

Integrating Literature-Based Social Skills Lessons into an Early Childhood Setting



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TABLE OF CONTENTS

Abstract	3
Study Sequence	5
Statement of the Problem	6
Situating the Problem	6
Literature Review	8
Methods	
Participants	10
Data Collection	12
Intervention	12
Data Analysis & Findings	17
Conclusions	20
Future Plans	23
References	24
Appendix A	26
Appendix B	27
Appendix C	28
Appendix D	29
Appendix E	30

ABSTRACT

This paper describes a classroom research study in which two kindergarten teachers investigated the effects of teaching literature-based social skills lessons in their classrooms. The teachers were motivated to conduct this study because, though the Wisconsin Model Early Learning and Kindergarten Standards include social skills development, they do not give guidelines or resources for teachers to teach social skills. Research has shown that many children need more formal lessons about resolution of conflicts. Many children, including those with special needs, such as emotional and behavioral disorders, benefit from a structured lesson with scenarios that are applicable to the child's life. Researchers have also found integrating children's literature into universal themes, such as self-respect, social perspective, moral reasoning, and moral values, are equally effective in the classroom.

In an effort to resolve the challenge of helping our students develop social skills, we introduced literature-based social skills lessons. The following question focused our study: How effective are literature-based social skills lessons in early childhood classrooms? During the five-week intervention period, two key social skills lessons were taught each week throughout a five week period of time. The lesson themes included conflicts, sharing, taking turns, listening, using words to solve problems, tone of voice, and using nonverbal cues for communication. Each theme had a children's book and related extension activity. Children used the literature to reflect on their own life situations with conflicts. Students were encouraged to practice and use these social skills within the classroom setting. Findings of the study indicated that there was a decrease in

the number of social conflicts that occurred after the intervention. Teachers also noticed fewer interruptions and had more time to spend on teaching.

STUDY SEQUENCE

September

- Investigated potential research topics
- Identified a classroom problem: using appropriate social skills with peers
- Finalized the question
- Developed the Statement of the Problem
- Began Situating the Problem
- Began the Literature Review
- Collected the baseline data using an observational behavior tally sheet

October

- Finalized the Statement of the Problem
- Finalized Situating the Problem
- Wrote the Intervention
- Began intervention lessons with the class
- Finalized the Literature Review
- Began the Methodology Section

November

- Finished the intervention lessons
- Collected post-intervention data using an observational behavior tally sheet
- Wrote the Data Analysis and Findings section
- Wrote Abstract, Study Sequence, and Table of Contents
- Wrote the Conclusions and Future Plans
- Had three individuals (2 principals and Dr. Hanks) read and edit the Action Research paper

December

- Finalized the Action Research paper
- Handed in copies to Dr. Hanks

STATEMENT OF THE PROBLEM

This paper describes an action research study in which two kindergarten teachers investigated the effects of teaching literature-based social skills lessons in their classrooms. The teachers were motivated to conduct this study because, though the Wisconsin Model Early Learning and Kindergarten Standards include the social aspects of a child's development, the standards do not give guidelines or resources for teachers to teach social skills. In an effort to resolve the challenge of helping their students develop social skills, the teachers introduced literature-based social skills lessons. The following question focused the study: How effective are literature-based social skills lessons in early childhood classrooms?

SITUATING THE PROBLEM

This study was conducted collaboratively by two kindergarten teachers (Teacher A and Teacher B) in their respective classrooms and in separate school districts. Prior to the study, Teacher A had taught four year-old kindergarten for two years while Teacher B had taught kindergarten for four years.

Teacher A conducted her study in a four year-old kindergarten classroom in a rural school located in a farming community. The school, with an enrollment of approximately 100 students in preschool through fourth grade, serves families that are primarily lower to middle class socioeconomic status. At the time of the study, Classroom A had 23 Caucasian students, of which eleven were boys and twelve were girls. The students ranged in abilities both academically and socially. Some children had prior childcare experiences while others stayed home with a parent for the first four years

of their lives. One child had speech and language disabilities. At the time of the study, two students had been referred for early childhood special needs.

Teacher B conducted her study in an urban community K-5 school with an enrollment of approximately 400 students. The school serves middle to upper class families; however, the socioeconomic status is changing due to recent company lay-offs. At the time of the study, Classroom B had 21 students, 19 Caucasian students, one Hmong student, and one India(n) student. There were thirteen boys and eight girls that ranged in abilities academically. Of these students, one was in the Emotional Behavioral Disability (EBD) program. Half of the students had previous experiences socializing with peers due to childcare or preschool.

Both teachers were motivated to conduct this study because they observed that an increasing number of children entered school with poor social skills. Though the preschool and kindergarten years are supposed to be a time for children to learn necessary social skills, such as sharing, taking turns, and being a good friend, they witnessed countless conflicts, including arguments over sharing toys, pushing children due to someone cutting in line, and lack of communication skills, causing physical force to be used. Typically, the study teachers introduced and discussed social expectations with the children at the beginning of the school year. Then as problems arose, they handled the situation with those children who were involved. However, because the focus in kindergarten has changed from a primarily social and life skills environment to a more curricular domain, both teachers have been required to devote less time to social skills development.

Additionally, at the beginning of this study, both teachers observed that many of their students struggled with academics. The teachers attributed this problem to the fact that they had to commit excessive time to dealing with social conflicts through one-on-one conferencing. Out of frustration, the decision was made to look for proactive ways to address this problem, believing that a preventative approach would be more beneficial than a reactive approach. This study was conducted to identify the techniques and practices that would help young children develop appropriate ways to play and learn with their peers.

LITERATURE REVIEW

One of the main focuses of education has always been to help children become responsible, caring, and contributing citizens. However, with the new trends pushing for more academics, some social and emotional areas are being forgotten or disregarded. For children ages 2-5, conflicts happen every 2.63 minutes to 11 minutes (Chen, 2003). Two year olds often fight about objects. Conflicts for 4 and 5 year olds tend to be about opinions, beliefs, classroom rules, and psychological harm. Many of these conflicts occur due to poor social skills. Are educators overlooking the social aspects of a child's development?

Children are expected to follow societal rules. It starts with skills, such as sharing, following directions, and working cooperatively. Warger and Rutherford (1996) state that social skills are necessary or "students will miss out on essential academics and be denied positive learning experiences with their peers" (p. 20). Peer groups are one setting that actively teaches young children how to resolve issues and those experiences

later shape a child's social and behavioral awareness (Walker, 2004). Walker (2004) found that children who are rejected from a group of peers are often the ones that use more aggressive behaviors when dealing with a conflict situation. Boys tend to use physical behavior when in a conflict while girls will use more psychological and verbal techniques (Morris, Taylor, & Wilson, 2000).

According to Logue (2007), unless someone teaches children lacking the necessary social skills and provides opportunities for them to practice, the children will be more likely to "continue to receive punishments rather than teaching." So what is the typical role of the teacher at school when children have conflicts or lack the social skills to prevent conflicts? Chen (2003) describes two typical roles teachers take, one is a cessation strategy and the other is mediation. A cessation strategy is where the teacher steps in and directs the students how to work out the problem. The children are not involved in the solution and resolution process. Mediation takes a different perspective where the child is actively involved in discussing and resolving the issue. The teacher is a facilitator. Research says adults do make an impact on children's social choices in a constructivist setting (Walker, 2002).

It is starting to become realistic that teachers need to incorporate social skills instruction into the current curriculum in order to support students and their growth. Joseph and Strain (2003) state that development of social skills is not automatic and intentional teaching of those skills are needed. Instructing students in social skills can lead to increased academic performance, lessen the occurrence of behavior problems, and improve a child's interpersonal relationships with peers and adults (Schonert-Reichl & Hymel, 2007; Sugai & Lewis, 1996).

While informal interventions work well one-on-one, research has shown that many children need more formal lessons about resolution of conflicts. Many children including those with special needs, such as emotional and behavior disorders, benefit from a structured lesson with scenarios that are applicable to the child's life (Meadows, Melloy, & Yell, 1996). Researchers have also found that integrating children's literature into universal themes such as self-respect, social perspective, moral reasoning, and moral values are equally effective in the classroom (Crawford, 2005; Morris, Taylor, Wilson, 2000). Integrating children's literature into the social skill themes creates a non-threatening platform for children to talk about their ideas and thoughts. Meanwhile, these stories create a moment for children to think of other people's perspectives and think of scenarios that are applicable to their lives (Crawford, 2005; Morris, Taylor, & Wilson, 2000; Peterson & Skiba, 2001). Teachers read to students daily and by using children's literature many of the social skill lessons on conflicts would integrate easily into existing routines.

METHODS

Participants

Site A

The classroom in which this study took place consisted of 23 students, of which eleven were boys and twelve were girls. One child received speech and language services. There were also two referrals for early childhood special needs in progress. The students ranged in abilities both academically and socially. Some children had prior childcare experiences while others stayed home with a parent for the first four years of their lives.

In order to gather preliminary information on the social skills of the students in the classroom prior to the intervention, three students who displayed low social skills in the classroom were chosen for the preliminary observational social skills tally. All three students were boys, one of which was being referred for early childhood special needs. One of the students was absent three of the days in which the observational preliminary social skills information was being gathered so he was observed the following week.

Site B

When this study was conducted, the class consisted of 22 students. Of those students, eight were girls and fourteen were boys. Eight of the students received speech and language services, two received EBD services, and one was being referred. Nineteen of the students were Caucasian, one was India(n), and one was Hmong. The students ranged in academic and social abilities. Half of the students had previous experiences socializing with peers due to childcare or preschool.

While conducting this research, an observational tally sheet was taken on three students who had the most trouble socializing with peers in the classroom setting. Two of the students were EBD and one was being referred for EBD. Unfortunately, during the initial baseline observation, one of the EBD students was removed from the school due to behavioral needs. Another student who also displayed low social skills was chosen to be observed the following week. All observed participants were boys. One of the other students in the class moved back to India for a month and missed most of the intervention.

Data Collection

A tally sheet was developed to assess the students' use of social skills. This observation instrument consisted of nine classroom social skills categories. The categories were: physical aggression, non-verbal noises, unkind words, whining, physical space, not sharing, not taking turns, unable to follow directions, and interrupting the teacher. An observational behavior sheet was developed for this baseline assessment (Appendix A). Three participants from each classroom were selected based on who needed the most help using social skills while interacting with their peers. The three chosen participants from each classroom were observed for one week prior to the start of the five week intervention. After the end of the five-week intervention, the three students from each classroom were observed again for one week using the same social skills tally sheet used prior to the intervention. All inappropriate behaviors that fell into the chosen categories were tallied on a daily log whenever the teacher noticed them. The results from the social skills tally prior to the intervention were used to develop literature-based social skill lessons that targeted the students' greatest social skill needs. In addition, throughout the five week intervention, the teachers recorded observations of the children to see how students were learning and applying the social skills taught and especially noted when social skill changes occurred. Each teacher kept an informal journal of thoughts that reflected on our lessons and the impact that the lessons had on our students.

Intervention

The study teachers decided that the best intervention was to immerse their students in social skills lessons using children's literature and then doing a follow-up

activity. Social skills lessons were taught over a five-week period of time. Two lessons were taught each week with the exception of teaching one lesson during a shortened week due to Teachers' Convention in both Classrooms A and B and Parent-Teacher Conferences in Classroom A. During this time, the teachers reviewed and put into practice lessons adapted from the resource book *Teaching Conflict Resolution Through Children's Literature* by William J. Kreidler (1994). A total of eight lessons were taught during the five-week intervention.

Lesson 1- Conflict

The first lesson introduced the vocabulary word of "conflict." Each teacher discussed what a conflict was in context of their own classroom situation. A set of three conflict resolution pictures were shown to the students and discussed (Kreidler, 19-21). Children were asked to comment on what they saw in the picture and what they thought the conflict was. Afterwards, children were invited to comment on conflicts they have had with a friend. Children brainstormed words related to conflict, which were added to the chart. It was emphasized that a conflict is not just hitting or fighting, but can also include yelling, not sharing, or calling names. The book *Let's Be Enemies* by Janice May Udry was read to the students. Afterwards, the book was discussed. Children were asked to identify the conflict and how it was solved. Any additional ideas that children came up with after reading the story were added to the chart. The follow-up activity was to have children draw a picture of a conflict with a friend.

Lesson 2- Conflict Escalator

The second lesson started with a review of the previous lesson on conflict. The class-made conflict web was reviewed. Then the story *It's Mine!* by Leo Lionni was introduced and read. The class participated in a discussion on what the problem was, what continued to make the problem worse, and what could have been done to make the problem better. The concept of an escalator was introduced. The story, *It's Mine!*, was used to demonstrate moving up and down the escalator. We discussed that one wants to make choices to move down the escalator, not up because when one reaches the top of the escalator, the problem is very bad and then it is hard to move down. The entire class was shown conflict pictures and told the corresponding story (Kreidler, 26-27, 35-38). The teacher modeled sequencing the pictures on an escalator. Then the children were given a set of pictures and an escalator. While listening to a different conflict scenario, the children sequenced the pictures onto the escalator (Kreidler, 28-29, 39). The class discussed what other choices the children in the scenario could have made to come down the escalator, or to de-escalate, rather than continue to go up the escalator.

Lesson 3- Sharing and Taking Turns

The third lesson started out with the teacher role playing a scenario of children not sharing, which was followed by a discussion of why it is important to share. The story *It's My Turn!* by David Bedford was introduced, read, and discussed. Children were shown pictures of different feelings or emotions. Each child was asked to point to and name the emotion they feel when someone does not share or take turns with them. The phrase, "It makes me feel _____ when you _____." Please stop _____" was introduced. Each child found a partner and practiced

using the introduced phrase in different scenarios that were made up by the teacher. The follow-up activity was to play the game “Doggy, Doggy, Where’s Your Bone?” to reinforce patience and taking turns.

Lesson 4- Physical Space and Aggression

The fourth lesson began with a discussion on physical space and aggression. Students were asked to discuss examples of this that they have noticed in the classroom. Children were asked to listen for examples of physical space and aggression in the story *The Grouchy Ladybug* by Eric Carle. After the story, students discussed how the ladybug and other animals in the story felt. Did their feelings show in how they treated the ladybug and in how the grouchy ladybug treated the other animals? The Anger Thermometer, which was adapted from Kreidler (88), was introduced. It was adapted to have the following degrees of anger: happy, annoyed, angry, and enraged. Each child was given his or her own anger thermometer and was able to use it to show degrees of anger in different scenarios as practice. Then *The Grouchy Ladybug* was reread and the class used their individual anger thermometers to show degrees of anger that the grouchy ladybug had in the story. As a follow-up activity, children created a feelings booklet (Appendix B). Children were asked to draw faces on each page that correlated with five different emotions: glad, sad, angry, worried, and scared. Teachers gave scenarios for each of the feelings (Appendix C). Children were also asked to brainstorm other scenarios in which they may feel each of those feelings.

Lesson 5-Communication and Problem Solving

Lesson five began with a review of the previous lessons. Then the children participated in a discussion of the importance of using our words instead of our bodies when there is a conflict. The story *Bootsie Barker Bites* by Barbra Bottner was introduced and read. Afterwards, students discussed the conflict, solution, and examples of communication that were used. Then the story *The Zax* by Dr. Seuss was read. The Conflict Escalator was reviewed and the story was used to discuss good and bad choices. As a follow-up activity, children made puppets and used them to role play conflict scenarios (Appendix D). Children were also asked to make a good choice ending to the story *The Zax*. The statement “It makes me feel _____ when you _____ . Please stop _____” was reinforced during the role playing activity with the puppets.

Lesson 6- Communication “Tone of Voice”

Lesson six began with a review of the previous lesson and the importance of using words instead of our body when there is a conflict. Tone of voice was discussed. Children were asked to demonstrate how their voice can be used to change the meaning of a statement. The story *Six Crows* by Leo Lionni was read. Afterwards, students discussed the importance of using words to help solve a problem. Emphasis was placed on tone and pitch of voice when solving a problem. The follow-up activity was a mural. Children were split into small groups and they needed to paint a scene from the story. Team work, communication, and nice tone of voice were emphasized. Children had to use words to ask for the paint to be passed and to decide who would paint each part.

Lesson 7- Other Perspectives

Lesson seven began with reading the story *The Three Little Pigs*. Afterwards, students discussed how they thought the wolf might have felt during the story. Students were introduced to why it is important to understand what their friend might be feeling. Then the story *The True Story of the Three Little Pigs* by Jon Scieszka was read. Students discussed the difference of perspectives in the two stories. They also shared their experiences with arguments. The teacher tried to help them stop to think about what their friend was feeling.

Lesson 8- Listening is Caring “Nonverbal Communication”

The final lesson started with a discussion of what caring is. The students helped make a chart of what caring looks like and what caring sounds like. The story *Mufaro’s Beautiful Daughters* by John Steptoe was read to the students. Afterwards, students were encouraged to add more ideas to the caring chart. Then there was a discussion on ways to make the classroom a more caring place. The idea of listening as a form of caring was also discussed. This was then demonstrated by playing the game of “telephone.” The action of listening to show that we care was reinforced throughout the game.

DATA ANALYSIS AND FINDINGS

The pre- and post-intervention observational tally data was compared. The scores of the six observed children for each category were converted to percentages and pre- and post-intervention percentages were compared. In addition, results from each of the classrooms were compared. The informal journals were also used to find commonalities and differences in our classrooms, students, and the maturation level.

The commonalities in both study classrooms centered on the concrete information. Many of the students grasped a clear understanding of what a conflict was, who it may involve, and what feelings may be felt during a situation. The books and pictures provided in *Teaching Conflict Resolution Through Children's Literature* gave a concrete visual to springboard ideas. The pictures were of common situations that occur daily in a child's life and in the classroom. The students freely used the term "conflict" throughout the intervention and could identify times within our classroom when conflicts were occurring. Our students could relate to the mental images of an escalator and anger thermometer. Reading the stories made those images even clearer. The children discussed situations that made them angrier, such as someone hitting them, screaming, pushing, and using mean faces. The extension activities were a great assessment tool for the teacher to see what students could apply the skills that were taught. We noticed our students that were advanced in social skills could verbalize their thoughts and feelings freely during free time. Our students who lacked the skills could still use extra coaching in talking through a situation. However, we found that there were more student-led role models in the room to help those that needed extra assistance.

The lessons that were less concrete were very difficult for our students, such as the lesson about other perspectives. Due to the maturation level and egocentricity of many of our students, they had a difficult time understanding other perspectives. Even with the two versions of *The Three Little Pigs*, they could only see the difference in the text, but could not transfer that knowledge to their own life. We also noticed that some of the books were too advanced for our students, such as *Mufaro's Beautiful Daughters*.

The story was lengthy to read and the text had subtle clues that four and five year-old children could not figure out.

After completing the five week intervention in our classrooms, we noticed many changes. The most noticeable change was that we had more time to interact with our students both academically and socially. Many students were able to resolve their own issues more independently and only sought help if they were unable to resolve the conflict after trying on their own. The comparison of the pre- and post-intervention data revealed that there was a decrease in the number of conflicts observed after the intervention in comparison to the results prior to the intervention. There was a decrease in each category of social conflict, except for physical aggression in site B, which showed no decrease or increase, as can be seen in the following table.

Social Conflict	Pre-Assessment Site A	Post-Assessment Site A	% Decrease	Pre-Assessment Site B	Post-Assessment Site B	% Decrease
Physical Aggression	76	8	89.5%	10	10	0%
Non-Verbal Noises	26	5	80.8%	84	34	59.9%
Unkind Words	11	7	36.4%	13	8	38.5%
Whining	42	12	71.4%	37	25	32.4%
Physical Space	26	4	84.6%	77	18	76.6%
Not Sharing	34	12	64.7%	2	1	50%
Not Taking Turns	17	8	52.9%	10	5	50%
Unable to follow directions	123	76	38.2%	120	27	77.5%
Interrupting the teacher	82	17	79.3%	79	20	74.7%
Total Conflicts	437	149	65.9%	432	148	65.7%

Analysis of the data reveals that each social conflict area decreased by at least 32%, except for physical aggression at Site B. Most social conflict areas showed at least a 50% decrease. The total percent decrease for both classrooms was 66%. Site A showed the largest decrease in the area of physical aggression while Site B showed the largest decrease in the area of following directions. Five out of nine of the categories showed a decrease in both classrooms within 15%. Those five categories were: unkind words, physical space, not sharing, not taking turns, and interrupting the teacher. Of those five categories, four of them were explicitly taught within the lessons while interrupting the teacher was more implied and less explicitly taught. Site A showed the smallest decrease in the area of unkind words while Site B showed no increase in the area of physical aggression for the three students that were observed from each classroom.

It was observed that teachers were able to provide more one-on-one attention to those students who needed it in academics as a result of less social conflicts in the classroom. Children were able to use words to solve problems independently and played in a more positive manner. Students were also able to use words to express how they were feeling when social conflicts came up. Other children were able to help remind those of appropriate ways to solve problems when conflicts arose and children had difficulty solving them. This also helped to allow teachers to focus on those students who needed help in other academic areas.

CONCLUSIONS

There were several questions we wanted answered by this intervention. First, would kindergarten students improve in their social skills if formal lessons were taught

(Joseph and Strain, 2003)? Second, would the literature create scenarios that were applicable and transferable to our kindergarten students' lives and experiences (Crawford, 2005; Morris, Taylor, & Wilson, 2000; Peterson & Skiba, 2001)? Based on the documentation of our post-observational behavioral sheet and our observations, the social skills lessons did make an impact on our classes.

Being proactive in teaching social skills prior to the occurrence of conflicts proved to be effective in both classrooms. As a result of the intervention, students in both classrooms became more successful in using social skills and solving conflicts. The difference in climate from pre-observation to post-observation was amazing! Our learning environment was more conducive to learning rather than using frequent redirection of inappropriate behaviors. The children were more likely to try to solve problems before coming to the teacher, which allowed for more teaching time within the classroom. Children were empowered to help one another with solving problems. For example, one of the observed children in Site A was involved in a conflict with another child over a toy. One of the other children observed the conflict, stepped in, and reminded the children to make a choice to "step off of the escalator." This led to a child apologizing, but in a snotty tone of voice. The boy involved said, "That's not the way to say sorry. You need to say it like this." He then proceeded to say "Sorry" using a nice tone of voice. This prompted the other child to apologize in a nicer way. Conversations like this coming were never heard from other children in the past. The observed students with lower social skills were told to stop acting inappropriately by their peers. The words from their peers had more impact on the children with lower social skills than any one-on-one intervention we had done in the past.

We have noticed a larger impact and amazing growth in our students than we had had in the past using the one-on-one interventions. The children in the middle to higher range of social skills prior to the intervention just blossomed. While there was an improvement in the children with lower social skills, they still needed some reminders and extra help on occasion in different social situations.

There were some factors that may have affected the results of the study. Maturation of the children over the course of the intervention could have impacted the results. Also, since the study began at the start of the school year, the results could have been skewed by the fact that the children were still becoming familiar with school routines and expectations at the start of the school year and had become familiar with those routines by the time of the post-intervention assessment. Classroom B also had an educational assistant to support a child with EBD. There were times during the study when the EBD student had to leave the room for a time-out. This factor may have skewed the tallies on the pre- and post-observational tally sheets. The post-observational tally was also conducted around report card time. Parents could have intervened at home to skew the results. Finally, as just one person, it was difficult to see absolutely everything when doing the pre- and post-intervention tallies. Some instances of social conflict may not have been observed. It may have been easier for an independent observer to watch for those behaviors and record them while the teacher interacted with the students.

The stories and extension activities prompted a great deal of conversations about what needed to be done to create a better environment. By using the children's books and scenarios, we could convey our expectations of appropriate social behavior and

provide a safe, assisted opportunity for students to practice the social skills with their peers (Meadows, Melloy, & Yell, 1996).

FUTURE PLANS

In the future, we plan to continue implementing social skill themes using children's literature into our classrooms. The lessons gave opportunities for the class to discuss what they observed in the classroom and together we worked to change poor behaviors to improve the environment. The modeled lessons empowered the students to freely use their words with each other and freed our time to teach and assist other children in other ways.

We would take more time teaching the individual themes and would select literature that was more age appropriate for kindergarten. We would also incorporate this study as a year round theme. There are always new social issues that arise throughout the year. In addition, Site B is looking into setting up a school-wide program on social skills and appropriate behaviors. We intend to use this study as a platform in which to encourage using children's literature as a springboard for social skills lessons. By doing this, the conversations and books could be geared to each grade level.

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APPENDIX A
Social Skills Observational Tally Sheet

Name: _____

Date: _____

Physical Aggression (Hitting, Pushing)	
Non-Verbal Disruptive Noises	
Not Speaking Nicely to Classmates	
Whining	
Hands on Others (Physical Space)	
Not Sharing	
Unable to Take Turns	
Unable to Follow Directions/Routines	
Interrupting the Teacher	

Observations/Comments:

Name: _____

Date: _____

Physical Aggression (Hitting, Pushing)	
Non-Verbal Disruptive Noises	
Not Speaking Nicely to Classmates	
Whining	
Hands on Others (Physical Space)	
Not Sharing	
Unable to Take Turns	
Unable to Follow Directions/Routines	
Interrupting the Teacher	

Observations/Comments:

APPENDIX B
Lesson 4 - Feelings Booklet

<p>My Feelings Book</p> <hr/>	<p>Glad</p>
<p>Sad</p>	<p>Angry</p>
<p>Worried</p>	<p>Scared</p>

APPENDIX C
Lesson 4 – Feelings Booklet Scenarios

Ask the children these questions and have them draw the corresponding faces.

- 1) How would you feel if your friend shared a toy with you?**
- 2) How would you feel if you were pushed and your knee started to bleed?**
- 3) How would you feel if someone called you a mean name?**
- 4) How would you feel if you knew someone would hurt you at recess?**
- 5) How would you feel if an older kid was screaming at you and pushing you?**

APPENDIX D
Lesson 5 – Sample Conflict Scenarios to Role Play

1. A friend wants the toy you are playing with and grabs it out of your hand.
2. You built a tall tower and friend knocked it over.
3. A friend called you a mean name.
4. You are ignored by a friend when you talk to him/her.
5. You ask a friend to play with you, but the friend won't answer you.

APPENDIX E
Pre-and Post-Intervention Observation Tallies

Pre-Intervention Social Conflict	Classroom A			Classroom B		
	Student A	Student B	Student C	Student D	Student E	Student F
Physical Aggression	52	8	16	4	6	0
Non-Verbal Noises	11	8	7	60	23	23
Unkind Words	9	1	1	5	8	0
Whining	24	9	9	85	12	0
Physical Space	12	10	4	30	23	6
Not Sharing	12	9	13	1	1	0
Not Taking Turns	12	3	2	10	1	0
Unable to Follow Directions	78	26	19	43	44	32
Interrupting the Teacher	20	48	14	38	28	13

Post-Intervention Social Conflict	Classroom A			Classroom B		
	Student A	Student B	Student C	Student D	Student E	Student F
Physical Aggression	0	8	0	4	6	0
Non-Verbal Noises	4	0	1	9	12	10
Unkind Words	5	5	1	6	2	0
Whining	10	1	1	20	5	0
Physical Space	0	0	4	4	12	2
Not Sharing	4	4	4	0	1	0
Not Taking Turns	2	1	5	4	1	0
Unable to Follow Directions	52	20	4	13	12	11
Interrupting the Teacher	14	1	2	12	7	1