

# HUMAN SUBJECT RESEARCH REVIEW APPLICATION FORM

<b>To be completed by staff:</b> IRB# _____	
<b>Date Received:</b>	When will the research begin? (mm/dd/yyyy) : 11/01/2009 When will the research end? (mm/dd/yyyy) : 6/01/2010

<b>1. Title</b>
Title: An Observational Study of Reading Instruction of Students who are Deaf/Hard of Hearing in Schools for the Deaf

<b>2. Applicant</b>	
Principal Investigator (PI): Dr. Jane Doe	Phone: 412-555-5555
Department: Secondary Education & Graduate Studies	Email: doeJ@email.com
<input type="checkbox"/> I am a <b>student</b> . If checked, please provide information about your faculty advisor below.	
Faculty Member Name:	Phone:
Department:	Email:
Campus Address: 6001 University Blvd, Moon Township, PA 15108	
<input checked="" type="checkbox"/> Student Electronic Signature <input type="checkbox"/> Faculty Sponsor Electronic Signature	

<b>3. Co-Investigators</b>		
<i>Please list any person(s) actually coordinating and supervising on-site data collection</i>		
Name:	Email:	Phone: (    )
Name:	Email:	Phone: (    )
Name:	Email:	Phone: (    )

<b>4. Research Proposal</b>	
<b>4.a. Type of Research</b>	
The study is being conducted as part of ( <i>check one</i> ):	
<input checked="" type="checkbox"/> Faculty Research; <input type="checkbox"/> Doctoral Dissertation; <input type="checkbox"/> Master's Thesis; <input type="checkbox"/> Graduate Student Research;	
<input type="checkbox"/> Honors or Individual Problems Project; <input type="checkbox"/> Class Project; <input type="checkbox"/> Grant or Contract; <input type="checkbox"/> Other	
If <b>Other</b> , please specify:	

<b>4.b. Research Purpose/Questions</b>
What is this research intended to accomplish? <i>Please use the space provided below.</i>
This study will explore the type of activities that occur and the level of student engagement during the reading instruction of students who are deaf/hard of hearing. Specifically, an observational study will be conducted to answer the following research questions:
1) What is the nature of reading activities during reading instruction for students who are deaf/hard of hearing in grades 1-4 in schools for the deaf;
2) To what extent are students who are deaf/hard of hearing in grades 1-4 in schools for the deaf actually reading during reading instruction;
3) To what extent is reading instruction for students who are deaf/hard of hearing in grades 1-4 in schools for the deaf different based on reading achievement.

<b>4.c. Previous Research/Lit Review</b>
<b>What previous research has been done?</b> <i>Please supply a brief literature review</i>
Presently schools are diligently working toward compliance with the No Child Left Behind (NCLB) Act of 2001, specifically §1201(1), which states that schools are to establish and refine "reading programs for students in kindergarten through grade 3 that are based on scientifically based reading research, to ensure that every student can read at grade level or above not later than the end of grade 3". To this end, the National Reading Panel (NRP) reviewed research studies on effective reading

instruction and concluded that effective instruction would include work on five elements of reading: phonemic awareness, phonics, fluency, comprehension, and vocabulary (NRP, 2000).

Additional studies supporting the importance of reading (silently or orally) as part of effective reading instruction have been conducted across grade levels. After controlling for prior reading achievement levels, time engaged at school in silent reading was found to be significantly related to gains in elementary age student reading achievement (Leinhardt, Zigmund, & Cooley, 1981) and gains in elementary age student reading achievement (Taylor, Frye, & Maruyama, 1990). In secondary classrooms, when there was more discussion or review, more student reading gains were made (Stallings, 1980). Thus, another important aspect of reading instruction that has been studied for is the effect of time spent in reading on reading achievement for hearing students and hearing students with mild disabilities.

In order to ascertain if or how reading programs for students who are deaf/hard of hearing were implementing these scientifically based components of reading instruction, a critical review of the literature was conducted on the nature of reading instruction for students who are deaf/hard of hearing. Researchers in deaf education have focused primarily on student variables, rather than instructional variables. However, two survey studies related to reading instruction for this population (LaSasso and Mobley, 1997; Coley and Bockmiller, 1980). Overall, respondents reported a general lack of knowledge of basic concepts related to reading instruction. Teacher reported data on the type of instructional strategies used with students who are deaf/hard of hearing was also collected. In addition to survey studies, two observational studies were conducted (Howarth, Wood, Griffiths, & Howarth, 1981; Limbrick, McNaughton, & Clay, 1992) with participants who were profoundly deaf in schools for the deaf and resource rooms in New Zealand and the United Kingdom. Researchers reported that participants who were deaf were reading the exact same number of words as participants who were hearing, but actually spent less time reading. Researchers reported that the mean time spent on reading was 39.89 minutes per day with 45.92% of this allocated instruction time (or 23.97 minutes) spent engaged in reading. However, results of these studies did not report on the specific types of reading activities taking place during reading instruction and did not include participants of varying hearing loss or reading achievement outcomes. Therefore, it is apparent that the more detailed descriptive information obtained through observational studies on the nature of reading instruction for students who are deaf/hard of hearing in schools for the deaf in the U.S. would be of benefit to determine how reading programs are implementing scientifically based components of reading instruction for this population.

#### 4.d. Design/Data Collection

*Please check the types of measures to be used*

Observation of Behavior;  Education Tests (cognitive, diagnostic, aptitude);  Survey;  Interview;  
 Focus Groups;  Audio Recordings ;  Video Recordings;  Other, Please Describe: MS-CISSAR instrument will be used to observe/record student behaviors

*Please check the type of data to be collected*

Quantitative;  Qualitative;  Mixed Methods

**Research Design and Procedure.** *Please attach a description of your research design and procedures.*

The research will be conducted at a particular organization (workplace, school, military base, retail outlet, etc.)

*If checked, please provide a letter of consent from the organization where the research will take place. The letter should be signed by the organization's administrator and should state that they understand and give consent for your research to be conducted. Please make sure that this letter is done on official company letterhead. \* If the research takes place at RMU, no letter of support is needed.*

#### 4.e. Financial Support

Unfunded

Internal Funding\* \*Source: Secondary Education and Graduate Studies

External Funding\*\* \*\*Sponsor/Source:

Grant Title: Award No:

**Source of Financial Support:**

None;  Federal;  Department of Education;  Commercial;  Sponsor\*;  Other\*\*

*\*If Sponsor, please name:*

**\*\*If Other, please describe:**

<b>5. Participants</b>		
Please fill out the following about your participant selection.		
Approximate number of participants in the study: 24	Participant's Age Range*:6-11, 20-65	
<input type="checkbox"/> Males; <input type="checkbox"/> Females; <input type="checkbox"/> Both	<b>*Note: Parental consent is needed if under the age of 18</b>	
Will any of the following classes of vulnerable subjects be involved in the proposed study? (check all that apply)		
<b>Class</b>	<b>Describe Class (be as detailed as possible)</b>	
<input type="checkbox"/> Pregnant Women (if they are specifically targeted)		
<input type="checkbox"/> Infants		
<input type="checkbox"/> Prisoners		
<input type="checkbox"/> Individuals with compromised mental status		
<input checked="" type="checkbox"/> Children*		
<b>*If children are included...</b>		
What is the age range of the children: 6-11	Approximate number of children in the study: 24	
<input type="checkbox"/> The research is limited to educational tests or observations of behavior.		
<b>OR</b>		
<input checked="" type="checkbox"/> Investigators will interact directly with the children		
<b>6. Potential Harm to Participants</b>		
Discuss the direct and indirect risks to participants and how any risks will be managed: <i>If deception is involved, please explain:</i>		
Indicate the degree of physical or psychological risk you believe the research poses to human subjects (check one)		
<input checked="" type="checkbox"/> Minimal Risk: the probability and magnitude of harm or discomfort anticipated in the proposed research are not greater than those ordinarily encountered in daily life or during the performance of routine physical or psychological tests or examinations.		
<input type="checkbox"/> Greater than Minimal Risk*: the probability and magnitude of harm or discomfort anticipated in the research are greater than those ordinarily encountered in daily life or during the performance of routine physical or psychological tests or examinations.		
<i>*If Greater than Minimal Risk, please attach detailed information of the procedures that will create the harm, as well as the scrip to be followed by the researcher.</i>		
<input type="text"/>	<input type="button" value="Browse..."/>	
<b>7. Participant Recruitment</b>		
Describe how participant recruitment will be performed. Include how and by whom potential participants are introduced to the study (check all boxes that apply)		
<b>*Please include all recruiting materials you plan to use and the text of the E-mails or web-based solicitations you will use.*</b>		
<input type="text"/>	<input type="button" value="Browse..."/>	
<input type="checkbox"/> RMU directory	<input type="checkbox"/> Postings, Flyers	<input type="checkbox"/> Radio, TV
<input checked="" type="checkbox"/> E-mail solicitation. <i>Please specify how e-mail addresses are obtained:</i>		
<input type="checkbox"/> Web-based solicitation. <i>Specify websites:</i>		
<input type="checkbox"/> Participant Pool. <i>Specify what pool:</i>		
<input type="checkbox"/> Other: <i>Please specify:</i>		
<input type="checkbox"/> The research requires special evaluation and screening of potential participants to determine appropriateness for inclusion. <i>If checked, briefly elaborate the screening process and E-mail the IRB the screening questionnaire:</i>		
Also Include the Consent Form, Script, and IRB Contact Information :		
<input type="text"/>	<input type="button" value="Browse..."/>	
<b>8. Participant Compensation and Costs</b>		

Participants will be compensated for the study. *If checked, what is the amount, type and source of the funds?*  
Amount: \_\_\_\_\_ Type (gift card, cash): \_\_\_\_\_ Source: \_\_\_\_\_

Students will be offered class credit for participation. *Please explain:*

There will be costs to the participants. *Please explain:*

**9. Confidentiality and Data Security**

<input type="checkbox"/> Personal identifiers will be collected and kept in a locked location for 5 years	<input checked="" type="checkbox"/> Identifiers will be translated into a code and kept in a locked location for 5 years
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<input type="checkbox"/> Recordings will be kept secure ( <i>audio, video</i> )	<input type="checkbox"/> Files will be password protected
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*Please describe how you will protect participant confidentiality and secure research records:*

**10. Conflict of Interest**

Do you or any individual who is associated with or responsible for the design, the conduct of, or the reporting of this research have an economic or financial interest in, or act as an officer or director for any outside entity whose interests could reasonably appear to be affected by this research project:  Yes;  No

*If Yes, please provide detailed information to permit the IRB to determine if such involvement should be disclosed to potential research subjects:*

**11. Notes**

**\*\*IMPORTANT - PLEASE READ\*\***

**\*You only may begin research once the IRB gives you final WRITTEN notice of its approval\***

- Please inform the committee of ANY adverse event, changes in the method, personnel, funding, or procedure.
- If the Principal Investigator is a STUDENT, then this form must be countersigned by a faculty sponsor who will assume responsibility for ensuring compliance with appropriate legal guidelines.
- Consent form copy must be given to participants to keep. Make sure to attach copy with application.
- Principal Investigator must attach a signed copy of the "Certification of Investigator Responsibilities" to this application

Please refer to the IRB website or contact the IRB Office for more information.

**Phone:** 412-397-6227

**Email:** IRB@rmu.edu