



## Request for Human Subjects Review

Complete both Part I and Part II of this application. Return to Human Subjects Review Committee, SUNY Fredonia, E 230 Thompson Hall. Phone: 716 673-3528; FAX 716 673-3802.

### Part I

Project Name: *The Effects of the Versus Game on Talk-outs in a 6<sup>th</sup> Grade English as a Second Language Inclusive Classroom*

Principal Investigator #1: Kevin Kaplin

Check one of the following: ☐ Faculty/Staff Principal Investigator

☒ Student Principal Investigator

Signature of Principal Investigator #1 \_\_\_\_\_

School District: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Primary Address: \_\_\_\_\_

, Fredonia NY, 14063

Email Address: \_\_\_\_\_

Principal Investigator #2: \_\_\_\_\_

Check one of the following: ☒ Faculty/Staff Principal Investigator

☐ Student Principal Investigator

Signature of Principal Investigator #2 \_\_\_\_\_

Department: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Campus Address: \_\_\_\_\_

Email Address: \_\_\_\_\_

(Additional Principal Investigators' information should be in the same format on an attached sheet.)

STUDENT PRINCIPAL INVESTIGATORS MUST LIST THE SUPERVISING FACULTY MEMBER AND HAVE THE FACULTY SPONSOR SIGN THE FACULTY VERIFICATION THAT APPEARS BELOW.

Faculty Sponsor: \_\_\_\_\_

**Faculty Verification:** I have read this student's Application for Human Subjects (Part I and Part II). I accept responsibility for the manner in which this study will be carried out. I am convinced that benefits from this research outweigh any risks.

\_\_\_\_\_  
Signature of Faculty Sponsor

Number of Subjects: 16

Type of Subjects: 8 Male 8 Female

Check all that apply: ☐ Adults, note the age range: \_\_\_\_\_

**Special subjects** (Protected classes)

☐ Pregnant women

☒ Children (<18 years of age)

☒ Individuals with disabilities

☐ Prisoners

## Graduate Student Protocol Exemplar

**X** Other vulnerable group **English Language Learners, IEP plans, & 504 plans**

### Type of Procedures:

Check all that apply

\_\_\_\_ Review of records

### X Observation

## Videotaping

\_\_\_\_ Threats/Embarrassment

\_\_\_\_ Standardized Tests

**X** Other (specify) **Consumer satisfaction survey**

## \_\_\_\_ Interview

\_\_\_ Audio taping

\_\_\_\_ Photographs

\_\_\_\_ Survey (mail-in, phone, in-person, in-class, on-line)

\_\_\_\_ Recording of identifiable personal data

### n survey

\_\_\_\_\_Hypnosis

## Deception

\_\_\_\_ Self-disclosure

**Where will research take place?**      X   Off campus    Indicate place

\_\_\_ On campus Indicate place \_\_\_\_\_

**Time and Length:** Date study will begin: [REDACTED] Date study will end: [REDACTED]

**Will subjects be compensated?**      X   No                             Yes  
If yes, specify nature and/or amount \_\_\_\_\_

Under what terms will subjects be compensated:\_\_\_\_\_

### Who will obtain consent? Adam J. Bellows, Colleague at

**I have completed the CITI On-Line Human Subjects Protection Training. A Certificate (or copy) is:**  
(Circle one)

on file in the Research Office.

**Attached (Appendix A).**

**NOTE:** For students, the supervising faculty member must also have completed the training.

### Committee Use Only

Type of Review:     \_\_\_ Exempt     \_\_\_ Expedited     \_\_\_ Full Committee     \_\_\_ Emergency

Approval Date \_\_\_\_\_ Closure date: \_\_\_\_\_

Memorandum received:

Starting Research: \_\_\_\_\_Yes \_\_\_\_\_No

Ended Research: \_\_\_\_\_ Yes \_\_\_\_\_ No

## Application for the Use of Human Subjects - Part II

Please address each numbered item in the order given. Incomplete applications will be returned to the principal investigator. If there are sections that are not applicable to your research, please explain why. Use the following as your guide:

1. Name the principal investigator. Describe his/her qualifications and any relevant experiences; attach a copy of the vitae of the principal investigator and faculty sponsor, if appropriate. If a student has been identified as the principal investigator, the role of the faculty sponsor(s) in guaranteeing compliance with the procedures outlined in this application as well as compliance with the regulations governing the use of human subjects must be mentioned.

Faculty sponsors should meet with student researchers to review human subjects protection and to monitor data collection.

**Kevin Kaplin, a graduate student in the MSED program in Curriculum and Instruction, will act as principal investigator. Kevin currently teaches 6th Grade Social Studies at [REDACTED] and has successfully completed two graduate research classes (EDU 570 & EDU 660). He is currently enrolled in EDU 690, Conducting Educational Research. Additional background information is provided in Mr. Kaplin's resume (see Appendix A).**

**[REDACTED] will serve as the faculty sponsor for the proposed investigation. [REDACTED] has a long history of advising undergraduate and graduate research projects, and has completed a number of applied research projects involving the use of group contingencies and incentives.**

2. Explain the procedures involved to carry out your in detail. What is the overall goal of your study and what are your specific objectives? What will you do? What will the subjects do? A list of the steps in your study is often helpful. It is important that you describe your research protocol in enough detail that an uninformed reader can understand what is involved in your research project.

**The study will be implemented during regularly scheduled social studies classes that meet each day for 40 minutes. Students will be assigned seats and will sit in straight rows facing the front of the classroom. The general education teacher (Kevin Kaplin) will do most of the whole class instruction, while the ESL teacher will assist individual students with translations. The primary purpose of this study is to examine the impact of a game called "Versus" on the talking out behavior of a 6<sup>th</sup> grade social studies class. Versus was adapted from a motivational procedure, similar to the Good Behavior Game, developed by Golly (2006). The game consists of a T-chart that incorporates both students and teachers. One column is designated for students and the other for the teacher. The T-chart is drawn on a large white board in the front of the classroom, so students can see the results. Each time students raise their hands before and wait to be called on before speaking, they will receive a point; the point will be marked on the "student" side of the scoreboard. If a talk-out occurs (i.e., speaking out without raising hand or not waiting to be called on before speaking), then a tally mark will be made under the "teacher" column. At the end of the period the numbers of tallies on both sides will be counted and the side with the most tallies will "win" that day (Golly, 2006). To win the game overall, students must beat the teacher with a 5:1 ratio. That is, if the teacher has five points as a result of five talk outs, then students must earn 25 or more points (by raising their hands) in order to win for the day. If pupils defeat**

### Graduate Student Protocol Exemplar

the teacher, then they will receive a ticket that can be redeemed later for prizes in the prize box. Each prize will be worth a pre-determined number of tickets and will be posted on a reward menu that is displayed publicly in class. Therefore, students will need to save tickets from day to day in order to achieve their goal.

The Versus game will be played each day during teacher-led instruction. The primary investigator, Kevin Kaplin, will direct content-related questions to the entire class and students will be expected to raise their hands and wait to be called on to answer questions. After each question, the investigator will provide “wait time” (i.e., 5 to 10 seconds) to give students an opportunity to develop a response. The investigator will then choose students who raised their hands and waited to respond. The investigator will also provide positive and corrective feedback contingent on pupils’ responses.

To ensure that Versus will be implemented with a high degree of accuracy a 10-item, fidelity checklist containing all steps necessary to implement the game will be developed (see Appendix B). This checklist will be used by the investigator as a *guide* when initially training students (i.e., short 10-20 minute session) to use the game. The investigator will make sure to define what constitutes inappropriate talk-outs and appropriate hand-raising and will provide ample examples to model its use. To make sure that the investigator is implementing the game correctly over the course of the investigation, a second teacher who is unaware of the study purpose will observe Versus implementation during 25% of the intervention session across both experimental phases and note the procedural steps that were present and absent. Fidelity of implementation will then be calculated by dividing the number of components present by the number of components present and absent times 100%. It is anticipated that the intervention will be implemented with at least 90% accuracy over the course of the study.

3. Describe the individuals who will participate in your study, noting their age (or age ranges), gender, ethnic background, and health status (if known). Mention other characteristics that make your subjects identifiable (for example, “elderly males living in supervised living arrangements in rural Chautauqua County”). There are protected classes of subjects (i.e., pregnant women, children under the age of 18 years, individuals with disabilities, prisoners, and any individual viewed as vulnerable). If your subject pool includes members of these protected classes or has the potential for inclusion of these protected classes, full Human Subjects Review Committee review will be necessary and the more complete your Request for Review, the more likely a timely approval will be issued.

Student participants will be selected from an intact inclusive, English as a Second Language (ESL) 6<sup>th</sup> grade Social Studies class. The class is located in a small urban culturally and linguistically diverse middle school in Western New York. The middle school is comprised of 49% White, 39% Hispanic, 11% African American, and 1% Native American and Asian-American respectively. Approximately 8% of the students in the middle school are labeled Limited English Proficient (LEP) and about 72% receive free or reduced meals (New York State Education Department Report Card, 2007).

Sixteen 6<sup>th</sup> grade students (8M, 8F) enrolled in one social studies class at [REDACTED] will participate. Pupils will range in age from 10 through 14 and will include Caucasian, Hispanic and African American youngsters. Five students are labeled English Language Learners (ELL); 3 are both ESL and have IEPs, and one student has a 504 Plan. The majority of students receive free and reduced meals and some have had academic and behavioral problems in the past. At the time of

## Graduate Student Protocol Exemplar

**this study, the class was engaging in an excessive number of disruptive talk outs. This has interfered with instruction and has often led to students being excluded from class. Versus will be played with everyone in class, but formal data will only be collected on students who provide individual and parental consent.**

4. Identify the data you hope to collect and how you will collect those data. Mention all instruments you will use and **attach a copy of these instruments to your application**. Please note that if you are using a piece of equipment, you just need to describe that equipment. Describe how you will use the information you collect; that is, to further research on your topic, to further research, to provide some form of treatment, to improve student performance, etc. Describe what will happen to the data/videotapes/audiotapes you collect upon the completion of the study.

**There will be two primary dependent variables in the proposed study: (a) the number of inappropriate talk-outs during each 40-minute class session, and (b) pupil responses to a consumer satisfaction survey. Talk-outs will be defined using exemplars provided by Lohrmann, (2004). That is, talk-outs will include: (a) any vocalizations that are out of turn such as shouting out answers, talking to peers, and making inappropriate noises and (b) talking out before being called on when their hands are raised. The primary investigator, Kevin Kaplin chose to define talk-outs in this way because of their frequent occurrences during the current school year. The primary investigator will use a golf counter to collect frequency data. Each time students talk-out (as defined above) the teacher will privately click the counter. At the end of each 40 minute session he will divide the number of inappropriate talk-outs by 40 (minutes) to yield a percentage of talk outs per minute.**

**To ensure that data are being collected reliably, Adam J. Bellows, will *independently* record the number of talk-outs using a second golf counter during 25% of the sessions. At the end of the period the observer and researcher will compare golf counters. When the same numbers of talk-outs were recorded by both individuals, the session will be scored as an agreement (A). If the two individuals differed on the number of talk-outs, the session will be marked as a disagreement (D). Inter-rater reliability will be calculated using the following formula: number of agreements divided by the number of agreements plus disagreements times 100%. It is anticipated that data will be collected with at least 85% reliability, thereby suggesting that findings are trustworthy.**

**The second dependent variable will be students' mean ratings on a 20-item Consumer Satisfaction Survey that will be completed *independently* and *anonymously* at the end of the study (see Appendix C). This survey will ask students to rate the Versus game in terms of: (a) the *importance* of its goals, (b) *acceptability* of its procedures, and (c) *satisfaction* with its outcomes. These data will be aggregated and presented as mean ratings by item. It is anticipated that students will see great value in Versus goals, will enjoy Versus procedures, and will be quite satisfied with study outcomes.**

**An A-B-A-B withdrawal of treatment design will be used to examine the effects of Versus on the number of talk-outs. This design is capable of demonstrating a cause and effect relationship by showing that the number of talk out changes, *when and only when*, the intervention is applied and withdrawn (Kennedy, 2005). During initial baseline sessions, social studies instruction will follow "normal" instructional procedures. That is, each session will start with a bell ringer on the projection screen. The investigator will then review the bell ringer with the class using white boards. The majority of instruction will involve teacher-led lecture and discussion with students**

## Graduate Student Protocol Exemplar

following along using guided notes. During teacher-led instructional activities, students will be expected to raise their hands and wait to be called on before speaking. Baseline data will be collected for one week or until a stable data pattern emerges.

After data are stable, pupils will be trained to use Versus during a 10-20 minute training session. Once they understand game procedures, formal intervention data collection will begin. A typical Versus session will proceed as follows: Students will initially be reminded of game rules regarding hand raising and waiting before speaking. A white board will be used to provide visual feedback regarding student performance. Points will be recorded on both the student and teacher sides of the T chart and will be tallied at the end of each session to determine if the teacher or students won that day. On days that students meet or exceed the 5:1 point ration, tickets will be distributed to all class members. Tickets can be redeemed at a later date for items contained on a class reward menu. If the students do not meet the 5:1 criteria, they will not receive a ticket for that day.

5. Describe how you will recruit subjects for your study and how you will handle obtaining their informed consent for participation. Informed consent is one of the most important components of conducting research that involves living human subjects. State who will obtain consent and what information on your study will be provided to potential subjects. Federal regulations mandate that if a research study involves subjects under 18 years of age, consent must be obtained from the parent or legal guardian AND the minor child. You must have two separate forms when minor children are involved in your research: a parent form and a child consent form. Here at *Fredonia*, a child's consent form must be included in research protocol involving children ages 5 to 17 years. The language used in a minor child consent form must be appropriate to the age of the child. **You must attach a copy of all consent forms to your application.**

To ensure that your consent forms meet federal standards, please include

- a. a statement that this is research
- b. the purpose of your study
- c. a description of your procedures
- d. how long subjects will be involved in your study
- e. both the potential benefits and the risks and/or discomforts of participants
- f. any alternatives to the treatment you provide, if appropriate
- g. how confidentiality of subjects and their data will be maintained
- h. a statement that participation is voluntary and that the subjects can withdraw at any time without penalty; and
- i. the names and phone numbers of contact people for your study.

Students will be recruited for participation from one of the investigator's 6<sup>th</sup> grade social studies classes. Initially, the investigator discussed the project with the building administrator and received his approval to conduct the study (see Appendix D). The study will then be explained by the second adult, Adam J. Bellows, who will explain that Versus will be played in class over the next few months and that the investigator will need student and parent consent to use any data that are collected during the study. Students will be told explicitly that Versus will be played with everyone in class, but that only those students who provide individual and parent consent will permit the investigator to use their results. They will be told that participation is strictly *voluntary*, that they can drop out at any time, and that there will be no adverse consequences if they do not participate. After explaining the purpose and procedure of the study, the second adult will ask those

## Graduate Student Protocol Exemplar

**students who would like to participate to sign individual consent forms (see Appendix E). Parent consent forms, one written in English and one in Spanish (see Appendix E & F), will then be sent home to all students who provide individual consent.**

6. This component contains four parts:
  - a. Identify any potential risks: physical, psychological, social, legal, or another type of risk. Mention the likelihood of these risks occurring and their seriousness. Describe alternative treatments that might be advantageous to the subjects.
  - b. Where appropriate, state how you will ensure that your subjects receive necessary medical or professional intervention if they have adverse effects to your treatment/research protocol.
  - c. Tell how you will maintain the safety of your subjects during your study.
  - d. If there are risks in your study, tell how the risks are balanced by the benefits to be gained by the subjects from their participation in your study. Also mention the relationship of the risks to the knowledge that will be gained from your study.

**Any time one intervenes in a classroom, there is a possibility that some students may not benefit from the intervention as much as others and/or that some students may even do worse when the intervention is in effect. The investigator has taken a number of steps to minimize the likelihood that this will occur in his classroom. First, he selected a classroom intervention that has procedural components (i.e., team competition, public posting of points, and contingent rewards) that have an extensive body of empirical support. The most closely related “evidence-based practice” to Versus is an intervention called the Good Behavior Game. To date, there have been a number of well-controlled experimental studies that have found that GBG produced significant improvements in pupils’ academic and behavioral performance (e.g., Barrish, Saunders, & Wolf, 1969; Darveaux, 1984; Kellam. Shepard, et al., 2008; Stage & Quiroz, 1997). Second, the investigator selected one target behavior that is critical for school success, (i.e., active participation in class by raising hands to answer questions). By raising their hands and waiting to be called on before answering questions, the class will be more productive and less disruptive. Third, the investigator will be using a *formative* data collection system to aggregate and monitor pupil performance. As such, he will know *on an ongoing basis* what impact Versus is having on pupil performance. Comparisons between baseline and intervention conditions will allow the investigator and faculty sponsor to assess Versus’ effectiveness immediately and to respond appropriately (e.g., terminating or adapting the intervention) if and when necessary. Finally, the investigator will be assessing social acceptability of Versus. Although he will do this formally at the end of the investigation, he will continue to monitor anecdotal pupil feedback about the game. There are no other potential physical, psychological, social, legal or other types of risk in this study.**

7. If your study deals with a sensitive issue and/or the data you collect deals with criminal acts, sexual conduct and behavior, drug and alcohol use, sensitivity and awareness to potential risks, and/or liabilities to your subjects, you will need to clearly state the precautions taken to minimize risks or liabilities.

**Not applicable**

## Graduate Student Protocol Exemplar

8. Mention how you will prevent any risk to violating the confidentiality of the subjects involved in your study.

**The following measures will be taken in order to prevent any risk of violating confidentiality. First, data collection forms will not include pupils' real names. Rather, numbers will be assigned to each individual pupil and will be used on "hard" copies as well as in the electronic data system (i.e., excel spreadsheets). All hard copy data will be stored in a locked filing cabinet in the investigator's classroom while electronic data will be maintained on his home computer with a secret password. Finally, all data will be destroyed within 12 months of completing Master's Project.**

### Appendix B

#### Versus (Fidelity Checklist)

Teacher: _____	Date: _____
School: _____	Observer: _____
Time Session Begins: _____	Time Session Ends: _____

#### ***General Directions:***

After observing the class session for a minimum of 20 minutes, check **Yes** next to each item that was present during your observation. Check **No** if a particular activity was not present during your observation.

<b><i>Instructional Activities</i></b>	<b><u>Yes</u></b>	<b><u>No</u></b>
1. Teacher reviews class and game rules.	_____	_____
2. Teacher has a T-chart visible to for the students	_____	_____
3. Teacher makes check marks for teams when a student raises their hand.	_____	_____
4. Teacher makes a check mark for teams when a students talks out.	_____	_____
5. Teacher records student points on scoreboards.	_____	_____
6. Teacher announces daily class point totals.	_____	_____
7. Teacher provides tickets to the winning team.	_____	_____

*Sub-Total*                      \_\_\_\_ / 7 = \_\_\_\_ %

Anecdotal

Comments: \_\_\_\_\_

\_\_\_\_\_

## Appendix C

### Consumer Satisfaction Survey Versus

#### Directions:

Please read each item aloud to your students and ask them to *circle the number* that best represents their feelings about that particular item. Emphasize the importance of completing the rating *individually and privately*.

#### ***I. Importance of Instructional Goals***

1. How important is it for you to do well in **Social Studies**?

1	2	3	4	5
Not at all		somewhat important		very important

2. How important is it for **other students** in your class to do well in Social Studies?

1	2	3	4	5
Not at all		somewhat important		very important

3. How important is it for all students to **ask and answer questions** in class?

1	2	3	4	5
Not at all		somewhat important		very important

4. How important is it for you to **raise your hand** in Social Studies?

1	2	3	4	5
Not at all		somewhat important		very important

#### ***II. Acceptability of Instructional Procedures***

5. How much did you like **competing against your teacher** daily?

1	2	3	4	5
Didn't like it		somewhat liked it		liked it a lot

## Graduate Student Protocol Exemplar

6. How much did you like **earning points for raising your hand**?

1	2	3	4	5
Didn't like it		somewhat liked it		liked it a lot

7. How much did you like **earning prizes** for following the rules?

1	2	3	4	5
Didn't like it		somewhat liked it		liked it a lot

### ***III. Satisfaction with Strategy Outcomes***

8. How satisfied are you with **your overall performance** in Social Studies?

1	2	3	4	5
Not at all		somewhat satisfied		very satisfied

9. How satisfied are you with your performance when using the **Versus**?

1	2	3	4	5
Not at all		somewhat satisfied		very satisfied

10. How much did the game Versus **help you learn** social studies content better?

1	2	3	4	5
Not at all		some		a lot

11. How much did the game Versus help you to **raise your hand** in class?

1	2	3	4	5
Not at all		some		a lot

12. Does Versus seem like something that **should be done** in other classes?

1	2	3	4	5
Not at all		maybe		definitely should

13. Could Versus **be harmful** to other students?

1	2	3	4	5
Not at all		maybe		definitely could

## Graduate Student Protocol Exemplar

16. Overall, what did you think of **Versus**?

1	2	3	4	5
Didn't like at all		liked somewhat		liked it a lot

Additional Comments/Suggestions:

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### **Appendix D** **Administrative Approval Letter**

This section contained a scan of a note from the building principal, with his signature, acknowledging he knows of the project and approves of it.

### **Appendix E** **Student Consent Form**

#### ***The Effects of Whole Group Reinforcement on Talk-outs in an English as a Second Language Inclusive Classroom***

Along with a faculty advisor from SUNY Fredonia, I will be completing a research study over the next 10 weeks determining if competition can make students raise their hands regularly and limit the amount of talk outs in the classroom.

A research study is a way to learn more about people and the effectiveness of teaching strategies. For this study, we will be implementing the game **Versus**. Each week your class will compete against the teacher and will be evaluated on raising your hands each day throughout the week. At the end of the day whoever has the most points will receive a ticket; that can later be redeemed for a reward.

If you decide that you want to be part of this study, you will be asked to participate in social studies as you usually would, then complete a survey at the end of the quarter giving feedback on what you thought of the study. If you decided that you do not want to be a part of this study, you will still participate in **Versus**, however, your data will not be collected for the purpose of the study.

Not everyone who takes part in this study will benefit. A benefit means that something good happens to you. Overall, it is thought that the benefits might include increased motivation to participate in discussion and eliminate talk outs. There are some potential risks that may occur as well. You may feel peer pressured into participating in classroom discussions. If you feel that this peer pressure is affecting you in any way, please talk to Mr. Kaplin immediately so he can intervene in the situation.

### Graduate Student Protocol Exemplar

When the study is finished a report will be written about what was learned. This report will not include your name or that you were in the study.

You can ask questions about this study at any time. If you have questions or decide you want to stop being in this study, please talk to Mr. Adams or Mr. Burnside. Additionally, you may also contact the following individuals if you have any questions.

Kevin Kapin  
Social Studies Teacher

[REDACTED]  
SUNY Fredonia Faculty Member  
Acting as Faculty Investigator

If you have questions regarding your rights as a research subject, you may contact Maggie Bryan-Peterson, Human Subjects Administrator at [petersmb@fredonia.edu](mailto:petersmb@fredonia.edu) or at 716-673-3528. You may also contact her about any problems, complaints, or concerns related to this research study.

I, \_\_\_\_\_, want to be involved with Mr. Kaplin's research study described in this form.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix F

### Parent Consent Form (English)

#### *The Effects of the Versus Game on Talk-outs in an English as a Second Language Inclusive Classroom*

### INTRODUCTION

Your child has been invited to join a research study to look at the effects positive reinforcement and competitive group contingencies have on academic behavior and performance. Please take whatever time you need to discuss the study with your family and friends, or anyone else you wish to. The decision to let your child join, or not to join, is up to you. In this research study, students will be investigated if participation and raising of hands would be effected if placed in a competition against the teacher.

### WHAT IS INVOLVED IN THE STUDY?

Your child will be asked to partake in social studies class as he/she regularly would. This study is designed to see how students' academic behaviors change, if at all, when placed in a competition. Each day students will compete against the teacher. The criteria will consist of raising their hands and partaking in discussion. At the end of the study, your child will be asked to take a short survey with questions on the effects of the intervention. The survey is anticipated to take no more than 10 minutes.

### RISKS

Mr. Kaplin anticipates no more risk from being in this study than your child would encounter while doing regular classroom activities. While it is possible that he/she may get some subtle peer pressure to participate in class discussions and to raise their hand, it is highly unlikely that this pressure will be overly negative. I will be monitoring the situation carefully and will respond immediately should any negative peer pressure occur.

## Graduate Student Protocol Exemplar

### **BENEFITS TO TAKING PART IN THE STUDY?**

It is reasonable to expect increased student motivation and participation with their peers during this study. Mr. Kaplin also anticipates students' adherence to classroom rules to increase. We cannot guarantee that your child will personally experience benefits from participating in this study. However, others may benefit in the future from the information we find in this study.

### **CONFIDENTIALITY**

Your child's name will not be used at any point during the study, including data collection and when the study is published. Every effort will be made to keep all information related to your child confidential.

The following steps will be taken to keep information confidential, and to protect it from disclosure:

- Anonymous data collection forms
- All data stored in a locked filing cabinet
- All collected data destroyed within 12 months of completion of research

### **YOUR RIGHTS AS A RESEARCH PARTICIPANT?**

Participation in this study is voluntary. Your child has the right not to participate at all or to leave the study at any time. Deciding not to participate or choosing to leave the study will not result in any penalty or loss of benefits to which your child is entitled, and it will not harm his/her relationship with Mr. Kaplin. If your child decides to leave the study, your child's data will be removed from any papers or projects published by Mr. Kaplin.

### **CONTACTS FOR QUESTIONS OR PROBLEMS?**

You may ask questions about this study at any time. The researchers conducting this study are:

Kevin Kaplin  
Social Studies Teacher

[REDACTED]  
SUNY Fredonia Faculty Member  
Acting as Faculty Investigator

If you have questions regarding your child's rights as a research subject, you may contact Maggie Bryan-Peterson, Human Subjects Administrator at [petersmb@fredonia.edu](mailto:petersmb@fredonia.edu) or at 716-673-3528. You may also contact her about any problems, complaints, or concerns related to this research study.

### **Permission for a Child to Participate in Research**

As parent or legal guardian, I authorize \_\_\_\_\_ (child's name) to become a participant in the research study described in this form.

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Parent or Legal Guardian's Signature

Date

## Appendix G

### Parent Consent Form (Spanish)

#### *The Effects of the Versus Game on Talk-outs in an English as a Second Language Inclusive Classroom*

#### **INTRODUCCION**

Su hijo ha sido invitado a participar en un estudio de investigación para examinar los efectos de refuerzo positivo y contingencias grupo competitivo que en el comportamiento y el rendimiento académico. Por favor tome el tiempo que necesite para discutir el estudio con su familia y amigos, o cualquier otra persona que desee. La decisión de dejar a su hijo participar, o de no afiliarse, depende de usted. En este estudio de investigación, los estudiantes se investigará si la participación y el aumento de las manos se llevaría a cabo si se coloca en una competencia contra el maestro.

#### **¿QUE PARTICIPA EN EL ESTUDIO?**

Su hijo se le pedirá que participe en la clase de estudios sociales como él / ella regularmente lo haría. Este estudio está diseñado para ver cómo los estudiantes académicos cambiar comportamientos, en todo caso, cuando se coloca en una competencia. Cada día los estudiantes competirán contra el maestro. Los criterios consisten en levantar la mano y participando en las discusiones. Al final del estudio, su hijo se le pedirá que tome una breve encuesta con preguntas sobre los efectos de la intervención. La encuesta está prevista para no más de 10 minutos.

#### **RIESGOS**

El Sr. Kaplin prevé no más riesgo de estar en este estudio que su hijo se encontraría al hacer actividades en el aula regular. Si bien es posible que él / ella puede conseguir un poco de presión sutil para participar en discusiones en clase y que levanten la mano, es muy poco probable que esta presión será demasiado negativo. Pero seguiré de cerca la situación y responder inmediatamente a cualquier presión negativa ocurrir.

#### **¿Los BENEFICIOS A TOMAR la PARTE EN EL ESTUDIO?**

Es razonable esperar que la motivación del estudiante y una mayor participación con sus compañeros durante este estudio. El Sr. Kaplin también prevé la adhesión de los estudiantes a las normas de clase a aumentar. No podemos garantizar que su hijo personalmente la experiencia los beneficios de participar en este estudio. Sin embargo, otros pueden beneficiarse en el futuro de la información que encontramos en este estudio.

#### **CONFIDENCIALIDAD**

El nombre de su hijo no será utilizada en cualquier momento durante el estudio, incluyendo la recopilación de datos y cuando se publicó el estudio. Cada esfuerzo será hecho para mantener toda la información relacionada a su hijo confidencial.

Los siguientes pasos se tomarán para mantener la información confidencial, y para protegerlo de la divulgación:

- formularios de recogida de datos Anónimo
- Todos los datos almacenados en un archivador bajo llave
- Todos los datos recogidos destruidas dentro de los 12 meses de la finalización de la investigación

#### **¿SUS DERECHOS COMO UN PARTICIPANTE de INVESTIGACION?**

La participación en este estudio es voluntaria. El niño tiene el derecho a no participar en todos o para abandonar el estudio en cualquier momento. La decisión de no participar o decidir abandonar el estudio no dará lugar a ninguna sanción o pérdida de los beneficios a que tiene derecho su niño, y no dañará su

### Graduate Student Protocol Exemplar

relación con el Sr. Kaplin. Si su hijo decide dejar el estudio, los datos de su hijo será removido de papeles o los proyectos publicados por el Sr. Kaplin.

### ¿CONTACTOS PARA PREGUNTAS O PROBLEMAS?

Usted puede hacer preguntas acerca de este estudio en cualquier momento. Los investigadores que realizaron este estudio son:

Kevin Kaplin  
Social Studies Teacher

[REDACTED]  
SUNY Fredonia Faculty Member  
Acting as Faculty Investigator

Si usted tiene preguntas sobre los derechos del niño como sujeto de investigación, puede comunicarse con Maggie Bryan-Peterson, de Sujetos Humanos Administrador en [petersmb@fredonia.edu](mailto:petersmb@fredonia.edu) o al 716-673-3528. Usted muchos de ellos también en contacto con ella acerca de cualquier problema, queja o preocupación relacionada con este estudio de investigación.

### El permiso para un Niño para Tomar parte en Investigación

Como padre o tutor legal, autorizo a \_\_\_\_\_ (nombre del niño) para convertirse en un participante en el estudio de investigación descrito en este formulario.

\_\_\_\_\_  
Padre o Tutor Legal