



Office of Research Subject Protections
 4400 University Drive, MSN 4C6, Fairfax, Virginia 22030
 Phone: 703-993-4121; Fax: 703-993-9590

Human Subjects Review Board (HSRB)

New Submission Checklist

To avoid delay in the processing of HSRB applications, please ensure that the following are included in your application. Applications cannot be reviewed until all of the following checklist items are submitted.

YES	NO	N/A	ITEM
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Application with ALL sections completed (including check boxes on first page)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Application signed by Principal Investigator
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CITI Training completed by all researchers including research assistants
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Proposed Consent Form (See Template Consent and Consent Guidelines)– All instructional language removed, written at the appropriate reading level for participants
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Proposed Assent Form (If minors are involved) – Written at the appropriate reading level for the age group (Contact ORSP for a sample of a 6 th grade Assent Form)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Instrumentation – All surveys, questionnaires, standardized assessment tools, interview questions, focus group questions/prompts or other instruments of data collection
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recruitment Materials – Letters to potential participants, advertisements, flyers, listserve postings, emails, brochures, SONA postings, telephone scripts, presentation scripts, etc.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Grant Applications – If the research is funded, include the grant application as submitted to the funding agency (Please note that the HSRB application title must match the grant application title.)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Debriefing Form – If the study proposes to use deception or incomplete information to participants
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Cultural Contact Information – If the study is being conducted outside the US, the HSRB must inquire about the conduct of research in that country. Submit the name and contact information of an individual who can provide that information.

Applications can be reviewed without the following items, but if they are applicable to the study, they must be submitted before approval can be given.

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Research in Mason Classrooms – Submit permission from the instructors
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Research in School Systems – Submit approval letter from the school district Human Subjects Review Board
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Research in other Universities – Submit approval letter from that University’s Human Subjects Review Board
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Research in Hospitals – Submit approval letter and approved consent document from the hospital Human Subjects Review Board
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Research in Institutions/Organizations without Human Subject Review Boards – Submit permission letter from the institution/organization
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	If George Mason is the primary recipient of funding, submit Human Subjects Review Board approval from subcontractors conducting human subjects research
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Psychology Department – Sign off by the Chair of the Department
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	School of Management (SOM) – Submit SOM routing form with all approval signatures
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Other Mason Committee Oversight– If your study involves the use of blood or other human biological specimens, submit Institutional Biosafety Committee approval. If your study involves sources of ionizing radiation or Xray producing devices, submit Radiation Safety Committee approval.

George Mason University
Human Subjects Review Board
Application for Human Subjects Research Review

For ORSP Use Only Protocol No. _____

Federal Regulations and George Mason University policy require that all research involving humans as subjects be reviewed and approved by the University Human Subjects Review Board (HSRB). Any person, (GMU faculty member, staff member, student, or other person) wanting to engage in human subject research at or through George Mason University must receive written approval from the HSRB before conducting research. Approval of this project by the HSRB only signifies that the procedures adequately protect the rights and welfare of the subjects and should not be taken to indicate University approval to conduct the research.

Please complete this cover page AND provide the Protocol information requested. Forward this form and all supporting documents to the Office of Research Subject Protections, MS 4C6. If you have any questions please feel free to contact ORSP at 703-993-4121.

Project Title: The Effects of Verbal Praise on the Amount of Time Students with Emotional Disabilities Spend in the Classroom.

	Principal Investigator (Must be Faculty)	Co-Investigator / Student Researcher*
Name:	Rick Brigham	David Blaiklock
Department:	Education	Education
Mail Stop:	6D2	
Phone:	703-993-1667	703-568-2055
Email:	fbrigham@gmu.edu	dblaiklo@gmu.edu
*Student researchers should provide a mailing address rather than campus address. Additional researchers should be listed on a separate page.		
Type of Project:	<input checked="" type="checkbox"/> Faculty/Staff Research <input type="checkbox"/> Student Project - Please Specify: ... <input type="checkbox"/> Masters Thesis <input type="checkbox"/> Other (Specify): <input type="checkbox"/> Doctoral Dissertation	
VULNERABLE POPULATION:	PERSON IDENTIFIABLE DATA:	RESEARCH DESIGN:
<input type="checkbox"/> Fetuses/Abortuses/Embryos	<input type="checkbox"/> Audio taping	<input type="checkbox"/> Questions on harm to self or others
<input type="checkbox"/> Pregnant women	<input type="checkbox"/> Video taping	<input type="checkbox"/> Questions on illegal behavior
<input type="checkbox"/> Prisoners	<input type="checkbox"/> Data collected via email	<input checked="" type="checkbox"/> Deception
<input checked="" type="checkbox"/> Minors	<input type="checkbox"/> Data collected via Internet	<input type="checkbox"/> Human/computer interaction
<input type="checkbox"/> Mentally disabled	<input type="checkbox"/> Confidential electronic records	<input type="checkbox"/> Analysis of secondary data
<input checked="" type="checkbox"/> Emotionally disabled	<input checked="" type="checkbox"/> Coded data linked to individuals	Funding: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<input type="checkbox"/> Physically disabled	<input type="checkbox"/> Human biological materials	(If yes, attach copy of grant application)
<input type="checkbox"/> Undergrad student pool (Psych/SOM)	Biosafety Project #:	Source:
<input type="checkbox"/> Other:		OSP Proposal #:
<p>I certify that the information provided for this project is correct and that no other procedures will be used in this protocol. I agree to conduct this research as described in the attached supporting documents. I will request and receive approval from the HSRB for changes prior to implementing these changes. I will comply with the HSRB policy for the conduct of ethical research. I will be responsible for ensuring that the work of my co-investigator(s)/student researcher(s) complies with this protocol.</p>		
_____ Principal Investigator Signature		_____ Date

ABSTRACT

1. Describe the aims and specific purposes of the research project and the proposed involvement of human participants.

The study will examine the effects of praise on the amount of time students with emotional disorders spend outside of the classroom. Baseline data will be collected by the assistant teacher on the amount of praise given over a four week period of time. The assistant teacher will keep a log of the amount of time students spend outside of the classroom. Classroom staff will be given instruction on praise and during an intervention period will be asked to give praise at least sixteen times a day (twice an interval for eight intervals). The students in this study will be engaging in their regular school day and during the intervention will potentially be receiving more praise than usual. The teachers in this study will be asked to give praise to each student at least sixteen times a day (twice each interval for eight intervals) during the intervention period. The assistant teachers will be collecting data on the amount of praise being given by making tick marks on each student's daily behavior card and the amount of time the students spend outside of the room by logging the time the student left and the time the student reenters on the Behavior Support Data Instrument.

Describe the characteristics of the intended sample (number of participants, age, sex, ethnic background, health status, etc.).

The participants are 45 secondary school students (42 male, 3 female) aged 15-20 in five self-contained classrooms in a separate private day school in the mid-Atlantic region. All 45 of the students receive special education services under the category of emotional disability (ED). Of the 45 students, 25 are African-American, 12 are Caucasian, and 8 are Hispanic. Previous testing indicated that all students were below average in intelligence and significantly below grade level in reading and mathematics. The teachers (2 male, 3 female) were aged 30-45 with three being African-American and two being Caucasian. All of the teachers have over five years of experience teaching in this setting, have a master's degree, and hold a postgraduate professional teaching license. The assistant teachers have high school diplomas and had been working at the school for at least two years. The assistant teachers (3 male, 2 female) were aged 20-30 with four being African-American and one being Caucasian.

2. Identify the criteria for inclusion or exclusion. Explain the rationale for the involvement of special classes of participants (children, prisoners, pregnant women, or any other vulnerable population).

The sample was developed using convenience sampling of 5 classrooms that serve students with emotional disabilities. The purpose of the study is to examine the specific effects of praise on this population to increase the amount of time they spend in class. Previous research has indicated that increased praise will help prevent the students from engaging in task avoidance behaviors for this population. The task avoidance behavior leads to the student being sent out of the classroom. This study will test that concept with a larger sample size to determine the impact of praise on the amount of time students spend in the classroom. In order to study the impact of verbal praise on this population, it is necessary to use students with emotional disabilities.

3. Describe your relationship to the participants if any.

The principal investigator has no relationship with the participants. The co-investigator is an administrator at the separate private day school though there is seldom any interaction with the students. There is interaction with the teachers in regards to training, IEP coordination, and licensure status.

Comment [FB1]: The first sentence is an excellent start! It lists the independent and dependent variables so the reviewer knows what you want to do right away. I always appreciate that as a reviewer although some folks think that it is overly mechanical.

Pretty much a correlational study, right?

Comment [FB2]: Might want to take some pains to point out that the teachers are not the research subjects but are doing the praise training as a part of their regular jobs. Otherwise, you'll have to have the teachers consented as well as the students.

Comment [FB3]: "Convenience sample" has more meaning to us as research students, I think I'd not call it that. Just say 5 classrooms out of a school that has agreed to participate.

Comment [FB4]: This might be the point to hit the "teachers will be doing this anyway" idea.

PROTOCOL – Involving Human Participation

1. If there are direct benefits to the participants, describe the direct benefits and also describe the general knowledge that the study is likely to yield. If there are no direct benefits to the participants, state that there are no direct benefits to the participants and describe the general knowledge that the study is likely to yield.

The students will potentially receive additional praise for positive behaviors with the hope that they will spend less time engaging in inappropriate behavior to avoid classroom tasks. The benefit is the increase in the amount of time students spend in the classroom and the increase for availability to learn and receive an education. Learning appropriate classroom behaviors and progressing academically may help them transition to a less restrictive environment. If the predicted outcome of increased praise leading to more time spent in the classroom occurs, then special education teachers will be able to implement this concept into practice. Praise for this population will increase and the students in this population will spend more time in the classroom and be more available to receive their education. Spending more time in the classroom may also help other student's transition to a less restrictive environment.

2. Describe how participants will be identified and recruited. Note that all recruitment materials (including ads, flyers, letters to participants, emails, telephone/presentation scripts, SONA postings) for participants must be submitted for review for both exempt and non-exempt projects.

Participants will be identified through their enrollment in these particular classrooms at a separate private day school. Convenience sampling will serve as the recruitment tool for teachers and assistant teachers who are willing to participate in the study. The co-investigator will approach each teaching team individually to discuss the study with them. See letter below for permission from the school to participate in the study.

3. Describe your procedures for obtaining informed consent. Who will obtain consent and how will it be obtained. Describe how the researchers will ensure that subjects receive a copy of the consent document.

Each parent will be called and asked if their child may participate in the study. It will be explained to each parent that the full purpose of the study cannot be revealed until after the study has ended. The purpose of the study will not be explained to avoid any intervening effects that may occur by parents explaining to their students that time in the classroom will be measured. The co-investigator will explain to the parents that the teacher behavior may change (See telephone script below). The data being used on their student's behavior is already being collected by the school as part of the functional behavioral analysis. The co-investigator will get verbal permission from the parent and answer any questions. Two copies of the Informed Consent Form will be both mailed and sent home with the students (See Student Informed Consent Form below). The guardian will be encouraged to keep the second copy for reference during the study. The teachers and assistant teachers will be asked by the co-investigator if they want to participate in the study. If they do, the co-investigator will get them to sign an informed consent form (See Teacher/Assistant Teacher Informed Consent Form below).

4. State whether subjects will be compensated for their participation, describe the form of compensation and the procedures for distribution, and explain why compensation is necessary. State whether the subjects will receive course credit for participating in the research. If yes, describe the non-research option for course credit for the students who decide not to participate in the research. The non-research option for course credit must not be more difficult than participation in the research. Information regarding compensation or course credit should be outlined in the Participation section of the consent document.

The teachers and assistant teachers will be compensated \$200 each for participation in the study. The compensation is being provided for the extra time and work that will be put forth in attending trainings and

Comment [FB5]: Yeah, that's how educators think. We like these indirect benefits and think that they are important. HSRB folks are looking for direct and tangible benefits that might be considered coercive. If you were paying each kid 50 bucks to be in the study or giving class credit to be in the study, you'd have direct benefit. In this case, I'd just say "there are no direct benefits to any participant in the study" and let it go. You can put this information in the consent form if you wish.

Comment [FB6]: Again, the convenience sample thing could be an issue. Just tell them that you are going to invite every student enrolled in the classes where the teachers have been in the training or something to that effect. We don't want to inadvertently make it sound like the teachers are the research subjects (but as I read along, I become more convinced that they are.)

Comment [FB7]: I'd be interested to see how the HSRB would react to the calling. School people see it as an act of courtesy. Sometimes, the regulators see it as coercive. I'd go with what you have and be willing to change if they object. You might consider adding a couple of other measures to make it less obvious what the dependent variable of interest might be.

tracking data. In addition, the teachers are being asked to put forth effort in changing their behavior by giving praise at least sixteen times a day for each student.

5. If minors are involved, their active assent to the research activity is required as well as active consent from their parents or legally authorized representative. This includes minors from the Psychology Department Undergraduate Subject Pool. Your procedures should be appropriate to the age of the child and his/her level of maturity and judgment. Describe your procedures for obtaining active assent from minors and active consent from parents/guardians. Refer to the Guidelines for Informed Consent for additional requirements if minors from the Psychology Subject Pool are involved.

The co-investigator will visit each of the classrooms and explain to them that they would like to conduct a study (See Script Below). It will be explained that they may see their teacher's behavior change a little and that the only data they will be using from the students is data that they are already collecting. The co-investigator will answer any questions that does not divulge the purpose of the study and gain written assent (See Assent Form Below). Assent will be obtained by each individual student in the hallway. Each student will be given their own copy of the assent form. Each parent will be called and asked if their child may participate in the study. The purpose of the study will not be explained to avoid any intervening effects that may occur by parents explaining that time in the classroom will be measured. The co-investigator will explain to the parents that the teacher behavior may change. The data being used on their student's behavior is already being collected by the school as part of the functional behavioral analysis. The co-investigator will get verbal permission from the parent and answer any questions. Informed consent will be both mailed and sent home with the students. Follow-up calls will be made until all of the consent forms have been returned and signed (See Student Informed Consent Form below).

6. Describe the research design and methods. What will be done to participants during the study? Describe all tests and procedures that will be performed. Include an estimate of the time required to complete the tests and procedures.

The students will be in the classroom and will be receiving instruction from their teacher. There will be minimal disruption to their routine. The assistant teacher will attend training on recognizing verbal praise at the beginning of the study and will have a weekly refresher course on it. The teacher will attend training on verbal praise during the final week of the baseline period. During the baseline period the **assistant teacher will be logging data for praise** by placing tick marks next to the points area on the daily behavior card for each interval. The assistant teacher will also log **time spent out of the classroom** on the behavior support data instrument by entering the time the student left and the time the student reenters the classroom. **The teacher will be putting forth effort to provide praise during the second part of the study.** The teacher will attempt to give verbal praise to each student twice an interval for eight intervals daily. During the second part of the study, the assistant teacher will keep data in the same manner.

7. Describe how confidentiality will be maintained. If data will be collected electronically (e.g. by email or an internet web site), describe your procedures for limiting identifiers. Note that confidentiality may have to be limited if participants are asked questions on violence toward self or others or illegal behavior. Contact the Office of Research Subject Protections for assistance.

There will not be any electronic data collection.

8. Describe in detail any potential physical, psychological, social, or legal risks to participants, why they are reasonable in relation to the anticipated benefits and what will be done to minimize the risks. Where appropriate, discuss

Comment [FB8]: If you do it this way, you'll also have to consent the teachers. That will make them research subjects or participants, so you have to go back to the top and revise. You might get away with calling it a training stipend and stating that the activity was one of the options for staff development (if that, indeed was the case). None of the student participants will be compensated.

Comment [FB9]: I wonder if telling the students to watch the teacher's behavior would elicit a reactive effect. Might be interesting to present it this way in a couple of classes where the teachers were not participating and collect data a few times to see if that was the case.

provisions for ensuring medical or professional intervention in case participants experience adverse effects. Where appropriate, discuss provisions for monitoring data collection when participants' safety is at risk.

There are not any foreseen risks in this study.

9. If participants will be audio-or video-taped, discuss provisions for the security and final disposition of the tapes. Refer to *Guidelines for Informed Consent*.

Students will not be audio or video taped.

10. If participants will be misinformed and/or uninformed about the true nature of the project, provide justification. Note that projects involving deception must not exceed minimal risk, cannot violate the rights and welfare of participants, must require the deception to accomplish the aims of the project, and must include a full debriefing. Refer to *Guidelines for Informed Consent*.

Students will not be fully informed regarding the nature of the study. If the full purpose of the study is disclosed to the students, they may intentionally spend time either in or out of the classroom. It will not be possible to accurately measure the effects of praise on time in the classroom if the students are aware of the purpose of the study. Students may engage in positive behavior independent of the praise just for the purposes of the study. The students and parents will be debriefed regarding the deception at the conclusion of the study (See Debriefing Form below).

11. Submit a copy of each data collection instrument/tool (including questionnaires, surveys, standardized assessment tools, etc.) you will use and provide a brief description of its characteristics and development. Submit scripts if information and/or questions are conveyed verbally.

Behavior Card-Each day the students fill out these cards. The assistant teacher will use tick marks in the empty space next to the points area to track the praise. (See Daily Behavior Card below)

Support Data Form-The assistant teacher will track time out of the room using this form. They will not track the purpose the student left the room. (See Behavior Support Data Instrument below)

12. **INFORMED CONSENT:** Attach appropriate Proposed Informed Consent document(s). See *Guidelines for Informed Consent and the Template Informed Consent Document for additional information*.
13. **APPROVAL FROM COOPERATING INSTITUTION/ORGANIZATION:** If a cooperating institution/organization provides access to its patients/students/clients/ employees/etc. for participant recruitment or provides access to their records, Attach written evidence of the institution/organization human subjects approval of the project.

PROTOCOL - Involving Existing Records

For the study of existing data sets, documents, pathological specimens, or diagnostic specimens.

1. Describe your data set.

The data will be taken off of behavior point cards the students fill out each day. The assistant teacher will be logging praise using tick marks next to each interval for each student. The amount of praise given to each student will be the data extracted from these cards. The data will also be taken from a behavior data sheet that is maintained by the assistant teacher each day. The behavior data sheet includes the time that a student leaves the

Comment [FB10]: Agreed, this is also why I would have a couple of other measures in the mix. It would be logical, for instance, to include some measure or another of academic achievement and maybe homework completion.

Comment [FB11]: You wouldn't need to complete the things below because you are not using pre-existing data.

classroom for a behavioral reason and the time a student reenters the classroom for a behavioral reason. The amount of time the student is out of the classroom will be the data extracted from this paper.

2. Provide written permission from the owner of the data giving you access for research purposes at George Mason University if the data set is not publicly available.

See attached request for permission to use data.

3. Describe how you will maintain confidentiality if the data set contains person identifiable data.

The student names will be translated into a code to remove identifiable information. The co-investigator will maintain the data set and the code book in a locked file cabinet. When the data has been coded and analyzed, the original data instruments will be destroyed.

4. Describe what variables you are extracting from the data set.

The amount of praise being given to a student will be extracted during both the baseline and the intervention portion of the study. The amount of time the student spends outside of the classroom for behavioral reasons will be extracted from the behavior support data sheet.

Letter of Permission to Use School and Data

Dear Ms. Smith:

I want to thank you for your support of my education at George Mason University. One of my professors and I would like to conduct a study using some of the teachers and students at your school. We would gain permission to work with both teachers and students through written informed consent. We would gain permission from the students through written assent.

We are interested in studying the effects of verbal praise on the amount of time students with emotional disabilities spend outside of the classroom. We predict that if students receive more verbal praise from their teachers, then they will be less likely to engage in task avoidance behaviors that will result in them leaving the classroom (either through choice or teacher direction). The benefit to them is that they will potentially spend more time in the classroom and be more available to receive an education. We will be using the behavior support data that is already being kept by the assistant teacher to measure this.

In order to measure verbal praise, we will have the assistant teachers attend training on verbal praise at the beginning of the study. They will also have weekly follow-ups to maintain consistency. They will track praise on the students' daily behavior card using tick marks for each interval. We will track praise for a four week baseline period. During the fourth week of the baseline period, the teachers will also attend training on verbal praise. They will then engage in a four week intervention period where each teacher will give verbal praise at least twice an interval for each student. We will be compensating both the participating teachers and the assistant teachers \$200 each for the extra work required to participate in the study. The study has been approved by the George Mason Human Subjects Review Board. Please feel free to contact me at 703-568-2005 or Rick Brigham at 703-993-1667 you have any question. If you approve of this study and grant us permission to conduct it, please sign below and return the form to me.

Ms. Smith

This letter is probably too elaborate. I understand why you are erring on the side of caution, but the exact procedure is probably better left out. Probably only necessary to say that you are going to be working with teachers to increase the amount of verbal praise they deliver and want to use the behavior data from their child to see if it makes a difference. That way, you can also, assure them that the student's educational program will remain unaltered. Also, I would not advise telling any constituent group about the conditions of any other group.

Comments above pretty much apply here. The guideline is give ‘em what they need to know, but *only* what they need to know. I’d pair the script and the letter down and then ask if the individual had any questions at the end. That way, you could fill them in if they care to know but need not bother them with the details if they are down with the general idea.

Telephone Script When Calling Guardians about Participation

Greetings, my name is David Blaiklock and I am calling in regards to your child potentially participating in a research study. The study is being sponsored by George Mason University and the primary investigator is Rick Brigham who is a professor in the education college.

We are studying the impact of certain teacher behaviors on the behaviors of students with challenges like those of your student. Unfortunately, we are unable to divulge the exact details of what we are studying because if the students know what we are studying then they may change their behavior accordingly. In order to get an accurate measurement of the impact of the teacher behavior we are studying, we have to withhold the exact details. We would like to use data that the school is already keeping on your student for the eight weeks of the student. We will measure the teacher behavior in terms of the data already being kept on your student.

How will this affect your child? Your student may notice their teacher behaving a little differently but that is all. Their confidentiality will be maintained and it will not be possible to link information back to your child. When the study is completed, we will send you more information on what we are studying. We will be presenting this information in the classroom as well to see if your child agrees to participate in the study. If you agree, we will be sending you an informed consent form to sign and send back. You are welcome to withdraw your student from the study at any time. The George Mason University Human Subjects Review Board has approved this study. You are also welcome to contact myself or Rick Brigham with any questions at any time either during or after the study. Our contact information is on the informed consent form.

Classroom Script for Presenting Study to Students

Hi, my name is David Blaiklock and like you, I am a student. Right now, I am trying to figure out how certain teacher behaviors affect some of your behaviors. In order to do so, I need some more information. We will be gathering some information on your teacher over the next four weeks and then after that, you may see his/her behavior change a little. We will be keeping data on your teacher’s behavior on your daily point cards. We also want to look at some of your behavior as well. We would like to use some of the data that the school is already keeping on you.

What we will do is put that information together, do some math with it, and see if the results are what we predict. In the long run, this information may help other students like you. We will protect your privacy and none of the data we take will be able to be linked back to you. You are welcome to withdraw from the study at any time. When we are done, we will give you and your families what is called a debriefing form that will explain the details of what we are studying. I am doing this study with one of my professors by the name of Rick Brigham. The George Mason University Human Subjects Review Board has approved this study. You are welcome ask either of us any questions either during or after the study.

If you want to participate, I have a form for you to sign. You will be able to keep a copy and then return a signed copy to me. I would like for all of you to make this decision on your own. If you would like to participate, then please come one-by-one and see me in the hall to sign the form. Thank you for your time.

This really is a form for the parents. Better to label it that way. Confusion opens the door to being yanked around

The Impact of Teacher Behavior on their Students

STUDENT INFORMED CONSENT FORM

RESEARCH PROCEDURES

This research is being done to determine the impact of ~~certain~~ teacher behaviors such as verbal praise on the behavior of their students. If you agree to participate, you will be asked to allow data from your child to be used and analyzed. This data is already being kept by the school.

Formatted: Strikethrough

RISKS

There are no foreseeable risks for participating in this research.

BENEFITS

There are no direct benefits for participating in the study. ~~The~~ benefits to your child include the potential for them to be more available to learn in their classroom. In addition, the benefits to other students with similar disabilities in a similar setting will participate in better teaching practices. This will allow them to increase the amount of time in the classroom and help them transition to a less restrictive environment.

Comment [FB12]: This language is really a CYA move to avoid having to spend time with lawyers.

CONFIDENTIALITY

The data in this study will be confidential. The student name will not be included in any publications. The names of the student will be translated into a coded table by the co-investigator. The data will be kept in a locked file cabinet that will only be accessible to the co-investigator. Once all of the data has been analyzed, the original data will be destroyed. Good!

PARTICIPATION

Your child's participation is voluntary. You may withdraw ~~them~~ him or her from the study at any time and for any reason. If you decide they should not participate or if you withdraw them from the study, there is no penalty or loss of benefits to which you are otherwise entitled. There are no costs to you or any other party.

ALTERNATIVES TO PARTICIPATION

Data that would be used for your child is already being kept by the school. If you choose for your child to not participate in the study, then that data will not be used. No, we need to say that the student's program will continue as it is presently.

CONTACT

This research is being conducted by Rick Brigham and David Blaiklock in the College of Education and Human Development at George Mason University. Rick Brigham can be reached at 703-993-1667 and David Blaiklock can be reached at 703-568-2055 for questions or to report a research-related problem. You may contact the

George Mason University Office of Research Subject Protections at 703-993-4121 if you have questions or comments regarding your rights as a participant in the research.

This research has been reviewed according to George Mason University procedures governing your participation in this research.

CONSENT

I have read this form and agree to participate in this study (for nonexempt research projects, include this statement and a place for the participant's signature and the date of signature).

Name

Date of Signature

Version date:

You'll have to have a different form for the teachers and the assistants because their roles and responsibilities differ. It is much cleaner to keep the paperwork distinct.

The Effects of Verbal Praise on the Amount of Time Students with Emotional Disabilities Spend in the Classroom

TEACHER/ASSISTANT TEACHER INFORMED CONSENT FORM

RESEARCH PROCEDURES

This research is being conducted to study the impact of verbal praise on how often students engage in the task avoidance behavior of leaving the classroom. If you agree to participate, you will be asked to track the amount of praise that is being given to students over an eight week period of time. The assistant teacher will track the amount of praise and record the time that students spend out of the classroom during the four week baseline phase. The assistant teacher and teachers will each participate in trainings on recognizing verbal praise. The assistant teachers will participate in weekly refresher trainings on verbal praise. During the second four week intervention phase, the assistant teacher will be asked to track the same data while the teacher will be asked to verbally praise each student at least two times per interval for eight intervals each day. If the assistant teacher is out of the room then the teacher is asked to log the data.

RISKS

The foreseeable risks or discomforts include the additional effort in tracking each instance of praise every day. Probably, you are being overly cautious. I'd say there are no foreseeable risks and let it go.

BENEFITS

There are no benefits to you as a participant. All this indirect benefit stuff is actually only from the perspective of the researcher. I have seen it backfire, particularly with this population. Oh, yeah, there is that thing about the money you mentioned earlier, It will have to be in this section and that would be a direct (although modest) benefit. other than to further research effective classroom practices for students with emotional disabilities. The benefits to you include the potential that the students will be more cooperative and available for learning. In

addition, the benefits to students with similar disabilities in similar settings will be able to manage their behavior more effectively. This may lead to their ability to transition to a less restrictive environment.

CONFIDENTIALITY

The data in this study will be confidential. The researcher will translate the data for each teacher and student into a code. Your name will not be included in any analysis or publication of the results. The codebook and data will be kept by the researcher in a locked file cabinet and all of the data will be destroyed once the data has been analyzed.

PARTICIPATION

Your participation is voluntary, and you may withdraw from the study at any time and for any reason. If you decide not to participate or if you withdraw from the study, there is no penalty or loss of benefits to which you are otherwise entitled. There are no costs to you or any other party. You will be compensated \$250 for successful completion of the eight week study.

CONTACT

This research is being conducted by David Blaiklock at George Mason University. He may be reached at 703-568-2055 for questions or to report a research-related problem. The primary investigator is Rick Brigham and he may be reached at 703-993-1667. You may contact the George Mason University Office of Research Subject Protections at 703-993-4121 if you have questions or comments regarding your rights as a participant in the research.

This research has been reviewed according to George Mason University procedures governing your participation in this research.

CONSENT

I have read this form and agree to participate in this study.

Name

Date of Signature

Version date:

Effects of Teacher Behavior on Student Behavior

ASSENT FORM

RESEARCH PROCEDURES

The reason for this research is to find out how things a teacher does impacts the way you act. The assistant teacher will be keeping track of things the teacher does. The researcher will also use some of the data the school already keeps. This is good. I didn't get this idea that the behavioral data is already being collected strongly enough in the Protocol or the parent form. It makes a difference. All you have to do is be yourself.

RISKS AND BENEFITS

You will not lose any of your rights by being in the study. Any data that is used for the study is already being kept by the school. Your teacher's behavior may change a little. If the researcher is right, this study will help other students like you. Need that direct benefit part here. How old are the kids? This is still pretty formal and stiff for kids below, probably, middle school.

CONFIDENTIALITY

The data that will be kept on you will be turned into a code. It will not be linked back to you. The researcher will keep all of the data in a locked cabinet. The data will be destroyed when the researcher is done with it.

PARTICIPATION

You don't have to allow us to use your data if you don't want us to. You can change your mind after the study starts. We will not include your data. I will not get mad and nothing bad will happen to you, you will just continue to do your schoolwork as usual.

CONTACT

My name is David Blaiklock. I am studying to get a PhD in Education at George Mason University. You can call me at this phone number 703-568-2055 if you have any questions about this study. You can also call my teacher, Rick Brigham. He is a Professor at George Mason University, at this phone number 703- 993-1667

The George Mason University Office of Research Subject Protections knows about my research. They said that it was OK for me to do it. You can call them at 703-993-4121 if you have any questions about being a part of this research.

CONSENT

I have read this form and I agree to be part of this study.

Name

Date

If I were still on the board, I would argue that your level of deception does not rise to the level that would require this procedure. It is OK to include it and then to ask the board if they think it needs to be done. I think that it makes things seem darker and riskier than they are. In fact, this is a pretty standard procedure for education so, if it were not for the disability thing, one could argue that this kind of thing could be done as exempted. The argument, of course, would fail, it nevertheless, it could be argued.

Debriefing Form

Thank you for your participation and the participation of your child in the study. We were vague in our initial description of the study to prevent any effects that knowing what we were measuring may have on you or your child's behavior. Specifically, we were studying the effects of verbal praise from the teacher on the amount of time you or your child spent in the classroom. Many students like you or your child with similar challenges in similar settings will avoid work by either leaving the classroom or behaving in a manner that will result in them being asked to leave the classroom. The researchers predicted that increasing the amount of praise each child received would decrease the amount of time they spent outside of their classroom.

Daily Behavior Card

Name: _____ Date: _____

Behavior Credits		Interval	Grade	Points
1	6			
2	7			
3	8			
4	9			
5	10			