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Utah Elementary School Teachers' Perceptions of Students' Problematic Behaviors and Critical Social Skills

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ABSTRACT

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Problematic Behaviors and Critical Social Skills

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Teachers are faced with the dual task of teaching academic skills and managing students' problematic behaviors. Randomly selected kindergarten through sixth-grade teachers (N=295 of 1,144; 26% return rate) in rural, urban, and suburban Utah were asked to identify students' five most problematic behaviors, as well as students' five most desired social skills which supported social-emotional wellbeing and academic achievement. Teachers' responses were summarized and information will be used to enhance universal Tier 1 social skills interventions, part of school-wide positive behavior support in Utah's elementary schools. The top five problematic behaviors identified by participating teachers included (a) defiant and refuses to comply with teacher's requests; (b) aggressive (hits, kicks, shoves); (c) says or does things to hurt others' feelings; (d) inattentive, daydreaming, distracted; and (e) disrespectful to adults. The top five desired social skills included (a) conflict management/resolution; (b) following rules and instructions; (c) self-management: good use of free time, seatwork, assigned tasks; (d) anger management; and (e) coping with challenging situations. These identified behaviors and social skills will guide efforts of Utah's Tier 1 Positive Behavioral Support in selecting children's literature and creating classroom lesson plans which specifically address problematic behaviors and focus on desired social skills.

Keywords: Positive Behavior Support, universal intervention, problem behaviors, social skills, teacher perceptions, bibliotherapy

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Introduction

Disruptive classroom behavior not only affects the academic progress of the individual student who is misbehaving, but also causes classmates to miss out on valuable learning time (Lane, Kalberg, & Menzies, 2009; Westling, 2010). In fact, teachers who struggle to address students' problem behaviors, often become disillusioned with teaching and experience burnout (Chang, 2013; Friedman, 1995). Though it is widely accepted that reactionary and punitive discipline is not an effective way to address behavior problems, teachers struggle to implement proactive approaches to deter student misbehavior (Shook, 2012).

Similar to previous research findings, Gross and Pelcovitz (2013) reported that teachers are least tolerant of students' externalizing behavior problems (e.g., hyperactivity, hitting, pushing, calling out, and blatantly refusing to comply with teachers' requests). In particular, teachers quickly attend to students' aggressive behaviors, which often result in office referrals. On the other hand, internalizing behaviors are frequently overlooked because there is not a sense of urgency and these behaviors are less disruptive to the classroom teaching environment (Briesch, Ferguson, Volpe, & Briesch, 2013). Although internalizing behaviors, such as withdrawal, anxiety, and inattention are of concern to teachers, these behaviors are not considered referral-worthy (Gross & Pelcovitz, 2013). More specifically, elementary school students who exhibit disruptive externalizing behaviors are more likely to be referred for special education services than are students who exhibit internalizing behaviors (Briesch et al., 2013).

Teachers' input is critical in identifying students' behaviors that are considered least tolerable *and* of greatest concern. Better understanding of teachers' perceptions and assisting them in preemptively countering problematic behaviors will form a better foundation for creating stronger positive behavioral support (PBS; Sugai & Horner, 2002; 2006). Rather than focusing

on what children should not do and on how children will be punished following infractions, schools must take a more positive and proactive approach (Sugai & Horner, 2006). Schools must do a better job of developing school-wide behavioral expectations and social skill standards, clearly delineating what is expected of students, then taking a proactive stance in teaching social skills that align with these expectations (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011, Harrison, Vannest, Davis, & Reynolds, 2012; Sugai & Horner, 2006).

In this research, 1,144 Utah kindergarten through sixth grade teachers were invited to participate by completing a 10-minute anonymous questionnaire. Each participating teacher was asked to indicate their level of concern for challenging behaviors, and then to rank the top five most concerning student behaviors. Teachers also indicated the importance of certain social skills in regard to students' academic learning and social-emotional wellbeing. Teachers then ranked the top five most important social skills.

By surveying Utah's elementary school teachers, this study proposed to identify teachers' perceptions of the most problematic behaviors. Additionally, this study proposed to identify teachers' perceptions regarding the most critical social skills. Based on the results of this survey, lesson plans and activities will be generated to assist Utah's elementary school teachers in pro-actively identifying desired behaviors and teaching targeted social skills to promote both academic and social emotional learning.

Literature Review

Classroom disruption is a great concern among educators as elementary schools continue to see a decline in appropriate student behavior (Westling, 2010). In a study conducted by Westling (2010), teachers agreed that "challenging behavior takes up a significant amount of their time, increases their level of stress, reduces the learning of the student with challenging behavior, and makes other students learn less" (p. 56). On average, teachers reported spending almost 15% of their class time addressing the problem behaviors of about 15% of their students (Shen et al., 2009). Valuable time is diverted from the actual learning process while teachers take the time to address students' problem behaviors (Alter, Walker, Landers, 2013; Westling, 2010).

Despite the prevalence and impact of disruptive behaviors on classroom learning, Evans, Weiss, and Cullinan (2012) noted that teachers report implementing more strategies to address academic problems than behavioral problems. In order to find a more effective and proactive approach to correct these challenging behaviors, it is important to define challenging behaviors; determine the effectiveness of current strategies being used to address those challenging behaviors; identify and clearly communicate behavioral expectations; and incorporate, teach, and practice important social skills that support social and emotional learning, as well as academic learning (Durlak et al., 2011; Lane et al., 2009).

Students' Challenging Behaviors

Westling (2010) defined students' challenging behavior as "intense behaviors that present physical, instructional, or social concerns to the teacher" (p. 50). Additionally, he stated that these behaviors "…disrupt learning, are dangerous to the student or others, cause physical pain, cause property damage, or seriously disrupt the teaching–learning process" (Westling, 2010, p. 50). "Challenging behaviors" (Alter et al., 2013; Westling, 2010) are also referred to as

"misbehavior" (National Center for Education Statistics [NCES], 2012); "behavioral problems" (Abidin & Robinson, 2002, p. 204; Harrison et al., 2012); and "troublesome classroom behavior" (Beaman, Wheldall, & Kemp, 2007).

For 36% of public school teachers, student misbehaviors interfere with classroom teaching (NCES, 2012). Teachers admitted to feeling that they were less effective teachers because of the disruption these challenging behaviors present to their classroom (Abidin & Robinson, 2002; Westling, 2010). Shook (2012) discovered that even when teachers were given three strategies for their classroom behavior management plan—which included rules and routines, reinforcement, and punishment—teachers reported talking to the offending student as the most common reaction to disruptive behavior (Shook, 2012). Additionally, teachers also responded by punishing and removing the child from the classroom (Shook, 2012). In one study, proactive approaches like teaching rules and routines and implementing positive and negative reinforcement were used the least by teachers in establishing classroom management and managing behavior (Shook, 2012).

Although teachers commonly send students to the office to await disciplinary action (Gross & Pelcovitz, 2013; Shook, 2012), this type of reactive approach to addressing challenging behaviors leads to a decline in the quality of teaching and learning (Alter et al., 2013; Westling, 2010). These removal strategies may provide the teacher with immediate relief from the student's misbehavior, but they may reduce opportunities for the student to receive instruction and become engaged in academics (Shook, 2012). In fact, studies have shown a "link between early school adjustment and later educational and occupational success" (January, Casey, & Paulson, 2011, p. 253). In other words, though well-adjusted students are more likely to have future success, disciplinary tactics that include removal of misbehaving students from the

classroom negatively affect the removed student's future academic achievement and social success.

Supporting these claims, Lane, Wehby, and Cooley (2006) observed that students who are unable to understand and meet teachers' and peers' expectations are at risk for negative consequences both within and beyond the school setting. Current research indicates that 32.4% of high school dropouts cited "not getting along with teachers/students" as the primary reason for leaving school (NCES, 2012, Table 3). Parker and Asher (1987) listed behaviors that were particularly detrimental to peer acceptance, including aggression, shy or withdrawn behavior, untrustworthiness, bossy or demanding behaviors, hyperactivity, and impulsivity.

Further demonstrating the detrimental effects of certain behaviors, Zins, Bloodworth, Weissberg, and Walberg (2007) expressed the importance of considering social-emotional aspects of success in the classroom:

Intrinsically, schools are social places and learning is a social process. Students do not learn alone but rather in collaboration with their teachers, in the company of their peers, and with the support of their families. Emotions can facilitate or hamper their learning and their ultimate success in school. (p. 191)

Schools represent the most consistent, predictable and prosocial environment for many children and their families (Walker et al., 1996). However, schools traditionally relied on harsh discipline to correct problem behavior. Even when schools reported implementing plans that reinforced positive behavior, the strategies were often reactionary rather than proactive in their approach, relying on punishment or removing the student from the classroom (Shook, 2012; Tillery, Varjas, Meyers, & Collins, 2010).

Most schools focus on helping students with academic problems, but few systematically employ proactive strategies for helping improve behavior (Evans et al., 2012). Yet, exclusionary methods decrease the amount of time the student can engage in academics and increases the possibility the student will drop out of school, have lower academic performance, and experience difficulties later in life (Maag, 2012; Shook, 2012). Students lose opportunities for academic learning when they are removed from the classroom (Maag, 2012). In order to create a more positive environment, it is important to understand that schools are not only a place to measure outcomes, but to aid in children's social and emotional development (Hamre & Pianta, 2005).

Positive and effective classroom behavior management is probably even more crucial today than in the past because of the diverse range of students' educational needs (Beaman et al., 2007). Teachers are working with even more students who have a large range of needs and abilities. This requires a preventive, rather than reactive, approach to teaching in order to provide effective lessons that benefit the entire class (Tillery et al., 2010).

Hamre and Pianta (2005) observed first graders who were at high functional risk for showing early signs of behavioral, social, attentional and/or academic problems. The students who were in classrooms with emotionally supportive teachers and positive classroom environments had higher academic performance than students who were not in a positive environment. This corresponds with a study conducted by Tillery et al. (2010) in which teachers felt they had the strongest influence on student behavior. They also noted that school climate and peers also played a role (Tillery et al., 2010), showing that preventive interventions are not just the responsibility of the teacher but a collaborative effort by everyone in the school.

School-wide positive behavior support is needed to improve student behaviors and teacher management of those behaviors (Tillery et al., 2010). In a study conducted by Nelson,

Martella, and Marchand-Martella (2002), researchers compared schools that received positive behavioral intervention to others in the district that did not. The schools that implemented the intervention showed a decrease of suspensions, office referrals, and emergency removals while the other schools increased (Nelson, Martella, et al., 2002). Their positive approaches in addressing unacceptable behavior led to positive results.

Students' Social Skills

Social skills and adaptive behavior are components of social competence (Gresham & Elliott, 1987). While social competence is the individual's ability to function in social settings, social skills are the specific behaviors targeted in social skills training (Maag, 2006). Gresham (1998) defined social skills as "socially acceptable learned behaviors enabling individuals to interact effectively with others and avoid or escape socially unacceptable behaviors exhibited by others" (p. 19). These skills incorporate "interpersonal behaviors, self-related behaviors, academic-related skills, assertion, peer acceptance, and communication skills" (Gresham & Elliott, 1987, p. 169).

Social skills can also be referred to as positive social behaviors, described by some researchers as behaviors related to interpersonal competence (Caldarella & Merrell, 1997; Frey, Elliott, & Kaiser, 2014; Ladd, et al., 2014). Caprara, Barbaranelli, Pastorelli, Bandura, and Zimbardo (2000) conducted a longitudinal study in order to determine a correlation between early childhood behavior and academic success. They discovered that early prosocial behavior is a strong predictor of academic achievement in subsequent years (Caprara et al., 2000). In other words, positive interpersonal relationships can strongly influence children's academic development. Enlisting the help of teachers and other students in the learning process can thus become an important step in forming a strong foundation of interpersonal relationships in

academic settings (Caprara et al., 2000). Children who are socially connected with their peers and teachers will ask more questions and interact more collaboratively with others (Caprara et al., 2000).

Nelson, Martella, et al. also noted that by focusing on decreasing problem behaviors, students' social competence improves and the likelihood of future disruptive acts is significantly reduced. By reducing disruptive behavior and improving prosocial behavior, students are better able to focus on their schoolwork (Nelson, Martella, et al., 2002). A positive classroom environment allows students to learn appropriate prosocial behaviors (social skills), which encourages and strengthens their academic success (Durlak et al., 2011; Nelson, Martella, et al., 2002).

Students' Social Emotional Learning

Over the years, the positive approach of Social-Emotional Learning (SEL) has gained increasing support. SEL is "the process through which children enhance their ability to integrate thinking, feeling, and behaving to achieve important life tasks" (Zins et al., 2007, p. 194). Students who are socially competent are less likely to be violent or disruptive. In the study conducted by Nelson, Martella, et al. (2002), students with problem behaviors who received SEL intervention improved their academic performance, while the academic performance of students who did not receive the intervention remained the same. Therefore, by implementing a program designed to increase the social competence of students who exhibit challenging behaviors, it is believed that their disruptive behavior will also decrease (Nelson, Martella, et al., 2002).

Through a meta-analysis of 213 school-based, universal, social and emotional programs involving 270,034 K-12 students, Durlak et al. (2011) discovered the benefits of SEL programs. Compared to controls, SEL participants demonstrated significant improvement in social and

emotional skills, attitudes, behaviors, and academic performance. These findings strongly support growing evidence for SEL programs' positive impact on targeted social-emotional competencies and attitudes about self, others, and school (Durlak et al., 2011).

It is important to address these behaviors early to ensure greater social and academic success. As students move from elementary school into secondary education, disruptive classroom behaviors appear to increase (Beaman et al., 2007). Studies have shown that early intervention prevents the formation of problem behavior and increases probability of success (January et al., 2011). Students with problem behaviors who received social and emotional learning interventions improved their academic performance (Nelson, Martella, et al., 2002). Though many agree SEL interventions are successful, there is debate on the optimal method for minimizing disruptive behaviors and optimizing pro-social behaviors. Some believe in school-wide interventions and others in a combination of family and school interventions (Durlak et al., 2011; Sugai & Horner, 2006; Womack, Marchant, & Borders, 2011; Zins et al., 2007). Whatever the strategy, classrooms are ideal for the intervention because they are designed to teach children information and skills.

Many focused classroom management intervention plans concentrate on the replacement behavior rather than the disruptive behavior to be eliminated (Nelson, 1996). As defined by Maag (2006), a replacement behavior is an appropriate behavior that yields the same results for the child as the socially inappropriate behavior. Rather than reacting to behaviors specific to the individual classrooms, Maag suggested that a school-wide classroom strategy be implemented. This generalized social skills training (SST) could then be adapted to the needs of specific children in the classroom. By teaching generalized social skills to the entire class, the skills are

embedded in the learning environment and will make it easier for the children to continue using the learned skills (Maag, 2006).

Because the replacement behavior still gives children the same results as their disruptive or inappropriate behavior, it may increase their social acceptability both with their peers and teachers. As Goldstein, Sprafkin, Gershaw and Klein (1980) noted, peer support is critical to classroom performance and can be used to encourage appropriate behaviors in specific individuals. The targeted skills should be chosen because they will enhance the quality of students' lives. When students see the applicability of the targeted skills to their everyday lives, generalization will increase (Maag, 2006). This can only occur if the intervention program identifies the specific needs of the students and focuses on positively and proactively addressing these problem behaviors.

Teachers' Perceptions of and Responses to Student Behavior Problems

By understanding more of the behaviors exhibited by children in the classroom, schools have a better foundation to create positive behavioral support (PBS) and discipline programs, developing standards for teaching social skills (Harrison et al., 2012). Though office referrals are commonly used to identify unacceptable behaviors, they are not indicative of all of the problem behaviors in the classroom. They only give us a picture of the extreme cases in what Harrison et al. (2012) describe as "high-intensity/low-frequency events" (p. 57). Teachers are vital in identifying behaviors considered least tolerable and of most concern (Harrison et al., 2012).

Students are sent to the office for bullying, defiance, fighting, theft, and disrespect (Harrison et al., 2012). Though these behaviors are often remembered because they are most disruptive and often addressed by administrators, they are not the most common inappropriate behaviors faced daily by teachers in the classroom (Harrison et al., 2012). In fact, for years

teachers have most commonly identified talking out of turn, lack of attention, seeking teacher's attention or recognition, and "tattling" on others as the most frustrating behaviors they encounter (McConnell, 1963). Nelson, Benner, Reid, Epstein, and Currin (2002) concluded that a significant amount of students with both externalizing and internalizing behaviors would be overlooked for additional intervention if office referrals were the only screening procedure.

In their study, Conley, Marchant, Caldarella (2014), found teachers' observations to be highly consistent with the existing literature related to identifying emotional and behavioral disorders. Additionally, researchers discovered that teacher ratings and office referrals were consistent with each other when identifying disruptive behaviors (Pas, Bradshaw, & Mitchell, 2011). These studies show that teacher ratings can serve to be both an internal check of reliability as well as a prime opportunity for effective collaboration (Conley et al., 2014).

In a study conducted by Tillery et al. (2010), one teacher described negative behavior as "anything that would inhibit instruction" (p. 92). We would add that negative behavior inhibits both instruction *and* learning. Teachers are vital in identifying these misbehaviors that are most concerning to student success. As the people who face these behaviors on a daily basis, teachers can best determine the common misbehaviors exhibited by students in the classroom. These behaviors vary according to age and development (Tillery at al., 2010), so peer comparison can help in this assessment. Numerous studies have been conducted to identify teachers' perceptions of problem behaviors.

Harrison et al. (2012) conducted a study using the Behavior Assessment System for Children, Second Edition (BASC-2) teacher rating scale in order to identify the most common problem behaviors in U.S. classrooms. Teachers from 375 sites in 40 states were asked to complete the BASC-2 Teacher Rating Scales (BASC-2 TRS) for 3,600 school children who were

selected by researchers to match the 2001 census demographics. Anxiety was the only internalizing behavior listed as a common problem for children and adolescents. This included worry, self-doubt and perfectionism. In contrast, the most common externalizing behaviors for children included hyperactivity, distractibility, and disruptive behaviors. Teachers identified the academic problems as a general lack of following directions, with specific problems in math and language arts (Harrison et al., 2012). The more commonly demonstrated, but less disruptive behaviors include hyperactivity, distractibility, and anxiety (Harrison et al., 2012). What Harrison et al. have done on the national level we decided to do on the state level to determine if there are common concerning behaviors and important social skills specific to Utah.

In conducting a survey on concerning behaviors, Conley et al. (2014) listed eight categories of behaviors identified by teachers; six of which were identified in the literature for emotional and behavioral disorders. These concerning behaviors included academic problems, aggression, antisocial behavior, attention/engagement in academic tasks, disrespect, hyperactivity, peer relationships and internalizing behavior related to emotions, depression and anxiety.

Disruptive behaviors are certainly distracting to the class environment, but internalizing behaviors affect individual students by preventing student engagement. Goldstein et al. (1980) recognized that common misbehaviors affecting classroom management may be divided into two categories: behavioral excesses and behavioral deficiencies. Behavioral excesses actively interfere with the learning process. Some of these behaviors are hyperactivity, aggressive or impulsive behavior, general disruption, crying or temper tantrums, and dependency. Behavioral deficiencies that may interfere with the learning process include inattentiveness, isolation, negativism, apathy, anxiety, verbal inadequacies, and lack of self-confidence (Goldstein et al.,

1980). Internalizing behaviors such as anxiety and withdrawal are equally upsetting to student success as externalizing behaviors. In fact, in a study conducted in China, more experienced teachers felt "withdrawn" behavior problems were more "troublesome" and "more negatively affecting students' development" (Shen et al., 2009, p. 198).

These studies show that though individual teachers may identify the behaviors they find least tolerable, as a whole, they identify common concerning behaviors. For example, in one study, non-attention was listed as the most frequent and troublesome because it negatively affects student development, but it was considered easier for teachers to tolerate in comparison to other behaviors (Shen et al., 2009). Conversely, teachers are least tolerant of externalizing behavior (Gross & Pelcovitz, 2013). Externalizing behaviors seemed to significantly increase teacher stress (Shen et al., 2009).

Social-Emotional Learning and Universal Social Skills Instruction

Though many classrooms include students who exhibit challenging behaviors, few teachers have the training or knowledge to address these behaviors (Westling, 2010). Even when addressing behavioral problems, most teachers focus on externalizing behaviors rather than internalizing behaviors (Evans et al., 2012). Underlying teachers' failure to address internalizing behaviors is their struggle to know how to effectively address these types of behavior (Conley, et al., 2014).

Proactively teaching social skills is one way to manage behaviors. "Proactive, rather than reactive, intervention can facilitate efforts to reduce the number of students at risk for later disciplinary problems and school failure" (January et al., 2011, p. 253). As Harrison et al. (2012) observed intervention programs might be more effective if they focused more on the commonly demonstrated behaviors, rather than the less common but more disruptive behaviors. By

developing school-wide standards based on the most common inappropriate behaviors, classroom disruption may be greatly reduced, teachers may have more time to offer instruction, and teacher frustration will decrease (Harrison et al., 2012).

Often students who exhibit problem behaviors are removed from the classroom to address these issues. However, according to Womack et al. (2011), children who receive instruction through pull-out programs often do not know how to integrate the new skills into classroom settings. It would be more beneficial to improve classroom management and address these commonly demonstrated behaviors within the classroom than to implement a pull-out program that may not generalize. By implementing SEL into the daily classroom activities, the intervention will be more sustainable than if the lesson were taught outside the context of the classroom (Zins & Elias, 2006).

Though they are a great resource for social and emotional instruction, teachers' first priority is academics (Womack et al., 2011). However, "social skill deficits and learning disabilities often coexist. Academic work is negatively impacted by students' lack of social skills" (Womack et al., 2011, p. 157). Thus, it would be beneficial to give elementary school teachers more resources to proactively teach social skills and proper behavior to enrich their classroom experience in an efficient and effective way.

Behavioral Interventions

Expected classroom behavior may vary according to the personality of the teacher (Conley et al., 2014). When students do not meet teacher expectations for self-control and cooperation, they are at risk for undesirable consequences that include classroom removal, strained relationships, and loss of instructional time (Lane et al., 2006). Thus, interventions must

be designed to address the concerns and expectations that are commonly identified by teachers, the primary implementer of school-based interventions (Gross & Pelcovitz, 2013).

"It is not the teacher's task to make children conform to a pattern of approved behavior. It is the teacher's task to help children find constructive ways of working with the feelings that arise within them and of resolving their problems" (McConnell, 1963, p. 452). By enlisting the help of teachers to identify both the disruptive and appropriate behaviors, successful interventions and strategies can be more effectively designed (Nelson, 1996; Harrison et al., 2012).

Teachers' Perceptions of Social Skills

Teachers are in a key position to not only observe concerning behaviors, but also the skills that promote social and academic success. Unfortunately, though significant research has identified challenging behaviors in the classroom, there is a relative dearth of information regarding teacher-identified social skills. Previous studies have, however, discovered that elementary school general and special education teachers value cooperation and self-control skills over assertion (Lane et al., 2006; Lane, Pierson, Stang & Carter, 2010). Important skills also include, controlling temper when in conflict with peers or adults, following directions, using time wisely, and responding well to peer pressure or bullying (Lane et al., 2006; Lane et al., 2010).

In 2004, Lane, Givner, and Pierson conducted a study, asking "which social skills do teachers view as crucial to success in the classroom" (p. 105). They invited 126 teachers from four schools in southern California to rate the importance of 30 social skills taken from the Social Skills Rating System created by Gresham and Elliott (1990). Based on the majority of teacher responses, seven social skills were determined to be critical for classroom success. The

following list of social skills were identified: "follows directions, attends to instructions, controls temper with peers, controls temper with adults, gets along with people who are different, responds appropriately when hit, and uses time in an acceptable way" (Lane et al., 2004, p. 108). The researchers described these skills as those that "emphasize restraint, minimize disruption, encourage compliance, and, consequently, foster instruction" (Lane et al., 2004, p. 108). Specific to general education classrooms, cooperation skills were also considered as essential to classroom success (Lane et al., 2004).

Universal Positive Behavioral Strategies

By not only identifying the most disruptive behaviors, but by clarifying the desired and appropriate behaviors and social skills, schools are in a unique position to more effectively design interventions which target specific goals aligned with desired outcomes. According to one study, teachers indicated that they believed student "behavior can be improved" (Westling, 2010, p. 55). Researchers go so far as to say that "the social adjustment and academic performance of children who exhibit disruptive behavior can be improved with the application of universal strategies and interventions" (Nelson, 1996, p. 60).

By implementing universal strategies, there may be less need for targeted, individualized intervention plans (Nelson, 1996). According to Sugai and Horner (2006), the adoption of positive behavioral support depends on the answer to four main evaluation questions: "Is the practice effective? Is the practice efficient? Is the practice relevant? Is the practice durable" (p. 248)?

We believe *Book in a Bag* (BIB) is an already successful universal, tier one intervention which addresses Sugai and Horner's (2006) concerns. *Book in a Bag* blends social skills and academics by using children's literature during a regularly scheduled "read-aloud session" to

teach literacy, social studies, and social skills (Marchant & Womack, 2010). The combination of direct instruction, coaching, modeling, and reinforcing appear to be the most effective teaching strategies for shaping desired social skills (Gresham, 1998). These strategies are used in *Book in a Bag* curriculum.

Womack et al. (2011), summarized how to effectively implement social skills instruction using children's literature as the basis for teaching students with learning and social skill deficits. Their guidelines included the following five steps:

1. Identify a skill, or skills, one or more students lack.

2. Make a plan for instruction using a piece of children's literature.

3. Deliver the plan with the entire class.

4. Review for 5 minutes daily in a small-group setting that includes the target students.

5. Assess the target students' knowledge and use of the social skill steps. (Womack et al., 2011, p. 5)

The BIB project has been successful focusing on targeted groups of students and concentrating on four clearly identified social skills. The skills included accepting responsibility, making good choices, showing appreciation, and resolving differences. In order to expand the list of targeted social skills, we surveyed K-6 Utah general and special education teachers to determine the inappropriate behaviors that Utah's elementary school teachers find of most concern. Additionally, teachers were asked to identify the social skills they felt should be universally taught to promote desired student behaviors. Ultimately, BIB resources will be developed to address specific social skills aligned with Utah's teacher-identified student behavioral problems and to ensure students are taught specific social skills considered as important by Utah's K-6 teachers.

Because of their daily interaction with students, teachers' perspectives are important to identifying the skills and characteristics of successful students. Our purpose is to create social skills interventions specific to the needs of Utah teachers and students. The *Book in a Bag* program currently teaches four social skills: accepting responsibility, making good choices, showing appreciation, and resolving differences. Based on the philosophy of positive behavioral support, teachers should direct their attention to teaching students desired social skills, proactively identifying ways to increase positive behavior. This emphasis is a paradigm shift for teachers, focusing on expectations for how students *should* behave, rather than taking the negative perspective of identifying punishment for when students misbehave (Marchant & Womack, 2010; Shook, 2012). Through the results of this survey, we hope to expand the positive behavior curriculum to provide teachers with intervention strategies to address social skills which are most critical to their students' social and academic success.

Research Questions

Many studies have sought teachers' perspectives of problem behaviors. However, few of these studies asked teachers to identify the social skills they feel are most important to students' academic and social success. On a national level, Harrison et al. (2012) used the BASC-2 to identify both troubling behaviors and desired social skills. We created a similar study conducted on a state level. While Harrison et al. (2012) focused on specific at-risk children, this research was designed to identify common inappropriate behaviors and appropriate social skills specific to Utah's K-6 grade general education classrooms, in order to create a universal (tier 1) intervention specific to Utah teachers' needs.

The purpose of this study was to determine which desired social skills are of greatest importance to Utah's elementary school teachers. These social skills are specifically targeted to

enhance student learning and social-emotional wellbeing. This study initially surveyed Utah's K-6th grade teachers, asking them to identify and rank the problem behaviors they perceived as most concerning to the students' academic and social success. Teachers also identified and ranked social skills that they believed were most important. These social skills will form the basis for school-wide behavioral expectations which will proactively focus on teaching desired behaviors.

In summary, this study was designed to answer the following research questions:

1. Which challenging behaviors exhibited by K-6 students in school are of the greatest concern to Utah K-6 teachers?

2. In regard to students' academic learning and social-emotional wellbeing, which social skills do Utah K-6 teachers believe are the most important for their students?

Method

This research project was designed to identify Utah elementary school teachers'
perceptions of problematic classroom behaviors and also to identify teachers' perceptions of
important social skills prerequisite to students' academic and social success. To investigate
teachers' perceptions, randomly selected kindergarten through sixth grade teachers in the state of
Utah were surveyed. This section describes the recruitment of participants; the questionnaire's
construction, design, content, and method of administration; and the proposed data analyses.

Participants

As described below, randomly selected Utah kindergarten through 6th grade elementary
school teachers from charter and public schools were invited to participate in an online
questionnaire. In order to gather a representative sample of Utah's teachers, participants were
randomly drawn from rural, urban, and suburban districts throughout the state. Rather than force
the data to reflect the proportion of rural, urban, and suburban districts within the state,
researchers decided to maintain the integrity of the random selection by giving each district an
equal opportunity to be selected. Participants included both general and special education K–6th
grade teachers.

Recognizing that online questionnaires typically have a 50% or less response rate (Nulty,
2008), email invitations to participate were offered to 1,144 randomly selected Utah teachers
(public schools and charter schools). Invitations to participate were sent to 143 teachers from
each grade level (K-6th grade) and 143 special educators who taught K-6th grade students
identified with educational disabilities. One teacher from each grade and one teacher from
special education were chosen from each selected school. In order to feel confident in having

collected data representative of a large sample of UT teachers, a desired sample size of 250 to 500 teachers was considered optimal for this study.

In order to randomly select participants, researchers created a process with which to recruit participants. We began by gathering a list of all Utah school districts. Each district was given an identifying number (ID). A list was created that included each school district's identified number; the district Internet website; and a list of schools within each district. A district's identifying number was randomly selected, and then an elementary school within that district was randomly selected. This was done using a website which generated random numbers [www.random.org]. The website calculator randomly selected a number which corresponded with the district's ID.

Once the district was chosen, random numbers were again utilized to select an elementary school within the district. From that particular school's website, the first teacher listed under each grade level and the first listed special education teacher were added to the potential list of participants. If the same elementary school were selected during this process, the second teacher on each grade level was added to the list. If the school's website did not contain teachers' email addresses, another elementary school within the district was randomly selected. To protect confidentiality, the master list only included the first name of the teacher, the teacher's designated grade level, whether or not the teacher was identified as a special educator, and the teacher's email address. This process of selecting teachers continued until 1,144 teachers' email addresses were collected.

Of the 1,144 teachers' who were invited to participate, 295 responded to the demographic information. Of these participants, 40 were male (13.56%) and 255 were female (86.44%). These demographics are somewhat similar to Utah's educator population, with the state reporting

25.3% male teachers and 74.6% female in elementary schools (Utah State Office of Education, USOE, 2013).

The average age of participating teachers was 42.80 (*SD*= 12.24). When reporting their highest degree completed, 194 (65.76%) reported earning a bachelor's degree; 99 (33.56%) reported earning a master's degree and 2 (.68%) reported earning a doctoral degree.

Approximately 20% of participants reported holding a Utah special education licensure. However, 246 (84.54%) of respondents reported currently teaching students with identified special education needs. Almost 90% of all participating teachers (*n*=258) reported having taught students with special education needs in previous years. Approximately 11% of participating teachers reported never having taught students with special education needs.

The number of years teaching ranged from 1 to 38 years (*M*=13.36; *SD*=9.95). The majority of the sample consisted of seasoned teachers, having taught more than four years. Though three teachers reported teaching over 100 students during the current academic year, the remaining teachers reported classrooms of 8 to 60 students (*M*=25; *SD*=6.73). Over half of participating teachers, 53.10%, reported working in suburban/urban schools and 46.90% reporting teaching in rural schools. The vast majority reported teaching in public schools, with approximately 5% reported teaching in charter schools. Charter schools were listed on the district websites so they were included in the random selection.

As an indication of socioeconomic status, 22.87% of teachers reported teaching in schools where more than 75% of students receiving free and reduced school lunches (Title 1 schools). Almost half of teachers (52.71%) reported teaching in schools where 25% to 75% of students received free and reduced school lunches. Almost a fourth of teachers (24.42%) reported teaching in schools where less than 25% of students received free or reduced school

lunches. These numbers are somewhat similar to the numbers reported statewide. In the 2014-15 school year, the state statistics show that 27% of schools reported that less than 25% of their students were receiving free and reduced lunches, 64% of schools reported between 25-75% of their students receiving school lunches, and 9% reported that over 75% of their students received free and reduced lunches (USOE, 2014)

Procedures

An invitation to participate in the questionnaire was emailed to the randomly selected Utah elementary school teachers. The email, included in Appendix A, provided a brief description of the questionnaire, an invitation to participate, and offered participants incentives to participate. Incentives included internet links to the *Book in a Bag* curriculum (no cost and available to all participants) and the option to enter a raffle for being randomly selected to win one of seven electronic devices, five iPod shuffles and two Kindle Fires. Each social skill lesson offered in the online *Book in a Bag* curriculum includes a poster outlining the steps to obtaining the skill, and multiple books with detailed lesson plans for the teacher. The teacher is instructed to read the story, lead a discussion highlighting the importance of the social skill, and then give the students an opportunity to practice.

The invitation to participate in the questionnaire included the internet link to the web-based questionnaire powered by Qualtrics, a research survey software accessed through an online subscription. Once the teacher clicked on the link, the implied consent form, found in Appendix B, gave a more detailed explanation of the study. By completing the questionnaire, the teacher acknowledged their implied consent. The questionnaire, found in Appendix C, began with basic demographic information and then moved to questions regarding the participating teachers' perceptions of problematic student behaviors and, on the opposite end of the spectrum, desired

student social skills. In all, the questionnaire took participants no more than 10-15 minutes to complete.

At the end of the questionnaire, participants were directed to the link for the *Book in a Bag* curriculum. Participants were also invited to submit their email address into the drawing to win one of the seven prizes. Within six weeks of the initial invitation to participate, seven of the participants who provided their email for the drawing were randomly selected and contacted by email. Each email address was assigned a number and seven numbers were randomly chosen in succession by using "random.org," a free website designed to generate random numbers.

Instrument

The instrument was a questionnaire created by the researchers involved in this study. The research team consisted of a graduate student and two associate professors in Brigham Young University's Department of Counseling Psychology and Special Education. The graduate student was the primary researcher, consulting with the two professors whose background and expertise include bibliotherapy and addressing children's internalizing and externalizing behaviors. We reviewed various tests and studies, pulling out commonly reported social skills and problematic behaviors. Behaviors that were considered were those listed in commonly used behavior checklists that identify children's behavioral, emotional, and social problems. These included the Behavior Assessment System for Children, Second Edition (BASC-2) Adolescent and Child Assessments (Reynolds & Kamphaus, 2004), as well as the Achenbach System of Empirically Based Assessment (ASEBA) Teacher Report (for children ages 6-18) and ASEBA Child Behavior Checklist (for children ages 6-18) (Achenbach & Rescorla, 2001).

Behaviors selected for inclusion in the questionnaire were commonly reported in studies investigating children's problematic behaviors. These studies included *Common Dimensions of*

Social Skills of Children and Adolescents: A Taxonomy of Positive Behaviors (Caldarella & Merrell, 1997); *Chinese Elementary School Teachers' Perceptions of Students' Classroom Behaviour Problems* (Shen et al., 2009); *Teachers' Perceptions of Students' Challenging Behavior and the Impact of Teacher Demographics* (Alter et al., 2013); *Teacher Perceptions of Distress and Disturbance Regarding Student Behaviors in an All-Male Orthodox Jewish Yeshiva Elementary School Classroom* (Gross & Pelcovitz, 2013); and *Skillstreaming the Elementary School Child: A Guide for Teaching Prosocial Skills* (McGinnis, 2012).

All problem behaviors and social skills listed in these checklists and studies were considered, with the identified behaviors and social skills being included in a spreadsheet. Of these behaviors and social skills, those most commonly identified were consolidated into a single high frequency list of problematic internalizing behaviors, problematic externalizing behaviors, and desired social skills. Of interest, the identified social skills which were commonly listed corresponded with the identified problematic behaviors. In other words, from an interventionist point of view, the social skills would serve as replacement behaviors for the problematic behaviors teachers want to extinguish. For example, defiance of teacher requests can be addressed with a lesson about following instructions or aggression can be addressed with a lesson on conflict management.

Teachers were asked to rate and then rank the unacceptable behaviors in order to create a check for internal reliability, to help support the questionnaire's validity. Additionally, we desired to check the consistency of teacher responses and their tendency to identify social skills which best addressed the identified problematic behaviors.

A group of three experts were consulted in the design of the questionnaire to consider the content and manner in which the questions were posed. These experts included two associate

professors in school psychology and one associate professor in special education, all who specialize in identifying and addressing children's internalizing and externalizing behaviors, implementing social skills instruction in school settings, and conducting quantitative research studies, including the use of questionnaires to gather data.

Research Design

This research is based on a descriptive research design. A questionnaire was created to identify K–6th grade Utah teachers' perceptions of both unacceptable student behaviors and important social skills that teachers identify as critical skills students need to be successful in school. Teachers were first asked to indicate their level of concern for fifteen unacceptable behaviors using a five-point Likert scale. The scale ranges from unconcerned (1) to extremely concerned (5). Teachers were then asked to consider the same fifteen behaviors and rank the top five of greatest concern. The ranking of "1" indicates the behavior of greatest concern and the ranking of "5" indicates the behavior in 5th place; more important than the behaviors not selected, but less important than the behaviors rated as 1, 2, 3, or 4.

Following the concerning behaviors sections, teacher indicated how important they believed the seventeen listed social skills are to students' academic learning and social-emotional wellbeing. The five-point Likert scale ranges from *not important* (1) to *extremely important* (5). Finally, participants reviewed the 17 listed social skills and ranked the top five skills of greatest importance to them. A response of "1" indicated the skill of greatest importance and a response of "5" indicated the social skill of lesser importance, but still in their top five choices of importance.

In order to describe the participating teachers in this research study, teachers were asked a few demographic questions. They were asked to indicate their gender, age, and highest degree

earned. They were also asked information about their teaching experience, such as the grade level they are currently teaching, if they teach students with special education needs, whether or not they are licensed special education teachers, and the number of years they have been teaching. Teachers also indicated the type of school in which they are employed, including the options *rural*, *urban*, and *suburban neighborhood*; if their school is a public or charter school; a percentage range of students attending their school who receive free or reduced lunches; and the number of students enrolled in their current classroom.

In addition to helping describe the participating teachers, in asking these questions we hoped to gain greater insight into the participating teachers' type of school environment. This may help researchers discover patterns and discern whether or not there are correlations between the type of school, the number of years teaching, grade level of students, and the desired social skills and problematic behaviors teachers find most concerning.

Based on these data analyses, where differences exist, the curriculum will be tailored to address differences that exist between grade levels. If no differences exist, then the same social skills curriculum will be designed for all grade levels. Additionally, based on the data, teachers' top identified problematic behaviors and desired social skills will help to narrow down topics to a manageable social skills curriculum. The curriculum will focus on targeting teachers' identified problematic behaviors and the most desired social skills that are associated with students' academic learning and social-emotional wellbeing.

Data Analysis

The questionnaire was created and disseminated online through Qualtrics. At the completion of the questionnaire, four weeks after the initial participation request, the data were gathered from Qualtrics and transferred to an SPSS data set. All data were initially summarized

with descriptive statistics. Researchers compared the means and standard deviations of the Likert scales to help determine which behaviors and social skills were considered by the teachers as the most important to address for all students.

Using multiple analysis of variance (MANOVA), researchers compared the Likert scale data to determine if differences existed in teachers' perceptions of problematic internalizing behaviors, externalizing behaviors, and desired social skills, respectively. When significant differences existed ($p \leq .01$), follow-up ANOVAs were performed to determine exactly where those differences occurred and the significance of those differences. Throughout the data analyses the significance level was set at $p \leq .01$, considered a conservative level to avoid Type 1 errors (finding a difference where no difference actually exists).

For the ranked behaviors (internal and external) and social skills, ranked items were weighted to ascertain those items most frequently identified as important. Behaviors or skills ranked as 1 were weighted with 5 points, those ranked as 2 were weighted with 4 points, those ranked as 3 were weighted with 3 points, those ranked as 4 were weighted with 2 points, and those ranked as 5 were weighted with 1 point. Tables were created to list the items and the summed totals of their corresponding weighted scores.

After analyzing the data for the whole group of participants (all combined), multiple analysis of variance (MANOVA), with follow-up comparison of means, researchers investigated the differences in Likert scale responses based on the participating teacher's grade level. The *p* level for statistical significance was set at a conservative level of .01 in order to avoid Type 1 error, finding significance where none exists.

Results

The following information was gathered from the completed teacher questionnaires. Data were gathered and analyzed to answer the two research questions.

Consistency of Responses from Time 1 to Time 2

In order to test the reliability of the questionnaire, teachers from one elementary school in Utah (*n* = 14 teachers) were asked to participate in the online questionnaire. Two months later, these same teachers completed the questionnaire a second time. To ensure confidentiality, participants did not include their names, but other identifying data were used to confirm that each of the teachers who participated in Time 1 also participated in Time 2. Originally there were 18 participants, but 14 completed both questionnaires. Data were identified and analyzed in groups representing the time the questionnaire was completed—Time 1 and Time 2. Data were analyzed to help determined the consistency of teachers' responses across time. Likert scale responses for each behavior and social skill were compared for consistency. Analysis of variance (ANOVA) indicated that overall, data were consistent from Time 1 to Time 2. Please refer to Table 1. With a *p* level for statistical significance set at .01 or less, of the 32 descriptors, no statistically significant differences were found between Time 1 and Time 2. However one behavior, *Lying and dishonest* (*p*=.02), approached statistical significance.

Challenging Behaviors

The first research question in this study asked "What challenging behaviors exhibited by kindergarten through sixth grade students in school are of the greatest concern to Utah kindergarten through sixth grade teachers?" Based on their teaching experience, teachers were asked to indicate their level of concern regarding 15 challenging student behaviors. The 5-point Likert scale response options ranged from *unconcerned* to *extremely concerned*. As expected,

Table 1

Consistency Across Time in Teachers' Likert Scale Responses to Behavior Problems and the Importance of Social Skills (N = 14)

F	Sig. (p)	Social Skill
1.222	.312	Anger management
.644	.430	Conflict management and resolution
.800	.461	Following rules and instructions
.539	.590	Effective communication
.514	.677	Showing empathy, caring
.278	.603	Coping with challenging situations
.284	.836	Self-management: good use of free time, seatwork, assigned tasks
.692	.510	Cooperates with others
.069	.795	Healthy peer interactions and relationships
.487	.492	Shows self-respect
1.419	.245	Shows respect to other students
.487	.492	Shows respect to adults
.020	.888	Manages anxiety and stress
.018	.982	Shows gratitude
.653	.529	Honesty
.672	.578	Shows good sportsmanship
.194	.825	Speaks up to protect others' rights

F	Sig (p)	Behavior
1.894	.147	Aggressive (hits, kicks shoves)
.745	.536	Says or does things to hurt others' feelings
.419	.741	Isolated, avoids and withdraws from social situations
1.864	.164	Disrespectful to adults
2.623	.062	Defiant and refuses to comply with teacher's requests
2.152	.108	Sad and hopeless
2.413	.093	Anxious, worried, nervous, fearful
.594	.625	Hyperactive
.591	.673	Inattentive, daydreaming, distracted
1.020	.402	Poor peer relationships, trouble making friends
2.022	.126	Intentionally hurts self
.267	.896	Stealing
3.630	.020	Lying, dishonest
2.364	.084	Uses foul language
2.305	.090	Threatens to hurt others

Note. No statistically significant differences were detected.

when responding to each challenging behavior, the majority of participants marked their level of concern as *extremely concerned* or *moderately concerned*. A summary of teachers' responses to each of the 15 concerning behaviors is summarized in Table 2.

According to the data, teachers were less concerned about internalizing behaviors, with responses in "slightly unconcerned" and "unconcerned" ranging from 13%-40%. Almost 40% of participants were *slightly* or *completely unconcerned* about a student intentionally hurting self and 24% were *slightly* or *entirely unconcerned* about students threatening to hurt others.

After using the Likert scale to indicate their concerns, participants were asked to rank the five most concerning behaviors, with number 1 being the most concerning (See Table 3). In order to determine the behaviors cited most often, the top five behaviors were weighted. This meant that any behavior given a rank of 1 was multiplied by 5, number 2 rankings were multiplied by 4, number 3 rankings were multiplied by 3, number 4 rankings were multiplied by 2, and number 5 rankings were multiplied by 1. Summarizing these rankings helped researchers determine teachers' five most concerning student behaviors.

Contrary to our expectations, when considering teachers' rankings of the top five most concerning student behaviors, the total of summed rankings for "aggressive behaviors" was not the highest of all 15 summed rankings. Though "aggressive" behavior was most commonly identified as the top problematic behavior (rated as #1), the weighted summed rankings for "defiant and refuses to comply with teacher's requests" exceeded all other summed rankings (See Table 4). However, "aggressive" behavior (hits, kicks, shoves), was not far behind in being identified as a problematic behavior.

Table 2

Teachers' Reported Level of Concern Regarding Students' Problematic Behavior

Student behavior	Level of concern						
	Unconcerned	Slightly concerned	Somewhat concerned	Moderately concerned	Extremely concerned	Total Responses (*n*)	*M* (*SD*)
Externalizing behaviors							
Aggressive (hits, kicks, shoves)	22	48	42	54	115	281	3.68 (1.36)
Says or does things to hurt others' feelings	8	23	34	119	97	281	3.98 (1.03)
Disrespectful to adults	5	22	43	82	128	280	4.09 (1.04)
Defiant and refuses to comply with teacher's requests	7	33	38	70	133	281	4.03 (1.14)
Hyperactive	5	23	90	106	57	281	3.67 (.95)
Stealing	31	54	39	57	100	281	3.50 (1.42)
Lying, dishonest	12	42	47	87	93	281	3.74 (1.19)
Uses foul language	49	44	50	72	65	280	3.21 (1.42)
Threatens to hurt others	36	43	30	38	133	280	3.68 (1.50)

Table 2 (continued)

Teachers' Reported Level of Concern Regarding Students' Problematic Behavior

Student behavior		Level of concern					
	Unconcerned	Slightly concerned	Somewhat concerned	Moderately concerned	Extremely concerned	Total Responses (*n*)	*M* (*SD*)
Internalizing behaviors							
Isolated, avoids and withdraws from social situations	7	50	66	83	72	278	3.59 (1.13)
Sad, hopeless	22	54	52	75	78	281	3.47 (1.29)
Anxious, worried, nervous, fearful	16	47	63	98	58	282	3.48 (1.16)
Inattentive, daydreaming, distracted	5	28	72	106	70	281	3.74 (1.00)
Poor peer relationships, trouble making friends	7	39	56	108	71	281	3.7 (1.07)
Intentionally hurts self	68	42	19	18	133	280	3.38 (1.72)

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Table 3

Number of Teachers Ranking Most Problematic Student Behaviors

	Number of teachers who ranked problematic behaviors[a]				
Challenging behavior	1 most problematic	2	3	4	5
Aggressive (hits, kicks, shoves)	71	41	17	23	17
Says or does things to hurt others' feelings	31	31	30	39	28
Isolated, avoids and withdraws from social situations	7	13	19	16	24
Disrespectful to adults	38	22	24	17	22
Defiant and refuses to comply with teacher's requests	52	53	36	34	22
Sad, hopeless	5	10	7	10	6
Anxious, worried, nervous, fearful	8	5	23	19	12
Hyperactive	10	26	19	18	19
Inattentive, daydreaming, distracted	31	32	33	14	19
Poor peer relationships and trouble making friends	10	15	24	22	28
Intentionally hurts self	11	31	16	16	6
Stealing	4	5	12	9	8
Lying and dishonest	12	13	21	23	32
Uses foul language	0	2	9	3	4
Threatens to hurt others	26	10	19	15	25
OTHER—(write in response)	2	3	2	2	2

[a]*Note*. Problems were ranked as 1 (top most problematic behavior) to 5 (5th most problematic behavior).

Summed rank scores were formed by weighting the top five problematic behaviors and then summing those weighted scores. As listed in Table 4, a large gap (over 150 points) separated the top two concerning behaviors from the following three, indicating defiance and aggression are major concerns for most teachers, much more so than those behaviors rated with lower numbers. The third most concerning behavior is "says or does things to hurt others' feelings," followed by "inattentive, daydreaming, distracted," and "disrespectful to adults."

Table 4

Top Five Most Problematic Behaviors Identified by Utah Teachers (*N*=281)

Problem behavior	Summed rank scores[a]
Defiant and refuses to comply with teacher's requests	670
Aggressive (hits, kicks, shoves)	633
Says or does things to hurt others' feelings	475
Inattentive, daydreaming, distracted	429
Disrespectful to adults	406

[a] Summed rank scores were formed by weighting the top five problematic behaviors and then summing those weighted scores.

It should be noted that participants were given the option of replacing one challenging behavior with their own idea. Participants could then rank that behavior in the top five problematic behaviors. Of the 13 who did so, six identified "unmotivated to work hard or turn in good work," four identified a variation of "lack of parent involvement and/or parent concern," and three cited student "apathy" as concerning.

Important Social Skills

The second research question asked "Which social skills do kindergarten through sixth grade teachers believe need to be taught to students in order to address challenging behaviors?" Participants indicated how important the listed social skills were to them, based on their experience and in regard to students' academic learning and social-emotional wellbeing. Using a 5-point Likert scale, they were invited to review seventeen social skills and choose from a range of "not important" to "extremely important." Table 5 summarizes teachers' responses to these questions.

Of the 295 participating teachers, only 261 rated students' social skills with the Likert scale options. As expected, the majority of teachers found most of the skills "extremely" or "moderately" important. Combined, the two categories ranged from 82% to 97% of responses for each social skill. "Following rules and instructions" was considered significantly important, with a mean of 4.69 (*SD* .76). "Effective communication" (M=4.62, *SD=.58*) and "shows respect to adults" (M=4.57, *SD=.62)* were close behind. Interestingly, "speaks up to protect others' rights" and "shows gratitude," were only "somewhat important" to 18% of participants.

The five skills checked as "extremely important" ranged from 66% to 73% of responses, respectively. In ranking order they are, "following rules and instructions" (73%), "shows respect to adults" (73%), "shows respect to other students" (70%), "conflict management and resolution" (70%), "effective communication" (66%).

After indicating the importance of each skill, teachers were asked to rank the top five most important skills for student academic and social success, according to their experience. These rankings are summarized in Table 6. In order determine the behaviors cited most often, the top five social skills were weighted. This meant that all social skills in the number one ranking

were multiplied by five. The number two rank was multiplied by four, number three by three, and so on. Because the rankings varied among all teachers, this helped researchers determine the behaviors most often identified within the top five. Prior to weighting them, the skills most selected for the top social skills were: "anger management," "following rules and instructions," "conflict management/resolution," "effective communication," and "self-management: good use of free time, seatwork, and assigned tasks."

Table 5

Teachers' Reported Rating of Important Social Skills

Social Skill	Level of importance					Total Responses	Mean (*SD*)
	Not important	Slightly important	Somewhat important	Moderately important	Extremely important		
Anger management	0	7	22	70	162	261	4.48 (.76)
Conflict management and resolution	0	1	13	66	181	261	4.64 (.59)
Following rules and instructions	0	3	6	61	191	261	4.69 (.58)
Effective communication	0	1	9	79	172	261	4.62 (.58)
Showing empathy, caring	1	3	19	105	131	259	4.40 (.71)
Coping with challenging situations	1	1	13	81	165	261	4.56 (.64)
Self-management: good use of free time, seatwork, assigned tasks	0	2	21	88	150	261	4.48 (.67)
Cooperates with others	0	3	14	102	142	261	4.47 (.65)

Table 5 (continued)

Teachers' Reported Rating of Important Social Skills

Social Skill	Level of importance					Total Responses	Mean (*SD*)
	Not important	Slightly important	Somewhat important	Moderately important	Extremely important		
Healthy peer interactions and relationships	0	0	20	108	133	261	4.43 (.63)
Shows self-respect	0	3	11	80	167	261	4.57 (.62)
Shows respect to other students	1	1	11	64	183	260	4.64 (.61)
Shows respect to adults	1	1	9	60	191	262	4.68 (.59)
Manages anxiety and stress	0	1	21	103	136	261	4.43 (.65)
Shows gratitude	1	7	40	115	97	260	4.15 (.79)
Honesty	0	4	17	77	163	261	4.53 (.69)
Shows good sportsmanship	1	2	35	124	99	261	4.22 (.73)
Speaks up to protect others' rights	0	6	42	95	118	261	4.25 (.81)

After they were weighted (see Table 7), "Conflict management and resolution" was the top identified social skill. It was followed closely by "following rules and instructions." Interestingly, though aggression was one of the top concerning behaviors, "anger management" was the fourth most identified social skill, falling in between "self-management: good use of free

time, seatwork, assigned tasks" and "coping with challenging situations." This may be because

teachers felt "conflict management and resolution" may help in reducing aggression.

Table 6

Number of Teachers Ranking Most Important Social Skills

Social Skill	Ranking of social skill[a]				
	1	2	3	4	5
Anger management	43	20	8	12	4
Conflict management/resolution	38	35	33	27	19
Following rules and instructions	42	36	26	18	20
Effective communication	23	20	19	15	18
Showing empathy/caring	7	13	13	14	14
Coping with challenging situations	18	25	19	20	24
Self-management: good use of free time, seatwork, assigned tasks	23	27	34	26	16
Cooperates with others	4	13	17	15	16
Healthy peer interactions and relationships	10	18	18	28	32
Shows self-respect	16	3	13	13	12
Shows respect to other students	4	16	16	20	19
Shows respect to adults	16	14	17	13	12
Manages anxiety/stress	1	4	12	10	18
Shows gratitude	3	2	0	2	5
Honesty	8	9	5	14	14
Shows good sportsmanship	1	0	2	1	1
Speaks up to protect others' rights	0	2	5	8	10
OTHER describe in the text box below	0	0	0	1	3

[a]*Note*. Problems were ranked as 1 (top most important social skill) to 5 (5th most important social skill).

Three teachers took the opportunity to identify their own idea for important social skills.

One said they "would put respect for self, peers, and adults on equal ground," while another

listed "respect for others." The final write-in was "commitment to doing one's best work."

As anticipated, each of the top five social skills addressed the top problematic behaviors. Coping with challenging situations and conflict and anger management address the concerns of hurting others' feelings and being aggressive. Following rules and instructions and self-management address concerns about defiance, inattention, and disrespect to adults. Each of these social skills would help the student be successful in the classroom and in dealing with peers.

Table 7

Top Five Most Identified Social Skills (*N*= 274)

Social skill	Summed rank scores[a]
Conflict management/resolution	529
Following rules and instructions	506
Self-management: good use of free time, seatwork, assigned tasks	419
Anger management	359
Coping with challenging situations	331

[a] Summed rank scores were formed by weighting the top five social skills and then summing those weighted scores.

Discussion

The following section reviews the major findings of this study in conjunction with previous research findings. Additionally, this study's limitations are identified; possibilities for future research are suggested; and implications for practice are outlined.

Major Findings

Previous research has identified teachers' perceptions of students' challenging behaviors (Gross & Pelcovitz, 2013; Harrison et al., 2012; Tillery et al., 2010) and how these behaviors are best managed in classroom settings (Nelson, 1996; Sugai and Horner, 2006; Womack et al., 2011). Previous research has also identified teachers' perceptions of students' social skills which are considered necessary and conducive to academic learning and positive interpersonal interactions (Nelson, 1996; Harrison et al., 2012).

The purpose of this research was to combine these two major areas of interest by asking teachers for their perceptions of students' most challenging behaviors which are of greatest concern in their classrooms *and* their perceptions of important social skills which they considered most critical to their students' academic and social success.

Although these two topics are important areas to discuss and are highly relevant to classroom learning environments, they are seldom addressed within the same discussion nor are they viewed as related topics (Gross & Pelcovitz, 2013; Harrison et al., 2012; Tillery et al., 2010). This research advances the breadth of previous research studies by going one step forward, asking teachers to identify positive social skills which could potentially act as replacement behaviors for negative behaviors they wish to extinguish. The research resulted in the identification of at least five behaviors teachers considered significant and concerning to student success. Additionally, teachers identified positive behaviors which teachers could

encourage in classrooms in order to promote student success.

In a previous qualitative study, teachers defined problem behavior as "…one that is just constantly reoccurring" (Tillery et al., 2010, p. 92). With this definition in mind, teachers listed antisocial and disruptive behavior, such as "…aggression, defiance, and not following the rules" (Tillery et al., 2010, p. 92). Disruptive behavior included constantly getting out of seat, ignoring directions, defiance, and other behaviors that inhibited instruction. Teachers frequently identified disrespect, tantrums, and hitting as reoccurring behavior (Tillery et al., 2010).

Additionally, Harrison et al. (2012) identified the most common problem behaviors as hyperactive and disruptive. This was manifest in students in being distracted, not following directions, talk outs, deficits in reading and handwriting, as well as overall worry. Additionally, older children and adolescents make careless errors, hurry through assignments, and lack concentration (Harrison et al., 2012).

Similarly, our research identified externalizing behaviors as the most concerning to teachers. Defiance and refusal to comply with teacher requests were identified most often. Aggression (such as hitting, kicking, and shoving) and hurting others feelings were also listed. Additionally, teachers were concerned by inattention, distraction, and disrespect to adults.

In contrast, Tillery et al. (2010), recognized positive behaviors demonstrated by students as "prosocial interactions with others and as following the rules" (Tillery et al., 2010, p. 92). Prosocial interactions include helping and respecting others, listening to others, being polite and kind. Students follow the rules by completing assignments, doing what is asked, staying on task, and following directions (Tillery et al., 2010).

Our research also identified following rules and instructions as an important positive behavior and social skill for student success. Interestingly, the important social skills identified

also addressed some of the most concerning behaviors chosen by teachers. In addition to following rules, teachers believed conflict management and resolution to be an important skill for student success. They also listed self-management (a good use of free time, seatwork, and assigned tasks), anger management, and coping with challenging situations.

These skills correspond with the five areas of social-emotional learning identified by Collaborate for Academic, Social, and Emotional Learning (CASEL) as critical to "students' optimal functioning" (Bridgeland, Bruce, & Hariharan, 2013). Where they identified self-management, we identified self- and anger management. For self-awareness, we identified "coping with challenging situations". "Following rules and instructions" corresponds with CASEL's definition of responsible decision-making. Finally, where they identified relationship skills and social awareness, we identified conflict management and resolution (Bridgeland et al., 2013).

This research study utilized commonly identified behaviors to conduct quantitative research that can be easily duplicated for future research. It identified behaviors that are not only the most common, but the most concerning. In determining the concerning behaviors, teachers helped us identify replacement behaviors for these skill deficits. These social skills can be used to create curriculum that address these concerning behaviors and will help the students be more successful both socially and academically.

Limitations

Even though this questionnaire was intended for a random sampling of teachers from across the state of Utah, only 25% of the 1,144 teachers who were invited to participate responded. Subsequently, questionnaires were completed by only a small sample of Utah's teachers. Hence, the results may or may not accurately and adequately represent the perceptions

of Utah teachers. Furthermore, despite efforts to invite teachers from various communities and diverse school demographics, those who participated may not represent the opinions of the whole.

Additionally, because this questionnaire was conducted in Utah, the data may only reflect teachers' concerns that are specific to this particular state. Generalization cannot be guaranteed when considering perceptions of teachers across the United States, particularly teachers serving in schools comprised of students from highly diverse and varied socio-economic backgrounds.

Another aspect to consider, the questionnaire was brief, listing only 15 challenging behaviors and 17 social skills. Though the questionnaire allowed teachers to fill in a few of their own responses, these options were limited and open-ended questions were not included. Although this brevity offers several positive aspects—minimal time for teachers to complete the questionnaire and quick and easy data analysis on the part of researchers, there are also drawbacks. These drawbacks include placing a limit on the breadth and depth of participants' responses. Response options may have limited and stifled opportunities for participants to fully explain their reasoning and their concerns.

Suggestions for Future Research

Future research studies may consider utilizing this type of questionnaire to determine teachers' perceptions of concerning behaviors and important social skills within a particular district or within a specific school. Additional research might assist in determining teachers' concerns in regions throughout the United States. With this information, researchers might compare and contrast teachers' concerns in various states and regions, utilizing this information to influence the content of targeted social skills curriculum.

Additionally, individual schools and districts may want to poll administrators, teachers,

parents, and students in order to determine similarities and differences in stakeholders'
perceptions of critical social skills. In addition to questionnaires, schools might also consider
offering small focus groups to further investigate stakeholders' perceptions and to gain a deeper
understanding of individual and group perceptions.

Implications for Practice

Teachers are on the front lines for identifying and addressing problem behaviors. When
given the correct tools, they can help promote student success both socially and academically. In
order to give them the tools they need, administrators and researchers need to understand the
perceptions of the teachers and the needs of the students they intend to help. This questionnaire
helped researchers identify specific replacement behaviors to promote positive behaviors in the
classroom.

Researchers can create interventions to address the most concerning behaviors.
Specifically, this research will be used to generate lesson plans and activities to enhance the
universal social skills curriculum known as *Book in a Bag*. This curriculum blends social skills
and academics by using children's literature during a regularly scheduled "read-aloud session" to
teach literacy, social studies, and social skills in the classroom (Marchant & Womack, 2010).
The top five important social skills identified by Utah teachers in this study will be taught to
students using children's literature as outlined by Book in a Bag. In this way, we hope to give
teachers the tools they need to promote positive behavior in the classroom and aid students in
their academic and social learning.

Conclusion

In summary, positive behavioral support must be more fully considered as schools
address challenging behaviors. Teachers must focus more on what they want students to do

rather than focusing on what they do not want students to do. In making this shift in thinking, those who teach and work with students must identify core social skills that are considered most important to students' academic and social success. On a local level, after identifying specific social skills, Tier 1 interventions that are preventative in nature and linked directly to teaching and encouraging identified social skills must be applied evenly across classrooms, thus promoting similar expectations for school-wide behavior.

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Appendix A

David O. McKay School of Education
Brigham Young University

Dear << Test First Name >>,

Each school day, approximately one-third of teachers' time is spent addressing student behavior problems. This takes time and effort away from academic learning.

We need your help to identify:

- Problematic student behaviors exhibited in Utah's elementary school students.
- Important social skills to address challenging behaviors in a positive way.

Please take the 10-15 minute survey accessed by the link below. Your response will help us prepare targeted classroom lesson plans to proactively address important social skills which lessen and prevent behavior problems. We will provide online access to these lesson plans, making these materials available to all Utah K-6th grade teachers.

In appreciation for your anonymous response, you will:

- Be provided with a link to **access free classroom lesson plans** which target seven social skills.
- Be given the opportunity to enter your email address into a drawing. **Five iPod shuffles** and **two Kindle Fires** are available in the drawing.

If you would like to participate in our study, please click on the link below, and you will be directed to the online survey.

Take me to the Survey

We would like to thank you in advance for your support,

Melissa A Heath, PhD
340-K MCKB Brigham Young University 84602-5093

Kimberly Weed, BA
BYU Graduate student in School Psychology

Dear << Test First Name >>,

For those of you who completed the survey: THANK YOU!

We know you are busy, but our BYU survey needs your input. Student behavior problems take time and effort away from academic learning.

Please give us your input in this 10-15 minute survey:

<div style="text-align:center">

Take me to the Survey

</div>

We have three ways to thank you:

1. At the completion of the online survey, you can enter your email address into a drawing for one of **five iPod shuffles and two Kindle Fires.**
2. The following link offers **short video clips to teach your students** appropriate behaviors: https://drive.google.com/folderview?id=0Bx9-QxTrYp3vR0xjdWJoRnVlRnc&usp=sharing
3. **At the end of the survey, we** provide a link to **access free classroom lesson plans** which target four social skills.

Thank you in advance for your support,

Melissa A Heath, PhD
340-K MCKB Brigham Young University 84602-5093

Kimberly Weed, BA
BYU Graduate student in School Psychology

Appendix B

Implied Consent Form

Melissa Heath, an associate professor in the School Psychology Program at Brigham Young University, and Kimberly Weed, a BYU graduate student in School Psychology, are conducting a survey of Utah elementary school teachers. Your email address was randomly selected from K-6 grade teachers who are employed in Utah school districts and whose email addresses are posted for public access on school internet websites. Your voluntary participation is requested. All participants who complete this 10 minute survey will be provided a link to free PDF files of classroom lesson plans which target four social skills. A link to these materials is provided at the conclusion of the survey. After completing the survey, participants may also choose to enter their email address into a drawing. Available in the drawing are five iPod shuffles and two Kindle Fires; with a maximum of one reward per each of the seven randomly selected participants. The odds of being selected for this random drawing will depend on the number of teachers who complete the survey and submit their email address to participate in the drawing (minimally, the odds are 1 in 1,144). Those participants whose emails are selected will be notified by email within six weeks of completing the survey. Your participation in this study requires the completion of an online survey that takes approximately 10 minutes of your time. Completion of the survey implies your consent to participate. Your responses are not linked to personally identifying information. You are free to exit the survey without repercussion at any time if you decide not to participate. Thank you very much for your time! If you have any questions about this study, please feel free to contact Kimberly Weed at kweed6@gmail.com or Melissa Heath at Melissa_Heath@byu.edu. You may also call and leave a phone message on Melissa's office phone: (801) 422-1235. If you have any questions about your rights as a research participant, please call or email Brigham Young University's IRB administrator at (801) 422-1461 or irb@byu.edu. Thank you, in advance, for your support.
Sincerely,

Melissa A. Heath, PhD 340-K MCKB Brigham Young University 84602-5093

Kimberly Weed, BA BYU graduate student in School Psychology

Appendix C

Teacher Survey

Q1 Gender
○ Male
○ Female

Q2 Age

Q3 Highest completed degree
○ Bachelor's degree
○ Master's degree
○ Doctoral degree

Q4 What grade do you currently teach? If teaching multiple grades, check all that apply.
❑ Kindergarten
❑ First
❑ Second
❑ Third
❑ Fourth
❑ Fifth
❑ Sixth

Q5 Are you currently teaching students with special education needs?
○ Yes
○ No

Q6 In previous years, have you taught student with special education needs?
○ Yes
○ No

Q7 Are you licensed as a Special Education teacher?
❑ Yes
❑ No

Q8 How many years have you been teaching? Type in the number of years (count part time as a full year)

Q9 Where is your school located?
○ Rural
○ Suburban
○ Urban

Q10 In which type of school are you teaching?
○ Public
○ Charter
○ Private

Q11 What percentage of students in your school receive free or reduced lunches?
- ○ Less than 25%
- ○ 25% to 75%
- ○ More than 75%
- ○ Not sure

Q12 How many students are enrolled in your current classroom? Type in the number of students.

Q13 We are interested in which student behaviors are of greatest concern to you as a teacher. We are also interested in identifying important social skills to address challenging behaviors in a positive and proactive way. This survey

lists phrases that describe students' classroom behaviors and social skills. Based on your teaching experience, indicate your level of concern regarding each classroom behavior listed below:

	Unconcerned	Slightly concerned	Somewhat concerned	Moderately concerned	Extremely concerned
Aggressive (hits, kicks, shoves)	❍	❍	❍	❍	❍
Says or does things to hurt others' feelings	❍	❍	❍	❍	❍
Isolated, avoids and withdraws from social situations	❍	❍	❍	❍	❍
Disrespectful to adults	❍	❍	❍	❍	❍
Defiant and refuses to comply with teacher's requests	❍	❍	❍	❍	❍
Sad, hopeless	❍	❍	❍	❍	❍
Anxious, worried, nervous, fearful	❍	❍	❍	❍	❍
Hyperactive	❍	❍	❍	❍	❍
Inattentive, daydreaming, distracted	❍	❍	❍	❍	❍
Poor peer relationships, trouble making friends	❍	❍	❍	❍	❍
Intentionally hurts self	❍	❍	❍	❍	❍
Stealing	❍	❍	❍	❍	❍
Lying, dishonest	❍	❍	❍	❍	❍
Uses foul language	❍	❍	❍	❍	❍
Threatens to hurt others	❍	❍	❍	❍	❍

Q14 Identify the top 5 behaviors that are of greatest concern to you. Drag and drop the five problem behaviors into the boxes listed below, with # 1 being the behavior that concerns you the very most. Only select 5 behaviors.

#1 TOP problematic behavior	2nd most problematic behavior	3rd most problematic behavior	4th most problematic behavior	5th most problematic behavior
_____ Aggressive (hits, kicks, shoves) _____ Says or does things to hurt others' feelings _____ Isolated, avoids and withdraws from social situations _____ Disrespectful to adults _____ Defiant and refuses to comply with teacher's requests _____ Sad , hopeless _____ Anxious, worried, nervous, fearful _____ Hyperactive _____ Inattentive, daydreaming, distracted _____ Poor peer relationships and trouble making friends _____ Intentionally hurts self _____ Stealing _____ Lying and dishonest _____ Uses foul language _____ Threatens to hurt others _____ OTHER-- describe in the text box below	_____ Aggressive (hits, kicks, shoves) _____ Says or does things to hurt others' feelings _____ Isolated, avoids and withdraws from social situations _____ Disrespectful to adults _____ Defiant and refuses to comply with teacher's requests _____ Sad , hopeless _____ Anxious, worried, nervous, fearful _____ Hyperactive _____ Inattentive, daydreaming, distracted _____ Poor peer relationships and trouble making friends _____ Intentionally hurts self _____ Stealing _____ Lying and dishonest _____ Uses foul language _____ Threatens to hurt others _____ OTHER-- describe in the text box below	_____ Aggressive (hits, kicks, shoves) _____ Says or does things to hurt others' feelings _____ Isolated, avoids and withdraws from social situations _____ Disrespectful to adults _____ Defiant and refuses to comply with teacher's requests _____ Sad , hopeless _____ Anxious, worried, nervous, fearful _____ Hyperactive _____ Inattentive, daydreaming, distracted _____ Poor peer relationships and trouble making friends _____ Intentionally hurts self _____ Stealing _____ Lying and dishonest _____ Uses foul language _____ Threatens to hurt others _____ OTHER-- describe in the text box below	_____ Aggressive (hits, kicks, shoves) _____ Says or does things to hurt others' feelings _____ Isolated, avoids and withdraws from social situations _____ Disrespectful to adults _____ Defiant and refuses to comply with teacher's requests _____ Sad , hopeless _____ Anxious, worried, nervous, fearful _____ Hyperactive _____ Inattentive, daydreaming, distracted _____ Poor peer relationships and trouble making friends _____ Intentionally hurts self _____ Stealing _____ Lying and dishonest _____ Uses foul language _____ Threatens to hurt others _____ OTHER-- describe in the text box below	_____ Aggressive (hits, kicks, shoves) _____ Says or does things to hurt others' feelings _____ Isolated, avoids and withdraws from social situations _____ Disrespectful to adults _____ Defiant and refuses to comply with teacher's requests _____ Sad , hopeless _____ Anxious, worried, nervous, fearful _____ Hyperactive _____ Inattentive, daydreaming, distracted _____ Poor peer relationships and trouble making friends _____ Intentionally hurts self _____ Stealing _____ Lying and dishonest _____ Uses foul language _____ Threatens to hurt others _____ OTHER-- describe in the text box below

Q15 If you chose "OTHER" (above), please describe that behavior.

Q16 Based on your experience, in regard to students' academic learning and social-emotional wellbeing, how important are each of the following social skills?

	Not important	Slightly important	Somewhat important	Moderately important	Extremely important
Anger management	○	○	○	○	○
Conflict management and resolution	○	○	○	○	○
Following rules and instructions	○	○	○	○	○
Effective communication	○	○	○	○	○
Showing empathy, caring	○	○	○	○	○
Coping with challenging situations	○	○	○	○	○
Self-management: good use of free time, seatwork, assigned tasks	○	○	○	○	○
Cooperates with others	○	○	○	○	○
Healthy peer interactions and relationships	○	○	○	○	○
Shows self-respect	○	○	○	○	○
Shows respect to other students	○	○	○	○	○
Shows respect to adults	○	○	○	○	○
Manages anxiety and stress	○	○	○	○	○
Shows gratitude	○	○	○	○	○
Honesty	○	○	○	○	○
Shows good sportsmanship	○	○	○	○	○
Speaks up to protect others' rights	○	○	○	○	○

Q17 Please identify the top 5 social skills that are of greatest importance to you. Drag and drop the five most important social skills into the boxes listed below, with # 1 being the social skill that is of greatest importance to you. Only select 5 social skills.

#1 Top social skill	2nd most important social skill	3rd most important social skill	4th most important social skill	5th most important social skill
_____ Anger management	_____ Anger management	_____ Anger management	_____ Anger management	_____ Anger management
_____ Conflict management/resolution	_____ Conflict management/resolution	_____ Conflict management/resolution	_____ Conflict management/resolution	_____ Conflict management/resolution
_____ Following rules and instructions	_____ Following rules and instructions	_____ Following rules and instructions	_____ Following rules and instructions	_____ Following rules and instructions
_____ Effective communication	_____ Effective communication	_____ Effective communication	_____ Effective communication	_____ Effective communication
_____ Showing empathy/caring	_____ Showing empathy/caring	_____ Showing empathy/caring	_____ Showing empathy/caring	_____ Showing empathy/caring
_____ Coping with challenging situations	_____ Coping with challenging situations	_____ Coping with challenging situations	_____ Coping with challenging situations	_____ Coping with challenging situations
_____ Self-management: good use of free time, seatwork, assigned tasks	_____ Self-management: good use of free time, seatwork, assigned tasks	_____ Self-management: good use of free time, seatwork, assigned tasks	_____ Self-management: good use of free time, seatwork, assigned tasks	_____ Self-management: good use of free time, seatwork, assigned tasks
_____ Cooperates with others	_____ Cooperates with others	_____ Cooperates with others	_____ Cooperates with others	_____ Cooperates with others
_____ Healthy peer interactions and relationships	_____ Healthy peer interactions and relationships	_____ Healthy peer interactions and relationships	_____ Healthy peer interactions and relationships	_____ Healthy peer interactions and relationships
_____ Shows self-respect	_____ Shows self-respect	_____ Shows self-respect	_____ Shows self-respect	_____ Shows self-respect
_____ Shows respect to other students	_____ Shows respect to other students	_____ Shows respect to other students	_____ Shows respect to other students	_____ Shows respect to other students
_____ Shows respect to adults	_____ Shows respect to adults	_____ Shows respect to adults	_____ Shows respect to adults	_____ Shows respect to adults
_____ Manages anxiety/stress	_____ Manages anxiety/stress	_____ Manages anxiety/stress	_____ Manages anxiety/stress	_____ Manages anxiety/stress
_____ Shows gratitude	_____ Shows gratitude	_____ Shows gratitude	_____ Shows gratitude	_____ Shows gratitude
_____ Honesty	_____ Honesty	_____ Honesty	_____ Honesty	_____ Honesty
_____ Shows good sportsmanship	_____ Shows good sportsmanship	_____ Shows good sportsmanship	_____ Shows good sportsmanship	_____ Shows good sportsmanship
_____ Speaks up to protect others' rights	_____ Speaks up to protect others' rights	_____ Speaks up to protect others' rights	_____ Speaks up to protect others' rights	_____ Speaks up to protect others' rights
_____ OTHER describe in the text box below	_____ OTHER describe in the text box below	_____ OTHER describe in the text box below	_____ OTHER describe in the text box below	_____ OTHER describe in the text box below

Q18 If you chose "OTHER" (above), please describe that social skill.

Q19 Optional: Which children's books would you recommend for teaching social skills?

Q20 Thank you for completing this survey. Please list your email address if you want to participate in the drawing for one of the five iPod shuffles and two Kindle Fires (a maximum of one reward per randomly selected participant). All who participate in this survey will have the opportunity to enter this drawing. 1,144 Utah elementary school teachers were invited to participate. If your email address is selected, we will email you to announce your prize and ask for an address. We will mail the iPod shuffle or Kindle Fire to the provided address. NTER YOUR EMAIL ADDRESS:

Q21 As a thank you for your participation, the following internet link contains resources and lesson plans for elementary classroom presentations on social skills. http://guides.lib.byu.edu/bookinabag