

Institutional Review Board for the Protection of Human Subjects

Touro University California • Graduate School of Education

Research Proposal – DO NOT ALTER THE APPLICATION OR INSTRUCTIONS.

(TUC IRB FWA00009823: expiration 10/01/2019; IRB00004515; IORG0003813: expiration 10/31/2018)



Faculty: Email this form along with the students Human Subjects Course certificate to: tuc.gsoeirb@tu.edu

Students: Only your Advisor may forward this form for review. Forms submitted directly by students will not be processed. Please submit this completed form to your Advisor along with proof that you have passed a Human Subjects Course.

Click all checkboxes that apply. Form fields will expand as needed.

- This proposal includes all consent forms and survey questions (if applicable) in the body of this document. Insert page/section breaks as necessary to place these on separate pages below the proposal section.
- This is a student proposal. **NOTE:** All student proposals must be emailed by the faculty advisor who, by submission, indicates that (1) s/he has reviewed the proposal and (2) it has his/her full approval.
- This is a faculty proposal.

Principal Investigator: Catalina Goldstein

TU ID#: ID T00221314

Email Address catalina.goldstein@tu.edu

Faculty Advisor: Roger Pence

Email Address: roger.pence@tu.edu

Program of Study:

- EdLeadership
- Educational Technology
- Special Ed
- EDIE
- ABA
- Teaching & Learning
- Teaching Math
- Teaching Science
- Innovative Learning
- Other:

Title of the Research

What is the correlation, if any, between socio-emotional journaling, executive function, and standardized test scores such as the CAASPP and District Benchmark Assessments.

Provide an Abstract or Summary for the proposed study.

I want to know strategies both long term and short term to support students who have had trauma in their lives. More specifically I want to know if socio-emotional journaling has any effects on executive function and standardized test scores. It is important to be able to support the students I work with become successful individuals despite having experienced trauma.

For exempt research only:

Check the category of exemption (definitions below): 1 2 3 4 5 6

EXCEPTIONS: Research involving vulnerable populations such as the mentally or cognitively impaired, prisoners, parolees, pregnant women, and fetuses, cannot be exempt from review even though it meets the criteria of one of the categories below.

EXEMPTION CATEGORIES (45 CFR 46.101(b)): Research activities in which the only involvement of human subjects will be in one or more of the following categories:

1. Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricular or classroom management methods.
2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employment or reputation. **Research using survey procedures or interview procedures upon children cannot be exempt. Research involving observation of children's behavior cannot be exempt if the investigator is a participant in the behaviors observed.**
3. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under paragraph (b) (2) of this section if (i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter. Research which deals with sensitive aspects of the subject's own behavior such as illegal conduct, drug use, sexual behavior, or use of alcohol, cannot be exempt from review.
4. Research involving the collection or study of **existing** ("in existence on the day the study is approved") data, documents, records, pathological specimens or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly, or through identifiers linked to the subjects.
5. Research and demonstration projects which are conducted by or subject to the approval of **federal** department or agency heads and which are designed to study, evaluate, or otherwise examine: (i) public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs.

6. Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the U.S. Food and Drug Administration or approved by the Environmental Protection Agency or the Food and Safety and Inspection Service of the U.S. Department of Agriculture.

Indicate the exemption category above and provide justification for exempt review here.

- 1) This study will take place inside the classroom involving best teaching practices.
4) The teacher will use data collected this school year as well as previous district testing data.

CONTINUING STUDIES:

Is this a continuation of or change to an existing TUC IRB approved study? Yes No

If yes, attach a copy of last year's approved exempt study and indicate the date of submission/approval.

JUSTIFICATION AND PROJECT DESCRIPTION:

Type your answers in the boxes provided which will expand as needed. Describe your research study. If you are applying for exemption, you must justify how your study qualifies for exemption by addressing the **critical elements** of the exemption category you choose in item 7. To be sure you answer the issues typically examined by the reviewers, please review the "IRB Review Form" available at: <http://cehs.tu.edu/gsoe/research/irb.html>

1. **Is this a thesis or project? (check one)** Thesis Project

a. Describe the specific aims/purpose of your project.

This information will give teachers and school staff a toolkit of how to best support students who have faced trauma. The study will answer my research question by showing a change in students' executive function and test taking abilities after participating in socio-emotional journaling.

b. State your research question, or hypothesis and research questions, or project goals and objectives.

What is the correlation, if any, between socio-emotional journaling, executive function, and standardized test scores such as the CAASPP?

2. **Describe background information and rationale for conducting the study and the importance of the knowledge to be gained. Provide citations and references to support your description. Be sure to list references for any citations used in the description.**

Students who have a high ACEs (Adverse Childhood Experiences) score are more likely to suffer health problems and perform low, may have lower executive function skills, and need support coping with managing their emotions.

3. **Describe the research methods and procedures.**

a. How do you plan to do it? What kind of study is it? How will it answer your research question? Be specific. Will any remuneration be provided?

This is an action research study. The study will answer my research question by showing a positive change in students' test scores after participating in socio-emotional journaling. Once a week students will view a video about managing frustration or sadness. Then students will journal about how they can use that strategy in their own life. Students' district benchmark test scores will be compared before journaling and after. No remuneration will be provided.

b. Describe your sample: Who/what will be included/excluded and why? (What are recruitment/exclusion criteria? Be sure to include women, minorities, other groups if appropriate, and how they will be recruited). Randomization and/or controls? How will you obtain consent? Provide for translation, reading for illiterate participants; whatever else may be necessary? Address confidentiality.

2018-2019 third graders in my class. Parents of the student will receive a permission slip describing the study and request permission that their student participate during the school year.

c. What are the potential risks and benefits to your human subjects? Be sure to be as specific as possible; include loss of time or other inconveniences to participants. Don't overstate benefits; if they are hypothetical

benefits this must be clearly stated.

Potential risks are that students will not want to engage in journaling due to anger. Benefits to students will be improved emotional management and reflection with an increase in educational performance.

d. **Data Collection:** What data/artifacts will you collect? Is this the best, safest way to collect it? Who will perform the collections/analyze the data? Will any tests be involved? (List data collection instruments in question 3f below.)

I will collect weekly journal entries via google classroom journals. Previous and current District Benchmark scores are available and password protected through Vallejo City Unified School District website: Aeries. I will use quantitative data analysis.

e. **Data Analysis?** Where and how will it be stored and for how long? Who will have access to it? How will it be analyzed? Will there be follow-up?

Data will be stored in a locked cabinet. Only I will have the key. It will be stored for the duration of the study and one year after. It will be analyzed by myself. There will be no follow-up.

4. **List the specific location of the study (building, etc.) and describe the research setting.**

Clearly explain where the interaction or intervention with subjects will occur (i.e., UNE, telephone, home setting, class setting, collaborating institution, etc.).

List any collaborating sites where research will be performed, and describe the role of these sites.

415 Daniels Ave Vallejo, Ca 94590 (RM 13) This is an elementary school.

5. **Indicate the proposed project timeline and overall duration of the study. IRB approval expires one year from date of approval. Research studies extending beyond one-year requires a re-application for continued IRB approval. Researchers earning a grade of INC (Incomplete) must monitor their IRB approval expiration date.**

2018-2019 School Year

6. **List all attachments (Human Subjects Course Certificate and Informed Consent for School Settings are both required. Other documents might include questionnaires, focus group questions, consent forms, parental handouts. etc.) Submit listed documents with this research proposal.**

parental consent forms
HS Certificate
Principal Consent

Student investigators only: Once your IRB proposal has been approved by your advisor, email the document and all attachments to them for submission along with proof that you completed a human subjects course. The Human Subjects course may be accessed at: <http://phrp.nihtraining.com/users/login.php>. Any significant changes to your study require a resubmittal and subsequent approval of the study.

Faculty PIs and Advisors: Please email original .doc file **and all appendices** to: tuc.gsoeirb@tu.edu.

GSOE IRB Administration
Wilderman Hall Room 202, Mare Island Campus