

Risks & Benefits: There are no risks associated with this study and minimal benefits.

Privacy & Confidentiality of your Information: The results of this research study may be presented at scientific or professional meetings or published in scientific journals. Your individual privacy will be maintained in all published and written data resulting from the study. Data collected will have identifying information (your initials) only used to keep the data consistent throughout the research and if at any point you would like to withdraw, your identifying information will be removed. You will be given a letter code by random that will be attached to your information. The data collected and any identifying information will be stored in a locked filing cabinet and then data will be destroyed after three years.

Payment: You will receive no payment for the participation in this research study

Right to Withdraw from the Research: Your participation in this research is completely voluntary. You have the right to choose whether or not you will participate and you have the right to withdraw from participation at any time. If you decide that you do not want to participate in this study, your choice will have no effect on your class grade(s).

Questions about Research Study:
The person in charge of this study   you have questions, suggestions, or concerns regarding this study or you want to withdraw from the study please use the following contact information is:

Independent Contact for Reporting Concerns about Research:
If you have any questions, suggestions or concerns about your rights as a volunteer in this research, contact staff in the

Consent:
Participation in this research is voluntary. Your signature below indicates that you have read this form and that all questions have been answered to your satisfaction. A copy of this consent form will be provided to you.

Participant Signature: I agree to participate in this research.

_____   _____   _____

Name of Participant   Signature of Participant   Date

Appendix C: Consent Form

Social and Emotional Learning in the Classroom
Parental Consent for your Child to Participate in Research

Purpose of the research: _____ Special Education graduate program, as well _____ I, is conducting a research project on Social and Emotional learning in the classroom, and by conducting this research, we hope to learn if the effects the Harmony Curriculum, for Social and Emotional learning will have on participation and engagement. Your child is being invited to participate in this research because they are a part of _____ 's class. This consent form contains important information about this project and what to expect if you decide to provide permission for your child to participate. Please consider the information carefully. Feel free to ask questions before making your decision.

Procedures: The study involves analyzing the data that was already collected for school purposes when the Harmony Curriculum was taught.

Time Involvement: No time involvement will be needed from the student.

Risks & Benefits: There are no risks associated with this study and minimal benefits.

Privacy & Confidentiality of your Information: The results of this research study may be presented at scientific or professional meetings or published in scientific journals. Your child's individual privacy will be maintained in all published and written data resulting from the study. Data collected will have identifying information (your child's initials) only used to keep the data consistent throughout the research and if at any point the student would like to withdraw, their identifying information will be removed. Your child will be given a letter code by random that will be attached to your information. The data collected and any identifying information will be stored in a locked filing cabinet and then data will be destroyed after three years.

Payment: You and the participant will receive no payment for the participation in this research study

Right to Withdraw from the Research: Your child's participation in this research is completely voluntary. You have the right to choose whether or not your child will participate and you have the right to withdraw from participation at any time without loss of any service, benefits, or rights you would normally be entitled to. If you decide that you do not want your child to participate in this study, your choice will have no effect on your child's academic status or class grade(s).

Questions about Research Study:
The person in charge of this study _____ . If you have questions, suggestions, or concerns regarding this study or you want to withdraw from the study please use the following contact information is·

Independent Contact for Reporting Concerns about Research:
If you have any questions, suggestions or concerns about your child's rights as a volunteer in this research, contact staff in the

Consent:
Participation in this research is voluntary. Your signature below indicates that you have read this form and that all questions have been answered to your satisfaction. A copy of this consent form will be provided to you.

Parent or Legal Guardian Signature: I agree to allow my child to participate in this research.

_____   _____
Print Name of Child   Print Name of Parent/Legal Guardian

_____   _____
Signature of Parent/Legal Guardian   Date