

**Approval for Using the Lab School Population for a Research Study**  
*(This form should accompany the IRB initial application or amended application)*

Research Title: \_\_\_\_\_

Researcher Name(s): \_\_\_\_\_

Supervising Faculty Member Name: \_\_\_\_\_

PI/Lab School Director Name: \_\_\_\_\_

I have reviewed the research sub-study and determined that the Shirley G. Moore Lab School is an appropriate setting for this study. The four types of studies we consider for the Lab School population are outlined below.

Type 1: These studies involve observations of the children. These observations are usually conducted from the booths attached to each classroom. The children are, thus, often not aware that the observations are being made and these procedures do not affect the events happening in the classroom (In the beginning of the year, children visit the booth with their teachers and it is explained that adults watch from the booth so they can learn about children and teaching.) Observations may be made by photography or videotaping the children and behaviors later scored from the recordings. Sometimes observers are in the classroom; this typically happens only when observations must be made in places like the gym or playground - places which do not have observation booths.

Type 2: These studies require that the child leave the classroom for brief periods. In these instances, the researchers go through a brief training with the Director and then spend time in the classroom so the children become familiar with them. They then ask children whether they want to “come and play a game”. The children make the decision whether to go or not. Often the class takes a “fieldtrip” to see what the “games” look like so that the children know what they are agreeing to do. Children who refuse to go are never pushed into doing so. The types of “games” they might play are very “child friendly”. They may involve making judgments about objects (perception studies), finding a hidden toy (studies assessing memory and understanding of physical space), self-control (playing games like Simon Says or Turn-Taking games), and peer-relations games (where children identify the children in their class and point to “three children I like to play with”. These games help researchers learn the social structure of the classroom from the children’s perspective.) Research sessions never last more than 30 minutes and typically are designed to last 10 to 15 minutes. If a child agrees to “play a game” and then decides they want to return to the classroom, their wish is always respected.

Type 3: These studies may be done in combination with other types of studies and involve teachers filling out questionnaires about child behavior. These questionnaires are completed outside class time, so they do not take away from the time the teachers spend with the children. Some research involves

asking parents to complete forms. When this happens, the parent is under no obligation to complete the forms or to answer all of the questions on the forms.

Type 4: These studies involve collecting data on a children's physiology. When these studies involve assessing heart rate or other similar measures, parents will be contacted separately and individual consent for these procedures will be obtained. This is because we feel that these studies are more demanding of the children and fall outside the realm of this general consent. Some of the research, however, involves sampling saliva (for stress hormone measurement). Saliva sampling is inserted into the ongoing activity of the classroom. It involves having the children eat a few grains of sweet drink mix crystals and then mouth a cotton dental roll until it is wet. These procedures take only 1 to 2 minutes and are typically performed during transition periods. Only children who want to play the "tasting" game provide saliva samples, but most children find this game fun. Temperatures are also sometimes taken using ear probe thermometers. The purpose of all of these physiological measures is to understand how social interaction and children's temperament influence physiology in this age range.

Please see below for our determination for the consent procedure.

- This study falls within the parameters covered by the general consent so the researchers will not need to obtain individual written consent (Types 1, 2 and 3)
  
- This study does not fall within the procedures parents have consented to for the general consent, so the researchers will need to obtain individual consent (Type 4)

PI/Lab School Director Signature: \_\_\_\_\_

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