

The Impact of Social Wellness Integration on Fifth Grade Students' Positive Social Behaviors

by
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A thesis submitted to the faculty of The University of Mississippi in partial fulfillment of the requirements of the Sally McDonnell Barksdale Honors College.

Oxford
May 2018

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ACKNOWLEDGEMENTS

I would like to begin by thanking my advisor and mentor, Dr. Alicia Stapp, for her generous guidance and support. She has spent countless hours investing in me during my time at the University of Mississippi, and I am so grateful for her wisdom and expertise. I would also like to Dr. Ann Monroe and Dr. Susan McClelland for serving as my Second and Third Readers.

I would like to thank the Sally McDonnell Barksdale Honors College for the amazing opportunities of learning, community, and growth that I have found the last four years. I have been challenged and supported constantly by so many different honors college faculty members, which has guided me through college.

Finally, I would like to say thank you to my family and friends for listening and encouraging me with this thesis; your support means the world to me!

Abstract

Kathryn Harrison: The Impact of Social Wellness Integration on Fifth Grade Students’

Positive Social Behaviors

(Under the direction of Dr. Alicia Stapp)

In recent years, schools across the United States have encountered increased pressure to focus solely on academic performance (Dillow & Snyder, 2007). Therefore, time allotted to developing fundamental social skills needed to improve the well-being of children in elementary school has decreased. However, social skills are essential to educating the overall well-being of children (Clinton, West, and Wilson, 2017). Benefits associated with social wellness education include relationship skills, responsible decision making skills, and consideration of well-being of self and others. These are all important to lifelong success (Burrow, Patrick, Kyzer, & Mckelvey 2016). To address these concerns, this study examined the impact of social wellness integration strategies into an academic unit on fifth grade students’ positive social behaviors. All participants were in the same fifth grade classroom at an elementary school in Northwest Mississippi. Twelve observations were completed from October 20, 2017- November 29, 2017 from 1:10 p.m.- 2:40 p.m.. The first six observational periods examined the students positive and negative social behaviors when academic lessons included social wellness integration, and the last six observational periods examined the students positive and negative social behaviors when academic units did not include social wellness integration. Participants

positive and negative social behaviors were documented in 10-minute intervals throughout each 90-minute observational period. Results indicated that integrating social wellness standards and strategies into a fifth grade academic unit increased positive social behaviors in the classroom.

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Chapter 1: Introduction

Increased educational mandates in the United States aimed at improving academic performance have forced educators to primarily focus on academic achievement. Subsequently, less focus has been placed on the well-being of children in the classroom. In 2015, the Every Student Succeeds Act (ESSA) was passed with the intention of improving education by preparing students for college and their future careers (Every Student Succeeds Act, 2017). Because of the high expectations put forth in the ESSA, schools have become much more focused on college and career readiness standards via curriculum implementation and state mandated assessments in academic subject areas. However, students should also be afforded the opportunity in school to develop social and emotional skills that will enable them to effectively participate in school, college, and their future career.

According to the National Center for Education Statistics, children under the age of 6 spend 30% of their week solely on academic performance rather than personal welfare (2013). Nonetheless, personal welfare is fundamental for development of the whole child and lifelong success (Miyamoto et al., 2015). While the school environment primarily focuses on children attaining high levels of achievement, it is important to note that social and emotional skills are the foundation of positive relationships (Poulou, 2016). Without these social and emotional skills, students are less likely to reach their fullest potential (Aro, Huurre, Rahkonen, & Komulainen, 2006). Withey (2016) noted

that there is a dramatic impact on children, academically, socially, and later in their professional career when social skills are not addressed.

Compounding the lack of attention paid to social and emotional skill development is the fact that many children suffer from emotional and behavioral disorders. As of 2016, 20% of children enrolled in preschool are reported to have some type of emotional or behavioral problem (Burrow et al., 2016). The United States Department of Education has placed a large emphasis on emotional disorders since the 1980s, as the amount of emotional disorders in children continue to rapidly increase (Robinson & Rapport, 2002). Currently, the United States Department of Education does not provide a national curriculum for social and emotional wellness integration at the elementary level. However, most states have an individual set of standards for health and wellness education. Unfortunately, in a society where teachers are evaluated on teaching children the basics of learning, such as fundamental mathematics and reading, wellness education is oftentimes seen as less important in the education profession (Poulou, 2016).

Time restrictions are another factor contributing to the deficiency of wellness education in the twenty-first century classroom. Because a considerable amount of emphasis is placed on performance scores, there is not an ample amount of time to focus solely on wellness education. Therefore, recess and lunch may be the only time that students have to interact socially in a structured or an unstructured environment with other students throughout the day. However, with the right instructional strategies and base of knowledge in health education and promotion, social wellness can be easily integrated into classroom instruction to assist children in their academic, social, emotional, and physical development (D'andrea, Omizo, & Omizo, 1992).

The current body of research on the effect of social wellness integration in the school setting has primarily focused on short-term studies and its emotional impact on children. Very few studies have examined the effect of social integration strategies on positive social behaviors in the general education classroom. Therefore, this study focused on the direct effect of social wellness integration strategies into fifth grade science lesson plans in the general education classroom on the positive social behaviors of fifth grade students. Results of this study could be a critical factor in determining how social wellness integration can be utilized as an instructional method while teaching daily curriculum. Additionally, this study may provide insight as to how social wellness could improve overall wellness while simultaneously engaging students academically, socially, and psychologically to improve their academic achievement in the elementary classroom.

Definition of Terms

For the purpose of this thesis, the following terms are defined:

Wellness. Wellness is defined within six components that are multidimensional- emotional, occupational, physical, spiritual, intellectual, and social; “Wellness is multidimensional and holistic, encompassing lifestyle, mental and spiritual well-being, and the environment” (The Six Dimensions of Wellness- National Wellness Institute, 1976, p. 1).

Social wellness. Social wellness is one of the six dimensions of wellness that

“encourages contributing to one’s environment and community” (The Six Dimensions of Wellness- National Wellness Institute, 1976, p.1). Students develop social wellness through positive interactions with one another.

Positive social interaction. “Positive social interactions are interactions that take place between peers that are positive in nature and successful for both children involved” (Center on the Social and Emotional Foundations for Early Learning, 2018, p. 1).

Negative social interaction. “Actions that are positive for only one party or no parties involved. Negative interactions can involve name calling, grabbing, pushing, or distracting” (Center on the Social and Emotional Foundations for Early Learning, 2018, p.1).

Purpose of the Study

Fifth grade is a fundamentally important stage of learning and discovery for students. Most students in this grade change classrooms for each core subject for the first time. In this study, it was also the first time that students were exposed to a full science curriculum rather than just science integration into other academic areas. During this period of schooling, many students also struggle with levels of engagement, socially and academically, in the classroom (Aro et al., 2006). Off-task behaviors, such as gazing around the room, fidgeting, distracting interactions with other classmates, closing eyes, or moving around the classroom, can negatively affect students socially and academically. Thus, this study aimed to determine if students’ positive social behaviors increased when social wellness integration strategies were integrated into science content. Social

wellness integration strategies included collaborative group work, brain breaks that included student-to-student interactions, and teacher-student interaction activities. This study sought to answer the following research question:

1. Does integrating social wellness standards and strategies into an academic unit increase positive social interactions?

Chapter 2: Literature Review

Increasing pressure on educators in the United States to focus solely on improving academic performance has diverted attention away from developing fundamental social and emotional skills that improve the well-being of children in elementary classrooms (Dillow & Snyder, 2007). In 2015, the Every Student Succeeds Act (ESSA) was passed to improve American education and focus on preparing students for college and career readiness (Every Student Succeeds Act, 2017). One of the intentions of the ESSA was to relieve pressure that involves grades and standardized tests from the students and teachers, specifically at the elementary level, while providing equitable education that aims to close the achievement gap. However, the ESSA did not replace the annual standardized testing requirements. Thus, students are still tested in mathematics and English language arts, beginning in third grade.

Executive Functioning Processes

Due to the aforementioned academic expectations, it is imperative for students to be able to manage their own mental and self-control. As schooling progresses, students must learn to become more independent in their studies and work ethic. This ability to manage mental and self-control in order to achieve an intended goal is known as the executive functioning process. (Droutman, Semple, & Reid, 2017). Executive functioning is measured by monitoring students' behaviors involving planning and controlling emotions and is used by many academicians to determine growth in students' academic performance (Hutchison, Feder, Abar, & Winsler, 2016).

The body of research on executive functioning is broad in scope within the area of special education, particularly for attention deficit/hyperactivity disorder (ADHD) (Hutchison et al., 2016). Previous studies have developed interventions that aid in improving executive functioning processes for students who have ADHD. Hutchison (2016) studied the executive functioning of eighty-two students, of which, 21 had ADHD, 33 were on the autism spectrum, and 28 were general education students. These students all came from similar socioeconomic backgrounds. Multiple surveys were completed by the students and parents to evaluate academic success, as well as executive functioning. When analyzing the survey results, investigators found that both parents and students who were diagnosed with ASD (Autism Spectrum Disorder) or ADHD had more stress than general education students and parents. However, little research has been completed on the general student population. Interventions that aid in developing executive functioning, such as *group work* and *communication activities*, should be integrated into children's everyday learning environment so that children have the opportunity to improve their executive functioning processes throughout their primary education (Hutchison et al., 2016).

Classroom Engagement

Another factor that is essential to students' continued academic success is classroom engagement (Strambler & McKown, 2013). Engagement is categorized into behavioral and psychological domains. Behavioral engagement entails students who are active participants in academics and extracurricular activities. Psychological engagement represents connecting one's personal self and the instruction. For example, positive psychological engagement occurs when a student demonstrates math knowledge of

money in real situations. Relational and emotional support is also proven to correlate with behavioral and psychological engagement (Strambler & McKown, 2013). Strambler and McKown (2013) completed a study involving eighteen classroom teachers in six school districts. The teachers attended workshops to develop classroom engagement skills that focused on psychological and behavioral engagement. Pre- and post intervention, students were surveyed and assessed through a quiz to determine levels of engagement. Findings of the study indicated that students who received the intervention showed significant improvements in psychological and behavioral engagement due to the intervention. Thus, for students to be engaged in the academic classroom they must be socially and emotionally ready to connect to the classroom and able to positively tap into their executive functioning processes.

Developing the Whole Child

While developing executive functioning processes and classroom engagement are critical factors to achieving daily academic goals, it is essential that teachers concurrently focus on the overall well-being of children (Clinton et al., 2017). When a child's well-being is considered in the classroom setting, teachers have the ability to foster both executive functioning processes and positive classroom interactions. This stems from including instructional methods that facilitate *positive social interactions* during academic learning time. On the contrary, when a child's wellness is left unattended in the classroom, it may be challenging for them to self-regulate or be positively engaged during daily classroom instruction. Suttie (2014) noted that students who are unable to regulate their emotions tend to end up in distracting behavior, which does not allow them to participate in positive ways. Thus, impacting their overall performance at school.

However, if teachers can provide internal or external resources that students may lack during instructional time, as opposed to penalizing them, their ability to thrive will be much greater.

Well-being encompasses six components that are multidimensional — emotional, occupational, physical, spiritual, intellectual, and social (National Wellness Institute, 1976). Whole child development is an approach to education that veers away from a focus solely on academic achievement and embraces all of the above mentioned components for long-term development and success of all children. This approach is inclusive of developing cognitive, emotional, and social skills simultaneously that are necessary for school and success later in life (Myamoto et al., 2015). When children are afforded the opportunity to be involved in their own wellness during formative years, the risk of negative health outcomes later in life is significantly reduced (Clinton et al., 2017). Although every dimension of wellness is necessary to developing the whole child, social and emotional wellness are often overlooked in the classroom (Burrow et al., 2016).

The most important social skills for lifelong success are relationship skills, responsible decision making skills, the ability to evaluate consequences of actions, and the consideration of the well-being of self and others (Burrow et al., 2016). Furthermore, the Collaborative for Academic, Social, and Emotional Learning (CASEL) determined that the most important emotional skills necessary for academic and lifelong success are self awareness, self-management, and social awareness (Burrow et al., 2016). The National Association for the Education of Young Children (NAEYC) also found that

social skills, including independence, positive listening skills, and play with others, at the elementary age are a predictor of later academic success (Withey, 2016).

Social and emotional skills are developed in infancy and continue to develop throughout childhood via simple skills such as smiling, attention between objects and people, and using proper gestures as well as sound (Withey, 2016). All of these social and emotional skills play an important role in shaping a well rounded student. Schools and teachers can help facilitate these skills at an early age by integrating skill development into the classroom so that students are capable of being productive in all capacities throughout their life.

A Focus on Social and Emotional Research in Schools

The current body of research on social and emotional learning has seen a significant increase over the past decade due to a rise in children with social and emotional issues, a new understanding of the dimensions of wellness and a rise in the publicity of social and emotional issues across the United States. In the past, counselors, psychologists, and education specialists have not been afforded many long-term research opportunities because of the challenges encountered when trying to observe full time in a classroom (D'andrea et al., 1992). However, access to classrooms has become much more prevalent as researchers work towards developing and implementing the most effective interventions for students with social and emotional behavioral disorders. As the needs for these interventions continue to grow in the school setting, and an increase in information is provided through research, the depth of knowledge on this topic will continue to increase.

Social and emotional wellness integration in schools. Social and emotional skills are the foundation of positive relationships (Poulou, 2016). Without these skills, students are less likely to reach their fullest potential (Aro et al., 2006). A study by Withey (2016) evaluated how social skills impacted the professional life of students who were diagnosed with Autism Spectrum Disorder. Throughout the child's development, the researcher evaluated the effect of social skills in transitioning into adult independence. Developmentally appropriate apps were selected to integrate into academic content, such as a dramatic play scenario apps, where students learned social expectations within the game as well as how to play with the game. Results of the study concluded that socioemotional skills are foundational not only to school success, but also to independent life (Withey, 2016).

Wellness and academic achievement. A longitudinal study was completed in Tampere, Finland, wherein ninth grade students were observed and later followed up with at age thirty-two (Aro et al., 2006). The original number of participants in the study was 2,269. At age thirty-two, 1,471 of the original participants were examined. The same questionnaire was completed and included questions about psychological health, lifestyle, family backgrounds, social factors, and life events. Lifestyle was measured based on questions related to health behavior, including meal choices, physical activity, and medical history. Many factors in adolescence were directly associated in adulthood with their educational attainment during youth (Aro et al., 2006). Results did not indicate that there was a difference between genders involving the low school achievement predictors of low educational level in adulthood (Aro et al., 2006). However, the high school dropout rate of males was higher than females . This study also revealed that poor

physical and mental health in adolescence led to low levels of academic achievement (Aro et al., 2006).

Wellness and technology. Another recent study examined the effect of technology on the development of social and emotional skills for all ages. Technology has been found to motivate and spark interest in social interaction and emotional growth (Withey, 2016). There are innumerable apps that have been developed to assist teachers in planning lessons. One computer based program that Withey focuses on is called Circle Time. Circle Time allows teachers to maintain high levels of engagement during reading circle time and work on the development of social skills. Students select pictures and phrases and connect them with certain sections of a book. This study focused on using the aforementioned app during small group instruction, as well as peer tutoring. Results indicated increased engagement levels and improvements in social behavior. Primary education teachers were surveyed after implementing Circle Time and other similar technology applications. Results showed an increase in student participation and engagement (Simpson & Oh, 2013). Integrating technology at an early age has become very common, but the importance of maintaining a balance between technological and non-technological activities is highly emphasized (2016). When technology is thoughtfully integrated into the classroom, it can be an effective strategy to integrate social wellness into the elementary classroom and thus improve academic and life skills.

Wellness for staff. An additional perspective to address when examining wellness integration in schools is that of a teacher's own state of wellness. Teaching is one of the most stressful jobs in the United States, which can negatively affect teacher well-being and academic achievement (Greenberg, Brown, & Abenavoli, 2016).

Therefore, two Head Start programs worked together in 2012 to enhance preschool programs' interventions for social and emotional development (Busse, Green, Malsch, Kothari, & Brennan 2012). The goals for the interventions included restructuring existing preschool mental health services, mental health strategic planning, providing proper training for the staff at the schools, and implementing wellness programs for the staff (Busse et al., 2012). Results of the quantitative staff survey found a significant improvement in reduced staff stress, a better understanding of mental health practices for children, and best practices for improving mental health (Busse et al., 2012). The two programs had differing locations, large suburban and rural counties, so that the study could determine if size of towns affected the success of mental health (Busse et al., 2012). The study suggested that for mental health integration in the classroom to be successful, these preschool programs should hire mental health consultants to evaluate the employees and administration at these preschools every few months (Busse et al., 2012). The rural counties had almost five times as much mental health consulting time in the program; however, the size of towns did not have any other significant effect on the success of the study. This study also found that a "collective mental health perspective" is crucial in any school where social wellness is a focus, as the staff is often overlooked in a school system (Busse et al., 2012).

In a society where there is an increasing number of single-parent families, divorce rates, and homes in which both parents hold full-time jobs, children have less access to their parents for personal guidance, support, and discipline in the past (Egger & Angold, 2006). Since the majority of a child's day is spent in a classroom environment, schools and teachers have an invaluable opportunity to help students develop cognitive,

emotional, and social skills. While young children learn about themselves and the environment through playful interaction and communication with others, children must also be provided these types of opportunities in a more structured learning environment as they move into the elementary years so that they can continue to effectively grow and learn about themselves (Withey, 2016).

Current State of Wellness Integration in Schools

In 1981, there were over 350 treatment programs for elementary aged students with social and emotional disorders, and that number continues to increase rapidly each year (Robinson & Rapport, 2002). Currently, the United States Department of Education does not provide a national curriculum that addresses wellness for children in the elementary school setting. However, in 1995 the Centers for Disease Control and Prevention (CDC) released National Health Education Standards (NHES) to high school grades. Starting in 2004, the CDC began reviewing the NHES to implement it in all grade levels, and in 2014, the newly reviewed standards were released to each state for all grade levels. While this is a promising starting point, the standards only provide a framework for creating curriculum from.

Some states have created online platforms that provide lesson plans which address wellness standards. Despite these banks of lesson plans available for teachers, there are very few comprehensive wellness programs that have been developed and examined for use in schools. Another resource available for teachers is also a selection of non-peer reviewed physical wellness curricula available on the internet. However, the selection is primarily based on developing physical wellness and does not address any other dimension of wellness.

Wellness in Mississippi. In the state of Mississippi, the Contemporary Health Standards found in the Mississippi Frameworks state that they should be integrated into every grade level, starting in Kindergarten and continuing until graduation (Mississippi Department of Education, 2012). The state of Mississippi mandates that 45 minutes of health education should be taught each week. However, many students may not receive the expected 45 minutes each week of health education. Students also may not receive instruction in all six dimensions of wellness. If wellness is taught at the elementary level, it is often in the form of physical wellness. This may be a result of academic mandates and the fact that there is lack of accountability in the form of assessments for health standards at the elementary level. While the majority of states provide health standards, they do not always provide sample lesson plans or examples for daily wellness integration.

Lack of support for wellness integration. Despite some optimism for wellness integration, there are many reports of resistance from teachers in the classroom (Poulou, 2015). This lack of optimism can be linked to the fact that integrating wellness into the classroom requires effective classroom management. In a study by Poulou (2015), it was reported that the lack of classroom management is the number one cause of teachers leaving the profession. Wellness integration usually includes methodologies that entail active participation from students, as opposed to pencil and paper lecture. Thus, requiring teachers to have effective classroom management, as students may be asked to move around more frequently and interact with one another in authentic ways. These methodologies may be another reason that teachers are less likely to integrate wellness into their daily curriculum. Another reason for a lack of support may be that teachers are

only evaluated on teaching children the basics of education, such as fundamental mathematics and learning to read. Therefore, wellness education is seen as less important and viewed as a luxury in the field of education (Poulou, 2016).

Lack of teacher training. Research shows that administrators across the country believe that wellness integration in the classroom is important. Nonetheless, only 20% of teachers have received recent training on supporting students' social and emotional growth (Burrow et al., 2016). Special education instructors, counselors, and administrators are more likely to receive training in social and emotional learning at specific conferences and in profession specific meetings (Burrow et al, 2016). Because of various laws, such as the Individuals with Disabilities Education Act (IDEA), inclusion classrooms are becoming more common and teachers need to be aware of teaching methods that support social and emotional learning (IDEA, 2004).

REACH training. Even though there is an evident lack of training for general education teachers on social wellness integration, the Reaching Educators and Children (REACH) program was a longitudinal study aimed at training teachers to support the social development of their students. It provided teachers with the opportunity to implement wellness education into the elementary classroom. The founders of REACH noticed a lack of training for elementary teachers on the topic of social wellness. Therefore, they developed a curriculum that assisted teachers in becoming more prepared and confident in teaching to their students social and emotional needs (Burrow et al., 2016). The curriculum emphasized establishing a nurturing relationship with every child, focusing on routines and schedules to improve behavior, factors that oftentimes spur childhood aggression, positive attitude and good behavior correlation, differentiated

instruction, and other techniques to assist the teacher in helping their students succeed (Burrow et al., 2016). Results of the REACH program found that students with social-emotional delays at a young age were more likely to struggle in adolescence, including behavioral management problems during school, high school dropouts, and jail time. Trained research assistants completed observations both before and after REACH intervention. Problems that were identified were social and academic problems, school dropout, and adult incarceration (Burrow et al., 2016). Even though the REACH program was a beneficial program and assisted teachers in creating social wellness focused lesson plans, it is not easily accessible to all students and school districts.

Teachers' Self Efficacy and State of Wellness.

Without a knowledge base of how to effectively integrate social wellness into the classroom, it is challenging for teachers to be confident in teaching wellness skills in addition to fitting it into their already packed daily schedule. Often, school counselors or psychologists are the only adults responsible for working on social and emotional skills with students. However, it is increasingly important for classroom teachers to be able to teach basic social and emotional skills throughout the academic school day. Without a knowledge base of these skills, how to integrate them, and a lack of support on teachers' understanding of their own social and emotional functioning, it may be unreasonable to ask teachers to provide social and emotional support to their students (Poulou, 2016). If a teacher is not in a positive mental state, he or she cannot functionally teach the students positive social wellness skills or academic excellence (Poulou, 2016).

Current School Wellness Programs

Social-Emotional learning. There are currently two different school-based universal preventive programs, Social-Emotional Learning (SEL) and Positive Behavioral Interventions and Support (PBIS). Both of these programs have been effective in helping students improve socially, emotionally, and academically (Droutman et al., 2017). Social-emotional learning intends to develop healthy relationships, difficult situation problem solving skills, and motivation for academic success (Droutman et al., 2017). Psychoeducation, behavioral skills, and a positive school environment are crucial to implementing SEL practices in the elementary classroom. SEL focuses on conflict resolution with practices like the Thomas-Kilmann Conflict Mode Grid, which focuses on compromise, collaboration, and completion (Guerin, 2014). Teachers must teach students how to ask and answer questions, and this will later demonstrate students engagement levels (Guerin, 2014). Mediation and conferences within teacher-student relationships, student-student relationships, and student-self relationships are another focus of Social-Emotional Learning. Guerin (2014) found that SEL is most effective in fostering social and emotional growth when the entire school implements SEL practices. It was also noted that SEL growth occurs the most between second and third grade (Guerin, 2014).

Positive behavioral interventions and support program. The positive behavioral interventions and support program (PBIS) is a three tier program that consists of school wide interventions, classroom interventions, and individual interventions (Droutman et al., 2017). Schools that implement PBIS usually undergo training prior to implementation. PBIS is used across the school, instead of solely in the classroom so that

students learn proper behavioral and social skills at all times, not just during academic instruction. Visual displays are very common in PBIS schools. PBIS aims to reduce schoolwide problem behaviors and focuses on the individual student (Droutman et al., 2017). Although these programs have seen positive outcomes for classroom management, social wellness is not thoroughly taught through these models due to the use of broader school approaches rather than concentrating on individual student success (Droutman et al., 2017).

The Center for the Prevention of Young Violence and Public Health at Johns Hopkins conducted a study in 2008 on the implementation of School-Wide Positive Behavioral Interventions and Supports. Thirty-seven elementary schools volunteered to enter this study, of which, twenty-one received PBIS training and the remaining sixteen did not. The study focused on recommendations for school districts to focus on behavioral support coaches and implementation of behavior modification within schools. Fifteen school-wide evaluation tool assessors were hired to evaluate these schools' PBIS programs. Schools were observed for three years and tested on the school's ability to school-wide evaluate, define expectations, teach expectations, rewards systems, response to behavioral violations, monitoring and evaluation, management, and district support (Bradshaw, Reinke, Brown, Bevans, & Leaf, 2008). The goal of PBIS is to have 80% implementation level, which two-thirds of the trained schools accomplished after only one year. PBIS focuses on behavioral education as a means of reinforcing positive behavior instead of punishing negative behavior (Bradshaw et al., 2008). After the three years of studying, researchers found that PBIS resulted in a great increase of systems for responding to behavioral violations. Schools that implemented PBIS programs also saw

a positive response from students in regards to positive behavior reinforcement (Bradshaw et al., 2008).

Mindfulness and yoga. Mindfulness-based yoga is another form of wellness integration that is being implemented in select schools throughout the United States. These programs focus on the mental success of each student and how practicing mindfulness-based yoga can positively influence the the classroom and school. Mindfulness-based yoga has become a very popular wellness integration strategy because there is a great supply of mindfulness-based yoga resources on teaching websites. Therefore, it does not require substantial training for the individual classroom educator (Harpin et al., 2016). The overall goal of mindfulness programs is to improve the student's awareness of thoughts and emotions and how they influence not only the individual but also those around them. By improving awareness of thoughts and emotions, the student is likely to become more responsible, calm, and focused on the academic content (Garrison Institute, 2005). Droutman (2017) suggested that classrooms practicing mindfulness will create more positive learning environments.

The University of Colorado conducted a study on a mindfulness intervention pilot program at a local school not trained in mindfulness practices (Harpin et al., 2016). Two fourth grade classrooms were chosen to participate; one classroom received the intervention in the morning, and the other classroom resumed normal morning routine without receiving the intervention. The intervention was implemented for thirty minutes, twice a week using the MindUp and Mindful Schools curriculum. Surveys were administered to teachers and students before and after the intervention, including the FastTrackTeacher Social Competence Survey, the Child Assent Mindfulness

Measurement Survey, and the Mindful Schools Survey. Results of the FastTrackTeacher Social Competence Survey indicated increases in social competencies, emotional competencies, and academic competencies post-intervention and the Mindful Schools Survey revealed many different benefits for mindful interventions. One-hundred percent of students reported that they “enjoyed mindfulness classes” (Harpin et al., 2016).

Another mindfulness based program encourages teachers to create a “Peace Place” where students can go in the classroom to work through their feelings during a time of conflict (Garrison Institute, 2005). Teachers provide comfortable furniture, as well as books about feelings, writing and drawing tools, and posters to promote deep breathing and thinking. Another technique that the Garrison Institute surveyed is the Open Circle Program. The Open Circle Program promotes scenario problem solving situations. Breathing techniques slow down the pace of the instruction period and allow the students to focus on deep listening and engagement (Garrison Institute, 2005). Although the research on mindfulness practices is promising, many programs do not show significant gains due to a lack of teacher training prior to implementation of programs (Droutman et al., 2017).

The Future of Social Wellness Integration

Social Wellness has been broadly studied and is essential to children’s academic and long term success. Even though social wellness has been studied significantly in early childhood education and in the special education setting, there is a gap in the literature related to social wellness integration strategies in the general elementary classroom that connects wellness and academic standards. Several short term studies have been conducted on wellness integration in the elementary classroom, but little to no

research has been conducted long term. Additionally, the majority of research on social and emotional wellness has focused on strategies that are not directly related to the curriculum or core standards. Therefore, this study focused on the direct effect of social wellness integration strategies that were integrated into fifth grade science lesson plans within a general education classroom on positive social interactions among students. This data could be a critical factor in determining how and in what amount social wellness should be integrated into the daily classroom curriculum in elementary schools.

Chapter 3: Methodology

This study utilized a quantitative approach to examine the impact of social wellness integration strategies on fifth grade students' positive social interactions in an elementary classroom. Data was collected during twelve observation periods. The first six periods of observation involved social wellness integration and the last six periods of observation did not include social wellness integration in the lessons. Observations took place when students were in their science classroom during the 7/8 period block. During each 10-minute interval of the 90-minute observation period, the principal investigator or graduate assistant documented whether the participants displayed mostly positive or mostly negative social behaviors. Data was then analyzed to determine if social wellness integration into academic lessons led to increased or decreased positive social interactions. Thus, this study aimed to answer the following question: Does integrating social wellness standards and strategies into an academic unit increase positive social interactions?

Participants and setting. The present study took place in one fifth grade general education classroom at an elementary school in Northwest Mississippi. Participants were selected through non-probability purposive sampling and were inclusive of twelve female students and ten male students. This study utilized a quantitative approach and was also quasi-experimental, as the participants were not randomly assigned to the study. The sample was representative of an average fifth grade classroom. Each student participated fully in the study, as the social wellness integration strategies were a part of the taught

curriculum. However, only students who had signed consent and assent forms were observed during the study. Ages of the participants ranged from 10-12 years old. Thirteen participants were 10-years-old, eight participants were 11-years-old, and one participant was 12-years-old. The demographics of participants in the study were 63.6% Caucasian and 36.4% African American. Participants involved in this study exhibited a wide range of ability levels. The ability levels of the students ranged from high levels of academic achievement, average levels of academic achievement, and low levels of academic achievement. Levels were determined by examining participants state assessment scores from the MAP, Measures of Academic Progress, test scores. The MAP test is administered at the end of the school year, so these tests were from the end of their fourth grade year. The MAP test is administered to measure the students' education level after a year of learning. The students are expected to make at least a 3 of passing score. Scores are classified as 5 (advanced), 4 (proficient), 3 (pass), 2 (basic), and 1 (minimal). On the English language arts (ELA) MAP test, one student made a 1 (minimal), four students made a 2 (basic), eight students made a 3 (pass), seven students made a 4 (proficient), and two students made a 5 (advanced). Of the twenty-two students who were observed, five students did not score a passing grade on their fourth grade ELA MAP test. On the mathematics MAP test, one student made a 1 (minimal), two students made a 2 (basic), three students made a 3 (pass), eight students made a 4 (proficient), and eight students made a 5 (advanced). Only three of the students observed did not pass the mathematics portion of their fourth grade mathematics MAP test.

Instrument. The instrument utilized in this research study was a positive and negative social behavior frequency chart that was created by the researcher to record

observations of participants' positive and/or negative social behaviors in the classroom with and without social wellness integration embedded into science lesson plans (See Appendix A). The chart included space to document positive and negative social behavior observations of twenty-two participants, ten males and twelve females. The observations were divided into 10-minute intervals. During each 10-minute time interval, two codes were utilized to document positive and negative social behaviors of students during the majority of that time. This protocol of documenting behavior during intervals is known as the whole interval recording (WIR) approach. WIR was utilized within the positive and negative social behavior frequency chart to collect data, wherein the behavior that occurred a majority of the time during each time interval was recorded (Fisk & Delmolino, 2012). This type of data collection system is also known as discontinuous, as it divides the observation into equal duration intervals and notes the occurrence or nonoccurrence of a behavior within a given interval (Mudford, Taylor, & Martin, 2009). The researcher chose to employ the WIR based on a guide Fiske and Delmolino (2012) developed to aid researchers in selecting the most valid and reliable measurement system based on the current body of research and the context of their study.

The list of positive and negative social behaviors observed for during this study were derived from the literature, wherein the most common recurring behaviors in the classroom setting were identified. Moreover, behaviors on the frequency chart were based on both quantitative and qualitative studies noted in the literature that addressed actively positive social behaviors which were correlated with student productivity and negative social behaviors which were connected to less productive students (Dalton,

Martella, & Marchand-Martella, Rathvon, 1990; Sun & Shek, 2012). Behaviors were coded as follows:

P (Positive Social Behaviors) – According to the National Association of School Psychologists (NASP), positive social behaviors included using kind and supportive words, participating fully in group work, raising hands and demonstrating respect, compromising with a group, focusing on the lesson, not distracting others, talking when the time was necessary, and helping classmates and the teacher (2002)

N (Negative Social Behaviors) – According to the NASP, negative social behaviors included using unkind and non-supportive words, not participating in group work and becoming a distraction, speaking in a demanding manner to another student, not focusing on the lesson, talking when not appropriate, and unhelpful towards classmates and the teacher (2002).

Procedures. Before the principal investigator began the study, verbal and written permission was obtained from the clinical instructor and principal to conduct observations in the classroom. After approval from the University of Mississippi's Institutional Review Board, parental consent and assent of the participants was required due to interaction with participants and interventions that would be implemented (See Appendix B). Twelve observations of twelve female and ten male fifth grade students' positive social behaviors and negative social behaviors were documented by either the principal investigator or a graduate assistant in a fifth grade science classroom with social wellness integration and without social wellness integration in the academic classroom on Monday, Wednesdays, and Fridays from 1:10 p.m. to 2:40 p.m. This occurred for six weeks from October 20, 2017 - November 29, 2017. The lesson plans that implemented

social wellness standards were observed by a graduate assistant from October 20, 2017- November 1, 2017 (See Appendix C). Examples of social wellness integration included strategies, such as world cafe, graffiti strategy, jigsaw, and group presentations. The students also completed several experiments and activities that involved group work which required strategizing and compromise amongst group members. Objectives for the lesson plans were developed based on social wellness standards and involved students demonstrating responsible personal and social behavior that is respecting of himself and others, as well as the student presenting their learning maturely. Interdependency was also a key focus during the lessons that integrated social wellness strategies. It is peril for students to work towards successful interdependence in the classroom, while simultaneously developing their social wellness skills. The lesson plans that did not implement social wellness standards were observed by the principal investigator from November 6, 2017- November 13, 2017 and resumed after Thanksgiving break from November 25, 2017- November 29, 2017. The lessons that did not integrate social wellness standards consisted mostly of individual work including reading passages, online simulations that were completed individually, and lectures that the students watched on computers.

The 90-minute observation periods were separated into nine 10-minute intervals. For each 10-minute interval, the principal investigator or graduate assistant documented whether the student exhibited positive social behavior or negative behavior the majority of the 10 minutes. Both observers trained prior to the study by coding videotaped and live class lessons. Inter-rater reliability, which is known as the agreement among raters, was determined during the practice sessions and aligned with prior research studies that

examined behaviors in the classroom setting. The inter-rater reliability Kappa value was determined to be .82, which exceeded the .75 threshold that Fleiss (1981) indicated as excellent in field settings. Systematic time sampling, as opposed to random time sampling was also utilized and enabled observations to be generalized during the time in which the observation occurred (Bakeman and Gottman, 1997). Quantitative findings from the observations were utilized to create graphs that represented the findings of students' positive social behavior or negative social behavior with and without the social wellness integration.

Data analysis. A behavior frequency chart was used during each 90-minute observation period, in which each of the twenty-two participants was noted as demonstrating mostly positive social behavior or negative social behavior. The students were coded to allow anonymity. During observations, the code that correlated with the students' behavior a majority of the 10-minute time interval was circled. For example, if a student spent the majority of the 10-minute time interval (more than 5 minutes) distracting another student or talking when not appropriate, the code for "negative social behavior" was circled. If a student spent the majority of the 10-minute interval participating fully in the classwork and working positively with the other students, the code for "positive social behavior" was circled. After the culmination of data collection, the number of minutes each participant had positive and negative social behavior was averaged and then converted into percentages. This conversion helped to best display how much time on average, out of the 90-minutes, was spent engaged in positive social behavior for each student with and without social wellness integration. A line graph was created to display the average number of minutes in percentages that each student

displayed engaged in positive social behavior. Minter & Michaud (2003) noted that graphs were the most effective way to display discontinuous data. A table was also created to display students' average percentage of positive social behavior with social wellness integration and without social wellness integration. The difference for each student's change in positive social behavior was then calculated and placed into the table to indicate changes in positive social behavior as a result of the social wellness integration.

Chapter 4: Results

Results of the present study indicated that participants exhibited a higher percentage of positive social behavior during lessons when social wellness strategies were integrated into the daily science curriculum compared to lesson plans without social wellness integration strategies. This aligns with previous studies that have shown social wellness integration improves behavior in the classroom setting (Hutchison, 2016; Dillow & Snyder, 2007; Suttie, 2014). Similar to a study completed by Miyamoto et al. 2015, this study also showed that when a student's well-being is taken into consideration during the instructional process, they have the opportunity to succeed at a higher level. Moreover, positive social interactions were determined to occur more frequently when social wellness integration was embedded into lesson plans during the present study. This also aligns with Strambler and McKown's (2013) study that focused on classroom behavioral and social engagement and concluded that classroom interventions showed significant growth in both the behavioral and social domains. Even though the increase varied for each of the twenty-two participants in the study, all of the students exhibited a higher percentage of positive social behavior when social wellness integration strategies were embedded into the science lessons (See Appendix D).

Research Question

The following research question was addressed during this research study: Does integrating social wellness standards and strategies into an academic unit increase positive social interactions? Results indicated that each student's average positive social

behavior increased with the social wellness integrated lesson plans. Every student averaged over 90% positive social behavior during the lessons when social wellness strategies were integrated into the lesson plans. During the traditional classroom lesson plans students positive social behaviors ranged from 63.9% to 96.8% (See Figure 1.)

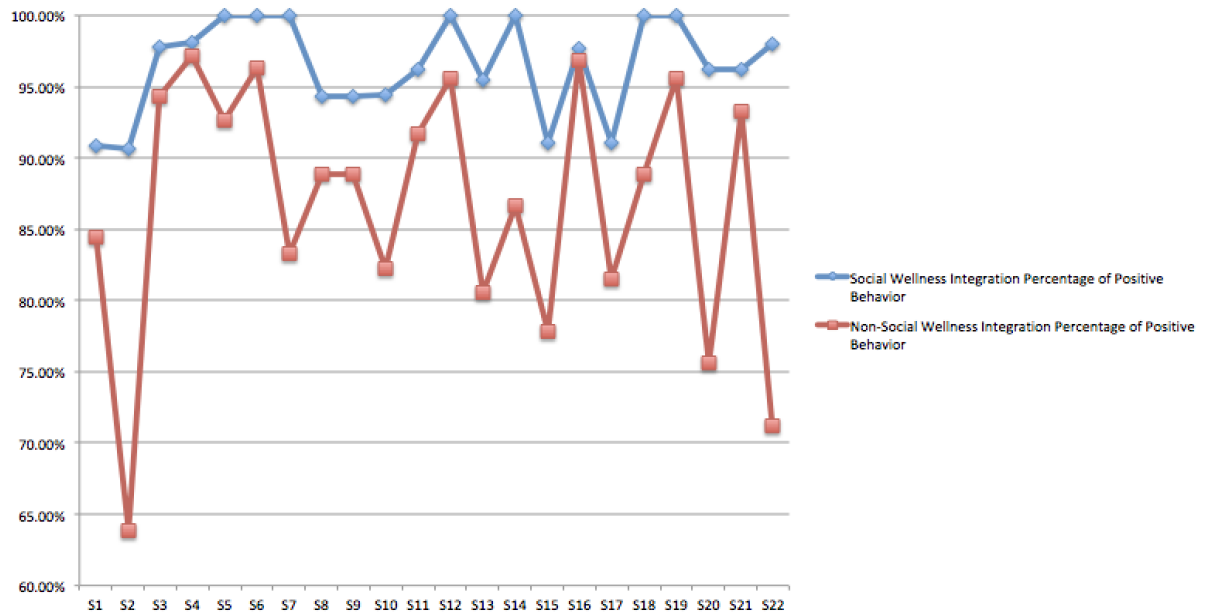


Figure 1. Students’ average positive social behavior during lessons with social wellness integration compared to non-social wellness integrated lessons.

During the observational period with social wellness integration, every student observed displayed positive social behaviors over 90% of the class time. Overall, the percentage of time that each student exhibited positive social wellness during social wellness integration ranged from 90.6% to 100%, with the average amount of time positive social behavior was exhibited being 96.6%. Without social wellness integration, the students average positive social wellness behavior ranged from 63.9% to 97.2%, and the average amount of time students exhibited positive social wellness behavior was 86.7%. On average, students positive social wellness behavior increased 10.4% when

social wellness strategies were integrated into academic lesson plans. Each student's average time spent exhibiting positive social behavior increased when social wellness strategies were integrated. The increase ranged from 0.9% to 26.8%, with ten of the twenty-two students exhibiting over a 5% average increase in positive social wellness behaviors.

Student 2, Student 15, Student 20, and Student 22 all exhibited over a 20% increase in positive social behavior compared to behavior exhibited during non-social wellness integration. These students participated exceptionally well during the social wellness integrated lessons and their positive social interactions greatly improved when given responsibility in the classroom.

Student 7, Student 10, Student 13, Student 14, and Student 18 displayed an increase between 10-20% in positive social behavior. Student 1, Student 5, Student 8, Student 9, and Student 17 displayed an increase of positive social behavior between 5-10%. Student 3, Student 4, Student 6, Student 11, Student 12, Student 16, Student 19, and Student 21 increased less than 5% between the two different types of lesson plans. Although there was not a large increase in percentage of positive social behavior change for these few students, the students still exhibited a change in behavior and increased slightly when participating in social wellness integrated lessons.

Data from the study revealed that fourteen of the twenty-two students exhibited an increase of more than 10% in positive social behavior between non-social wellness integrated lesson plans and social wellness integrated lesson plans. Overall, results of the observations on twenty-two student participants' positive social behavior with social wellness integration and without indicated that 100% of the fifth graders involved in the

study exhibited increases in positive social behavior. In summation, this study found that integrating social wellness standards and strategies into science lessons had a positive impact on students' abilities to display positive social behaviors.

Chapter 5: Discussion

This chapter examines the results of each student's positive social behavior during social wellness integration and without social wellness integration. Additionally, this chapter addresses the significance of the study, limitations associated with the present research study, implications of the study, and ideas for future research that are useful in both validating this study's results and application of future work in this field of study within education.

Significance

Results of this study indicated that fifth grade students displayed an increase in the amount of time they were engaged in positive social behavior during social wellness integrated lessons. This study corroborates previous studies in different grades and subject matters that have addressed connecting wellness into the classroom setting. Aro (2006) conducted a study on the different factors that contributed to educational success and found that without being in a positive state of wellness, students are less likely to reach their full potential. Results from this study also align with the claim that students achieve much higher levels of positive social interactions when they participate in lessons that included social wellness strategies (Droutman et al., 2017). This study also showed the feasibility of including social wellness strategies into the everyday curriculum and its impact on positive social interactions in the classroom setting.

Limitations

The findings of this study revealed a positive correlation between fifth grade students positive social wellness behavior and social wellness integration into academic lesson plans. However, the researcher acknowledges that there are a few limitations that must be considered when interpreting the findings of this study.

First, the time of year and time of day that the research was conducted could be a limitation of the study. The research was conducted during the months of October and November. When the observations without social wellness were conducted, the students were about to get out of school on break for Thanksgiving. There is a possibility that this could have contributed to a lower percentage of positive social behavior. Any break or holiday that could possibly interrupt the students' every day schedule is more than likely to cause students' behavior to change.

Another limitation of this study was the content presented to the students during the observations. Two separate topics were taught during the social wellness integration and non-social wellness integration. Studying different subjects could have also caused participants to demonstrate a varying result in positive social behavior. Students also all come from separate classes before attending the class being observed for positive social wellness. Based on prior classes, students behavior could vary. If a student came to the observation class from a class that he or she is not as engaged in, the students' behavior could have negative tendencies. If a student scored a bad grade in another class, it could negatively affect that students' day. Another limitation was the time of day in which the observations occurred, earlier in the morning, observations of positive social behavior could have been a higher average with and without social wellness integration.

The principal investigator and graduate assistant both completed the observations in the back of the classroom to allow for minimal distractions. Allowing for minimal distractions was intended to reflect the students' true social wellness behaviors. However, if distractions did occur as a result of the observations, they could be a limitation of the study.

Assignments and activities varied day to day, and depending on the students' interests, some activities may have been more engaging to one student than another, which would likely result in a higher percentage of positive social interactions.

Future Research

Results of this research study indicated that social wellness integration into academic lesson plans increased the average amount of time that a student displayed positive social wellness behaviors. Future research could be conducted with a very similar design, but with a larger sample of students in order to provide further validation of the results of this study. Future research could also be conducted in multiple subjects to ensure the ease of social wellness integration into an academic lesson plan, as well as validate higher positive social behaviors when social wellness is integrated into any subject area. The majority of previous studies that integrated wellness and studied social wellness effects were in early elementary classrooms, which integrated into each subject area. However, future research in the later elementary ages could possibly benefit from social wellness integration into every subject.

Another opportunity for future research may be to interview students and teachers to determine their opinions about social wellness integration. Interviewing the students might reveal what the students learned from the social wellness integration and could aid

researchers in obtaining insight from the students' perspective. Interviewing the teachers at the school where social wellness integration was integrated might also add to future research by revealing their opinion of social wellness integration in the classroom and their likeliness of integrating social wellness if provided with proper training and resources. This may then lead to the development or full school implementation or adoption of a social wellness program for students and possibly even teachers.

Conclusion

This study provides a small, albeit significant amount of data contributing to the field of social wellness integration in the elementary classroom. Previous studies, such as Miyamoto's study of cognitive, social, and emotional skills (2015), and Withey's study involving technology to improve social wellness (2016), demonstrated that social wellness integration is positive for students during their education. Thus, this study helped to further validate those claims. Furthermore, this study demonstrated that it is important for classroom teachers to not solely focus on academic content at school. On the contrary, all aspects of a child's wellness, inclusive of social wellness should be addressed. When teachers take the time to foster positive social behaviors through integrated strategies in the classroom, they empower students to develop to their fullest potential.

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Appendix A

Behavior Chart									
P- Positive Social Behavior									
N- Negative Social Behavior									
Student Name	Minute 0 1:07	Minute 10 1:17	Minute 20 1:27	Minute 30 1:37	Minute 40 1:47	Minute 50 1:57	Minute 60 2:07	Minute 70 2:17	Minute 80 2:27
S1	P	P	P	P	P	P	P	P	P
	N	N	N	N	N	N	N	N	N
S2	P	P	P	P	P	P	P	P	P
	N	N	N	N	N	N	N	N	N
S3	P	P	P	P	P	P	P	P	P
	N	N	N	N	N	N	N	N	N
S4	P	P	P	P	P	P	P	P	P
	N	N	N	N	N	N	N	N	N
S5	P	P	P	P	P	P	P	P	P
	N	N	N	N	N	N	N	N	N
S6	P	P	P	P	P	P	P	P	P
	N	N	N	N	N	N	N	N	N
S7	P	P	P	P	P	P	P	P	P
	N	N	N	N	N	N	N	N	N
S8	P	P	P	P	P	P	P	P	P
	N	N	N	N	N	N	N	N	N
S9	P	P	P	P	P	P	P	P	P
	N	N	N	N	N	N	N	N	N
S10	P	P	P	P	P	P	P	P	P
	N	N	N	N	N	N	N	N	N
S11	P	P	P	P	P	P	P	P	P
	N	N	N	N	N	N	N	N	N
S12	P	P	P	P	P	P	P	P	P
	N	N	N	N	N	N	N	N	N
S13	P	P	P	P	P	P	P	P	P
	N	N	N	N	N	N	N	N	N
S14	P	P	P	P	P	P	P	P	P
	N	N	N	N	N	N	N	N	N
S15	P	P	P	P	P	P	P	P	P
	N	N	N	N	N	N	N	N	N
S16	P	P	P	P	P	P	P	P	P
	N	N	N	N	N	N	N	N	N
S17	P	P	P	P	P	P	P	P	P
	N	N	N	N	N	N	N	N	N
S18	P	P	P	P	P	P	P	P	P
	N	N	N	N	N	N	N	N	N
S19	P	P	P	P	P	P	P	P	P
	N	N	N	N	N	N	N	N	N
S20	P	P	P	P	P	P	P	P	P
	N	N	N	N	N	N	N	N	N
S21	P	P	P	P	P	P	P	P	P
	N	N	N	N	N	N	N	N	N
S22	P	P	P	P	P	P	P	P	P
	N	N	N	N	N	N	N	N	N

Appendix B



Kathryn Harrison <khharri1@go.olemiss.edu>

IRB Exempt Approval of 18x-070

1 message

irb@olemiss.edu <irb@olemiss.edu>

Tue, Oct 17, 2017 at 4:11 PM

To: Kathryn Harrison <khharri1@go.olemiss.edu>, acstapp <acstapp@olemiss.edu>

Ms. Harrison:

This is to inform you that your application to conduct research with human participants, "The Effect of Social Wellness Integration on Fifth Grade Students' Classroom Engagement and Social Interactions" (Protocol #18x-070), has been approved as Exempt under 45 CFR 46.101(b)(#1).

Please remember that all of The University of Mississippi's human participant research activities, regardless of whether the research is subject to federal regulations, must be guided by the ethical principles in The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research.

It is especially important for you to keep these points in mind:

- You must protect the rights and welfare of human research participants.
- Any changes to your approved protocol must be reviewed and approved before initiating those changes.
- You must report promptly to the IRB any injuries or other unanticipated problems involving risks to participants or others.

If you have any questions, please feel free to contact the IRB at irb@olemiss.edu.

Jennifer Caldwell, PhD, CPIA, CIP

Senior Research Compliance Specialist, Research Integrity and Compliance

The University of Mississippi
212 Barr
P.O. Box 1848
University, MS 38677-1848
U.S.A.

Child Assent Form

I would like to ask you to help me with a project that I am doing at The University of Mississippi. If you agree, you would be participating in a project in Ms. Mulkey's classroom during your science period. If you agree to participate, one education student who is practicing to become a teacher at the University of Mississippi will be collecting data throughout the class period observing levels of engagement on Mondays and Wednesdays from October- November 2017.

If you participate in this study I will also ask you to take write two guided self-reflection journals during the class period. Your journals will be anonymous and will each have a prompt.

What questions do you have about what you will do for me?

Will you do this?

Name: _____

Date: _____

Response: YES NO

Consent for Your Child to Participate in Research

Study Title: *The Effect of Social Wellness Integration into the Academic Classroom*

Investigator
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The purpose of this study

The purpose of this study is to determine if science lessons with social wellness integration improve classroom engagement levels compared to science lessons without social wellness integration.

What your child will do for this study

- The study will take place from Monday, October 9th- Friday, November 17th, 2017 (six weeks) on Mondays and Wednesdays during your child's science period with Jacqueline Mulkey.
- Your child will attend class and go about daily activities in a typical manner. Data will be collected during Mrs. Mulkey's science lessons for three weeks and for three weeks during Ms. Harrison's social wellness integrated science lessons to measure classroom engagement from Monday, October 9th-Friday, November 17th. When Mrs. Mulkey teaches, Ms. Harrison will be collecting observational data and when Mr. Harrison teaches, a graduate assistant who is an education major from the University of Mississippi will be collecting observational data.
- Data that is collected during the observations will all be coded anonymously (Example: S1, S2, S3) and will be confidential. There will be no way for anyone to identify your child's data except for the researchers.
- Your child will also complete a guided self-reflection about how they best learn in science class.
- A random sampling of students will also be interviewed individually during non instructional time, so that class time is not disrupted. Students will all be interviewed based on the same questions:
 - Do you think you work well with a team? Why or why not?
 - What are your strengths when working with a group?
 - Do you enjoy working in groups during science class?
 - Is there anything you dislike about working in groups in science class?
- All students will participate in the social wellness integration lessons as part of the methodology in the class. For this study, you are consenting to observational data being collected and for your child to be interviewed by the researcher.

Time required for this study

This study will take place for two months from October-November 2017 on Mondays and Wednesdays beginning on October 2, 2017 during the students Science class period from 1:07-2:40.

Possible risks from participation

There are no anticipated risks to your child from participating in the study.

Benefits from participation

Neither you nor your child should expect benefits from participating in this study. However, your child might improve their social skills as well as see an increase in levels of engagement in the classroom.

Confidentiality

All information in the study will be collected from your child anonymously. It will not be possible for anyone to associate with your child's data.

Right to Withdraw

Your child does not have to participate in this study, and there is no penalty if either of you refuses. If your child starts the study and either one of you decides that you do not want to finish, just tell the principal investigator. Whether or not your child participates or withdraws will not affect your current or future relationship with the school or the University of Mississippi.

IRB Approval

This study has been reviewed by The University of Mississippi's Institutional Review Board (IRB). The IRB has determined that this study fulfills the human research subject protections obligations required by state and federal law and University policies. If you have any questions or concerns regarding your rights or your child's rights as a research participant, please contact the IRB at (662) 915-7482 or irb@olemiss.edu. Please ask the researcher if there is anything that is not clear or if you need more information. When all your questions have been answered, then decide if you want your child to be in the study or not.

Statement of Consent

I have read the above information. I have been given an unsigned copy of this form. I have had an opportunity to ask questions, and I have received answers. I consent to allow my child to participate.

Furthermore, I also affirm that the experimenter explained the study to me and told me about the study's risks as well as my right and my child's right to refuse to participate and to withdraw, and that I am the parent/legal guardian of the child listed below.

Signature _____ Date _____

Printed name of Parent/Legal Guardian _____ Printed name of Child _____

**NOTE TO PARTICIPANTS: DO NOT SIGN THIS FORM
IF THE IRB APPROVAL STAMP ON THE FIRST PAGE HAS EXPIRED**

Consent to Participate in Research

Study Title: *The Effect of Social Wellness Integration into the Academic Classroom*

Investigator
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The purpose of this study

The purpose of this study is to implement a social wellness integrated unit and determine its effectiveness on classroom management and levels of engagement as compared to a non-integrated unit in Mrs. Mulkey's 5th Grade Science classes.

What you will do for this study

- The study will take place from Monday, October 9th- Wednesday, November 15th, 2017 (six weeks) on Mondays and Wednesdays during the clinical instructor's science period during the 7th period block.
- The teacher (Mrs. Mulkey) will teach the regular science curriculum for three weeks, October 9th, 2017- October 27th, 2017. Data will be collected by the researcher during the science lessons to measure classroom engagement. The researcher (student teacher) will teach social wellness integrated lessons from October 30th, 2017, November 17th, 2017. Data will be collected by a graduate assistant (Sarah Howell) during these three weeks.
- Data that is collected from the students during this time frame will all be coded anonymously. There will be no way for anyone to identify the students' data except for the researchers. The students will complete a short guided self-reflection about how they best learn in science class.
- A random sampling of students will be interviewed at the end of the study during non-instructional time, so that class time is not disrupted.
- All students will participate in the social wellness integration lessons as part of the methodology in the class. However, they do have a choice as to whether or not they will allow for their data to be collected during observations and participate in the interview. The clinical instructor (Ms. Mulkey) is not needed for any part of this step other than simply classroom management.
- At the end of the six week study, the clinical instructor will be interviewed about her experience with the study and wellness integration.

Time required for this study

This study will extend throughout the months of October and November 2017 on Mondays and Wednesdays for six weeks. Students will be observed twice a week from 1:07-2:40 p.m. and will participate in two guided self reflection journals, as well two interviews.

Possible risks from your participation

There are no known risks from participating in this study.

Benefits from your participation

There are no anticipated benefits from ~~from~~ participating in this study.

Incentives

There are no incentives for participating in this study.

Confidentiality

- Confidentiality will be of the utmost importance. Data with identifiers will be shared between the principal investigator, Katie Harrison, her advisor and Co-PI, Dr. Alicia Stapp, and her graduate assistant, but people outside of the research will not be provided with data that can be linked back to the students. Any coded data will be separated from identifiers before sharing beyond the research team.
- Members of the Institutional Review Board (IRB) – the committee responsible for reviewing the ethics of, approving, and monitoring all research with humans – have authority to access all records. However, the IRB will request identifiers only when necessary. We will not release identifiable results of the study to anyone else without your written consent unless required by law.

Right to Withdraw

You do not have to volunteer for this study, and there is no penalty if you refuse. If you start the study and decide that you do not want to finish, just tell the researcher. Whether or not you participate or withdraw will not affect your current or future relationship with the Department of Education, or with the University, and it will not cause you to lose any benefits to which you are entitled.

IRB Approval

This study has been reviewed by The University of Mississippi's Institutional Review Board (IRB). The IRB has determined that this study fulfills the human research subject protections obligations required by state and federal law and University policies. If you have any questions or concerns regarding your rights as a research participant, please contact the IRB at (662) 915-7482 or irb@olemiss.edu.

Please ask the researcher if there is anything that is not clear or if you need more information. When all your questions have been answered, then decide if you want to be in the study or not.

Statement of Consent

I have read the above information. I have been given an unsigned copy of this form. I have had an opportunity to ask questions, and I have received answers. I consent to participate in the study.

Furthermore, I also affirm that the experimenter explained the study to me and told me about the study's risks as well as my right to refuse to participate and to withdraw.

Signature of Participant _____ Date _____

Printed name of Participant _____

**NOTE TO PARTICIPANTS: DO NOT SIGN THIS FORM
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Appendix C

The University of Mississippi School of Education

Written Unit Plan- Understanding by Design (UBD)

Unit Cover Page

Unit Title: What's the Matter?

Grade Level: 5th Grade

Subject/Topic Areas: Matter; Science, English Language Arts, and Math, integrated with **Social Health Frameworks**

Key Words: mass, volume, density, mixtures, solutions, graduated cylinders, elements, atoms, chemical properties, chemical changes, physical properties, physical changes, states of matter, experiment, compound, Informative Text, **investigate, present, demonstrations**

Designed By: Katie Harrison

Length of Unit: 14 Days (6 days written)

School District: Oxford School District

School: Oxford Intermediate School

Brief Summary of Unit:

During this unit plan, matter will be introduced and explained. The students will fully study the difference between physical and chemical properties and changes through hands on experiences and group activities. The students will then focus on solutions and mixtures to fully discuss chemical and physical changes through discussions and demonstrations. The students will read several informative text articles, as well as study their textbook and notes. We will have a guest speaker come to our class to discuss different physical properties, including density. Aside from just science standards, there will be a great deal of English- Language Arts standards, including reading informative texts and writing. The students will be reading many different articles and analyzing the facts through each of the articles. The students will be asked to reflect on their learning through one paragraph writing activities, making sure that they follow their ELA class' RAPS technique. The students will also be measuring the mass, volume, and density of many objects, which is a Common Core mathematics standard. **There will be a great focus on group work and social wellness activities throughout this unit. The focus on group work and social wellness is intended to help the students with classwork, homework, and tests. Social wellness integration is added to increase positive social interactions during instructional time.** During this unit, each day, new standards and/or frameworks will be covered within the lesson plans along with reinforcing some of the more foundational standards/ frameworks. The class will connect science frameworks, ELA Reading Informational Text standards, ELA Writing standards, and Health frameworks. The students will also complete a performance task on day 14, which culminates prior knowledge of physical and chemical properties, mixtures, writing standards, and health standards. All of the students in the classroom will get to do a lot of hands on activities, worksheets, movement, and group activities.

Stage 1 – Identify Desired Results
(Stage 1 completed once for the unit)

Goal: Identify overall goal(s) of the unit based on the Mississippi Curriculum Frameworks.

Fifth Grade Frameworks: Science

- 1.c. Use precise measurement in conjunction with simple tools and technology to perform tests and collect data.
- 2.a. Determine how the properties of an object affect how it acts and interacts.
- 2. b. Differentiate between elements, compounds, and mixtures and between chemical and physical changes (e.g., gas evolves, color, and/or temperature changes).
- 2. f. Describe physical properties of matter (e.g., mass, density, boiling point, freezing point) including mixtures and solutions.

Fifth Grade English Language Arts Standards: Reading: Informational Text

CCSS.ELA-LITERACY.RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CCSS.ELA-LITERACY.RI.5.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

CCSS.ELA-LITERACY.RI.5.7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CCSS.ELA-LITERACY.RI.5.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Fifth Grade English Language Arts Standards: Writing

CCSS.ELA-LITERACY.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Fifth Grade Mathematics Standards: Measurement and Data

CCSS.MATH.CONTENT.5.MD.C.5

Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

Fifth Grade Frameworks: Health

Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

What understandings are desired? “The Students Will Understand”

- EVERYTHING is made up of matter
- Cite evidence for answers from the textbook or notes
- Compare and Contrast physical and chemical changes
- Compare and Contrast physical and chemical properties
- Measure mass, volume, and density accurately
- Investigate properties of a variety of objects
- **Communicate well with other students**
- Interpret main ideas from readings
- Write an informative text
- Design an experiment

Daily objectives: What key knowledge and skills will students acquire as a result of this unit? What should learners be able to do as a result of such knowledge? Include integrated content areas from the Mississippi Curriculum Frameworks. Label objectives with the DOK level of learning.

Day One: Matter Discussion

- TSW **define** terms, such as matter, compounds, element, atom, solid, liquid and gas. (DOK 1)
- TSW **use context clues** to give examples of the terms- matter, element, atom, solid, liquid, and gas. (DOK 2)
- TSW **create** questions to ask classmates about the terms- matter, element, atom, solid, liquid, and gas. (DOK 4)
- TSW **demonstrate** responsible personal and social behavior that is respecting of himself and others. (DOK 1)
- TSW **summarize** definitions in their own words to explain the topic of matter. (DOK 2)
- TSW **present** their learning maturely (DOK 2).

Day Two: Matter Classwork and Molecule Physical Activity

- TSW **demonstrate** responsible personal and social behavior that is respecting of himself and others. (DOK 1)
- TSW **interpret** specific details in the classwork by using textbook, notes, and other resources. (DOK 2)
- TSW **cite evidence** for answers found during classwork. (DOK 3)
- TSW **identify patterns** in the states of matter by becoming atoms. (DOK 2)
- TSW **present** their learning maturely (DOK 2).

Day Six: 8.2 & 8.5 Discussion & Demonstrations

- TSW **demonstrate** responsibility and self control when working in assigned groups (DOK 1)
- TSW **predict** which demonstrations will be physical changes or chemical changes. (DOK 2)
- TSW **investigate** the different demonstrations to see how the properties affect the experiment. (DOK 3)
- TSW **distinguish** physical properties of the matter. (DOK 2)
- TSW **analyze** physical and chemical properties and changes in a reflection. (DOK 4)
- TSW **measure** mass and volume of regular and irregular objects. (DOK 1)

Day Seven: Speaker & Density Gizmo

- TSW **investigate** different objects' physical properties using the Density Laboratory Gizmo. (DOK 3)
- TSW **measure** the density by finding objects mass and volume on the Density Laboratory Gizmo. (DOK 1)
- TSW **demonstrate** good work ethic in partner work. (DOK 1)
- TSW **respect** the guest speaker and fully participate. (DOK 1)
- TSW **observe** a variety of objects and their densities. (DOK 1)

Day Nine: Graffiti Strategy & Classwork

- TSW **analyze** specific details in the classwork by using textbook, notes, and other resources. (DOK 4)
- TSW **cite evidence** for answers found during classwork. (DOK 3)
- TSW **interpret** main ideas about physical and chemical properties. (DOK 2)
- TSW **compare** physical and chemical properties and changes. (DOK 3)
- TSW **classify** physical and chemical properties and changes. (DOK 2)
- TSW **communicate** well with other students when working on Graffiti Strategy (DOK 1).

Day Twelve: 8.4 Notes

- TSW **define** terms in 8.4. (DOK 1)
- TSW **apply prior concepts** of physical properties to new knowledge of mixtures. (DOK 4)
- TSW **distinguish** main ideas about mixtures from reading the textbook. (DOK 2)
- TSW **measure** density and volumes of mixtures. (DOK 1)
- TSW **demonstrate** responsibility and self control when completing think-pair-shares. (DOK 1)

Day Fourteen: Mixtures Experiment

- TSW **construct** a mixture using different liquids and solids. (DOK 2)
- TSW **apply prior concepts** of chemical and physical properties when creating mixtures (DOK 4).
- TSW **investigate** materials within the mixtures and the physical and chemical properties of the different materials. (DOK 2)
- TSW **analyze** physical properties of these solutions and mixtures in an informative writing piece. (DOK 4)
- TSW **demonstrate** positive work ethic individually and in a group. (DOK 1)
- TSW **design** an experiment in a group and work with different materials within a mixture. (DOK 4)

Day 1

Standards:

Fifth Grade Frameworks: Science

2.f. Describe physical properties of matter (e.g., mass, density, boiling point, freezing point) including mixtures and solutions.

Fifth Grade English Language Arts Standards: Reading: Informational Text

CCSS.ELA-LITERACY.RI.5.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

Fifth Grade English Language Arts Standards: Writing

CCSS.ELA-LITERACY.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Fifth Grade Frameworks: Health

Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Objectives:

Day One: Matter Discussion

- TSW **define** terms, such as matter, compounds, element, atom, solid, liquid and gas. (DOK 1)
- TSW **use context clues** to give examples of the terms- matter, element, atom, solid, liquid, and gas. (DOK 2)
- TSW **create** questions to ask classmates about the terms- matter, element, atom, solid, liquid, and gas. (DOK 4)
- TSW **demonstrate** responsible personal and social behavior that is respecting of himself and others. (DOK 1)
- TSW **summarize** definitions in their own words to explain the topic of matter. (DOK 2)
- TSW **present** their learning maturely (DOK 2).

Materials:

Graphic Organizer worksheet

crayons

6 pieces of butcher paper & 6 markers

6 dry erase boards & 6 dry erase markers

Daily Instruction powerpoint

World Cafe Instruction powerpoint

****Before class begins, TTW project the daily powerpoint, so that the students know what to do when they walk into the classroom. ****

Opening (Set):

1. TTW say, "Good morning/afternoon class! We have a lot that we are going to be doing today that will hopefully help each of you understand matter fully. You have 3 minutes to write down today's topic in your agenda and complete what is said on the board."
2. TSW write in their agendas and get out their graphic organizer worksheet and crayons.
3. TSW put their binders in their backpack.
4. TSW sit quietly, while the Roll Taker calls roll.
5. TTW say, "This graphic organizer is like a map and it all connects to one another. We are going to use our crayons to connect the topics that are the same. Using colors is going to help when learning the material." ** when asking questions, TTW call on students so that she can hear from every student **
6. TTW ask, "What do you think goes in the first box?"
7. TSW say, "mass and space" and will say "that's the definition"
8. TTW say, "You are correct! Let's write def next to that box. Also choose a crayon to draw over that line. Next box...what goes in the box that says "All matter is made of ____."
9. TSW say, "elements! Also that box that says a material that cannot be broken into anything simpler is the definition so we need to write def."
10. TTW say, "That's perfect! Do you think those should be the same color as the first or different since we're now talking about elements?"
11. TSW say, "It should be different!"
12. TTW then ask, "What should be in the boxes underneath the Periodic Table of Elements box?"
13. TSW say "Demetri Mendeleev" and "lightest to heaviest"
14. TTW say, "What is the number that the elements are ordered by?"
15. TSW say, "Atomic Number!"
16. TTW say, "Let's color these a different color since we're specifically talking about the periodic table."
17. TTW say, "elements are made of ____"
18. TSW say, "atoms! Also that is the def." "The smaller particles are neutrons, protons, and electrons."
19. TTW ask, "What are ways that we can remember neutrons, protons, and electrons?"
20. TSW say, "Pro=positive, neutrons sounds like neutral, and electrons have an I which is like a sideways negative sign."
21. TTW say, "I want you to really think... Which of those particles tells us the atomic number?"
22. TSW say, "The number of protons tells us the atomic number!"
23. TTW say, "Wow, you all are so smart. Let's color those lines all the same color!"
24. TTW ask, "What are the three different types of elements?"

25. TSW say, "Metals, Nonmetals, and metalloids!"
26. TTW ask, "Which of those three are good conductors? Bad conductors? Mixture?"
27. TSW say, "Metals are good conductors, nonmetals are bad conductors, and metalloids are sometimes good but sometimes bad."
28. TTW say, "Conductivity is a type of property... I want you to talk in your group about some synonyms for the word property in science."
29. TSW talk in their groups and come up with an example- examples could include "class, groups, or characteristics".
30. TTW say, "Let's write those synonyms underneath the conductivity box."
31. TTW ask, "When two or more elements combine...what is that the definition of?"
32. TSW say, "Compound!"
33. TTW ask, "What are the two examples with the compounds?"
34. TSW say, "salt and rust!" another TSW say, "The chemical name is NaCl and Fe₂O₃."
35. TTW say, "Great job class. I am very proud of each of you for working hard to remember all of this information. Please put your crayons away."

Learning Tasks (Procedures):

1. TTW say, "Students, before we go to the bathroom, let's go over what we are doing today. Raise your hand if you remember doing the world cafe last week? Let's review the way the world cafe works."
2. TSW raise their hand and say things like, "You will put us in groups", "We will rotate between topics", "One person will stay behind and present to the next group", "The last group will present to the entire class", etc.
3. TTW say, "Great job, yall did a great job at remembering. Let's review the instructions." TTW review the instructions on a powerpoint with the students. On the powerpoint, TTW announce the original groups that the students are in:
 - matter & atoms
 - Elements & compounds
 - States of matter
4. TTW say, "Students, let's line up to go the bathroom. When you return, please return to your seats."
5. TSW line up to go to the bathroom and then will return to class.
6. TTW ask the students to line the classroom with their graphic organizer worksheet.
7. TTW number the students 1-6 and will assign group tables.
8. TSW sit in their assigned groups.
9. TTW announce that the first round is definitions and examples from memory. TTW set the timer for 4 minutes on the board.
10. TSW work with their groups to write definitions and examples of their certain group.
11. The timer will go off and TTW announce which students will remain in each group to explain to the next group.

12. TSW either advance to the next group or remain at their same group very quietly and efficiently.
13. TTW announce that the next round is to correct the definitions and examples. TTW say, "Use your notes and your book to help you correct these definitions." TTW set the timer for 5 minutes on the board
14. TSW work with their groups to correct definitions and examples of their certain group.
15. The timer will go off and TTW announce which students will remain in each group to explain to the next group.
16. TSW either advance to the next group or remain at their same group very quietly and efficiently.
17. TTW announce that the last round is to write three deep thinking questions that could be used on the test. These questions should not be definitions and should require you to think hard. TTW set the timer for 6 minutes.
18. TSW work with their groups to write three test questions for their certain group.
19. The timer will go off and TTW announce that all of the students will stay at their poster.
20. TTW say, "You will have one minute to talk in your group about how you will present. Someone needs to introduce your group and you need to split up asking the questions also! When your group is done, raise your hand." **TTW pass out whiteboards and whiteboard markers to each group, while the groups are meeting**
21. TTW call on one group at a time to present to the class.
22. TSW present with their group to the class. TSW ask one question at a time.
23. TSW discuss in their groups during each presentation about what they think the answers are. TSW also have to cite where they found the answer in the book or in the notes. The Students Presenting will call on students in other groups to answer the questions.
24. TSW clap for each group when they finish presenting.

Closure:

1. TTW say, "Class, we will finish presenting and answering our questions on Monday before class work as a review!"
2. TTW ask the two classroom helpers to pick up the whiteboards and whiteboard markers, while projecting the clean up slide on the board.
3. TSW clean up and return to their desks.
4. TTW ask, "Who remembers the quote from this week?"
5. TSW raise their hands and hopefully one will say, "We may encounter many defeats, but we must not be defeated."
6. TTW ask, "How can we remember this quote this weekend?"
7. TSW say many things like- "Ole Miss football, my softball game, my homework, deciding what TV show to watch, etc".
8. TTW say, "Have a great weekend! See you Monday!!"

Differentiated Instruction:

Enrichment: What will you do during the lesson to challenge advanced students?

The Enrichment students will be chosen as the group leaders that will stay behind each round to teach to the next group. The Enrichment students will also be the first students that will be called on during the Graphic Organizer bell ringer.

Intervention: What will you do during the lesson to support struggling learners?

Students receiving intervention will be placed in groups with students that are enrichment, so that the enrichment students can probe higher thinking in these enrichment students. TTW circle to intervention students throughout the lesson to make sure that they are participating in the World Cafe. TTW also go over the Bell Ringer fully in detail with the students that are receiving intervention.

Day 6

Standards:

Fifth Grade Frameworks: Science

- 1.c. Use precise measurement in conjunction with simple tools and technology to perform tests and collect data.
- 2.a. Determine how the properties of an object affect how it acts and interacts.
2. b. Differentiate between elements, compounds, and mixtures and between chemical and physical changes (e.g., gas evolves, color, and/or temperature changes).
2. f. Describe physical properties of matter (e.g., mass, density, boiling point, freezing point) including mixtures and solutions.

Fifth Grade English Language Arts Standards: Writing

CCSS.ELA-LITERACY.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Fifth Grade Mathematics Standards: Measurement and Data

CCSS.MATH.CONTENT.5.MD.C.5

Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

Fifth Grade Frameworks: Health

Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Objectives:

- **TSW demonstrate** responsibility and self control when working in assigned groups (DOK 1)
- TSW **predict** which demonstrations will be physical properties or chemical properties. (DOK 2)
- TSW **investigate** the different demonstrations to see how the properties affect the experiment. (DOK 3)
- TSW **distinguish** physical properties of the matter. (DOK 2)

- TSW **analyze** physical and chemical properties and changes in a reflection. (DOK 4)
- TSW **measure** mass and volume of regular and irregular objects. (DOK 1)

Materials:

8.5 Graphic Organizer

Pennies, Vinegar- Penny cleaner, Candles, Matches, Scratch paper/ Square, Origami instructions- Dog, Penguin, Heart, Graduated cylinders, Marbles, Staples, Rock (little), Pack of paper, Ruler, Triple beam balance, Silver Rock, Brown Rock, Bleach, Q-tip, Wash cloth

Stations Recording Sheet

8.5 Notes Critical Thinking Questions

8.5 Reflection

Opening (Set):

1. TTW say, "Good morning/afternoon class! We have a lot that we are going to be doing today that will hopefully help each of you understand matter fully. You have 3 minutes to write down today's topic in your agenda and complete what is said on the board."
2. TSW write in their agendas and get out their 8.5 graphic organizer worksheet and crayons.
3. TSW put their binders in their backpack.
4. TSW sit quietly, while the Roll Taker calls roll.
5. TTW say, "This graphic organizer is like a map and it all connects to one another. We are going to use our crayons to connect the topics that are the same. Using colors is going to help when learning the material. We have used graphic organizers like this before. Let's look at the Physical Changes side." ** when asking questions, TTW call on students so that she can hear from every student
**
6. TTW ask, "What should go in the first box?"
7. TSW say, "alters the form of an object without changing what type of matter it is."
8. TTW say, "Great job! Now what should go in the next box?"
9. TSW say, "a change in state is always a physical change- nothing is happening to change the identity/ atoms."
10. TTW say, "Perfect! Now what are different signs of physical changes?"
11. TSW say many things like "tear", "painted", "solid", "gas", and "solution".
12. TTW say "What goes in the box that says 'Some ...'"
13. TSW say, "some physical changes can be easily reversed."
14. TTW say, "What about the mixtures box?"
15. TSW say, "mixtures are a physical combination of 2 or more substances and it can be separated. "
16. TTW ask, "What are some examples of mixtures that we see everyday?"
17. TSW give multiple examples, such as "color crayons, chex mix, color legos, trail mix, etc"

18. TTW say, "Now, let's flip it over and look at the chemical changes. What are examples of chemical changes?"
19. TSW say many things like, "cooking, rusting or corrosion, and digestion".
20. TTW ask, "What goes in the box...what occurs when atoms....?"
21. TSW say, "occurs when atoms link together in new ways to create substances different from the original."
22. TTW say, "Perfect! That is also called a ___?"
23. TSW say, "chemical reaction"
24. TTW ask, "Now what are signs of chemical changes?"
25. TSW say many things like, "changes of color", "forms a tarnish", "releases a gas", "forms a precipitate", or "releases energy".
26. TTW say, "Great job! Let's put this up in our binder before moving forward."

Learning Tasks (Procedures):

1. TTW say, "Class, today we are going to have some fun and experiment with physical and chemical changes. I need my teacher's assistant to help me pass out the Experiment Recording sheet while I explain."
2. TSW pass out the recording sheet.
3. TTW explain, "I am going to split you up into six groups and you will have four minutes at each station. The six stations are:
 - clean pennies
 - candles
 - Origami
 - graduated cylinders and box volume
 - mass of objects with the triple beam balance
 - bleach and a Q-tip.

At each station there are directions. You will record your observations and then will mark whether it is a chemical or physical change on the recording sheet."
4. TTW split the students up into six groups and show where each group goes first.
5. TSW move to their group table.
6. TTW say, "I want you to work well with your group and work efficiently. What is our definition of efficient?"
7. TSW say, "Quickly!", "Quietly!", and "Correctly!"
8. TTW start the timer on the board.
9. TSW start on their station.
10. The timer will go off, and TTW say, "You have one minute to move to the next station and then I will start the timer. ** Repeat #8-#10 until the students have gone to every station.
11. TSW turn in their completed recording sheet.

Closure:

1. TTW put up a slide that says for the students to get out their 8.5 blue notes.
2. TSW get their blue notes out of their binders.
3. TTW say, "We are going to go over the critical thinking questions."

4. TTW ask, "What do all physical changes have in common?"
5. TSW say something like, "they can be reversed and return to its original state."
6. TTW say, "Let's all write that down on our notes sheet."
7. TTW ask, "What are some examples of physical changes you see around school?"
8. TSW say something like, "Sharpening pencils, folding paper, etc."
9. TTW say, "Turn to the back. Next question- How can you tell that a new substance has been formed?"
10. TSW say, "You might see a precipitate forming."
11. TTW say, "Let's all write that down on our notes sheet. Next question- Is a cracked egg a chemical change?"
12. TSW say, "No. It is not changing the properties. It is still an egg. If we cooked the egg, it would be a chemical change."
13. TTW say, "Let's all write that down on our notes sheet. Next question- What chemical changes do you see everyday?"
14. TSW say many things like, "burning a candle, cooking, cleaning, etc."
15. TTW pass out the reflection sheets.
16. TTW say, "You have five minutes to complete this reflection and turn it in. Make sure to use the RAPS format that you know how to use."
17. TSW complete the reflection and turn it in.
18. TTW put up the closing slide.
19. TSW pack up their backpacks.
20. TTW ask, "Who remembers the quote from this week?"
21. TSW raise their hands and hopefully one will say the quote.
22. TTW ask, "How can we remember this quote this weekend?"
23. TSW say many things about how the students can remember the quote.
24. TTW say, "Have a great weekend! See you Monday!!"

Differentiated Instruction: (you should plan for DI every day)

Differentiated Instruction is when you have the same objective for all students, but the way that the students arrive at an end result is different.

Enrichment: What will you do during the lesson to challenge advanced students?

The Enrichment students will be called on first when doing the graphic organizer. The Enrichment students will be placed with struggling students when doing the stations for peer teaching. The Enrichment students will also be expected to write more for the Critical Thinking Questions and the Reflection.

Intervention: What will you do during the lesson to support struggling learners?

The Intervention Students will be placed with Enrichment students during the stations for extra peer teaching. The Intervention students will not be expected to write as much for the Critical Thinking Questions and the Reflection. TTW go over the graphic organizer in great detail for the Intervention students' understanding.

Appendix D

Participants average percentage of positive behavior with and without social wellness integration

Student Number	Social Wellness Integration Percentage of Positive Social Behavior	Non-Social Wellness Integration Percentage of Positive Social Behavior	Positive Change in Percentage of Positive Social Behavior
S1	90.9%	84.4%	6.5%
S2	90.6%	63.9%	26.7%
S3	97.8%	94.3%	3.5%
S4	98.1%	97.2%	0.9%
S5	100%	92.6%	7.4%
S6	100%	96.3%	3.7%
S7	100%	83.3%	16.7%
S8	94.3%	88.9%	5.4%
S9	94.3%	88.9%	5.4%
S10	94.4%	82.2%	12.2%
S11	96.2%	91.7%	4.5%
S12	100%	95.6%	4.4%
S13	95.5%	80.6%	14.9%
S14	100%	86.7%	13.3%
S15	91.1%	77.8%	13.3%
S16	97.7%	96.8%	0.9%
S17	91.1%	81.5%	9.6%
S18	100%	88.9%	11.1%
S19	100%	95.6%	4.4%
S20	96.2%	75.6%	20.6%
S21	96.2%	93.3%	2.9%
S22	98.0%	71.2%	26.8%