

CHILD DEVELOPMENT LABORATORY SCHOOL

Human Subjects' Code Number 9610S11829

CONSENT FORM**Research Involving Child Development Laboratory School Children**

As a child enrolled in the Child Development Laboratory School, your child will be invited to participate in research studies conducted in the school. We ask that you read this form and ask any questions you may have before agreeing to permit your child to take part in the program. Professors and students from the University of Minnesota will conduct the studies in question. All studies will have been reviewed and approved by Sheila Williams Ridge, PI and Co-Director of the Child Development Laboratory School, and the leadership team as well as the Institutional Review Board (IRB). Your decision whether to allow your child to participate in a particular study will not affect your current or future relations with the Child Development Laboratory School or the University of Minnesota. If you decide to allow your child to participate, you are free to withdraw at any time without affecting those relationships.

Background Information

The purpose of the Child Development Laboratory School is to provide a high-quality early childhood school experience for young children, to train teachers in the most up-to-date methods of working with children, and to facilitate the development of our understanding of the child. These goals are why the University supports the program and why attending the CDLS may involve taking part in research studies. These goals also guide the types of studies that take place in the CDLS. Many of these studies deal with understanding the social abilities of young children and the processes that are involved in the development of social competence, peer relationships, and friendship formation. Other studies may deal with understanding the cognitive/language competencies of young children and their perceptual and motor skills. Some studies may deal with understanding individual characteristics of children, such as their temperament and personality, and how these influence their relationships with other children and adjustment to school settings. Your permission includes the use of audio recordings, video recordings, and/or photographic images of your child for research purposes only. Investigators follow University procedures for keeping images confidential and private.

Procedures

The procedures vary by study, but the general range of procedures can be outlined.

First, many studies involve observations of the children. These observations are usually conducted from the booths attached to each part-day classroom and the gym, or inside the full-day classrooms or the multipurpose room. 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. At the beginning of the year, children visit the booths 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 playground or hallways- places which do not have observation booths.

Second, some 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

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“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 at school.”

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.

Third, some of the research involves 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.

Fourth, some of the research involves the study of children’s physiology. When these studies involve assessing measures that require placing sensors on the child (e.g. some measures of heart rate), you 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 (e.g. for stress hormone measurement). Saliva sampling can be inserted into the ongoing activity of the classroom. It involves having the children mouth an absorbent swab 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. Sometimes children might be asked to wear a bracelet to measure heart rate or body movement, (e.g. like a fitbit). The purpose of all of these physiological measures is to understand the inter-relations between social experiences, behavior and social interaction in young children.

Risks and Benefits

The studies covered under this general consent are very low risk. The teachers have time to get to know the researchers. They have been screened in the same manner as all of the staff in the Child Development Lab School including a Department of Human Services background study. When children are removed from the classroom, they go to rooms that are in the Child Development Laboratory School. The teachers are told verbally and in writing which children are involved, when they leave, whom they are with, and where they will be.

In studies that involve removing children from the classroom, the teachers typically make unscheduled visits to the testing area to oversee and help direct researchers in the best ways to work with children. All research rooms have one-way mirrors and all are open to observation by the staff. While children miss some class time by taking part in these studies, teachers work to make sure that no child is asked more than four times in a week to miss class time. Children are never asked to engage in tasks that would make them cry or frighten them, although they sometimes may experience mild frustration while trying to “play a game”. The level of frustration is similar to what they might experience trying to perform tasks in the classroom (e.g., frustration over getting a block tower to stay up). The researchers are trained during their time observing in the classrooms to help the child manage any negative feelings. Available teaching staff meet with researchers

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prior to the testing to aid in the design of test sessions so that, overall, children find them fun and interesting and return to the classroom feeling good about participating.

There are no direct benefits to children individually. Any possible benefits would be toward the programmatic offerings learned through the studies, such as improvements in curriculum or pedagogy or to the child development field as a whole such as improved understanding of children's social abilities and processes.

Information to Parents

To help reduce any risk of these studies and to keep parents informed, the purpose and procedures for all studies being conducted in your child's classroom will be sent home with your child before the study is begun. Not all children will participate but all parents will be informed of all studies taking place in their child's classroom. If you read the description of a study and are concerned about your child participating, we encourage you to talk with your child's teacher, the Director or the researcher. You can have your child not involved in any particular study at any time.

If you do not want your child taking part in a study, please let us know by telephone (612-625-2273) or email (will0342@umn.edu). For any study where your child is removed from the classroom to "go play a game" a note is sent home with your child on the day of participation. The note describes the study your child was in and what he/she did. This will allow you to talk over the experience with your child should you choose to do so. You are also welcomed to observe any study and to talk directly to the researchers conducting the study if you have concerns or simply want to learn more about what they are doing.

Compensation

The children are seldom given anything for taking part in these studies. We feel that giving rewards could create difficulties in the classroom with children potentially vying for rewards and feeling bad if they were not asked to be in a study (because, for example, they were not in the age range needed).

Confidentiality

In these studies, researchers are instructed to give children subject numbers to identify their data. Data may initially be gathered using the child's first name as an identifier. This happens, for example, when researchers are observing all the children in a classroom and need to move from child to child in a set sequence to make their observations. When first names are used, these are stripped from the observation and data sheets as soon as possible and replaced by a randomly generated subject number. In studies where the same child is tested over time or where different pieces of data need to be combined (as in teacher ratings and observations), a master sheet linking names and subject numbers is kept in a secure place in the researcher's office.

No child will be identified or identifiable in any publication or presentation of results from these studies. When videotapes are made of the children, these are used only for research and/or educational purposes and will be destroyed within seven years and kept in a secure location. The details are explained in their individual IRB application.

Voluntary Nature of the Studies

Your decision whether or not to allow your child to participate in a particular study will not affect your current or future relations with the Child Development Laboratory School or the University of Minnesota. If you decide to allow your child to participate, you are free to withdraw at any time without affecting those

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relationships. If you agree to have your child participate and your child refuses, your child's wishes will be respected. If your child chooses to participate in a study and then changes his/her mind, his/her wishes will be respected.

Contacts and Questions:

If you have any questions about this general consent, please contact your child's teacher or Sheila Williams Ridge, PI and Director of the Child Development Laboratory School at will0342@umn.edu or 612-624-9543. For individual studies, the names of the researchers and their phone numbers will be included on the study information sheet you receive upon our approval of the study. Please feel free to call the researchers with questions or talk about specific studies with your child's teacher or Sheila Williams Ridge.

This research has been reviewed and approved by an Institutional Review Board (IRB) within the Human Research Protections Program (HRPP). To share feedback privately with the HRPP about your research experience, call the Research Participants' Advocate Line at 612-625-1650 (Toll Free: 1-888-224-8636) or to to z.umn.edu/participants.

You are encouraged to contact the HRPP if:

- Your questions, concerns, or complaints are not being answered by the research team
- You cannot reach the research team
- You want to talk to someone besides the research team
- You have questions about your rights as a research subject
- You want to get information or provide input about this research

Your permission includes the use of audio recordings, video recordings, and/or photographic images of your child for research purposes only. Investigators follow University procedures for keeping images confidential and private.

You will be given a signed copy of this form to keep for your records.

Statement of Consent:

I have read the above information. I have had all questions answered to my satisfaction. I consent to have my child participate in the studies approved under this general consent by the PI and Co-Director of Early Childhood Education programs.

Child's Name

Teacher's Name

Parent's Name

Signature of Parent or Guardian

Date

PI or Director Name

Signature of the PI and Director of the Child Development Laboratory School

Date