

**Granite School District**  
**Research Applications During the 2023-2024 School Year**

Exploring the role of qualitative methods in the implementation of evidence-based practices in public schools.

Investigator: Tyler Christopulos

Granite administrator or teacher: No

IRB: University of Utah

Proposal ID: 2023-001-Christopulos

**Status: Pending**

Anticipated Start Date: 10/01/2023

Anticipated Completion Date: 11/30/2023

Research Classification: IDEA [Speech-Language Impairment]

Requested research results on:

<p><b>Describe the purpose of your research.</b>          What concern, problem, or curiosity did your research investigate?</p>	<p>Developmental Language Disorder (DLD) is a prevalent neurodevelopmental disorder affecting around 1 in 11 kindergarten-aged children, with significant impacts on academic, behavioral, psychiatric, emotional, and social development. However, the identification and treatment rates for DLD remain low, highlighting the need for improved approaches. One contributing factor to the low identification rates is the reliance on referral-based systems in schools, leading to missed cases. Universal or targeted screening is being emphasized as a proactive approach, using brief and reliable measures to identify children with difficulties in specific areas, such as language. Limited awareness and understanding of language disorders in classroom settings also hinder accurate identification. Additionally, the limited uptake of evidence-based speech-language pathology services in schools poses a challenge.</p> <p>Implementation science, a field focused on integrating research into practice, offers methods to address these challenges. Qualitative methodology (QM) plays a crucial role in understanding complex phenomena and contributes to theory development. Although historically controversial, QM has gained acceptance in various fields, including Communication Sciences and Disorders (CSD) research. However, the generalizability of QM studies in CSD remains unknown.</p> <p>To bridge this gap, this study aims to assess the agreement levels with barriers and facilitators identified in a recent study on universal screening for language disorders in public schools, conducted by Christopulos and Redmond (2023). A survey will be administered to speech-language pathologists and kindergarten teachers from multiple school districts in Utah. Results from the survey will be used to measure the levels of agreement to inform policy decisions and enhance understanding of the intersection between QM and quantitative approaches in CSD research specifically with regard to the implementation of universal screening for language impairment in Utah public schools.</p> <p><b>Study Aims</b>          The following aims will be addressed:          AIM 1: To what extent do speech-language pathologists and general education kindergarten teachers from Utah school districts concur with the barriers and facilitators identified in Christopulos and Redmond's (2023) study on universal screening for language impairment in public schools, based on their responses to survey statements?           AIM 2: How do speech-language pathologists and general education kindergarten teachers in Utah school districts differ in their levels of agreement regarding the barriers and facilitators identified in Christopulos and Redmond's (2023) study on universal screening for language impairment in public schools, as indicated by their responses to survey statements?</p>
<p><b>Describe your research method(s).</b>          Provide a brief description of the participants, the timeline of what was done, and the data that was collected.</p>	<p>This study utilizes a quantitative descriptive survey research design to achieve the study's two main aims.</p> <p>Firstly, it assesses the agreement levels of speech-language pathologists and general education kindergarten teachers in Utah school districts regarding the barriers and facilitators identified in Christopulos and Redmond's (2023) study on universal screening for language impairment in public schools. This assessment is based on their responses to survey statements related to the topic.</p> <p>Secondly, the study compares the differences in agreement levels between speech-language pathologists and general education kindergarten teachers in Utah school districts concerning the barriers and facilitators identified in the same study by Christopulos and Redmond (2023). The responses to survey statements related to universal screening for language impairment in public schools are used for this comparison. The study aims to gain insights into their perspectives and improve language screening practices and support in educational settings.</p> <p><b>Describe your research method(s)</b>          Data collected through survey methods have been widely used in behavioral and social sciences. The use of surveys in quantitative studies is beneficial because they typically have quick administration time and can target a large number of participants. In addition, numerous items (e.g., questions, statements, etc.) can be included in a survey that allow for increased flexibility in the evaluation of a particular topic of interest. The twenty Likert-type survey items (i.e., statements) used in Christopulos and Redmond (2023) will be used to assess the extent to which speech-language pathologists and general education kindergarten teachers from Utah school districts concur with the barriers and facilitators identified in Christopulos and Redmond (2023) study on universal screening for language impairment and levels of agreement across the two groups of professionals.</p>

# Granite School District

## Research Applications During the 2023-2024 School Year

	<p>The first portion of the survey will obtain consent from each participant. The second portion of the survey will collect personal demographic information including professional position, years of experience, level of education, caseload size (SLPs only), gender, and age. The final portion of the survey will present the 20 survey statements seeking Likert-type responses (i.e., strongly agree, agree, neutral, disagree, strongly disagree). Each question/statement requires a response in order to progress and complete the survey.</p> <p>The University of Utah's RedCap system will be used for survey creation and distribution. At no point during the survey will participants be required to enter any identifying information (e.g., name) therefore maintaining participant anonymity and confidentiality across the survey platform and among the researchers. It is anticipated that the survey will take no longer than 10 minutes to complete.</p>
<p><b>Summarize your expectations and the results.</b> Provide a brief description of your findings and compare those to what you were anticipating.</p>	<p>This study uses a descriptive research design instead of an experimental design. As a result, our main objective is to describe the survey results rather than formulating any specific hypotheses about the outcomes.</p> <p><b>Results:</b> [insert here]</p>
<p><b>Benefit to Granite School District.</b> Describe how your research will benefit Granite School District.</p>	<p>General education teachers are currently faced with the prodigious task of identifying children with language impairment for referral to special education services. Children who go unidentified exhibit negative behaviors that often manifest directly in the classroom setting such as increased behavioral and attention difficulties, reduced academic abilities (specifically with reading and core subjects), are at in increased risk for bullying, and increased risk for anxiety and depression. If these children can be identified at a better rate than the current referral-based system has to offer, general education teacher stand to tremendously benefit by being able to redirect much of their time, attention, and energy that is currently spent on these class-room issues, to their primary task of teaching. By doing so, this helps the student progress in the general curriculum and helps set them on a path to succeed in future life endeavors.</p>
<p><b>How will parental permission be obtained?</b></p>	<p>Not Applicable. Survey will only be available administered to kindergarten teachers and speech-language pathologists (SPLs)</p>
<p><b>Schools requested</b></p>	<p>All elementary schools in GSD (i.e., kindergarten teachers and SLPs)</p>

**Granite School District**  
 Research Applications During the 2023-2024 School Year

Effects of collaboration assessments on student perceptions of math.

Investigator: Michele Jones

Granite administrator or teacher: Yes

IRB: Granite School District

Proposal ID: 2023-002-Jones

**Status: Approved**

Anticipated Start Date: 08/28/2023

Anticipated Completion Date: 06/01/2024

Research Classification: Teaching Strategies [Teaching/instructional strategies: Collaborative learning]

Requested research results on:

<p><b>Describe the purpose of your research.</b>          What concern, problem, or curiosity did your research investigate?</p>	<p>I am investigating how to effectively implement collaborative assessments in the 9th grade classroom and the effect of collaborative assessments on student self-efficacy, attitudes, and perceptions of mathematics.</p>
<p><b>Describe your research method(s).</b>          Provide a brief description of the participants, the timeline of what was done, and the data that was collected.</p>	<p>I will be enfoldng collaborative elements throughout my lesson design and incorporate a collaborative component to quizzes and unit tests. I will use the MAPS survey to collect pre-post data of students attitudes and perceptions, collect student qualitative self-reflection data, and quantitative data (test scores).</p> <p><b>Describe your research method(s)</b>          I will send a parent permission slip home explaining the project and only include students who's guardians give permission. All students will participate in the self-reflection and collaborative exams.</p>
<p><b>Summarize your expectations and the results.</b> Provide a brief description of your findings and compare those to what you were anticipating.</p>	<p>I hypothesize that collaborative structures will enhance student self-efficacy and proficiency in mathematics.</p> <p>Results: [insert here]</p>
<p><b>Benefit to Granite School District.</b>          Describe how your research will benefit Granite School District.</p>	<p>This research will further student proficiency in mathematics and our understanding of how to facilitate effective pedagogical practice in math classes to support all students.</p>
<p><b>How will parental permission be obtained?</b></p>	<p>Parent Consent Form</p>
<p><b>Schools requested</b></p>	<p>Cyprus High School</p>

**Granite School District**  
 Research Applications During the 2023-2024 School Year

Assessing elementary math instructional practices: Aligning math skills with real-world problems for enhanced student learning

Investigator: Siu Ha Lee

Granite administrator or teacher: Yes

IRB: Western Governors University

Proposal ID: 2023-003-Lee

**Status: Approved**

Anticipated Start Date: 08/18/2023

Anticipated Completion Date: 08/24/2023

Research Classification: Teaching Strategies [Teaching/instructional strategies: Direct instruction]

Requested research results on:

<p><b>Describe the purpose of your research.</b> What concern, problem, or curiosity did your research investigate?</p>	<p>This is an applied project that evaluates math instructional practices aligned with real-life problems.</p>
<p><b>Describe your research method(s).</b> Provide a brief description of the participants, the timeline of what was done, and the data that was collected.</p>	<p>I will create a 10-question online survey using Google Forms and invite approximately ten teachers from the school to participate. The goal is to evaluate whether their instructional practices align with real-life problems.</p> <p>The online survey consists of ten questions. Nine are multiple-choice questions that can collect quantitative data to find the mean of teachers who do not align with real-life scenarios in math lessons and the challenges they are facing to employ instructional strategies that align with realistic settings.</p> <p>The open-ended question will offer qualitative data for insights into support or potential improvements teachers need so that they can be better prepared to employ teaching strategies that align with practical situations in math lessons.</p> <p><b>Describe your research method(s)</b> I will email the participants, inviting them to participate in the online survey. The email will include the consent form that they need to sign as an acknowledgement of their agreement to participate voluntarily. My colleagues may finish the survey within 3 days. I will need 3 more days to analyze the data and present the results in a report, including tables and graphs. It may take 6 days to complete the entire process and the report.</p>
<p><b>Summarize your expectations and the results.</b> Provide a brief description of your findings and compare those to what you were anticipating.</p>	<p>The research will bring to light a problem that teachers may have overlooked the positive impacts of allowing students to apply math knowledge and skills to real-world situations. This research may reveal insights into what could be done in the future.</p> <p>Results: [insert here]</p>
<p><b>Benefit to Granite School District.</b> Describe how your research will benefit Granite School District.</p>	<p>My research on evaluating math instructional practices aligned with real-life problems will benefit Granite School District by enhancing students' relevance and engagement, improving their problem-solving skills, supporting teacher professional development, and ultimately improving students' achievement in mathematics education.</p>
<p><b>How will parental permission be obtained?</b></p>	<p>Not applicable</p>
<p><b>Schools requested</b></p>	<p>Copper Hills Elementary</p>

**Granite School District**  
**Research Applications During the 2023-2024 School Year**

Peer mentoring to increase resilience in refugee and newcomer students

Investigator: Chloe Cooksey  
 Granite administrator or teacher: No  
 IRB: Brigham Young University  
 Proposal ID: 2023-004-Cooksey

**Status: Pending**

Anticipated Start Date: 09/04/2023  
 Anticipated Completion Date: 03/15/2023

Research Classification: Classroom [Classroom influences: Mentoring]

Requested research results on:

<p><b>Describe the purpose of your research.</b>          What concern, problem, or curiosity did your research investigate?</p>	<p>Children and adolescents who are forcibly displaced represent almost half of the world’s internally displaced and refugee populations (Fazel et al, 2012). Worldwide, refugees show poorer mental and physical health than the populations among which they resettle (Lamkaddem et al., 2015). A leading cause of these outcomes is psychological trauma, which is defined as a reaction to experiences that overwhelm an individual’s capacity to cope (Dehnel et al., 2021; Record-Lemon and Buchman, 2017). These experiences may include threats to physical or emotional safety, such as abuse and neglect, natural disaster, terrorism, violence, substance use, war experiences, life-threatening illness, serious accident, parental loss, and deployment of family members (“About Child Trauma,” 2022; Record-Lemon and Buchman, 2017; Trauma and Violence; 2022). Among refugees who have resettled, many experienced varying degrees of trauma while in their country of origin. Trauma can have degenerative effects, causing significant impact on developing bodies, brains, and minds (Cleary et al., 2019). The trauma these children experience often results in the development of PTSD, depression, and anxiety (Dehnel et al., 2021).</p> <p>Among refugee children, the effects are often seen through high rates of suicidal ideation and depressive symptomology (Yeh et al., 2007). Exposure to traumatic events and their subsequent impact on physical and mental health can affect the child’s ability to successfully transition into their host country. If children are not able to successfully integrate into the new culture, they may face greater social, emotional, occupational, and health challenges later in life (Rotich, 2011).</p> <p>Providing better support to refugee students must begin with their transition and adjustment to school. It is crucial to gain a better understanding of the needs of refugee children as they integrate in their host countries and establish programs to help meet those needs. One promising idea for refugee programming is peer mentorship, which has proven to be successful in helping children experience a smoother transition into new cultures. Previous studies have shown that peer mentorship can contribute to higher peer attachment and self-efficacy among participants (Yeh et al., 2007). Other studies have shown that mentoring programs can help students develop stronger connections with their host culture and give them more hope as they look forward to the future (Pryce et al., 2019). Schools can use mentorship to aide these children in having a better experience as they begin to adjust to a new country and culture.</p> <p>The purpose of this study is to examine resilience among refugee students through a peer mentorship program. The program will help students foster connections at their new school which gives them the opportunity to better integrate and have increased belongingness in their new environment. The students will be required to meet at least once a week throughout an 8 week period. Both before and after the 8 weeks starts, students will take a 12 question survey which will measure resilience. The two surveys will be compared to see if participation in the program results in an increase in resilience for both the mentor and mentee.</p>
<p><b>Describe your research method(s).</b>          Provide a brief description of the participants, the timeline of what was done, and the data that was collected.</p>	<p>For both mentors and mentees, the students surveys before and after the program will be compared before and after. We are looking for resilience in both mentors and mentees but primarily concerned with mentee resilience. The students will take a short survey at the beginning of the study and the same one at the end of the study. Pre- post- tests to determine the effect of the peer mentoring program</p> <p>The Child and Youth Resilience Measure - Revised (CYRM-R) is a 12 question resilience survey which will yield quantitative results to assess the changes in resilience before and after the program. The quasi-experimental design is appropriate for this study due to the assigned groups of mentor or mentee given to the participants. Scores on the CYRM-R will be analyzed across groups over time using a repeated measures analysis of covariance (ANCOVA), with age, gender, self-rated English ability, and self-rated access to resources outside school as the covariates. This analysis will help to establish the effects of the mentoring program on mentee resilience after accounting for possible confounding variables.</p> <p><b>Describe your research method(s)</b>          Students will be recruited to be a mentor through the designated individual at the school – this is often the school social worker or Alt team lead – there are parameters for participation in the program. The student needs to have been in the country for at least a year. They will talk with students who are both asylum seekers and refugees. Any student is welcome to participate in the program, but for research purposes, those two categories of individuals will be asked to participate.</p>

# Granite School District

## Research Applications During the 2023-2024 School Year

	<p>Mentees will be recruited through the Tumaini program. This will happen when they enroll in the program, they will be given the opportunity to participate. Once students are introduced to their mentor/mentee they will be required to meet once a week and the mentor will document this through a google form. There is a flier that can be distributed to students, parents, administrators etc. Potential mentors will be selected by the school staff involved in the program. The staff member will present the study plan (see below) to get their feedback and to gauge their interest. Expected time 15 minutes. The Intercultural Mentoring Tools to Support Migrant Integration at School (INTO; Barbieri, 2022) program was developed in Europe and used in various countries. This program has toolkits for migrant integration, mentor training, and guides for professionals implementing the program. These existing programs will be helpful in creating relevant protocols for teachers and students, selected by the group. The project is not affiliated with INTO, this project is using INTO a model to base our program on. The project has elements which were adapted from the INTO program. Our procedures are outlined in the peer mentoring protocol. This project is directly affiliated with the Educational Equity department in Granite School District. The Tumaini Program is a part of Educational Equity and will be directly affiliated with the project as well. All students participating will complete the pre-intervention measure (CYRM-R) prior to starting the program. During the program, students will have weekly check-ins (for 8 weeks) with administrators as well as a short google form to fill out each week. This will help students and administrators to actively fix any issues in the program. For the duration of the program, the mentor will meet with their mentee at least once a week. When they meet, they will discuss academic struggles, where the student may need help, or how they are adjusting. These conversations will be focused on their experiences within the school. For the first session, there will be specific questions for the mentor to ask so they can better understand what the mentee needs. Potential mentees will be identified as part of the Tumaini On-the-Go program in Granite School District, with a focus on secondary schools in the district. The program now consists of various Professional Support Teams (PST) who are responsible for a wide variety of things. They help with registration and enrollment, they do home visits, and connect families with community resources. With the help of Granite School District Interpreters, parents and students will be presented with permission and assent forms to confirm their desire to participate. Both mentors and mentees are considered participants. Interpreters will be available in the native language for all individuals when they are presented with permission and assent forms. Mentee/mentor pairs will meet for a weekly check-in approximately 20-30 minutes there is no specific set of questions to ask. The intent is to build a relationship and opportunities for support. Mentor/ mentee pairs may talk about various topics. These include any academic struggles, communication with peers or teachers, or how the mentee student is adjusting. Meetings between administrators of the Tumaini On-the-Go program to check in on student well-being and progress will also be held depending on availability of the employee. These meetings will be held to address any concerns the mentor or mentee may have that arise throughout the program. These meetings may include any personal concerns that arise in mentor/mentee meetings, academic help needed from the mentee, or wanting to withdraw from the program. These meetings will happen on an as needed by either party.</p> <p>Mentees and mentors will be asked to complete a very short questionnaire each week (see measures). At the conclusion of the 8-week study period, the post-intervention measure (CYRM-R) will be completed by mentors and mentees.</p>
<p><b>Summarize your expectations and the results.</b> Provide a brief description of your findings and compare those to what you were anticipating.</p>	<p>The project is intended to benefit mentees and mentors and to provide valuable information for administrators and educators to improve outcomes for refugee students in American schools. Participants will not be asked emotionally invasive questions, and there are no topics raised that could elicit a strong emotional response. Student academic performance is entirely distinct and separate from procedures and purposes of this study (school grades will not be affected). In addition, the school district has already implemented similar peer mentor programs without any reports of adverse events.</p> <p><b>Results:</b> [insert here]</p>
<p><b>Benefit to Granite School District.</b> Describe how your research will benefit Granite School District.</p>	<p>The project is intended to benefit mentees and mentors and to provide valuable information for administrators and educators to improve outcomes for refugee students in American schools. This program can also be added to the Tumaini program to increase resources for refugee and newcomer students.</p>
<p><b>How will parental permission be obtained?</b></p>	<p>Parental Permission for Minor form Child Assent form</p>
<p><b>Schools requested</b></p>	<p>Cottonwood High School, Olympus High School, Granite Park Junior High School, and Granger High School</p>

**Granite School District**  
 Research Applications During the 2023-2024 School Year

Social skills and educational attainment

Investigator: Yuliya Lynch

Granite administrator or teacher: No

IRB: Monash University

Proposal ID: 2023-005-Lynch

**Status: Denied**

Anticipated Start Date: 11/01/2022

Anticipated Completion Date: 04/01/2024

Research Classification: Student [Beliefs, attitudes, and dispositions-Self-efficacy]

Requested research results on: Not applicable

<p><b>Describe the purpose of your research.</b>          What concern, problem, or curiosity did your research investigate?</p>	<p>As I am preparing a publication on the effect of parental involvement on soft skills (grit, self-esteem, locus of control) and educational attainment (GPA), I would like to look into a broader range of competencies. I would love to utilize the data to be collected by the Granite School District via Panorama on Positive &amp; Challenging Feelings, Self-Efficacy, Self-Management, Supportive Relationships, Sense of Belonging, and Teacher-Student Relationships. Additionally, I would like to access educational attainment (such as GPA or any other scale readily available) and attendance (if available).</p>
<p><b>Describe your research method(s).</b>          Provide a brief description of the participants, the timeline of what was done, and the data that was collected.</p>	<p>I would like to investigate a correlation between competencies (obtained from the Granite School District via Panorama) and educational attainment and attendance. This will complement my findings on how soft skills improve educational attainment (from the field experiment).</p> <p>My current findings could be found here (in PhD Thesis):  <a href="https://bridges.monash.edu/articles/thesis/THE_IMPACT_OF_PARENTAL_INVOLVEMENT_ON_CHILDREN_S_SOFT_SKILLS_AC_ADEMIC_ACHIEVEMENT_AND_INCOME_IN_ZAMBIA_AND_THE_UNITED_STATES_OF_AMERICA_/16651810">https://bridges.monash.edu/articles/thesis/THE_IMPACT_OF_PARENTAL_INVOLVEMENT_ON_CHILDREN_S_SOFT_SKILLS_AC_ADEMIC_ACHIEVEMENT_AND_INCOME_IN_ZAMBIA_AND_THE_UNITED_STATES_OF_AMERICA_/16651810</a></p> <p><b>Describe your research method(s)</b>          Secondary data from the Granite School District will be used. I am asking to be provided with a anonymous data set.</p>
<p><b>Summarize your expectations and the results.</b> Provide a brief description of your findings and compare those to what you were anticipating.</p>	<p>Based on the review of literature and field experiments conducted for my PhD, I expect a positive relationships between some competencies and educational attainment and attendance.</p> <p>Results: [insert here]</p>
<p><b>Benefit to Granite School District.</b>          Describe how your research will benefit Granite School District.</p>	<p>I expect the have a publication in a peer-reviewed 'A' rated journal. During the process of publishing we will be provided with critical evaluation of scales and methods, which could help to improve future surveys. In addition, I will share my findings with the Granite School District on which indicators are most critical for educational attainment and attendance.</p>
<p><b>How will parental permission be obtained?</b></p>	<p>Not applicable</p>
<p><b>Schools requested</b></p>	<p>Not applicable</p>