



View xForm - Research Review Board (RRB) Submission

New RRB Submission

Data Entry

- Submitted 08/22/2024 11:24 AM ET by Aguirre-Nava, Gabriela

Submission Type

RRB Number 2024-1944

Study Title The purpose of my study is to identify and analyze the behavior management strategies perceived as most effective by teachers working with children aged 4-7 at Grimes Elementary School. Through a mixed-methods approach incorporating surveys and interviews, my study seeks to gain insights into the practical application, challenges, and outcomes associated with various behavior management techniques. By elucidating the strategies that resonate most with educators and examining their impact on classroom dynamics and student engagement, my research aims to inform the development of evidence-based practices conducive to creating supportive and inclusive learning environments.

Event Type New Submission defined 07/06/2024

Schools Participating 609956 - Robert L Grimes Elementary School

SUBMISSION TYPE INSTRUCTIONS AND OPTIONS

"New Submission" - if this is a brand new RRB proposal OR you need to make requested revisions to an RRB submission that is NOT yet approved.

"Entry of RRB project that was previously-approved outside of IRBManager" - if you would like to enter a project into IRBManager that was reviewed and approved outside of IRBManager (i.e. before IRBManager was implemented at CPS). For this selection, there must be no changes in your study protocol from when your study was previously approved.

"Modification/Continuing Review of RRB Project Previously approved outside of IRBManager" - if you would like submit a modification for a study that was **approved outside of IRBManager (i.e. before IRBManager was implemented at CPS).**

Type of Submission
New Submission

Pertinent CPS Documentation

Submitter

Aguirre-Nava, Gabriela

Email: gbaguirre-na@cps.edu

Phone:

Overview of Pertinent CPS Documentation

The RRB is composed of members representing various Central Office academic departments as well as the Law Department. The RRB meets quarterly to evaluate new proposals to conduct research. The RRB calendar and deadlines for submissions can be found on the CPS Research Website here. Decisions resulting from the research review process will be communicated to the applicant of the request as well as appropriate CPS staff in accordance with the estimated timelines outlined in the respective RRB calendar. External researchers may not begin any research activities or obtain data for research purposes without first following the procedures outlined in this policy and securing the necessary approvals.

We expect all researchers to be familiar with the guidelines and policies guiding research within the district. Please verify that you have read and acknowledged the following:

External Research Study and Data Policy

✓ I have read and understood the External Research Study and Data Policy

CPS RRB Guidelines

✓ I have read and understood the CPS RRB Guidelines

CPS Equity Framework

✓ I have read and understood the CPS Equity Framework

CPS Vision

✓ I have read and understood the CPS Vision

CPS Volunteer Policy

✓ I have read and understood the CPS Volunteer Policy, including background check requirements

Study Personnel Details

Study Title

The purpose of my study is to identify and analyze the behavior management strategies perceived as most effective by teachers working with children aged 4-7 at Grimes Elementary School. Through a mixed-methods approach incorporating surveys and interviews, my study seeks to gain insights into the practical application, challenges, and outcomes associated with various behavior management techniques. By elucidating the strategies that resonate most with educators and examining their impact on classroom dynamics and student engagement, my research aims to inform the development of evidence-based practices conducive to creating supportive and inclusive learning environments.

Does your organization participate in a Research Practice Partnership (RPP) with Chicago Public Schools?

No

Primary Study Organization/University

CPS Grimes Elementary

Principal Investigator

Aguirre-Nava, Gabriela

Expirations:

**Background
Check
Level:**

PI Organization

Grimes Elementary

If the form indicates "not found" when you add the Principal Investigator, please use the link below to add the contact to the IRBManager system.

User had the option to start a different form here.

Are there any other study contacts?

No

If the person completing this form is not the Principal Investigator, it is suggested that the submitter be entered as a contact.

Is the Principal Investigator a Student?

Yes

Degree

Graduate - Doctoral

University

National Louis University

College/Dept.

National College of Education's Doctoral Program

Advisor Name/Title

Elizabeth Minor

Advisor Email

eminor1@nl.edu

Is the researcher a CPS Staff Member?

Yes

CPS Affiliation

Teacher

Are you a CPS employee? If so, please select from one of the following.

Funding and Intervention Information**Is this project contracted by the CPS Board of Education?**

No

Is a funding source associated with the proposed research?

No

Select the option that applies to your study

My study will involve a selection of individual schools

Please select all potential school sites involved with this study

Robert L Grimes Elementary School

Will this research require any in-person interaction or intervention activities?

Yes

Will this research require any virtual interaction or intervention activities (Google Meets, Zoom, etc.)?

Yes

Please note that Zoom is not approved for use with CPS Students. Any virtual activities will need to be conducted via Google Meets and safe@cps.edu must be invited to Google Meet. Please adjust virtual methods accordingly. For more information on permitted interactions with students and staff, please visit <https://www.cps.edu/about/policies/acceptable-use-policy/external-volunteers/>.

Please review CPS's Acceptable Use of Technology Guidance (AUP)



Questions about eligibility or appropriate use of communication channels should be directed to the school principal or CPS External Research department. Only CPS-approved communication channels may be used.

Please be aware that virtual interviews involving students may only be conducted via Google Meets. A CPS Staff member must be present for the entire duration of the interview. For more information on CPS' Acceptable Use of Technology policies, please visit <https://www.cps.edu/about/policies/acceptable-use-policy/external-volunteers/>

Please check all of the following that apply to your research protocol:

Interviews
Questionnaire

Please outline your protocol for individual interview activities, describing when, where, duration, frequency, and with whom.

For individual interview activities, my protocol will involve identifying and recruiting teachers who work with children aged 4-7, ensuring diversity in teaching experience, Grimes school settings, and participant demographics. The interviews will be conducted in a private and comfortable setting within Grimes Elementary School, allowing for candid discussions. Each interview will range from 30 to 60 minutes, providing ample time for in-depth exploration of topics. Interviews will be scheduled at mutually convenient times for the researcher and the participants such as during lunch, prep, or afterschool. The participant will decide what works best for them. Frequency will depend on participant availability, with efforts to conduct interviews with as many teachers as possible.

Data gathering techniques will adhere to the principles outlined in the GUIDE framework proposed by Patton: clear, useful for decision-making, inspirational, adaptable to diverse contexts, and evaluable. Two primary methods will be employed:

A. Surveys: A survey will be developed with a mix of closed-ended and open-ended questions. Topics covered will include the perceived effectiveness of behavior management strategies, frequency of use, and contextual factors influencing strategy selection.

B. Interviews and/or focus groups: In-depth interviews and/or focus group discussions will be conducted to gather diverse insights. These sessions will delve into teachers' experiences, challenges faced, dynamics, student engagement, and additional strategies found effective. Survey and interview questions will be based on the literature review and research objectives.

A stakeholder analysis approach will be utilized to differentiate varying degrees of power and interest among participants to ensure the effectiveness of the survey and interview questions. Patton's emphasis on the variability of approaches underscores the importance of tailoring surveys and interview questions to the specific needs of participants.

Does this involve video, audio, or photograph recording?

Yes

Please describe the protocol for audio/video recording

The audio/video recording protocol will prioritize participant consent, confidentiality, and the secure handling of recorded data. The following steps will be taken:

Participant Consent:

Before recording, participants will be fully informed about the purpose of the recording, how the recordings will be used, and their rights regarding the tapes.

Participants will be asked to provide explicit consent for audio or video

recording during interviews or focus group discussions. This consent may be documented through a signed consent form or recorded verbally at the beginning of the session.

Equipment Setup:

High-quality recording equipment will be used to ensure precise audio and video capture. This may include digital voice recorders, video cameras, or smartphones with recording capabilities.

The equipment will be set up to minimize disruptions and maximize the capture of relevant interactions while respecting participants' privacy.

Storage and Security:

Recordings will be stored securely on password-protected and encrypted devices immediately after capture.

Access to recorded data will be restricted to authorized personnel only, and devices containing recordings will be kept in a secure location when not in use.

If recordings are stored electronically, they will be encrypted to prevent unauthorized access in case of theft or loss.

Handling of Recorded Data:

Recorded data will be handled with care to ensure confidentiality and integrity. This includes labeling recordings with unique identifiers rather than participant names to maintain anonymity.

Only authorized personnel involved in the research project will have access to recorded data, and recording sharing will be done per participant consent and data protection regulations.

Data Retention and Disposal:

Recorded data will be retained only for the duration necessary to fulfill the research objectives and any legal or ethical requirements.

After the completion of the study, recorded data will be securely deleted or destroyed by data protection regulations.

Participant Comfort and Safety:

Participants will be informed that they can pause or stop the recording at any time if they feel uncomfortable or wish to discuss sensitive information privately.

Measures will be taken to ensure that participants feel safe and supported throughout the recording process, including providing opportunities for breaks and debriefing after the session if needed.

By following this protocol, I will ensure that audio and video recordings are conducted ethically and securely, respecting participants' rights and privacy throughout the research process.

Please describe how data will be captured and stored securely

Data capture and storage procedures will prioritize confidentiality, integrity, and compliance with relevant regulations.

Data Capture:

Surveys: Survey responses will be collected electronically through secure online platforms.

Interviews: Interviews will be audio-recorded with the consent of participants. Notes will also be taken during interviews to capture non-verbal cues and contextual information.

Data Storage:

Electronic Data: Survey responses and audio recordings will be stored in password-protected files on my drive. Access will be restricted to authorized personnel only.

Data Security:

Access Control: Access to stored data will only be restricted to authorized personnel.

Password Protection: Devices and accounts used for data storage will be protected with strong, unique passwords to prevent unauthorized access.

Data Backup:

Regular backups of electronic data will be performed to prevent data loss in case of hardware failure, corruption, or other unforeseen events. Backup copies will be stored securely in separate physical locations.

Data Retention and Disposal:

Data will be retained only for the duration necessary to fulfill the research objectives and any legal or ethical requirements. After the completion of the study, data will be securely deleted or destroyed by data protection regulations.

Participant Confidentiality:

Personal identifying information will be anonymized or pseudonymized whenever possible to protect participant confidentiality. Identifiers will be

stored separately from research data to prevent re-identification.

Please attach all study materials corresponding to interview procedures (i.e., consent forms, protocol, recruitment and incentive plans)

Informed consent for audio Consent Forms

Informed consent for survey Consent Forms

Deleted Attachments: 4 (Most Recent: Informed Consent For survey.docx on 07/02/2024 10:10 AM ET)

Please outline your protocol for survey activities, describing when, where, duration, frequency, and with whom.

The protocol for survey activities will involve several key steps to ensure effective data collection while respecting participant confidentiality and privacy. Here's an outline of the protocol:

Timing:

Surveys will be administered at a time that minimizes disruption to participants' teaching schedules, such as during planning periods, lunch, or after school hours.

The timing of survey administration will be communicated in advance to participants to allow them to plan accordingly.

Location:

Surveys will be conducted online using secure survey platforms.

Online surveys will be accessible to participants through email links.

Duration:

Participants will be given sufficient time to complete the surveys, typically ranging from 25 to 30 minutes, depending on the length and complexity of the survey.

Clear instructions will be provided at the beginning of the survey to help participants navigate the questions efficiently.

Frequency:

Surveys may be administered once, but I will send a reminder email to everyone thanking them for those who have completed the survey and asking those still interested to complete it.

Participants:

The target participants for the survey activities will be teachers who work with children aged 4-7 at Grimes Elementary School.

Efforts such as reaching out to all my teachers that qualify will be made to ensure diversity among participants regarding teaching experience, school settings, and demographics to capture a comprehensive range of perspectives.

Administration:

Surveys will be self-administered by participants online.

Participants will be informed about the purpose of the survey, their rights as participants, and the confidentiality of their responses before they begin.

Follow-up:

After survey administration, follow-up communication will be conducted to thank participants for participating and provide any necessary updates on the research progress.

Opportunities for participants to provide feedback or ask questions about the survey process will be made available to ensure transparency and participant satisfaction.

By adhering to this protocol, the survey activities will be conducted systematically and respectfully, maximizing participation rates and ensuring the quality and integrity of the data collected.

Please describe how data will be captured and stored securely

Data capture and storage procedures will be implemented to ensure the collected data's confidentiality, integrity, and security. Here's how the data will be captured and stored securely:

Data Capture:

Electronic Surveys: Responses from online surveys will be collected through secure survey platforms that utilize encryption and data protection measures. Participants will access the survey using a link.

Storage:

Electronic Data: Survey responses and associated electronic files will be stored in a password-protected file in my drive. Access will be restricted to authorized personnel only.

Data Security:

Encryption: All electronic data will be encrypted to prevent unauthorized access during transmission or storage.

Access Control: Access to stored data will be restricted to authorized personnel only.

Password Protection: Devices and accounts used for data storage will be protected with strong, unique passwords to prevent unauthorized access.

Retention and Disposal:

Data will be retained only for the duration of three years after the study to fulfill the research objectives and any legal or ethical requirements.

Participant Confidentiality:

Personal identifying information collected during surveys will be anonymized or pseudonymized whenever possible to protect participant confidentiality.

Please attach all study materials corresponding to interview procedures (i.e., consent forms, protocol, recruitment and incentive plans)

Informed Consent For audio.docx Consent Forms

Informed Consent For survey.docx Consent Forms

Deleted Attachments: 1 (Most Recent: informedconsentforparticipationnava (1).docx on 06/26/2024 12:12 PM ET)

Detail the method of Survey Administration (e.g. paper, online, etc.)

The survey will be administered using online methods. Here's a detailed description of the survey administration method:

Online Survey:

Participants will receive an email invitation containing a link to access the online survey.

The online survey will be hosted on a secure platform that ensures data encryption and protection via google docs.

Participants can access the survey at their convenience using a computer, tablet, or smartphone with internet access.

The survey will be designed using user-friendly interfaces to facilitate ease of completion and navigation.

Clear instructions will be provided at the beginning of the survey to guide participants through the process.

Participants can save their progress and return to complete the survey at a later time if needed.

Responses will be automatically recorded and stored securely on my drive.

Participants may also be reminded to complete the survey through follow-up emails or announcements.

Will this research require the use or access of existing CPS data?

No

Will this research require the use or access of existing non-CPS data?

No

Study Details

Please select all of the following that will be participating in the study?

Teachers

Has this project been reviewed by an Institutional Review Board (IRB)?

No, it has not been reviewed by an IRB

IRB of Record Name

na

IRB Protocol Number

na

Please attach all of your IRB documentation here (include approval/exemptions letters, IRB study protocol, etc.).

IRB Description (1).docx IRB Letters

IRB of Record Primary Contact Email Address

gbaguirre-na@cps.edu

Please select your primary area of research from the following:

Early Childhood Education

Secondary Study Subject(s)

Early Childhood Education

Misconduct/Violence

Restorative Justice

Study Overview

Executive Summary or Abstract

I have added more information on who I am and my relationship to the participants

08/22/2024 • Aguirre-Nava, Gabriela • *Not Internal*

Please provide a high-level overview of your study, including a summary of the motivation, design, and implications of the project.

Research Purpose:

This research aims to investigate effective behavior strategies in children aged 4-7 years within educational settings. By identifying and understanding the effective strategies teachers utilize, this research aims to enhance classroom management techniques and promote positive behavioral outcomes in young children.

Participants:

The participants of this study will be qualified teachers working at Grimes Elementary in grades preschool, kindergarten, or early elementary school settings. The anticipated number of participants is 14. Participant demographics will predominantly consist of adults aged 18 and above.

Recruitment:

Participants will be recruited through Grimes School. Recruitment materials will clearly outline the voluntary nature of participation, emphasizing that involvement in the study is optional and will not affect their employment status or professional standing. Participants will be assured of confidentiality and anonymity throughout the research process.

Researcher Role and Relationship to Participants:

The researcher is the bilingual specialist at Grimes School and works directly with both teachers and students who are English language learners. The teachers involved in the study are the researcher's colleagues, which will be clearly communicated to the participants. The researcher will ensure that this professional relationship does not influence participation and will maintain objectivity and confidentiality throughout the study.

Data Collection:

Data collection will primarily involve the administration of surveys and semi-structured interviews. Surveys will be designed to gather quantitative and qualitative information regarding the use of behavior strategies in the classroom. Participants will be given a timeframe to complete the survey at their convenience. Interviews, if conducted, will be scheduled at the participant's convenience and will be audio-recorded with their consent.

Risks and Benefits:

Potential risks to participants are minimal, primarily involving minor

inconvenience and time commitment associated with completing the survey or participating in interviews. However, steps will be taken to minimize any potential discomfort. The benefits of participating in this research include the opportunity for teachers to reflect on their practices, contribute to educational research, and potentially improve classroom management skills.

Consent and Assent:

Informed consent will be obtained from all participants before their involvement in the study. Consent forms will clearly outline the purpose of the study, the voluntary nature of participation, confidentiality measures, and the rights of participants. As all participants are adults, assent is not applicable in this study.

Research Questions and Hypothesis

Please list all research questions and hypotheses associated with this project.

Related Research Questions:

What are the most effective behavior management strategies for improving classroom dynamics and student engagement?

What are the common challenges faced by teachers in implementing behavior management strategies, and how can these challenges be addressed?

Are there specific behavior management strategies that are particularly effective for students with special needs, and how can inclusive classrooms be fostered?

What proactive measures can teachers take to prevent behavior issues before they arise in the classroom?

In my investigation, I hypothesize that as teachers, we commonly encounter challenges in implementing behavior management strategies, which may include issues related to student behavior, limited resources, and time constraints. I anticipate that tailored professional development and collaborative approaches involving administrators and support staff can address these challenges effectively. Regarding students with special needs, I expect that behavior management strategies customized to meet their diverse needs, along with inclusive classroom environments characterized by acceptance and support, will yield positive outcomes. Furthermore, I propose that proactive measures such as establishing clear expectations, building positive relationships, and integrating social-emotional learning activities into the curriculum can prevent behavior issues before they arise. I anticipate that involving parents/guardians in behavior management strategies and interventions will enhance the effectiveness of these proactive measures. My research aims to validate these hypotheses and provide actionable insights to support effective behavior management practices in early childhood education settings.

Purpose and Literature Review

Please provide an overview of the existing research and literature on this subject. What is the contextual history of this subject area and how does this research build upon the body of extant knowledge?

Behavior management in early childhood education is a well-researched area encompassing a wide range of strategies to promote positive behavior and create supportive learning environments. Historically, the field has evolved from punitive approaches to discipline to more proactive and positive behavior support strategies. Early research in this area often emphasized behavior modification techniques, such as token economies and punishment-based strategies. Still, contemporary approaches emphasize the importance of preventive measures, positive reinforcement, and social-emotional learning (Simonsen et al., 2008).

The contextual history of this subject area is shaped by various theoretical frameworks and research paradigms. Early behaviorist theories, such as those proposed by B.F. Skinner, laid the groundwork for understanding the principles of behavior change and reinforcement (Skinner, 1953). However, criticisms of behaviorism led to the development of more holistic approaches, including social learning theory and ecological systems theory, which emphasize the interaction between individuals and their environments in shaping behavior (Bandura, 1977).

Building upon the body of extant knowledge, recent research has focused on identifying evidence-based practices for promoting positive behavior in early childhood settings. This includes strategies such as classroom-wide positive behavior interventions and supports (PBIS), social-emotional learning (SEL) programs, and trauma-informed approaches (Simonsen et al., 2008). Additionally, there is growing recognition of the importance of cultural responsiveness and equity in behavior management practices, as well as the need for collaboration between teachers, families, and support professionals.

My current study seeks to contribute to this body of knowledge by exploring the effectiveness of behavior management strategies in real-world early childhood education settings. By examining the challenges faced by teachers, identifying strategies that resonate with educators, and exploring proactive measures for preventing behavior issues, my research aims to inform the development of evidence-based practices conducive to creating supportive and inclusive learning environments for young children. Through a mixed-methods approach, including surveys and interviews, this study builds upon existing research by providing nuanced insights into the practical application, challenges, and outcomes associated with behavior management strategies in early childhood education.

References

Bandura, A. (1977). *Social Learning Theory*. Prentice-Hall.

Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). *Evidence-based practices in classroom management: Considerations for*

research to practice. *Education and Treatment of Children*, 31(3), 351-380.

Skinner, B. F. (1953). *Science and Human Behavior*. Macmillan.

Research Activities and Student/Staff Involvement

Please provide an overview of all primary and secondary research activities associated with this study. Please use this space to describe, as thoroughly as possible, all that will be asked of your research subjects (e.g. surveys, focus groups, observations, etc.)

My study employs a utilization-focused evaluation approach, emphasizing the utility and actual use of evaluations. It will systematically investigate teachers' perceptions of effective behavior management strategies for children aged 4-7, guided by clear goals:

- A. Explore teachers' perceptions of effective behavior management strategies.
- B. Identify commonly used strategies.
- C. Understand the factors influencing teacher behavior management choices.
- D. Identify the most successful strategy.

Research Designs:

A mixed-methods approach will be employed, combining qualitative and quantitative methods to provide a comprehensive understanding. Surveys and interviews with teachers will be conducted to gather varied insights. Principles from Patton's GUIDE framework will guide the study, ensuring clarity, usefulness, inspiration, adaptability, and evaluability.

Participants:

Teachers working with children aged 4-7 will be recruited, ensuring diversity in teaching experience, school settings, and demographics.

Data Gathering Techniques:

Surveys with closed and open-ended questions will inquire about perceived effectiveness, frequency of use, and contextual factors influencing strategy selection. Interviews and/or will delve into teachers' experiences, challenges, and additional effective strategies.

Ethical Considerations:

The study will adhere to ethical guidelines, obtaining informed consent from participants, ensuring confidentiality, and addressing potential harm or discomfort. As only teachers are involved, student consent is not required.

Data Analysis Techniques:

Quantitative data from surveys will be analyzed using statistical tools to identify patterns, correlations, and trends. Qualitative data from open-ended survey responses and interviews will undergo thematic analysis to identify common themes and variations. Triangulation of findings from different data sources will ensure reliability and validity.

Conclusion:

Findings will be presented clearly, discussing implications, study limitations, and potential areas for future research.

Research Methodology and Analytical Technique

Please provide an overview of your research methodology and specific analytical techniques that will be utilized as part of this study.

The research methodology employed in my study is a mixed-methods approach, combining quantitative and qualitative methods to comprehensively explore teachers' perceptions of effective behavior management strategies for children aged 4-7. The methodology involves multiple stages, including literature review, data collection, data analysis, and interpretation of findings.

Specific Analytical Techniques:

1. Literature Review: My study will begin with a thorough review of existing literature on behavior management strategies for young children. This will involve identifying critical theories, research findings, and standard practices in the field. The literature review will provide a foundation for the study and help identify gaps in current knowledge.

2. Data Collection:

Surveys: A survey will be developed with a mix of closed-ended and open-ended questions to gather quantitative data on teachers' perceptions, frequency of strategy use, and contextual factors influencing strategy selection.

Interviews: In-depth discussions will be conducted to gather qualitative data on teachers' experiences, challenges, and additional effective strategies.

3. Data Analysis:

Quantitative Data Analysis: Statistical tools will be used to analyze survey responses, including descriptive statistics, correlation and analysis. This analysis will identify patterns, correlations, and trends in teachers' perceptions of behavior management strategies.

Qualitative Data Analysis: Thematic analysis will analyze open-ended survey responses and interview transcripts. This involves identifying common themes and variations in teachers' experiences and perceptions.

4. Triangulation:

Quantitative and qualitative data findings will be compared and contrasted to understand teachers' perceptions of behavior management strategies comprehensively. Triangulation of data sources will enhance the reliability and validity of the findings.

5. Interpretation of Findings:

The final stage of my study involves interpreting the findings of the research questions and objectives. This will include discussing the implications of the findings, considering study limitations, and identifying potential areas for future research.

Overall, my study's research methodology and analytical techniques aim to provide a thorough and nuanced understanding of teachers' perceptions of effective behavior management strategies for young children, contributing to

the knowledge in early childhood education.

Benefits and Commitment to Equity

Benefit to CPS

Which (if any) CPS vision goals does your research support?

50% increase in the number of incoming kindergartners meeting benchmarks across all developmental domains.

Click here to access more information on the CPS Vision Goals.

Please describe how your project supports each of the Vision Goals selected above.

1. Improving Behavior Management Practices:

I aim to identify effective behavior management strategies teachers perceive, which can lead to improved classroom management and a more conducive learning environment.

By understanding the factors that influence behavior management choices, my study can provide targeted interventions and support to address challenges and enhance the implementation of effective strategies.

2. Enhancing Teacher Training and Support:

Through the identification of commonly used strategies and exploration of teacher's experiences and challenges, my study can inform the development of tailored professional development programs.

These programs can provide CPS with the knowledge, skills, and resources needed to effectively implement behavior management strategies, ultimately improving teacher's ability to support student's development across all domains.

3. Promoting Inclusive Classrooms:

By exploring strategies that are particularly effective for students with special needs and fostering inclusive classroom environments, my study contributes to creating supportive learning environments for all students.

Understanding the diverse needs of students and implementing inclusive practices can lead to increased engagement, participation, and success for students across all developmental domains.

4. Preventing Behavior Issues:

My study's focus on proactive measures for preventing behavior issues aligns with my goal of ensuring that students enter the early grades ready to learn and succeed.

By identifying strategies for preventing behavior issues before they arise, my study supports the early identification and intervention of challenges, promoting positive developmental outcomes for incoming primary grades.

Overall, my study has the potential to significantly impact the achievement of the vision goals by providing evidence-based recommendations and strategies for enhancing behavior management practices in early childhood education settings. By improving teachers' ability to support students' social, emotional, and behavioral development, my study can contribute to a 50% increase in primary grades meeting benchmarks across all developmental domains.

Which (if any) of the CPS core values does your research support?

Whole Child

Please describe how your project supports each of the core values selected above.

My study strongly supports the core value of whole child development by focusing on every student's holistic well-being and growth in early childhood education settings. Here's how:

1. Comprehensive Understanding of Behavior Management: By investigating teachers' perceptions of effective behavior management strategies, my study acknowledges the interconnectedness of social, emotional, and behavioral aspects of child development. It recognizes that supporting students' behavioral development is essential for their overall well-being and success in school.
2. Inclusive Practices: My study explores strategies that are particularly effective for students with special needs, fostering inclusive classrooms where every child feels valued, supported, and included. By promoting diversity, equity, and inclusion, my project recognizes the importance of addressing the unique needs of every student to support their holistic development.
3. Preventive Measures: By focusing on proactive measures for preventing behavior issues before they arise, my study aims to promote positive developmental outcomes for all students. It acknowledges the importance of addressing underlying factors impacting students' behavior, such as social-emotional skills, classroom environment, and teacher-student relationships.
4. Collaborative Approach: My study emphasizes collaboration between teachers to address challenges and enhance the implementation of effective behavior management strategies. By fostering partnerships and shared responsibility for student success, it recognizes the importance of a collective effort in supporting the whole child.

How does this project support the district broadly?

My study reflects a commitment to the core value of whole child development by prioritizing students' social, emotional, and behavioral well-being in early childhood education settings. It aims to create supportive learning environments where every child can thrive academically, socially, and emotionally.

Moreover, my study's focus on fostering inclusive classrooms aligns with the district's commitment to diversity and equity, ensuring that every student feels valued and supported. Through proactive measures to prevent behavior issues and promote positive relationships, the study also works towards reducing discipline disparities and fostering a more equitable school environment. Overall, my study supports teachers and students individually and aligns with the district's broader goals of educational excellence, equity, and inclusivity, ultimately contributing to the overall improvement of educational outcomes and creating a positive school climate district-wide.

Commitment to Equity

In what ways does this project reflect/challenge/progress the district's commitment to equity?

My study serves as both a reflection of and a progression toward the district's commitment to equity. By focusing on behavior management strategies effective for all students, including those with special needs, my study mirrors the district's dedication to providing equitable opportunities and support for every learner. By ensuring diverse representation in the research process, such as involving teachers from various demographics and school settings, my study acknowledges and values the diversity within the district's community. Moreover, by addressing the root causes of behavior challenges and promoting inclusive practices, my study challenges systemic barriers to student success and works towards creating a more equitable school environment. By providing teachers with evidence-based strategies and professional development opportunities, the study progresses equity by ensuring all educators have access to resources needed to meet the needs of diverse learners. Through fostering inclusive classrooms where every student feels valued and supported, my study moves the district forward in its journey toward creating learning environments that embrace and celebrate diversity. Ultimately, by actively striving to create more equitable learning environments, my study contributes to the district's broader efforts to ensure that every student has the opportunity to thrive and succeed.

Reflect on the district's equity framework as well as the following: As a researcher, what is my privilege / bias when it comes to this question? Am I assuming that Black and brown students will inherently perform poorly? Have I consulted those whose communities I want to research? Is the research designed with the holistic humanity of the people I am researching in mind? Do I perceive the communities I want to research as allies, or as research subjects? Am I interrogating / challenging policies and systems that may be contributing to inequities? Will this project create an undue burden on the communities I am seeking to research?

How are your research activities accessible to individuals with disabilities?

Ensuring accessibility for individuals with disabilities is integral to the integrity and inclusivity of the research activities. To accommodate diverse needs, surveys will be designed with options for adjustable font sizes and high contrast for any visually impaired participants, and provisions for

alternative formats. During interviews , flexible scheduling will be offered. Inclusive recruitment practices will be employed, disseminating information through various channels and offering accommodations to guarantee equal participation opportunities. Ethical considerations will be paramount, with informed consent provided in accessible formats and the option for withdrawal available at any time.

Are your research activities translated into languages other than English as appropriate for the community?

To ensure inclusivity and accessibility, if needed, research activities will be translated into languages other than English as appropriate. Moreover, cultural sensitivity will be prioritized throughout the research process, with adaptations made to align with cultural norms and preferences.

Please use the table below to list all District CPS Supporters and the role they will have in your study. Use the details box to describe your supporters' title and role in the district. List your primary supporter first.

Please click "save" after each line.

CPS Supporter Email Address	CPS Supporter Details
M Engelhardt, Katherine Email: kmengelhardt@cps.edu Phone:	My Principal has given me permission to conduct my study at her school.

Link to New Contact Form

User had the option to start a different form here.

How will you share your research findings with the population(s) you are studying?

Community Presentations: I will organize community presentations to share the research findings. These presentations will be conducted in accessible locations within the community, and efforts will be made to accommodate diverse needs, such as providing interpretation services or materials in multiple languages.

Written Reports: Comprehensive reports summarizing the research findings will be created and distributed to participants and community stakeholders. These reports will be written in clear and accessible language, making the findings easily understandable to a broad audience. My dissertation will also be published on digital commons.

Research Activities

Start Date of Recruitment

09/02/2024

End Date of Recruitment

09/29/2024

Please provide the date that you will begin primary data collection

I have changed the date to conform with 30 days after school begins

08/22/2024 • Aguirre-Nava, Gabriela • *Not* Internal

10/01/2024

Please provide the end date of primary data collection

10/30/2024

Please provide the date that you will begin analysis

11/01/2024

Please provide the end date of analysis

03/30/2025

Please provide the approximate date that you will finalize your research report.

04/28/2025

Description of Deliverable/Final Product (i.e., academic/journal article, white paper, memo, report)

The final deliverable of my research study will be a comprehensive report encapsulating the entirety of my study's objectives, methodologies, and findings. My dissertation will serve as a cornerstone document for stakeholders, including educators, policymakers, and community members, aiming to grasp the intricacies of behavior management in early childhood education. Subsequently, my dissertation will delve into a thorough literature review, synthesizing existing knowledge on behavior management strategies for young children, identifying prevalent theories, research findings, and best practices. The methodology section will provide a meticulous breakdown of the research design, data collection techniques, participant recruitment processes, and ethical considerations, ensuring transparency and accountability in the research process. Moving forward, the findings section will present a comprehensive analysis of the data gathered, highlighting prominent themes, trends, and insights gleaned from surveys and interviews. Following this, a discussion section will contextualize the findings within the broader literature and theoretical frameworks, exploring their implications for educational practice, policy formulation, and future research directions. Actionable recommendations will be delineated, aiming to catalyze positive change in behavior management practices within early childhood education settings. The conclusion will succinctly summarize the study's main findings, underscore its contributions to the field, acknowledge its limitations, and propose avenues for further exploration. Supplementary materials, including survey instruments and interview protocols will be provided in appendices for reference. My dissertation will serve as a comprehensive resource, facilitating informed decision-making and fostering continuous improvement in behavior management practices within early childhood education.

Will any portion of this research, including recruitment or consent, take place during or in any way interfere with standard activities?

No

With very few exceptions, research procedures cannot be carried out during or in any way interfere with standard activities, including instruction time or professional development sessions.

Will this study involve study subject randomization or a control group?

No

Will your research employ study-subject deception or non-disclosure?

No

Will this research involve Product Testing?

No

Will this research involve collection of biological samples or biometric data?

No

Does this research involve other research procedures not described previously?

No

Is this research tied to a standard or novel curriculum, teaching or other program, staff professional development training or program, or other non-research activity or activities?

No

Does this study involve the use of educational technology (including survey tools, video conference platforms, and third party websites. See note for add'l details)?

Yes

Please be aware that under The Student Online Personal Protection Act, SOPPA (105 ILCS 85/), any platform students interact with must be compliant with current data security and student privacy regulations. Please note that this definition includes online survey tools such as Qualtrics. Please use the following website to check if your proposed platform is complaint with SOPPA: <https://cps.app.learnplatform.com/new/public/tools>

Please describe the use of educational technology as part of this study

In my study, educational technology will be utilized primarily through survey tools for data collection. These digital survey platforms will serve as the main method for gathering information from participants regarding their perceptions, experiences, and practices related to behavior management strategies in early childhood education. By leveraging survey tools, the research process becomes more efficient and accessible, allowing participants to conveniently complete surveys at their own pace and using various devices such as computers, tablets, or smartphones. Additionally, digital survey platforms offer features like customizable question formats, real-time data collection, and analytics capabilities, enhancing the overall data collection process. While video conference platforms and third-party websites won't be utilized in this study, survey tools strategically incorporate educational technology to optimize data collection methods such as Otter which is a transcription website that transcribes audio files.

Is the described educational technology a CPS SOPPA operator?

Yes

Please use the following website to check if your proposed platform is complaint with SOPPA: <https://cps.app.learnplatform.com/new/public/tools>

Study Population

Will you be submitting a secondary Data Request?

No

RRB Protocol Number

2024-1944

This is your assigned RRB Number. Please reference this in any data request associated with this study.

Study Subject Inclusion Criteria

As I am focusing solely on teachers from Grimes Elementary School for my research, the inclusion criteria are tailored accordingly:

If the research involves more than one study subject population (e.g. students, parents, teachers, staff), please individually detail the inclusion criteria for each.

1. Employment at Grimes Elementary: Participants must currently be employed as teachers at my school, Grimes Elementary School.

2. Teaching Position: Individuals eligible to participate in the study must hold a teaching position specifically working with children aged 4-7 at Grimes Elementary School.

3. Teaching Experience: While specific teaching experience requirements may vary, participants should generally have a minimum level of one year of teaching experience to ensure they can provide valuable insights into behavior management strategies.

4. Demographic Diversity: While the primary focus is on teachers from my school, efforts may still be made to ensure diversity among participants regarding demographic characteristics such as age, gender, and educational background, within the context of my school's teaching staff.

By applying these inclusion criteria, my study will focus exclusively on teachers from Grimes Elementary School, providing valuable insights into behavior management strategies specific to my school's context and teaching staff.

Study Subject Exclusion Criteria

n/a

If the research involves more than one study subject population, please individually detail the inclusion criteria for each

Please select all special populations that may be targeted for your study

Economically Disadvantaged
Diverse Learner
English Language Learner
Parenting Youth

Describe the potential direct and/or indirect benefits for all detailed research procedures and populations

Given the focus of the research on behavior management strategies employed by teachers working with children aged 4-7 at Grimes Elementary School, both direct and indirect benefits can be anticipated for various populations and through different research procedures.

Direct benefits:

1. Teachers: Participants will have the opportunity to reflect on their own practices, gain insights from my study findings, and potentially discover new effective behavior management strategies to implement in their classrooms.
2. Students: Improved behavior management practices can lead to a more positive and conducive learning environment, benefiting all students, including those from diverse backgrounds or with special needs.
3. School Community: Enhanced behavior management strategies can create a more harmonious school community, fostering better relationships between teachers, students, and parents.

Indirect benefits:

1. Diverse Learners: Students from diverse backgrounds or with special needs may indirectly benefit from improved behavior management practices, leading to better support and accommodations in the classroom.
2. Economically Disadvantaged Students: By creating a more positive and engaging learning environment, my study may indirectly benefit economically disadvantaged students by reducing behavioral barriers to learning.
3. English Language Learners: Effective behavior management strategies can facilitate communication and participation in the classroom, benefiting English language learners by creating a more inclusive and supportive learning environment.
4. Parenting Youth: Parents and guardians of students may benefit indirectly from my study by gaining insights into effective behavior management strategies that can be reinforced at home, leading to better parent-teacher collaboration.
5. School Administration: My study findings can inform decision-making at the school level, guiding professional development initiatives and resource allocation to support teachers in implementing effective behavior management strategies.

Overall, my research has the potential to directly benefit teachers through professional growth and development, while indirectly benefiting diverse learner populations, economically disadvantaged students, English language learners, and other stakeholders by improving the overall classroom environment and educational experiences.

Describe the anticipated potential risks, however minimal, associated with the detailed research procedures and subject populations

While the detailed research procedures and subject populations have been carefully designed to minimize potential risks, it's important to acknowledge and address any concerns that may arise throughout the study. One potential risk involves breaches of confidentiality, as participants may share sensitive information during interviews or surveys. To mitigate this risk, strict data storage will be implemented. Additionally, participants may feel emotional discomfort when discussing behavior management strategies, particularly if they have faced challenges in this area. I will handle such situations sensitively and provide appropriate support if needed. Another risk involves imposing time constraints on teachers with demanding schedules. Efforts will be made to minimize the time required for participation and offer flexible scheduling options. Additionally, there is a risk of social desirability bias, where participants may feel pressured to provide socially desirable responses. I will emphasize the importance of honest and candid feedback to mitigate this bias. Furthermore, while the study's findings may offer valuable insights specific to Grimes Elementary School, there is a risk of limited generalizability to other educational settings. I will acknowledge this limitation in their interpretations and recommendations. Overall, while these potential risks are minimal, they will be actively monitored and managed to ensure my study's ethical conduct and the participants' well-being.

How will the identified risks for all research procedures and subject populations be minimized and/or mitigated to the greatest extent possible?

As the researcher, I am committed to minimizing and mitigating the identified risks associated with all research procedures and subject populations to the greatest extent possible. To safeguard participant confidentiality, I will establish strict data handling and storage protocols, ensuring that sensitive information is stored securely on restricted-access servers and employing anonymization techniques where necessary. To accommodate participants' schedules and minimize time constraints, I will offer flexible participation options such as scheduling interviews at convenient times or providing online survey options. I will emphasize the importance of honest feedback from participants, reassuring them that their responses will be kept confidential and used for research purposes only. Furthermore, I will select a reputable survey platform called google docs that offers robust security measures to minimize technological risks and that all teachers are familiar with. Through these proactive measures, I am committed to ensuring the ethical conduct of my study and the well-being of all participants involved.

What procedures will you use in the event that research questions/processes produce observable stress/distress in subjects?

If research questions or processes produce observable stress or distress in subjects, I will employ several procedures to promptly and effectively address and mitigate the situation promptly and effectively. First and foremost, I will prioritize the well-being and comfort of the teachers, ensuring that they feel supported and listened to throughout the research process. I will actively monitor participants' reactions and responses during interviews or surveys, looking for signs of discomfort or distress. If stress or distress is observed, I will pause the research activity immediately and allow the participant to take a break, if needed. I will offer empathetic and nonjudgmental support, allowing participants to express their feelings and concerns freely. Depending on the severity of the situation, I may offer to reschedule the interview or survey later or provide referrals to appropriate support services such as counseling or mental health resources. Additionally, I will review and revise research procedures as necessary to minimize potential stressors in future interactions with participants. Overall, my priority will be to ensure the safety, well-being, and comfort of all subjects involved in my research.

Will you compensate study subjects?

No

Study Recruitment

Outline every aspect of the recruitment process for teacher participants.

1. Identification of Potential Participants:

I will compile a list of all teachers currently employed at Grimes Elementary School who work with children aged 4-7.

I will verify the eligibility of potential participants based on their teaching position, grade level, and employment status.

2. Information Dissemination:

I will develop a recruitment announcement and email explaining the purpose and details of the study.

I will coordinate with school administrators to distribute the recruitment announcement to potential participants via email, staff meetings, or school newsletters.

3. Recruitment Channels:

Utilizing multiple channels, I will reach potential participants through email and direct communication with teachers.

I will also consider scheduling informational sessions to provide an overview of the study and answer any questions from interested participants.

4. Incentives and Motivation:

I will highlight the potential benefits of participation, emphasizing the value of contributing to educational research and gaining insights into effective teaching practices.

5. Consent and Enrollment:

Providing detailed information about the study, including its purpose, procedures, potential risks, and confidentiality measures, I will obtain informed consent from interested participants.

Ensuring participants understand their rights and responsibilities as research participants, I will collect contact information and schedule preferences to facilitate communication and coordination for interviews or surveys.

6. Follow-Up and Reminders:

Sending follow-up communications, I will confirm participation and provide additional details about interview or survey arrangements.

As the scheduled interview or survey date approaches, I will send reminder messages or notifications to ensure participants are prepared and available.

7. Monitoring and Adaptation:

Regularly monitoring recruitment progress, I will track participation rates and identify any challenges or barriers to recruitment.

Adapting recruitment strategies as needed based on participant feedback or changes in availability or preferences, will ensure effective engagement with potential participants.

8. Documentation and Record-Keeping:

Maintaining detailed records of recruitment activities, including communication with potential participants, enrollment status, and consent forms, I will ensure compliance with ethical guidelines and institutional

requirements for participant recruitment and documentation.

Please attach all recruitment materials not attached elsewhere (Optional).

No answer provided.

Please attach all consent/assent forms associated with this study not already attached elsewhere (Optional).

I have added my provisional approval from NLU pending approval from CPS

08/22/2024 • Aguirre-Nava, Gabriela • *Not Internal*

Provisional Approval Consent Forms

Identify study team members who will recruit subjects.

Gabriela B. Aguirre-Nava

Will this research involve screening procedures

No

Compliance

FERPA

For more information on FERPA, click here.

Is any aspect of this research subject to FERPA?

No

ISSRA

For more information on ISSRA, click here.

Is any aspect of this research subject to ISSRA?

No

PPRA

For more information on PPRA, click here.

Is any aspect of this research subject to PPRA?

No

Permission, Confidentiality, and Security

Attach a draft of the permission letter that will be sent to school Principals

Principalpermissionletter
(1).docx

Support
Letters

Please note that Principals have final authority over what happens in their schools.

How will you protect the privacy of prospective research subjects? Please detail how study subject privacy will be protected during recruitment, screening, consent, and all research procedures. Provide an accounting for all applicable research procedures and study populations.

1. Recruitment:

Information Dissemination: During the recruitment phase, my study will use general announcements through school-approved communication channels such as email, staff meetings, or school newsletters. These announcements will provide an overview of my study without requiring individuals to disclose their interest publicly.

Confidential Inquiry: Teachers interested in participating will be encouraged to contact me directly via email to express their interest. This ensures that initial inquiries remain private and are not shared with others.

2. Screening:

Eligibility Confirmation: I will communicate with interested teachers to confirm their eligibility based on the inclusion criteria. This communication will be conducted privately through email.

Private Communication: Any discussions or exchanges of information regarding eligibility will be handled confidentially.

3. Consent:

Informed Consent Process: The informed consent process will be conducted in a manner that protects privacy. Consent forms will be provided electronically via a secure, password-protected online platform. Teachers will review and sign these forms in a confidential manner.

Confidential Documentation: Signed consent forms will be stored securely, either in a locked physical file cabinet or on a password-protected and encrypted digital storage in my google drive.

Describe the data confidentiality or security provisions that will be in place for all research data.

1. Data Collection:

Anonymized Surveys: Surveys will be designed to collect data anonymously. Participants will be assigned unique identification codes that will be used instead of names to ensure responses cannot be traced back to individual teachers.

Confidential Interviews: Interviews will be conducted in private settings, either in person in a secure room or through secure video conferencing platforms such as google meets or zoom. Audio recordings and transcripts will be anonymized and stored securely.

Secure Data Storage: All collected data, including survey responses and interview transcripts, will be stored in my google drive. Physical copies, if any, will be kept in locked, secure locations. Access to these forms will be restricted to me only.

2. Data Analysis:

Anonymization: During data analysis, all personal identifiers will be removed, and data will be analyzed using anonymous codes. Results will be reported in pseudonyms form to prevent the identification of individual participants.

Limited Access: Only I, the researcher, will have access to the raw data.

3. Reporting and Dissemination:

Aggregate Reporting: Research findings will be reported in aggregate form, ensuring that individual participants cannot be identified from the published results. Any quotes or specific examples used in reports or presentations will be anonymized to prevent identification.

Confidential Distribution: Written reports and presentations will be distributed in a manner that maintains confidentiality. Printed reports will be securely stored, and digital copies will be shared via secure, password-protected platforms using google drive.

Research Procedures:

Literature Review: No personal data involved.

Surveys: Anonymous, conducted via secure online platforms.

Interviews: Conducted privately, recorded securely, and anonymized.

Data Analysis: Anonymized datasets, aggregate reporting.

Reporting: Confidential distribution, anonymized results.

Study Populations:

Teachers at Grimes Elementary School: Ensured privacy and confidentiality at all stages from recruitment through dissemination.

How will you store participant data?

With codes

These details must be included in all applicable consent forms

Describe the coding mechanism, indicate where links to codes will be stored, identify the individuals who will have access to coding keys or links, and clarify if codes will be deleted at a later date.

1. Coding Mechanism:

Unique Identification Codes: Each participant will be assigned a unique identification code (e.g., G001, G002, etc.) at the beginning of the study. This code will be used to anonymize all collected data..

Consistent Application: The unique codes will be consistently applied throughout all stages of data collection, storage, and analysis to ensure that no direct identifiers are attached to the data.

2. Storage of Links to Codes:

Separate Storage: The list linking participant names to their unique identification codes will be stored separately from the research data.

Secure Location: This list will be stored in a secure, password-protected digital format in my google drive. In case of physical copies, they will be kept in a locked, secure file cabinet.

Access Control: Only I, the researcher, will have access to this list.

3. Access to Coding Keys or Links:

Principal Researcher: I, the primary researcher, will have access to the coding keys to ensure the proper assignment and management of codes.

4. Data Retention and Deletion:

Retention Period: In compliance with IRB requirements, all data, including coding keys, will be retained for a minimum of three years after the completion of the study.

Secure Storage During Retention: During this three-year period, all data and coding keys will continue to be stored securely, following the protocols outlined above.

Post-Retention Deletion: After the three-year retention period, the coding keys will be securely deleted to ensure that the data remains fully anonymized.

Destruction Method: Digital coding keys will be securely erased, and any physical copies will be shredded.

Will you keep participants' contact information on file after the data have been collected?

No

Will you share individual-level data with other researchers or practitioners beyond the designated key research personnel?

No

What will you do with the data once the research has been completed (choose all that apply)?

I have changed the data retention to "other" and have added the description.

08/22/2024 • Aguirre-Nava, Gabriela • *Not Internal*

Other

Please note that the district discourages storing study data for longer than three years after study completion.

Please describe other plans for research data after your study is completed. Please be specific about timeline (i.e. how long) for retaining data.

Duration:

In compliance with IRB requirements, all data will be retained for three years after the conclusion of the study. This period allows sufficient time to meet regulatory obligations and address any of the aforementioned purposes effectively.

Detailed Plan for Data Retention and Disposal

Secure Storage During Retention:

Electronic Data: All electronic data, including survey responses, interview transcripts, and analysis files, will be stored on a secure, password-protected computer or cloud storage service with encryption.

Physical Data: Any physical data, such as signed consent forms or handwritten notes, will be stored in a locked file cabinet in a secure location.

Access Control: Access to all stored data will be restricted to me, the principal researcher.

Review and Monitoring:

Regular audits will be conducted to ensure the continued security of the stored data.

Data will be periodically reviewed to determine if it still serves its intended purposes and complies with retention policies.

Post-Retention Disposal:

Electronic Data: After the three-year retention period, electronic data will be securely erased.

Physical Data: Physical copies will be shredded and disposed of securely.

Coding Keys: Coding keys linking participant identifiers to data will also be securely deleted following the same methods.

Attachments

Please attach all miscellaneous attachments

I have made the changes to my interview time to 60 minutes.
Thank you

08/22/2024 • Aguirre-Nava, Gabriela • *Not Internal*

teacher survey with
new time

Interview questions

Consent
Forms

Interview
Protocols

If you are resubmitting your protocol following initial review, please attach your response letter here.

Deleted Attachments: 1 (Most
Recent: teacher survey on
08/22/2024 11:13 AM ET)

Are there any additional finalized contracts or agreements associated with this research that have not been attached elsewhere as part of this application (e.g. CPS Data Authorization Agreements)?

No

Are there any pending (i.e. not yet signed by both parties) contracts or agreements associated with this research that have not been attached elsewhere as part of this application?

No

Acknowledgements

Acknowledgements

Please acknowledge the following:

- ✓ All parts of this submission are accurate, complete, consistent, and clear.
- ✓ I have accurately and completely described all intended human subjects research procedures and the populations with whom they will be carried out.
- ✓ I have attached all study materials, including, but not limited to, all materials that will be given to, sent to, read to, or otherwise used with all prospective study subject populations.
- ✓ This submission adhere to all CPS policies and guidance as outlined in the link below
<https://www.cps.edu/about/district-data/conduct-primary-research/>
- ✓ I have accurately identified all personnel who will be involved in this study.
- ✓ I acknowledge that any/all changes required by the CPS RRB in the course of its review of this submission will be reported to my IRB of record during the entire lifetime of this study.
- ✓ I attest that I will work with my IRB of record to address any concerns raised in the review of this submission.
- ✓ I attest that all of the research procedures detailed in this submission have been carried out with prospective IRB review and approval.
- ✓ I agree to comply with all background check and volunteer procedures required of my study, per the official CPS Volunteer Policy (link provided below):
<https://policy.cps.edu/download.aspx?ID=272>

Submission Date

04/09/2024

All RRB new submissions, modifications, continuing reviews require a \$50 processing fee. Please click on the following link to access our payment system. You will need to reference your assigned RRB number listed below:

CPS RRB/Data Request ePay System

Once you navigate to the Illinois E-Pay Site, please click on the blue text "RRB / Data Request Payment Option " to display the appropriate payment options. Once selected, your total will be displayed. Do not attempt to type in your total manually.

RRB Protocol #

2024-1944

Payment Confirmation Number

20000327

Load Initial Submission into IRBManager
- Submitted 08/22/2024 11:24 AM ET by System, The

Research Office Pre-Review
- Submitted 07/19/2024 4:57 PM ET by Corson, Adam

Pre-Review

RRB Number

2024-1944

Ready for Review

Ready for Review

Type of Review

Full Board

Primary Reviewer

Dickson, Sarah

Review Due Date

08/02/2024

Comments for Reviewer

n/a

Supplementary Site Output

609956 - Robert L Grimes Elementary School

School Contacts

M Engelhardt, Katherine

Email: kmengelhardt@cps.edu

Phone:

Administrative Processor

Corson, Adam

Email: ACorson1@cps.edu

Phone:

RRB Meeting Date

08/01/2024

Payment Received

Yes

Return for Stakeholder Re-Review

No answer provided.

Current associated projects

N/A

Associated Projects

No answer provided.

Please enter the record number of any data request or projects associated with this project. Each record number will need to be provided with a link to the project screen using the Hyperlink Manager icon.

Primary Reviewer Recommendation
- Submitted 08/01/2024 11:35 AM ET by System, The

Primary Reviewer Recommendation

Primary Reviewer Recommendation

Type	Reviewer	Outcome	Assigned	Due	Complete
Primary Initial Review	Dickson, Sarah	Revise and Re-Submit	07/19/2024	08/02/2024	08/01/2024

1. Project needs NLU IRB review and approval or exemption. 2. Researcher needs to provide the RRB with more context about their role at Grimes, and their relationship to the teachers they plan to recruit. 3. Interview protocol appears to be too long to fit into 20-30 minutes (which is the time suggested for the interview as part of recruitment and consent). Either revise the protocol, or update the suggested time commitment. 4. Concerns about timing: I would prefer that the data collection NOT coincide with the start of school and the first 20 days of school. Can the researcher delay data collection a few weeks? 5. Data destruction timeline needs clarification from "three years or longer" - how long?

Reviewer Notes

1. Project needs NLU IRB review and approval or exemption. 2. Researcher needs to provide the RRB with more context about their role at Grimes, and their relationship to the teachers they plan to recruit. 3. Interview protocol appears to be too long to fit into 20-30 minutes (which is the time suggested for the interview as part of recruitment and consent). Either revise the protocol, or update the suggested time commitment. 4. Concerns about timing: I would prefer that the data collection NOT coincide with the start of school and the first 20 days of school. Can the researcher delay data collection a few weeks? 5. Data destruction timeline needs clarification from "three years or longer" - how long?

Under Convened Board Review

- Submitted 08/08/2024 12:08 PM ET by Corson, Adam

Post Board Meeting Processing

Do not process this stage until after the board meeting

Post Board Determination

Re-Submit with Changes

Post Board Summary for Researcher

1. Project needs NLU IRB review and approval or exemption.
2. Researcher needs to provide the RRB with more context about their role at Grimes, and their relationship to the teachers they plan to recruit.
3. Interview protocol appears to be too long to fit into 20-30 minutes (which is the time suggested for the interview as part of recruitment and consent). Either revise the protocol, or update the suggested time commitment.
4. Concerns about timing: I would prefer that the data collection NOT coincide with the start of school and the first 20 days of school. Can the researcher delay data collection a few weeks?
5. Data destruction timeline needs clarification from "three years or longer" - how long?

If this submission has been rejected, approved with recommendations, or conditionally approved, the above information will be included in the generated letter.

If this submission requires re-submission with changes, the information above will be included in an email.

Follow Up Required

No Follow-up required

After you click "Next" and "Submit", this form will automatically send an email with the post-board summary included to indicate the revisions required to this application.

Administrative Processing of Revise and Resubmit
- Submitted 08/30/2024 4:49 PM ET by Corson, Adam

Administrative Processing

This submission was previously reviewed at the convened board that had requested revisions prior to approval, as listed below:

1. Project needs NLU IRB review and approval or exemption.
2. Researcher needs to provide the RRB with more context about their role at Grimes, and their relationship to the teachers they plan to recruit.
3. Interview protocol appears to be too long to fit into 20-30 minutes (which is the time suggested for the interview as part of recruitment and consent). Either revise the protocol, or update the suggested time commitment.
4. Concerns about timing: I would prefer that the data collection NOT coincide with the start of school and the first 20 days of school. Can the researcher delay data collection a few weeks?
5. Data destruction timeline needs clarification from "three years or longer" - how long?

This submission had required follow-up by the convened board by the primary reviewer who has required the following revisions.

Re-submission Date

08/22/2024

Requested Revisions Completed?

Requested Revisions Completed

Administrative Comments

No answer provided.

Administrative Determination

Approve

Approval Actions

Simple Approval

Approval Date

08/30/2024

Approval Period in Number of Months

12

Notes for Letter

No answer provided.

Background Check Determination

Reviewer Background Check Recommendation

No

Display Proposed Study Participants

Teachers

Display Study Interventions

Interviews

Questionnaire

Display Study Contacts

Please select the level of background check required for researchers involved with primary data collection.

CPS Staff Background Check

Justification for Background Check

No Add'l background check required.

This will appear in the "Other Notes" section of the letter received by the researcher. Please start this statement by identifying the level of background check required.

RRB #

2024-1944

Study Title

The purpose of my study is to identify and analyze the behavior management strategies perceived as most effective by teachers working with children aged 4-7 at Grimes Elementary School. Through a mixed-methods approach incorporating surveys and interviews, my study seeks to gain insights into the practical application, challenges, and outcomes associated with various behavior management techniques. By elucidating the strategies that resonate most with educators and examining their impact on classroom dynamics and student engagement, my research aims to inform the development of evidence-based practices conducive to creating supportive and inclusive learning environments.

Principal Investigator

Aguirre-Nava, Gabriela

Email: gbaguirre-na@cps.edu

Phone:

Redisplayed Board Determination

Re-Submit with Changes

Determination Letter

In some cases you may see other determination letters attached by the submitter. However, only the generated determination letter will be sent in the decision email.

Name	Type	Date
RRB#2024-1944-Gabriela Aguirre-Nava 2024-08-30.docx	Determination Letter	08/30/2024

This determination letter will be automatically attached to an email being sent to the principal investigator.

Please use the link below, click on the Attachments link on the left side of the page if you need to upload an edited version of the above letter.

New Submission defined 07/06/2024

Output Background Check Level

No

Additional Attachments to Decision Email

No answer provided.

Notes for Determination Email

No answer provided.

Study Site Contact Background Check Expirations

Name	Role	Background Check Expiration
Aguirre-Nava, Gabriela	Principal Investigator	Missing

Please use the text box above to indicate the background check level required or any other pertinent information.

CPS Staff Background Check

Background Check Level Justification

No Add'l background check required.

Other Notes in Letter

N/A

RRB Meeting Date for Acknowledgment of Final Determination

09/16/2024

Please select the next meeting date of the RRB.

Please enter the date by which the coordinator should submit the Data Use Agreement. Automatic notifications will be sent out based upon this date.

09/30/2024

Title of Study: Investigation of Effective Behavior Strategies in Early Childhood Education Settings

Principal Investigator: Gabriela B. Aguirre-Nava, National Louis Doctoral Student

Purpose of the Study: This study investigates effective behavior strategies teachers utilize in early childhood education settings.

Procedures: If you agree to participate in this study, you will be asked to participate in a semi-structured interview, including video and/or audio recording, to provide further insights into your approaches to managing children's behavior. The dates for the study will be from August 1st, 2024-June 30th, 2025.

Time Commitment: Participation in the interview will take approximately 20-30 minutes.

Risks and Benefits: The potential risks associated with participation in this study are minimal and include minor inconvenience and time commitment. However, the benefits of participation include contributing to educational research, gaining insights into effective behavior management strategies, and potentially improving classroom management skills.

Confidentiality:

- Your responses will be kept confidential to the extent permitted by law. Only the principal investigator will have access to the data collected.
- Your name and identifying information will be removed from the data to ensure anonymity. Each participant will be assigned a unique identification code to replace their name in all collected data.
- The list linking your name to your unique identification code will be stored separately from the research data in a secure, password-protected format. This list will only be accessible to the principal investigator.
- Any video and/or audio recordings will be stored securely and only used for research. To maintain confidentiality, these recordings will also be linked to your unique identification code.
- All data, including the coding keys, will be securely stored for at least three years after the study's conclusion in compliance with IRB requirements. After this period, the coding keys will be securely deleted to ensure your continued privacy and confidentiality and then destroyed three years after the completion of the study.

Voluntary Participation: Participation in this study is entirely voluntary, and you can withdraw at any time without consequence. Your decision to participate or decline participation will not affect your employment status or professional standing in any way.

Information: If you have any questions about the study or participation, please contact the principal investigator, Gabriela B. Aguirre-Nava, at gaguirre@my.nl.edu and at 773-619-2553 or

Dr. Elizabeth Minor

Associate Professor

Director, Educational Leadership Studies

National College of Education

eminor1@nl.edu

(847) 947-5144

Shaunti Knauth, Ph.D.

IRB Chair

Director of Engaged Research, Provost Office

shaunti.knauth@nl.edu

(312) 261-3526

Carla L. Sparks, Ed.D.

IRB Co-Chair

Faculty Lead for Educational Leadership Programs, Florida

National College of Education (NCE)

CSparks3@nl.edu

(813) 928-6889

Consent: By signing below, you acknowledge that you have read and understood the information provided in this consent form. You voluntarily agree to participate in the study and consent to the use of your responses for my study in the time frame of:

- 20-30 minutes for the interview

- Using the audio and responses for the duration of my study (August 1,2024-June30th, 2025)
- Keep audio and answers for the IRB regulation duration of 3 years before properly disposing.

Participant Signature: _____

Date: _____

Researcher Signature: _____

Date: _____

Title of Study: Investigation of Effective Behavior Strategies in Early Childhood Education Settings

Principal Investigator: Gabriela B. Aguirre-Nava, National Louis University Doctoral Candidate

Purpose of the Study: This study investigates effective behavior strategies teachers utilize in early childhood education settings.

Procedures: If you agree to participate in this study, you will be asked to complete a survey regarding your experiences and practices related to behavior management in the classroom. The dates for the study will be from August 1st, 2024-June 30th, 2025. Then you will be asked to participate in a semi-structured interview including video and/or audio recording, to provide further insights into your approaches to managing children's behavior.

Time Commitment: Participation in this study will require approximately 25 minutes to complete the survey.

Risks and Benefits: The potential risks associated with participation in this study are minimal and include minor inconvenience and time commitment. However, the benefits of participation include contributing to educational research, gaining insights into effective behavior management strategies, and potentially improving classroom management skills.

Confidentiality:

- Your responses will be kept confidential to the extent permitted by law. Only the principal investigator will have access to the data collected.
- Your name and identifying information will be removed from the data to ensure anonymity. Each participant will be assigned a unique identification code that will replace your name in all collected data.
- The list linking your name to your unique identification code will be stored separately from the research data in a secure, password-protected format. This list will only be accessible to the principal investigator.
- Any video and/or audio recordings will be stored securely and will only be used for research purposes. These recordings will also be linked to your unique identification code to maintain confidentiality.
- All data, including the coding keys, will be securely stored for a minimum of three years after the conclusion of the study, in compliance with IRB requirements. After this period, the coding keys will be securely deleted to ensure your continued privacy and confidentiality and then destroyed three years after the completion of the study.

Voluntary Participation: Participation in this study is entirely voluntary, and you can withdraw at any time without consequence. Your decision to participate or decline participation will not affect your employment status or professional standing in any way.

Contact Information: If you have any questions about the study or participation, please contact the principal investigator, Gabriela B. Aguirre-Nava at gaguirre@my.nl.edu and at 773-619-2553 or

Dr. Elizabeth Minor

Associate Professor

Director, Educational Leadership Studies

National College of Education

eminor1@nl.edu

(847) 947-5144

Shaunti Knauth, Ph.D.

IRB Chair

Director of Engaged Research, Provost Office

shaunti.knauth@nl.edu

(312) 261-3526

Carla L. Sparks, Ed.D.

IRB Co-Chair

Faculty Lead for Educational Leadership Programs, Florida

National College of Education (NCE)

CSparks3@nl.edu

(813) 928-6889

Consent: By checking below, you agree to participate.

_____ I agree to participate in this study.

By signing below, you acknowledge that you have read and understood the information provided in this consent form. You voluntarily agree to participate in the study and consent to the use of your responses for the following data collection.

- 25 minute survey

Type or print your name

Signature and date

Title of Study: Investigation of Effective Behavior Strategies in Early Childhood Education Settings

Principal Investigator: Gabriela B. Aguirre-Nava

Purpose of the Study: This study investigates effective behavior strategies teachers utilize in early childhood education settings.

Procedures: If you agree to participate in this study, you will be asked to participate in a semi-structured interview, including video and/or audio recording, to provide further insights into your approaches to managing children's behavior. The dates for the study will be from August 1st, 2024-September 30th, 2024.

Time Commitment: Participation in the interview will take approximately 20-30 minutes.

Risks and Benefits: The potential risks associated with participation in this study are minimal and include minor inconvenience and time commitment. However, the benefits of participation include contributing to educational research, gaining insights into effective behavior management strategies, and potentially improving classroom management skills.

Confidentiality:

- Your responses will be kept confidential to the extent permitted by law. Only the principal investigator will have access to the data collected.
- Your name and identifying information will be removed from the data to ensure anonymity. Each participant will be assigned a unique identification code that will replace your name in all collected data.
- The list linking your name to your unique identification code will be stored separately from the research data in a secure, password-protected format. This list will only be accessible to the principal investigator.
- Any video and/or audio recordings will be stored securely and will only be used for research purposes. These recordings will also be linked to your unique identification code to maintain confidentiality.
- All data, including the coding keys, will be securely stored for a minimum of three years after the conclusion of the study, in compliance with IRB requirements. After this period, the coding keys will be securely deleted to ensure your continued privacy and confidentiality and then destroyed three years after the completion of the study.

Voluntary Participation: Participation in this study is entirely voluntary, and you can withdraw at any time without consequence. Your decision to participate or decline participation will not affect your employment status or professional standing in any way.

Contact Information: If you have any questions about the study or participation, please contact the principal investigator, Gabriela B. Aguirre-Nava, gbaguirre-na@cps.edu and at 773-619-2553 or

Dr. Elizabeth Minor

Associate Professor

Director, Educational Leadership Studies

National College of Education

eminor1@nl.edu

(847) 947-5144

Shaunti Knauth, Ph.D.

IRB Chair

Director of Engaged Research, Provost Office

shaunti.knauth@nl.edu

(312) 261-3526

Carla L. Sparks, Ed.D.

IRB Co-Chair

Faculty Lead for Educational Leadership Programs, Florida

National College of Education (NCE)

CSparks3@nl.edu

(813) 928-6889

Consent: By signing below, you acknowledge that you have read and understood the information provided in this consent form. You voluntarily agree to participate in the study and consent to the use of your responses.

Participant Signature: _____

Date: _____

Researcher Signature: _____

Date: _____

Title of Study: Investigation of Effective Behavior Strategies in Early Childhood Education Settings

Principal Investigator: Gabriela B. Aguirre-Nava

Purpose of the Study: This study investigates effective behavior strategies teachers utilize in early childhood education settings.

Procedures: If you agree to participate in this study, you will be asked to complete a survey regarding your experiences and practices related to behavior management in the classroom. The dates for the study will be from August 1st, 2024-September 30th, 2024.

Time Commitment: Participation in this study will require approximately 25 minutes to complete the survey.

Risks and Benefits: The potential risks associated with participation in this study are minimal and include minor inconvenience and time commitment. However, the benefits of participation include contributing to educational research, gaining insights into effective behavior management strategies, and potentially improving classroom management skills.

Confidentiality:

- Your responses will be kept confidential to the extent permitted by law. Only the principal investigator will have access to the data collected.
- Your name and identifying information will be removed from the data to ensure anonymity. Each participant will be assigned a unique identification code that will replace your name in all collected data.
- The list linking your name to your unique identification code will be stored separately from the research data in a secure, password-protected format. This list will only be accessible to the principal investigator.
- Any video and/or audio recordings will be stored securely and will only be used for research purposes. These recordings will also be linked to your unique identification code to maintain confidentiality.
- All data, including the coding keys, will be securely stored for a minimum of three years after the conclusion of the study, in compliance with IRB requirements. After this period, the coding keys will be securely deleted to ensure your continued privacy and confidentiality and then destroyed three years after the completion of the study.

Voluntary Participation: Participation in this study is entirely voluntary, and you can withdraw at any time without consequence. Your decision to participate or decline participation will not affect your employment status or professional standing in any way.

Contact Information: If you have any questions about the study or participation, please contact the principal investigator, Gabriela B. Aguirre-Nava, gbaguirre-na@cps.edu and at 773-619-2553 or

Dr. Elizabeth Minor

Associate Professor

Director, Educational Leadership Studies

National College of Education

eminor1@nl.edu

(847) 947-5144

Shaunti Knauth, Ph.D.

IRB Chair

Director of Engaged Research, Provost Office

shaunti.knauth@nl.edu

(312) 261-3526

Carla L. Sparks, Ed.D.

IRB Co-Chair

Faculty Lead for Educational Leadership Programs, Florida

National College of Education (NCE)

CSparks3@nl.edu

(813) 928-6889

Consent: By signing below, you acknowledge that you have read and understood the information provided in this consent form. You voluntarily agree to participate in the study and consent to the use of your responses.

Participant Signature: _____

Date: _____

Researcher Signature: _____

Date: _____

Research Purpose:

This study aims to investigate effective behavior strategies in children aged 4-7 years within educational settings. By identifying and understanding effective strategies teachers utilize, this research aims to contribute to enhancing classroom management techniques and promoting positive behavioral outcomes in young children.

Participants:

The participants of this study will be qualified teachers working at Grimes Elementary in grades preschool, kindergartens, or early elementary school settings. The anticipated number of participants is 8. Participant demographics will predominantly consist of adults aged 18 and above, predominantly female, reflecting the gender distribution typical in the teaching profession.

Recruitment:

Participants will be recruited through Grimes School. Recruitment materials will clearly outline the voluntary nature of participation, emphasizing that involvement in the study is optional and will not affect their employment status or professional standing. Participants will be assured of confidentiality and anonymity throughout the research process.

Data Collection:

Data collection will primarily involve the administration of surveys and possibly semi-structured interviews. Surveys will be designed to gather quantitative and qualitative information regarding the use of behavior strategies in the classroom. The survey will be pilot-tested to ensure clarity and relevance. Participants will be given a timeframe to complete the survey at their convenience. Interviews, if conducted, will be scheduled at the participant's convenience and will be audio-recorded with their consent.

Risks and Benefits

Potential risks to participants are minimal, primarily minor inconvenience and time commitment associated with completing the survey or participating in interviews. However, steps will be taken to minimize any potential discomfort. The benefits of participating in this study include the opportunity for teachers to reflect on their practices, contribute to educational research, and potentially improve classroom management skills.

Consent and Assent:

Informed consent will be obtained from all participants before their involvement in the study. Consent forms will clearly outline the purpose of the study, the voluntary nature of participation, confidentiality measures, and the rights of participants. As all participants are adults, assent is not applicable in this study.



July 26, 2024

Gabriela B. Aguirre-Nava
4513 S. Kedvale Ave.
Chicago, IL 60629

Provisional approval

Dear Gabriela B. Aguirre-Nava:

The Institutional Review Board (IRB) has received your application for your research study "*Effective behavior strategies in children aged 4-7 within educational settings*". IRB has noted that your application is complete and that your study has been approved by your primary advisor and an IRB representative. Your application has been filed as Exempt in the Office of the Provost.

This letter is a provisional approval. In order to receive an IRB approval number please submit to this office the written permission from the **Chicago Public Schools (CPS) to conduct research at Grimes Elementary** when obtained. The approval for your study will be for one year, **from 26-Jul-2024 to 26-Jul-2025**. The final version of this letter will then be issued with an official IRB tracking number included. Please do not begin your research until you receive the official approval letter from IRB.

IRB: Provisional Tracking number IRB: P-01409

Sincerely,

Shaunti Knauth, Ph.D.
Chair, IRB

July 2,2024

Principal Katherine Engelhardt

Grimes Elementary School

4918 W. 64th St.

Chicago,IL 60638

Dear Principal Engelhardt,

I hope this message finds you well. I am writing to seek your permission to conduct a research study at Grimes Elementary School. The study aims to explore teachers' perceptions of effective behavior management strategies for children aged 4-7, employing a mixed-methods approach combining both quantitative and qualitative methods. Below, I have outlined the details of the study:

Research Study Details

Title: Teachers' Perceptions of Effective Behavior Management Strategies for Children Aged 4-7

Purpose: To identify and analyze effective behavior management strategies used by teachers, understand the contextual factors influencing their choices, and provide evidence-based recommendations for enhancing classroom management practices.

Methodology:

1. **Literature Review:** A thorough review of existing literature on behavior management strategies for young children.
2. **Data Collection:**
 - **Surveys:** Gathering quantitative data through a mix of closed-ended and open-ended questions.
 - **Interviews:** Conducting in-depth discussions to gather qualitative data on teachers' experiences and challenges.
3. **Data Analysis:**
 - **Quantitative Analysis:** Using statistical tools to analyze survey responses.
 - **Qualitative Analysis:** Employing thematic analysis for open-ended survey responses and interview transcripts.
4. **Triangulation:** Comparing and contrasting quantitative and qualitative findings.
5. **Interpretation of Findings:** Discussing implications, study limitations, and future research directions.

Vision Goals and Core Values Alignment

The study aligns with the district's vision goals and core values, including improving behavior management practices, enhancing teacher training, promoting inclusive classrooms, and preventing behavior issues. It aims to support whole child development by focusing on students' holistic well-being and growth.

Equity and Accessibility

The research will ensure accessibility for individuals with disabilities and provide translations into other languages as needed. Efforts will be made to include diverse perspectives and ensure equitable participation.

Benefits and Risks

The study has the potential to benefit teachers, students, and the school community by improving behavior management practices and creating a more positive learning environment. Potential risks, such as breaches of confidentiality or emotional discomfort, will be minimized through strict data handling protocols and providing support to participants.

Recruitment and Consent

The recruitment process will involve identifying eligible teachers, disseminating information, and obtaining informed consent. Participation will be voluntary, and all responses will be kept confidential.

Research Findings Dissemination

Findings will be shared with the school community through presentations, written reports, and publications. The final deliverable will be a comprehensive report, including a detailed literature review, methodology, findings, and actionable recommendations.

I kindly request your permission to conduct this study at Grimes Elementary School. Your support will be invaluable in advancing our understanding of effective behavior management strategies and enhancing educational practices.

Please let me know if you require any additional information or have any concerns. I am happy to discuss this further at your convenience.

Thank you for considering my request.

Sincerely,

Gabriela B. Aguirre-Nava

Teacher Survey: Effective Behavior Strategies in Early Childhood Education

Introduction:

Thank you for participating in this research study. Your input is valuable in understanding and improving behavior management practices in early childhood education settings. Please take the time to answer the following questions thoughtfully and honestly. Your responses will remain confidential.

Section 1: Demographic Information

1. Gender:

- Male
- Female
- Non-binary/Other
- Prefer not to answer

2. Age:

- Under 25
- 25-34
- 35-44
- 45-54
- 55 and over

3. Years of teaching experience: _____ years

4. Educational qualifications:

- Bachelor's degree
- Master's degree
- Other (please specify): _____

Section 2: Behavior Management Practices (Quantitative)

Please rate the frequency of using the following behavior management strategies in your classroom on a scale of 1 to 5, where:

1. Rarely
2. A few times a month
3. One day a week
4. A few days a week
5. Daily

1. Positive reinforcement (e.g., praise, rewards)
2. Clear and consistent expectations/rules
3. Redirecting behavior
4. Providing choices
5. Time-out or removal from the situation
6. Proximity control (e.g., moving closer to the child)
7. Modeling appropriate behavior

Open Ended

8. Is there anything else that you do that is not listed?

Section 3: Challenges and Successes (Qualitative)

8. What are the biggest challenges you face in managing behavior in your classroom? Please provide specific examples if possible.

9. Can you share a specific instance where you successfully managed challenging behavior in your classroom? What strategies did you use?

Section 4: Training and Support (Qualitative)

10. Have you received formal training or professional development in behavior management techniques? If yes, please briefly describe the training or professional development you received.

11. What additional support or resources would be beneficial in improving your ability to manage behavior effectively in the classroom?

Section 5: Additional Comments (Qualitative)

12. How do you feel about student engagement within the classroom dynamics?

13. Do you want to share anything about behavior management practices in early childhood education settings?

Conclusion and follow up:

1. Would you be available to take part in a 60 min follow up interview?

Yes **Please add your email:** _____

No

Thank you for completing this survey. Your insights are invaluable to our research. If you have further comments or questions, please contact the researcher at 7736192553.

Section 1: Background and Context

1. What is your educational background?
 - How many years of teaching experience do you have?
 - How long have you worked at Grimes?
 - What is your current role?
2. **Can you describe your typical classroom environment?**
 - What is the age range and number of children you work with?
 - What is the general atmosphere and dynamic of your classroom?
3. **How would you describe your overall philosophy on behavior management in early childhood education?**
 - Are there any specific theories or approaches that influence your strategies?

Section 2: Behavior Management Strategies

3. **What behavior management strategies do you find most effective in your classroom?**
 - Can you provide specific examples of how you implement these strategies?
 - Why do you consider these strategies the most effective?
 - How do you know these strategies are effective?
4. **How do you adapt your behavior management techniques to meet the diverse needs of your students?**
 - Are there any particular strategies that work well with specific groups of children (e.g., children with special needs, English language learners)?

Section 3: Challenges and Successes

5. **What are the biggest challenges you face in managing behavior in your classroom?**
 - Can you share specific examples or situations where you encountered significant challenges?
6. **Can you share a specific instance where you successfully managed challenging behavior in your classroom?**
 - What strategies did you use, and what was the outcome?

Section 4: Training and Support

7. **Have you received formal training or professional development in behavior management techniques?**
 - If yes, can you briefly describe the training or professional development you received?
 - How has this training impacted your classroom practices?

- If not, why haven't you received formal training or professional development on behavior management techniques?
- 8. **What additional support or resources would be beneficial in improving your ability to manage behavior effectively in the classroom?**
 - Are there any specific areas where you feel you need more assistance or training?

Section 5: Impact on Classroom Dynamics and Student Engagement

- 9. **How do you believe effective behavior management strategies impact classroom dynamics and student engagement?**
 - Can you provide examples of changes you've observed in your students' behavior and engagement?
 - 10. **What role do you think behavior management plays in creating a supportive and inclusive learning environment?**
 - How do you ensure that your behavior management strategies are inclusive and equitable for all students?
11. What proactive measures can teachers take to prevent behavior issues before they arise in the classroom?

Section 6: Future Improvements and Recommendations

- 11. **Based on your experience, what recommendations would you make to other teachers regarding behavior management in early childhood education?**
 - Are there any strategies or approaches you believe should be emphasized or avoided?
- 12. **Do you have any suggestions for school administrators or policymakers on how to support teachers in managing classroom behavior effectively?**
 - What changes or initiatives do you think could make a significant difference?

Additional Comments

- 13. **Is there anything else you would like to share about behavior management practices in early childhood education settings?**
 - Any particular experiences, insights, or observations that you think are important for this research?



42 W. Madison | 2nd Floor | Chicago, IL 60602
Telephone: (773) 553-4444
Fax: (773) 553-2421

08/30/2024

Gabriela Aguirre-Nava

Dear Aguirre-Nava,

Thank you for your interest in conducting research in The Chicago Public Schools. The Research Review Board has reviewed your proposal and has approved your request to conduct this research, including the submitted modifications dated 08/22/2024 to your research project, titled: The purpose of my study is to identify and analyze the behavior management strategies perceived as most effective by teachers working with children aged 4-7 at Grimes Elementary School. Through a mixed-methods approach incorporating surveys and interviews, my study seeks to gain insights into the practical application, challenges, and outcomes associated with various behavior management techniques. By elucidating the strategies that resonate most with educators and examining their impact on classroom dynamics and student engagement, my research aims to inform the development of evidence-based practices conducive to creating supportive and inclusive learning environments..

Although your study is approved, school principals have final authority over activities that are allowed to take place in the school. If data collection continues beyond a year from this approval, please complete the Modification & Continuing Review Process Form which can be found on IRBManager.

Please note the following--

Background Check Level Required: CPS Staff Background Check

Other Notes: No Add'l background check required.

Upon completion of the research study, a copy of the final report or summary of the results must be provided to the Research Review Board. The Board reserves the right to use the information in the research report or summary for planning, solicitation or grants, and staff development.

Please note that your study has been assigned Project ID #2024-1944. If you have any questions, please contact our office by email at research@cps.edu.

Sincerely,

A handwritten signature in black ink, appearing to read "Sarah Dickson".

Sarah Dickson
Co-Chair, Research Review Board