

A Child's World:

A qualitative study of the social and cultural construct of kindergarten children

by  
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A qualitative study of the social and cultural construct of kindergarten children

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## DEDICATION

This project would not have happened in any capacity without the support and expertise of Dr. Jane Lim. I tried to give up and she wouldn't let me, which I thank her for now.

A special thanks to DeArris Boyd for helping me interview all of the kindergarteners.

## Abstract

The purpose of this study is to study the social and cultural constructs of Kindergarten children. Since the Convention of the Rights of the Child (CRC), more attention and focus has been placed on voices of children. The researcher wanted to find out what children think of their school, home life and their emotions. A qualitative study was conducted with 30 Kindergarteners at a local elementary school in fall 2016. Through small group focus interview and work sample (children's drawing), in-depth data were collected. Adopting Urie Brofenbrenner's ecological systems theory as the theoretical framework, this study envision to study the implication of the data on children's construct of childhood. The data will be coded and analyzed according to emerging themes. The results and findings of this research are useful to parents and educators across the world.

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## CHAPTER ONE

### INTRODUCTION

This research is a replica of two studies; one conducted internationally in Singapore and another locally in Murfreesboro, Tennessee. This study was first implemented in Singapore from October 2012 to October 2013 with 43 preschool children. Results by (Ma, Chen, Karuppiah, Lau, Gu, Chua & Lin; 2013) indicated the importance of play in early childhood, especially outdoor play. However, this study has not been conducted outside Singapore and the primary investigator was invited to participate in this study. In 2015, it was conducted in Murfreesboro, Tennessee with 16 kindergarten children in a local elementary school. Results of both studies indicated the importance of play in early childhood, especially outdoor play.

The author (investigator) became involved in the project in Spring 2016 to replicate the Murfreesboro study in an attempt to increase the sample size and to expand the literature review on this project. The investigator noted the conclusions of the prior studies and wanted to focus on the social and cultural construct of the children so as to understand why play is so important in early childhood. Since “children now spend more time being taught and tested on literacy and math skills than they do learning through play and exploration...” (Miller & Almon, 2009, p.11); the investigator seeks to understand the voices of the children so as to provide teachers, parents and policy makers important information pertaining to children’s daily life in school and home.

The investigator had two questions that focused her research:

1. How are children's voices constructed socially and culturally?

This question seeks to form an understanding of the child through small group focus interview. Using ten interview questions, the investigators seek to understand children's construct of school life; home life and their emotions. Through analyzing their responses, children's societal and cultural construct are presented.

2. How do Kindergarteners represent their emergent understanding of their world through drawing?

This question seeks to form an understanding of the child through their drawings of what made them happy and sad. This would help the investigator triangulate the data and validate the results.

## CHAPTER TWO

### REVIEW OF LITERATURE

The curriculum framework of this study is based on Bronfenbrenner's ecological systems. His theory has important impact on the social and cultural construct of young children; how children's voices are constructed in early childhood and how drawing is an important form of communication in early childhood.

#### 2.1 Conceptual Framework

This study adopts the ecological systems theory due to the interconnected relationships of home and school that impact upon the child. Urie Bronfenbrenner's ecological systems theory was developed in 1979 after the Russian born developmental psychologist helped to create the Head Start Program in 1965. Bronfenbrenner believed that the environment had a major impact on development in early childhood. The family income, neighborhood, religion, local politics, community, and culture are all factors that can affect a child's development.

The ecological systems theory is comprised of five nested circles that begin in the middle with the individual and end with the chronosystem, or the timing of life events. The nested circle illustration shows that every circle is affected by the circle or circles encompassing it. The ecological systems theory demonstrates how many factors influence each individual person. The individuals at the center is affected by their own gender, age, physical and mental health. The first layer is called the microsystem, and it consists of the individual's family, friends, classmates, and peers. Teachers and school

staff, religious affiliation, physical and mental health professionals are also included in the microsystem. Most of the child's learning and experiences are directly impacted by the people in the microsystem.

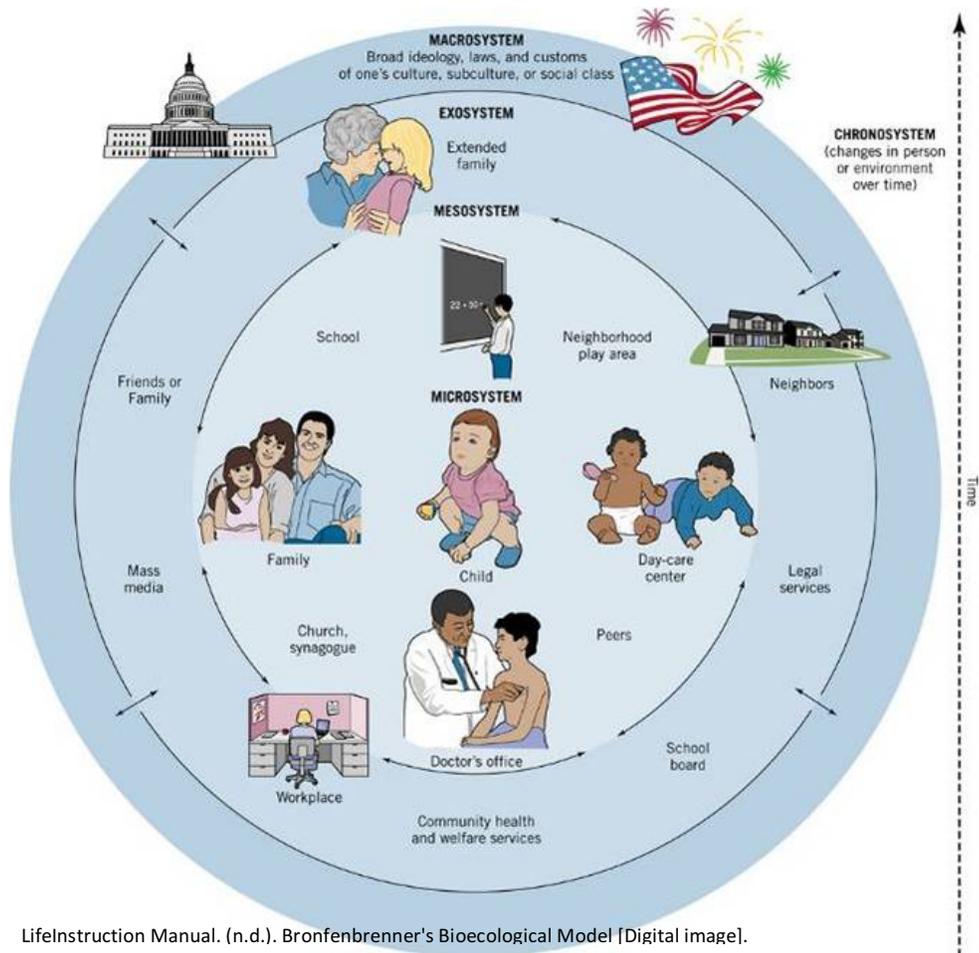
The mesosystem, the second layer, connects the different pieces of the microsystem. The relationship between parents and other family members, the interactions (or lack thereof) between the teacher and the parents also impact the child. The mesosystem connects two or more pieces of the microsystem in which the child lives. Beyond the mesosystem is the exosystem, which involves factors that the child is not part of directly. The local community, media, neighborhood, businesses, and government bodies are all pieces of the exosystem. A change in school curriculum could be caused by the government that affects the child, but the child had no direct part in the change. The exosystem can be the parent's job, an exceptionally good or bad school system or daycare, even the parent's social networks and communities activities.

The fourth layer is the macrosystem and it is made up of the customs, laws, and culture of a society. This can include ethnic groups that the child is a part of or religious affiliations of the child's community. Government programs, social class, traditions of the culture are other examples of macrosystems in the child's life. This layer may change over time; a child can change the macrosystems that they are apart of by choosing a different religion or set of traditions, or by moving to a new place with a different culture. The final layer is the chronosystem and this concept was added in 1986 by Bronfenbrenner. The chronosystem is a layer of a child's life that is based on changes through time. As children grow older, they have more responsibilities; their body and

brain grows and changes. This layer can also include the timing of life events like the death of a parent or relative.

The ecological systems theory is the theoretical basis for this research because it provides a worldview for each child. It is a wide perspective with which to view their verbal responses. If a child says they do not like school work, their individual feelings can be caused by family members who do not spend time on school at home, or by a school system that has too high pressure for the child. It is important for the investigator to remember the impact of each layer of the ecological systems theory when talking to a child because they have many outside influences in early childhood.

Figure 1: Bronfenbrenner’s Ecological Systems Theory



Lifelnstruction Manual. (n.d.). Bronfenbrenner's Biocological Model [Digital image].

## 2.2 Social and Cultural Construct of Young Children

This study used a focus group interview to collect data to investigate children's social and cultural construct of childhood. The ten interview questions focused on their school and home lives and what makes them happy and sad. The design of the interview was based on Alison Clark's 2005 methodology involving group interviewing. According to Lewis (1992), Mauthner (1997), Carr (2000), and Brooker (2001) (as cited in Clark, 2005), "[g]roup interviews are conversational encounters with a research purpose. This can be less daunting for young children than one-to-one interviews and can diffuse the balance of power between adult interviewer and child interviewees" (p. 493). The children did not know the investigators prior to the experiment so it was important that they feel safe and free to talk.

There are some disadvantages to the group interview method. Clark (2005) warns, "Children may try to 'second guess' what adults hope they will say. This may be a particular 'risk' in an educational context if children are used to the teacher knowing the answer (Garbarino et al., Gollop, 2000, cited in Clark 2005)" (p. 492). Tizard & Hughes (1984), as cited in Clark (2005), also pointed out that children can revert to using single syllable words during an interview (p. 492). Children may copy other children near them, they may stop responding or only use one word responses. The investigator's questions and activities are important to keep children active and authentically engaged.

Clark (2005) also notes that "some young children respond to the opportunities for talking in a structured way whereas others will find more play-centred approaches easier to take part in" (p. 493). A one part study may not represent the whole child. Adding more pieces to the interview like a drawing, an observation of play, or a hands-on

activity will allow different children to become more involved and allow for more data on the children to be collected (pp. 492-494). The children in the investigator's study were able to participate in a group interview and then a drawing activity. This multi-faceted approach to interviewing is called the Mosaic approach (Clark & Moss, 2011) that was the methodological basis for adding the drawing activity to a focus group interview.

Clark (2005) continues to describe the process of interviewing and states that it is important to remember that “[m]aintaining rapport and monitoring the child’s comfort is an ongoing process and at the end of the interview there must be appropriate debriefing with praise and thanks” (p. 493). The debrief and thanks at the end of the interview allows the child to learn the reason behind what they were doing, however simplified, and be appropriately thanked for their part in the project.

### 2.3 Drawing as Communication in Early Childhood

Children express themselves, their thoughts, and their experiences both verbally and visually. “Drawing affords young children with means to express real and imaginary ideas, a form of communication that is worthy of teacher recognition and support” (Soundy, 2012, p. 46). Speaking and writing are the main focuses of communication milestones in early childhood, but drawing or visual communication is equally capable of representing what children have learned. Angela Anning (1997) argues in “Drawing Out Ideas: Graphicacy and Young Children” that “[teachers] are unaware of the power of graphicacy as a tool for learning and for recording thinking in classrooms” (p. 219). Graphicacy represents the understanding and use of drawing skills in learning. Cathleen

Soundy (2012) supports that statement in her study involving Kindergarten and first grade children and how they think metaphorically and creatively. She states that “drawing can be influenced by many aspects of the child’s home background or cultural life, as well as by experiences in the classroom setting” (p. 50). Soundy (2012) looked at 120 different drawings created by students aged 5-7 years. Drawing is an important part of how children make sense of the world around them and therefore the drawings of young children are windows into their minds and a way to communicate how they individually process events (Anning and Ring, 2004).

In 2014, researcher Maria Papandreou concluded that “through drawing, [children] can recall previous experiences and knowledge, develop new ideas, produce strategies, and solve problems, as well as reflect on and access their mental activity” (p. 97). Papandreou (2014) had a sample size of 20 children ages four to six (p. 89). She argued that teachers should be trained on the general importance and meaning that can be found in children’s art to enhance the educational experience and tailor it to focus on the children (p. 98). According to researchers Dole, Bloom and Kowlaske (2016), “[h]igh-stakes testing and scripted curriculum in K–12 classrooms have resulted in the disempowerment of teachers as well as students” (n.p.). A scripted curriculum does not allow for interpretive drawing and true understanding of the students, which makes for a less effective classroom. Hopperstad (2008) argues that having a supportive and balanced routine of communicating ideas and stories through drawings in Kindergarten age groups is beneficial for interaction between students and teachers. The teacher needs to maintain a delicate balance between creating a positive learning environment but not controlling the conversation and contents of the children’s work (2008, p. 149). Every aspect of

communication, conversation, play, writing, and drawing, is important in an effective early childhood classroom.

Thus this study attempts to investigate through focus group interviews and drawings with attention to two research questions:

1. How are children's voices constructed socially and culturally?
2. How do Kindergarteners represent their emergent understanding of their world through drawing?

## CHAPTER THREE

### METHODOLOGY

#### 3.1 Qualitative Methods

This study adopts a qualitative approach because “[q]ualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations” (Mack, et. al, 2005, p. 1). Focus small group interviews between three to four children were conducted and followed by two drawings of happy and sad pictures. Ten interview questions were carried out consisting of home life; school life; and what makes them happy and sad. (Appendix 1-3: Interview questions and drawings) The purpose of using both interviews and drawings is to triangulate the data and ensure validity of the data set. The investigator used the triangulation method to gather data and to analyze the data. “Because each method reveals different aspects of empirical reality, multiple methods of data collection and analysis provide more grist for the research mill” (Patton, 1999, p. 1192). The investigator in this study used Patton’s (1999) “methods triangulation” or the checking of consistency by using multiple data collection methods and his “analyst triangulation” or using more than one person to interpret the data (p. 1193).

This study was conducted by interviewing small groups of Kindergarteners and recording their responses on paper. The investigator chose a qualitative study because interviewing Kindergarteners and writing down their words was the best way to develop the context of the children’s thoughts and opinions. Being able to compare similar themes from verbal communication with children was important to the investigator.

### 3.2 Sample Composition

The research was conducted at a local elementary school in sub-urban area of Murfreesboro, Tennessee. The demographic breakdown of this school is 88% Caucasian, 5% Asian, 4.5% African American, and 2% Hispanic. There are 458 students at this school and 45% of them are considered economically disadvantaged by the Tennessee Department of Education.

The sample in this study consisted of kindergarten children between 5-6 years of age. There are five kindergarten classes involved with N= 98 children. Of the total kindergarten population invited to participate in this study, N=30 responded, resulting in a response rate of 31%. Gender composition consist of sixteen boys and fourteen girls. The racial demographics of the 30 children are 97% white and 3% Hispanic. There was one Hispanic child in the sample size.

### 3.3 Data Collection

Data collection commenced in the fall of 2016. The principal investigator and two co-investigators visited the five kindergarten classes. The study was presented to the children in each of the five classes explaining the ten interview questions and the two pictures to be drawn. A response box was left in each class and after one week, the investigators returned to collect the responses.

The two co-investigators visited the school every Friday to interview one group of students individually. Every group had three to four students and they were generally all from the same classroom. The researchers preferred that the groups came from the same class so the students would feel comfortable around each other and, therefore, more comfortable talking to the researcher (Clark 2005).

The interview process began with set up and preparation, then interviewing, drawing, and ended with thanking students for their time. Interview recording sheets and the drawing sheets were individually labeled with an identification code to keep student identity confidential. The investigator began with the interview questions and asked one student at a time, recording the student responses under their identification code. There were ten questions in the interview section and the investigators read each one the same to every student. After the interview portion was completed, the investigator gave each student the first drawing page on happy emotions and a box of crayons. The investigator read the prompt to all students and passed out the second drawing page on sad emotions when individual students finished, being sure to read the prompt for the second drawing to everyone. The investigator asked each student what they were drawing for both emotions and recorded their responses under the student's unique identification code.

After the drawings were collected, the investigator walked the students back to their classroom. The investigator thanked the children by giving them each a small coloring book for participating. Any questions the children had about the project were answered in a developmentally appropriate way that focused on the helpfulness of the child.

### 3.4 Ethics and Confidentiality

Since this study requires working with human subjects, IRB approval was necessary before the research is carried out. All investigators need to complete the CITI program under the social and behavioral research. In addition, approval was also granted from Rutherford Board of Education and the principal of the elementary school. An expedited protocol approval was granted from IRB before the study commenced.

After receiving IRB approval and approval from the principal of the school, the primary investigator sent a parental consent and child assent form home with each student from the five Kindergarten classrooms and received responses for participation from 30 students. The consent and assent form asked for the child's name, gender and race, parent signature, and child signature. The consent and assent forms were collected by the investigators and kept confidential. Confidentiality was achieved by using a coding system to organize participants. All children's work was individually labeled with an identification code that included student gender, sequenced number, and classroom teacher initial. None of the students name were used during the process to ensure that they will not be identified.

Two investigators went to the school once a week, on the same day and at the same time. Each investigator had one complete interview session with one group of students. The investigators collected the students from the classrooms and sat at tables in the hallway or in the cafeteria for the interview. When in the hallway, the students and investigator were close to the students' classroom; when in the cafeteria, there were other classes and teachers using the space simultaneously. The investigators always walked the students back into their classroom after the interview completed. Each interview session took anywhere from 15-25 minutes to complete.

## CHAPTER FOUR

### RESULTS

The investigators sought to discover how children's voices are constructed socially and culturally. The second research question is to study how kindergarteners represent their emergent understanding of their world through drawing. Data was collected through a small group focus interview of 10 questions with three to four kindergarteners in each group. This is followed by their drawing samples of happy and sad emotions so as to triangulate the data.

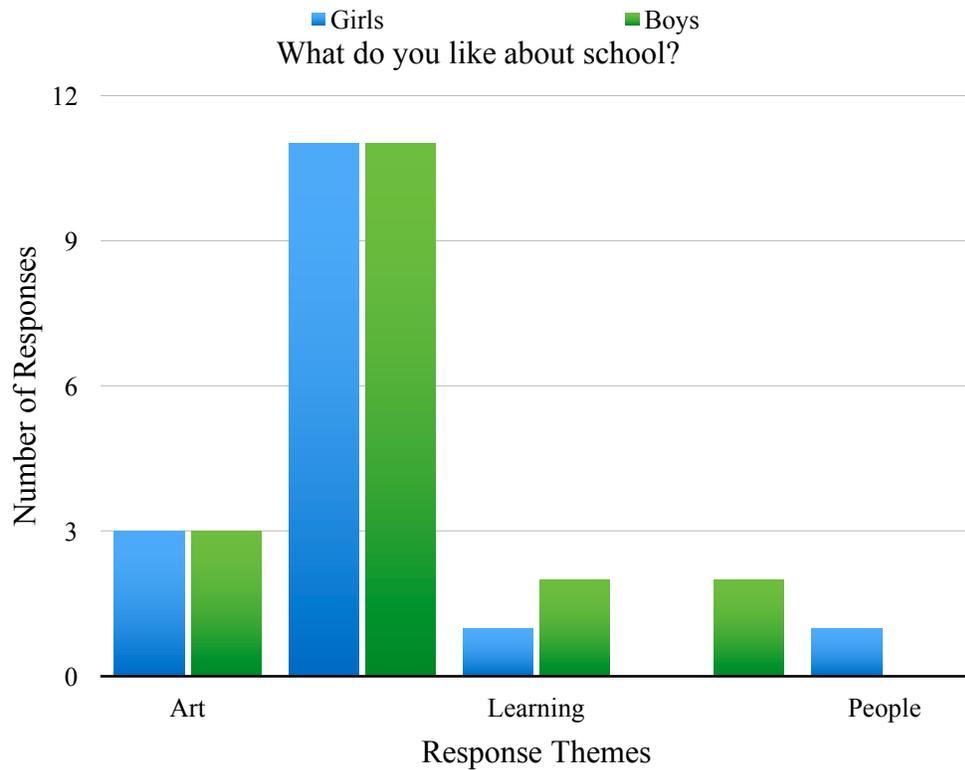
To analyze the data that was collected, an inductive method was used and the investigator coded the responses into themes (Bogdan & Biklen, 2003). In addition, the sample was categorized into gender specific (girls and boys) in order to compare the differences if any in gender responses. The interview findings were cross referenced to the drawings in order to triangulate the data. Using descriptive statistics; tables were presented to present the two major emotions of happy and sad emotions.

Bronfenbrenner's ecological systems theory guided how the investigator thought about each response. Since the sample came from the same school, the investigator could assume that their curriculum, workload, and expectations in the classroom were generally consistent. The students were between five and six years old, implying they have the same developmental milestones. Although data about family traditions, religion, socioeconomic status, parental marital status, and number of siblings were not collected, the researcher can infer knowledge of the family demographic through the interview data.

#### 4.1 Happy emotions results

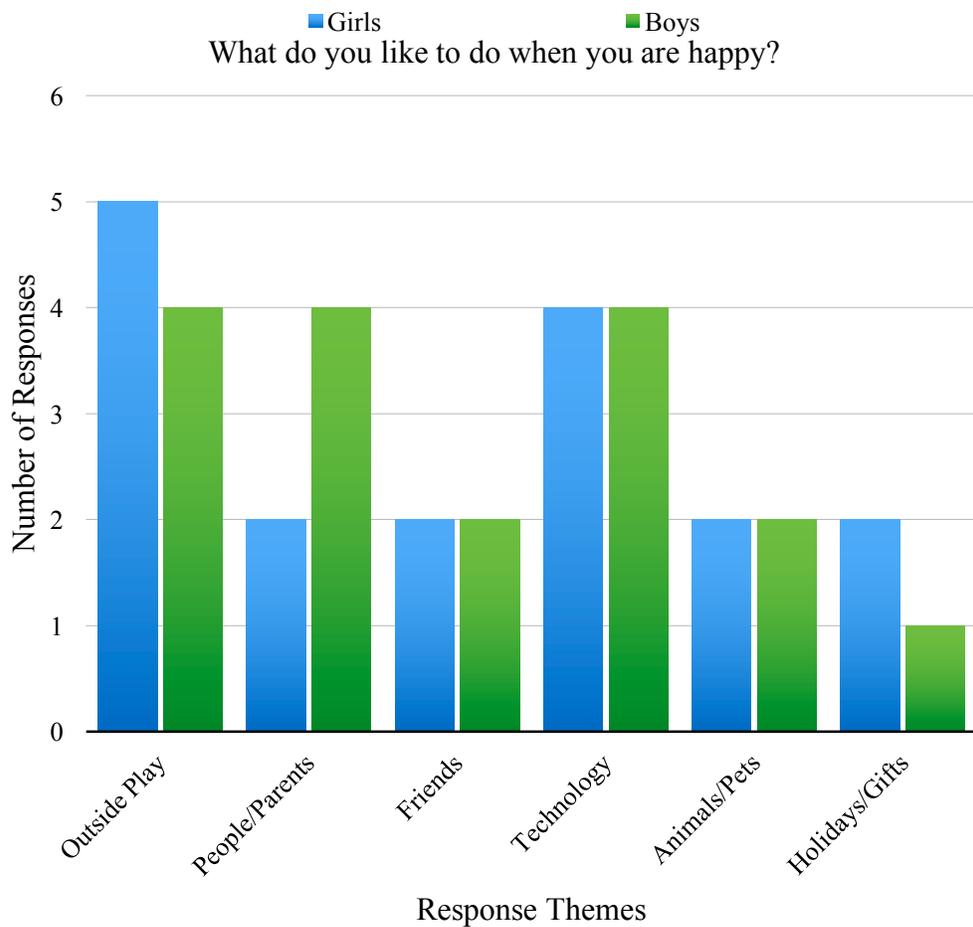
There were two questions in the interview portion that related to happy emotions. Question 1 of the interview was “What do you like about school?” The themes of the responses can be seen in Table 1. The most common response for girls and boys was playing outside or going to recess. The second most common response was going to art, but playing was the majority. The girls did not mention technology at school and the boys did not mention people being the main cause of happiness at school.

Table 1: Question 1 Response Themes



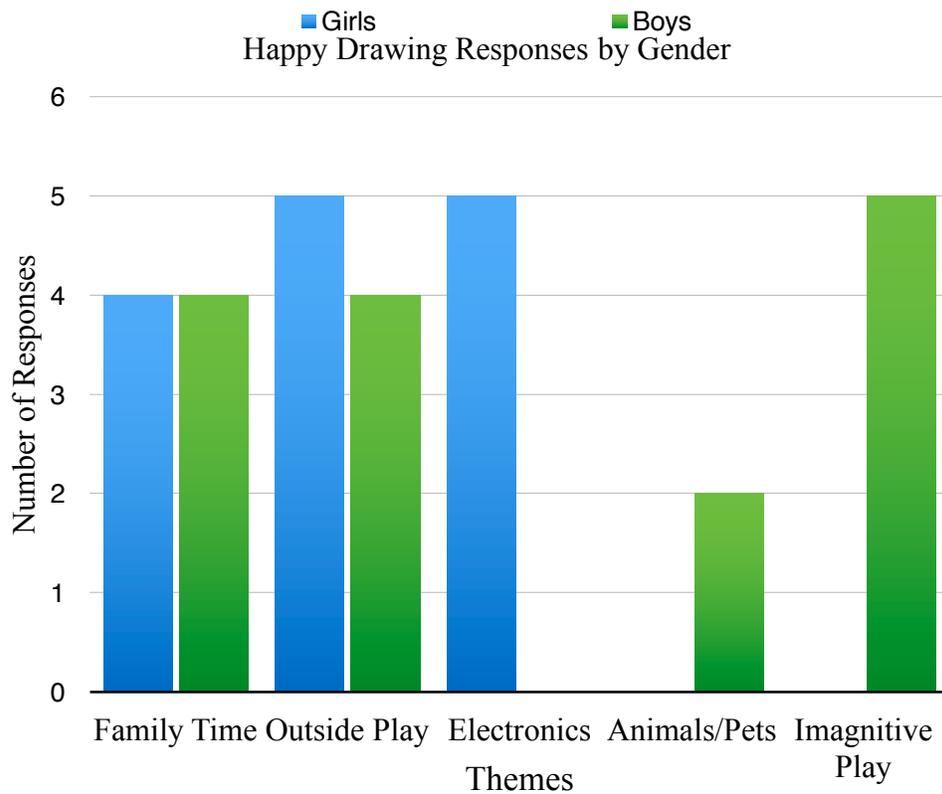
Question 8, the second happy emotion question, of the interview was “What do you like to do when you are happy?” The most common response, as seen in Table 2, for the girls was playing (either outside or inside). The girls second most common response was using technology. The boys top response was tied with playing, being with family or friends, and using technology.

Table 2: Question 8 Response Themes



A conclusion of the responses for the happy drawings are shown in Table 3 below. Many children drew playing outside or playing with other people close to them. Only girls had drawings or verbal responses to their drawings that depicted them playing with electronic toys. And only boys drew or talked about themselves playing make believe or imaginative games. All of the drawings and their responses can be found in Appendix 3.

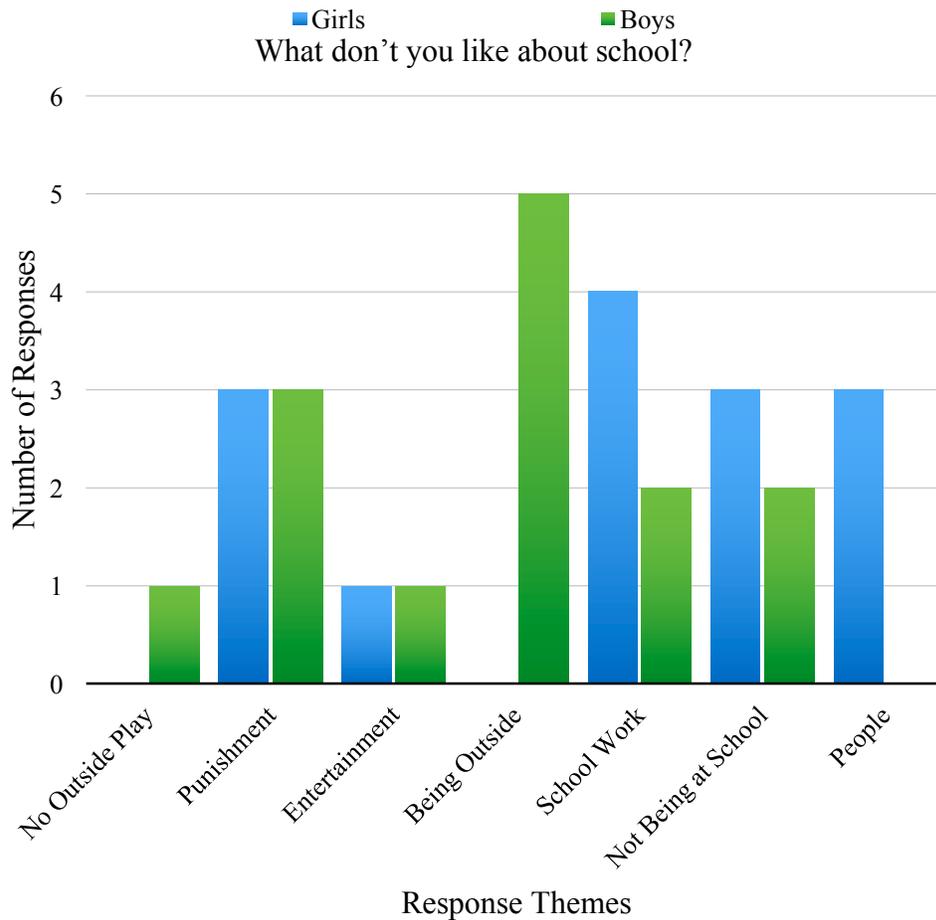
Table 3: Happy Drawing Responses



## 4.2 Sad emotions results

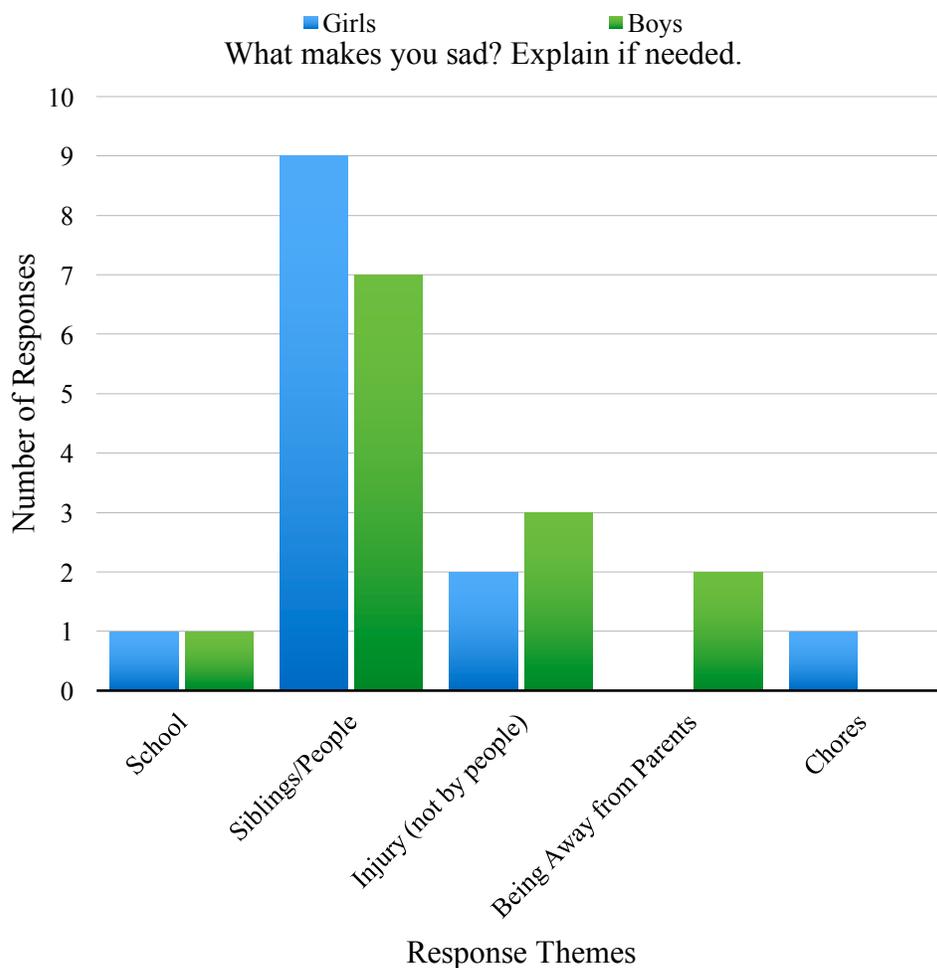
Three questions addressed what makes children sad in the interview. Question 2 in the interview was “What don’t you like about school?” There were seven different response themes present in this question. Five boys talked about not wanting to play outside at school, which is contradictory to the responses in Table 3 where imaginative and outdoor play were very common response. Common punishments included clipping down (moving a child’s name on a behavior tracking chart), time out, and losing play time. The boys had a wider variety of responses, as addressed in Table 4.

Table 4. Question 2 Response Themes



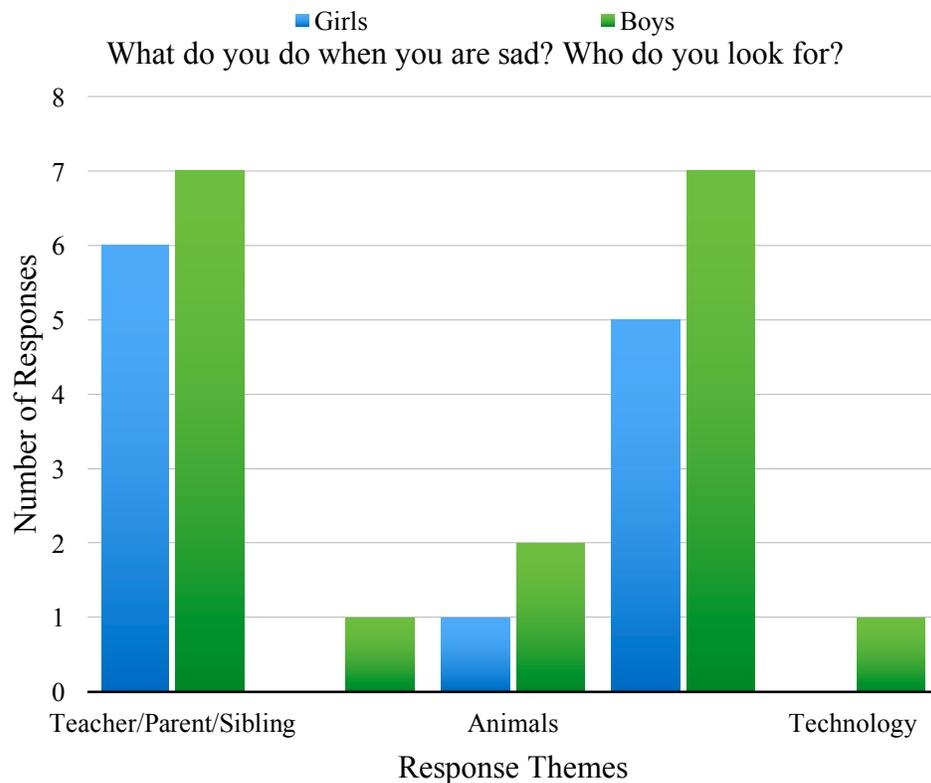
Question 6 asked the students “What makes you sad? Explain if needed.” Other people, friends, or siblings were the most common responses in both boys and girls. Only one boy and one girl mentioned school as something that makes them sad. Girls did not mention being away from family, but three boys did.

Table 5. Question 6 Response Themes



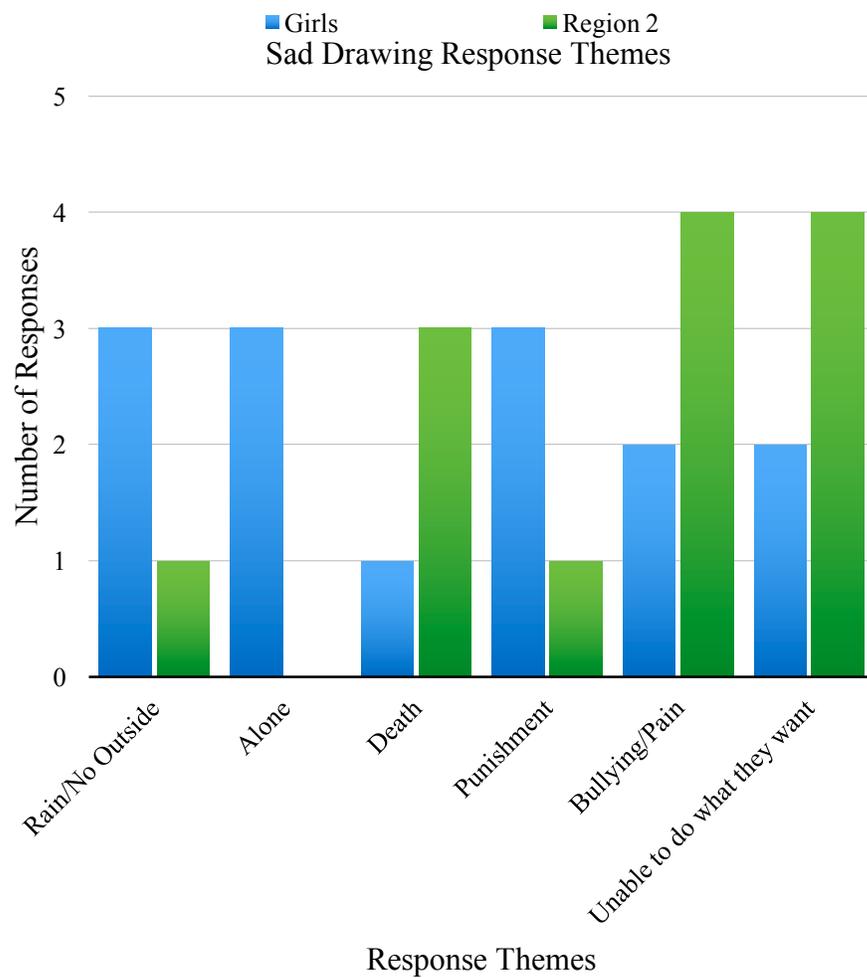
Following up on Question 6, Question 7 asked, “What do you do when you are sad? Who do you look for?” Boys reported going to a teacher or a parent and also trying to deal with the problem themselves. More boys had more than one response to this question (and each response gets included, which could mean more than one response per child). Six girls reported going to a teacher or a parent and 5 girls mentioned trying to deal with their emotions alone.

Table 6. Question 7 Response Themes



The sad themed drawings had some new themes like ‘death’ that were not discussed in the interview portion. Girls did not talk a lot about being sad when they were alone, but three drawings depicted being alone or away from parents. The boys sad drawings had two main themes: pain and unable to do what they want. Girls drew more rainy days than boys did.

Table 7. Sad Drawing Responses



### 4.3 Research Questions

The investigator discovered that the boys in the sample wanted social-emotional support just as much as the girls. The boys reported going to a parent or teacher when they are upset as much as the girls did as seen in Table 6. They also reported being close to and playing with siblings. It is a societal norm in America to expect boys to be tough and independent, but that is not the case at the young age in this sample. This led the investigator to think that most of the socialization of gender norms happens after kindergarten. The investigator concluded that boys and girls do not need to be treated in a different manner or have vastly different expectations in kindergarten.

Another discovery was that girls actually reported playing video games/electronic games as much as the boys did (Table 2). It is assumed that girls partake in more imaginative play and less electronic play, but that was not true with this sample. The boys and girls reported almost evenly that they enjoyed playing outside. The investigator concluded that boys and girls of this age generally find enjoyment in similar activities and girls like playing outside as much as boys do.

These themes relate to Bronfenbrenner's Ecological Systems model in that these children responded to open ended questions with insight into where they came from and what is important to them. The school, individual families, and peers all have a direct impact on children's emotions. Play was an overarching theme across the categories. Children were happy when they could play and sad when they could not.

## CHAPTER FIVE

### DISCUSSION AND CONCLUSIONS

Further research is necessary to draw conclusions that can accurately represent the population. All conclusions drawn in this chapter represent the sample size only.

The investigator discovered that girls love technology and gaming as much as boys. In the classroom, teachers could recognize this by having lessons that include references to current games or electronics. Allowing students to discover and form opinions about their world in a positive, nurturing environment is the most important part of a classroom environment. The teacher could avoid bias from their own culture or beliefs by talking to their students and learning their individual points of view. The investigator believes it is important to establish open lines of communication in the classroom.

Boys need as much emotional support as girls do in Kindergarten. Teachers could talk to all of their students more often about emotions or problems openly in the classroom. The investigator was able to learn a lot about the lives of the students just from a short interview. The high-stakes testing environment that is appearing in kindergarten and early elementary school is not the best type of learning environment for young students who learn best through play.

If this study is replicated, the investigator would suggest the following. First, a short observation of a child participating in their normal classroom routine would provide more insight into their habits and personality. In a similar study conducted in Scandinavia, investigator interviewed children about their lives. “Langsted (1994) suggests the need for particular inventiveness and ingenuity in devising interviews for

children. [...] Interviewers observed the children and then took them on a sightseeing trip of their daily lives” (cited in Clark, 2005, p. 492). Adding another layer to the interview process would provide a clearer view of the child’s life and help even out any inconsistencies.

Overall I think the results of this research were expected. I was able to look at past studies that related to this one and I think the answers correlate. I was surprised to find out that there were so few differences in the answers between boys and girls.

Second, a larger sample size with more racial and socioeconomic diversity would provide a better scope for understanding American children’s lives. One of the main drawbacks of the sample size in this study was the lack of diversity. Since the sample size was 30, mainly Caucasian, children, a study involving more children could be conducted to widen the demographics represented and include the variations that different school systems, cultures, and races have to show on this subject.

Throughout this project I have learned valuable lessons in research practices and the steps that it takes to conduct a study from beginning to end. I enjoyed interviewing the children and I was able to discover a lot about young children just by talking to them. I think this research will be beneficial to me in my life, whether I am a teacher or not, because I was able to experience the value of getting to know people and realize that there are a lot of factors that affect just one person.

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## APPENDIX 1

### List of Interview Questions

1. What do you like about school?
2. What don't you like about school?
3. Imagine a day with no teachers. What would you do?
4. What do you do when you get home?
5. What do you do on Saturdays and Sundays?
6. What makes you sad? Explain if needed.
7. What do you do when you are sad? Who do you look for?
8. What do you like to do when you are happy?
9. What is the best thing about being five or six years old?
10. If I could give you ONE wish, what would that be? (Interviewer gives a clap and points... "I give you one wish!")

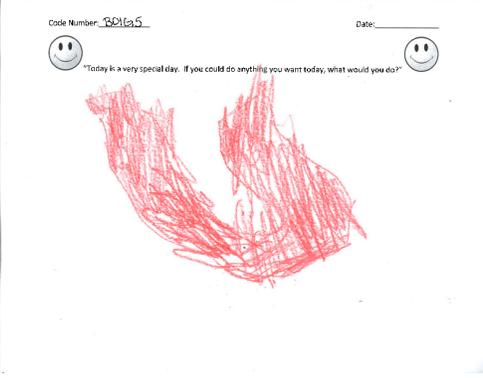
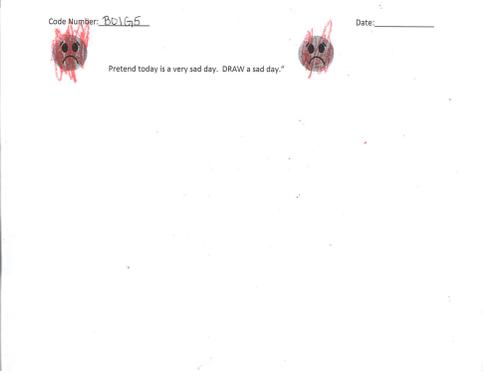
## APPENDIX 2

### List of Drawing Prompts

1. Today is a very special day. If you could do anything you want today, what would you do?
2. Pretend today is a very sad day. Draw a sad day.

APPENDIX 3

Drawing Responses

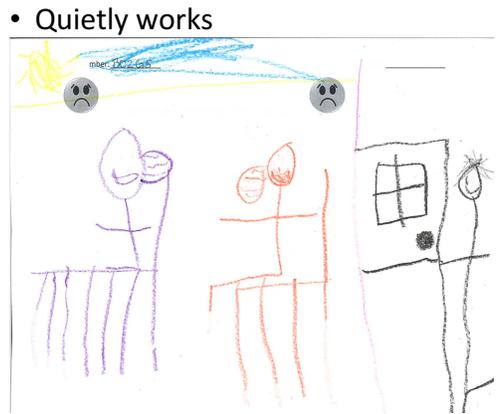
Gender/Number/Teacher/Age Happy/Sad Race	Notes on Picture	Other Observations noted by Interviewer and Drawing
B01G5 Happy White	It's a letter U thats a U this is color red	 <p>The drawing shows a red scribbled letter 'U' on a worksheet. At the top left, it says 'Code Number: B01G5' and 'Date: _____'. There are two smiley face icons. The text between them reads: 'Today is a very special day. If you could do anything you want today, what would you do?'.</p>
B01G5 Sad White	(pointed to frowny faces and colored them with a red crayon)	 <p>The drawing shows two red scribbled frowny faces on a worksheet. At the top left, it says 'Code Number: B01G5' and 'Date: _____'. There are two frowny face icons. The text between them reads: 'Pretend today is a very sad day. DRAW a sad day.'.</p>

B02G5 I'm drawing me and my sister..  
Happy playing. Last night I was playing  
White with her. I love sissy a lot.

- Immediately starts drawing
- Finishes quickly, observes others, then starts to add other colors



B02G5 Um.. I'm at home and my mommy  
Sad is not gonna let me go to my  
White friend's birthday party. This is my  
sister.



- Quietly works

G03G5 I'm drawing me and my new  
Happy puppy I'm getting. This is my  
White dada, this is me. You can't see it  
but the lake is behind us.

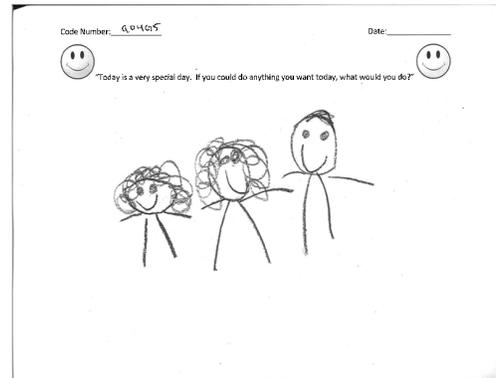


G03G5 This is mommy. This is me and she's screaming at me. I have blonde hair so I'll use yellow.  
Sad  
White

• Has a conversation with B05G5



G04G5 I am happy when I am with my momma and with my daddy too  
Happy  
White  
But they are not together



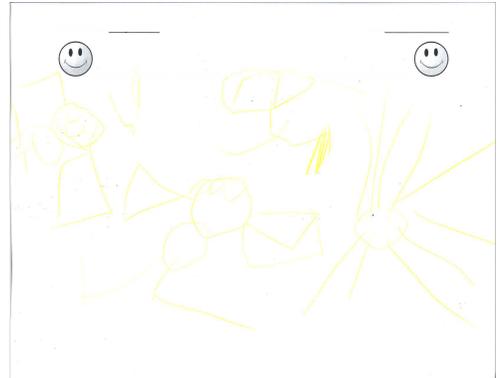
G04G5 When I am not with my mom and daddy and also playing outside by myself.  
Sad  
White



B05G5  
Happy  
White

I'm drawing a mailman. I'm making me a boat. Look what I draw. I draw a boat right there.

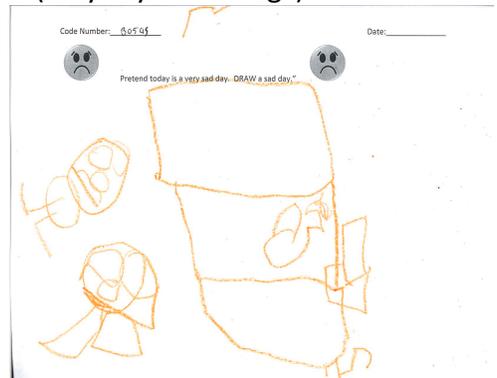
- Really fond of G03G5
- Angry/frustrated
- Moves drawing to the back of the paper
- Says every color that he uses



B05G5  
Sad  
White

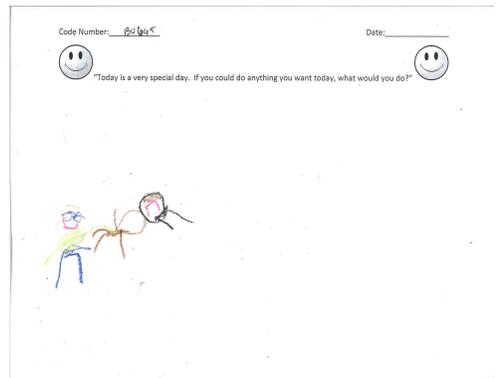
-Nothing-

- Makes funny noises like a duck
- Doesn't answer about picture (only says "nothing")



B06G5  
Happy  
White

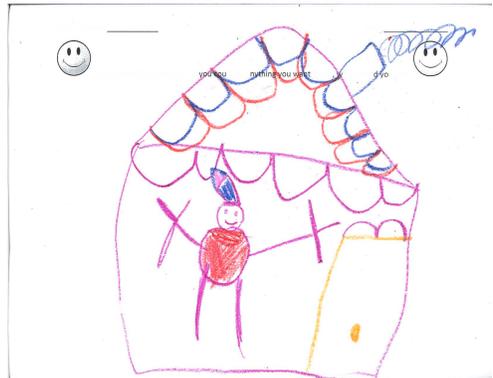
Playing tug of war with my dog



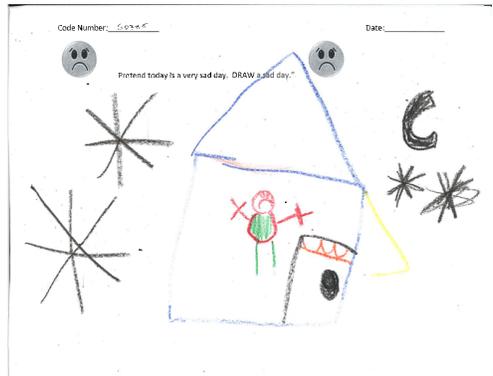
B06G5 I'm sad when my dog wins the tug of war game and then takes the head off the bunny toy  
 Sad Dog toy is ripped thats why I put a red 'x' on it and the sun has a check because it's floating away  
 White And thats my sister jumping



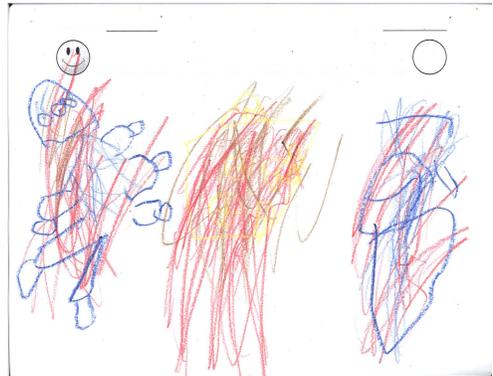
G07H5 Me being happy because it is my birthday. We are having a big party with decorations  
 Happy  
 White



G07H5 It's me on the day I couldn't go outside. It's nightttime and I'm sad because I can't go to my grandpa's  
 Sad  
 White

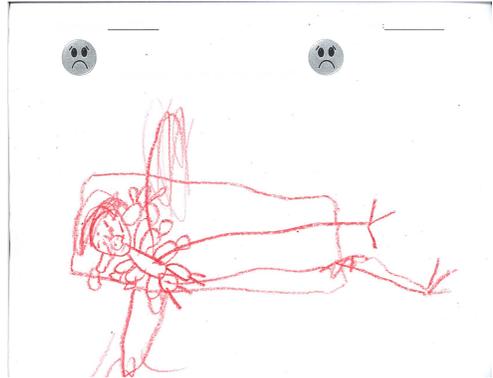


B08H6 Making a house break because I don't like people. I'll tear up all the houses in the world so it would be only us (points to two classmates and interviewer).  
 Happy  
 White



B08H6            Because my aunt died.  
Sad                They got killed with a shot gun.  
White              She was an alien

Pretty sure the only thing true  
about this was his aunt dying.



B09H5            I am drawing back in the old times  
                         when they had wars  
Happy  
White



B09H5            It's about me not being able to go  
                         outside because it's raining.  
Sad                Iron man saved me  
White

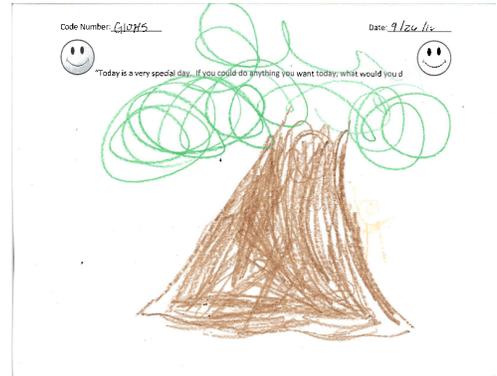


G10H5 A tree and I'm going to draw myself climbing it

Happy

White

- Talkative
- Looks at B11H6's drawing a lot



G10H5 My daddy's telling me that I can't go to the fair 'cause it's not here today. That's the Ferris Wheel at the fair and I'm at the fair but my daddy forgot it's closed

Sad

White

- Laughs a lot



B11H6 Me playing with my sister

Happy

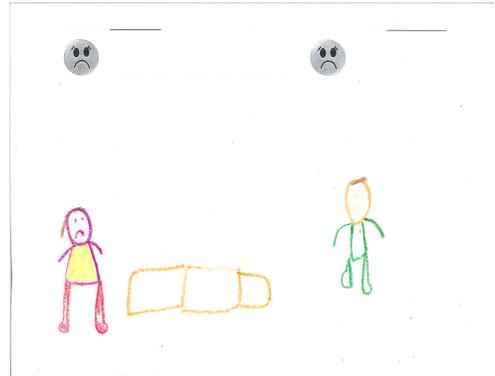
White

- Very quiet
- Precise and takes time with pictures
- Seems to really love his sister



B11H6 This is me and I'm gonna draw another person making fun of me because I'm not big enough. This is a seesaw  
Sad  
White

- Thinks long and hard about what to draw



G12M6 I'm drawing someone playing on the TV all night long  
Happy  
White

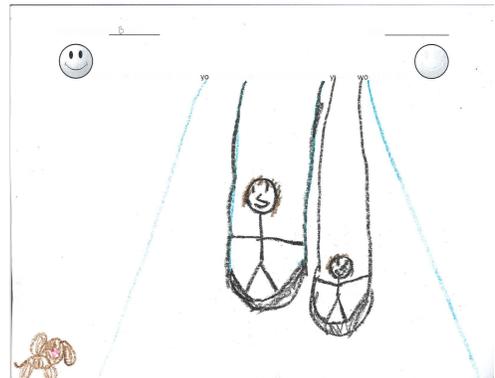


G12M6 Im drawing me being sad because I am going alone too  
Sad  
White  
My mommy didn't come with me

- Copied friends. A lot.



B13M5 I am playing on the swing set. My brother is playing with me.  
Happy  
White

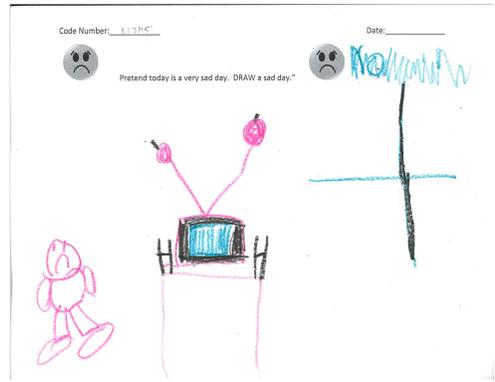


B13M5

When I cant watch TV.

Sad

White



G14M5

I'm playing video games shooting zombies

Happy

White



G14M5

When I went on vacation when I was 4 and no body went with me. Because mommy wasnt there with me.

Sad

White

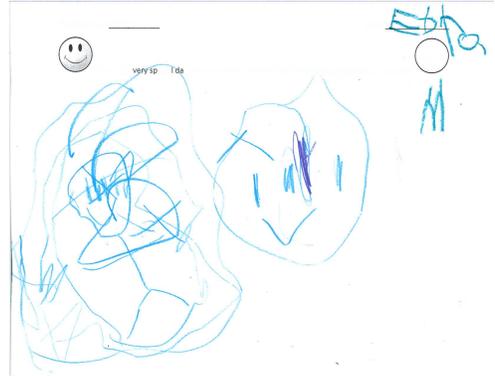


B15M5 I'm just drawing a robot. His hands, his feet, a smile.

Happy

White

- Sits close with B17M5
- Makes noises
- Tries to write name
- Plays with crayons for a while



B15M5 Sad mouth I draw. I'm drawing his face. This me after I fell down.

White This someone pushing me

- More focused on B17M5's drawing
- Gets idea of drawing from B17M5

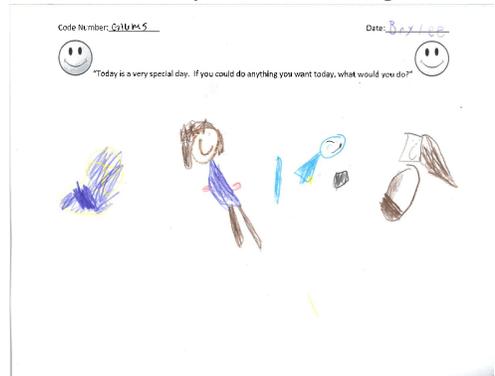


G16M5 Um.. me playing on my phone. I'm drawing my brother's ipad. I'm drawing a robot, too.

Happy

White

- More secluded
- Quickly starts working

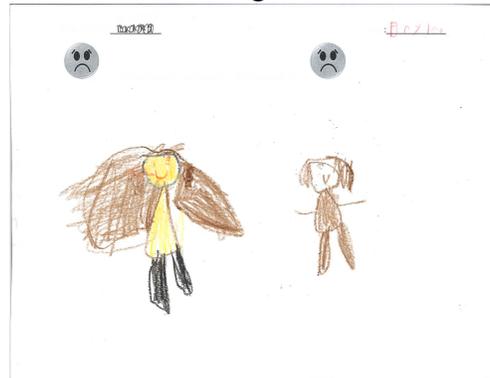


G16M5 Me and my mommy. My hair is really long.

Sad

White

- Draws using both hands

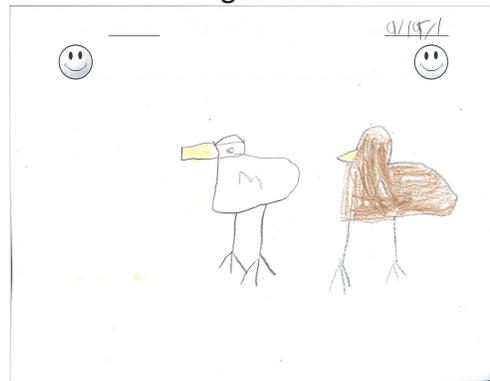


B17M5 A duck. I like duck. I draw one more.

Happy

White

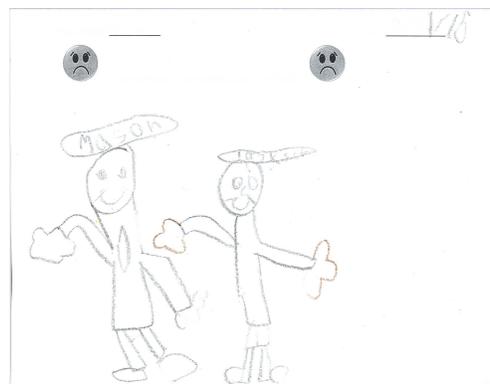
- Sits close with B15M5
- Smiles a lot when drawing
- Writes name after observing B15M5



B17M5 Someone pushing me. This is me. This is my brother.

Sad

White



B18J5 I am drawing the beach.  
Happy I am swimming  
White Thats the eagle flying  
This is me ridng a dolphin.



B18J5 My grandma died  
Sad  
White



G19J5 To see all the colors from the  
rainbow  
Happy  
White

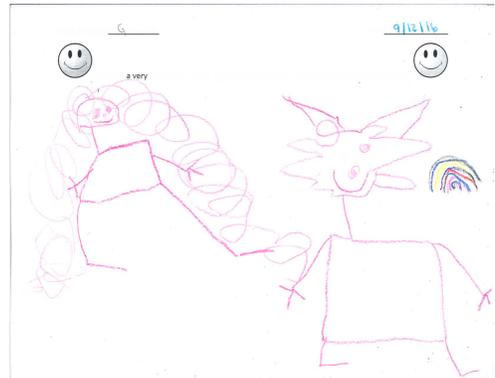


G19J5      Raindrops  
Sad        It's raining  
White      I'm drawing my baby sister dying

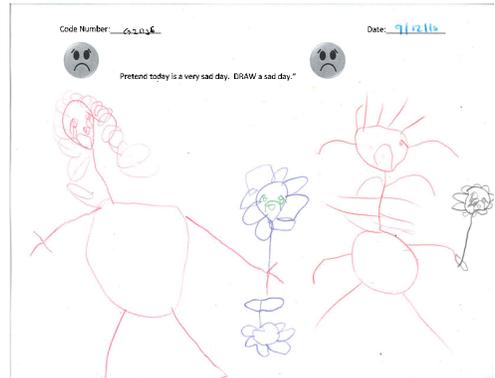
- Interviewer asked if baby sister really died. Ambiguous reply and Interviewer did not ask again



G20J5      Here's a fox and there's me.  
Happy  
White



G20J5      I'm drawing an angry face, this is  
Sad        my mom.  
White



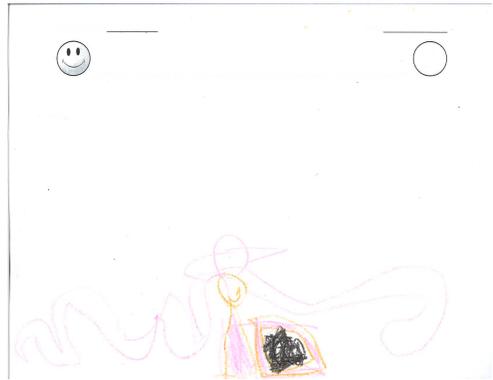
G21J5      Go outside and play in the front  
Happy      yard.  
White



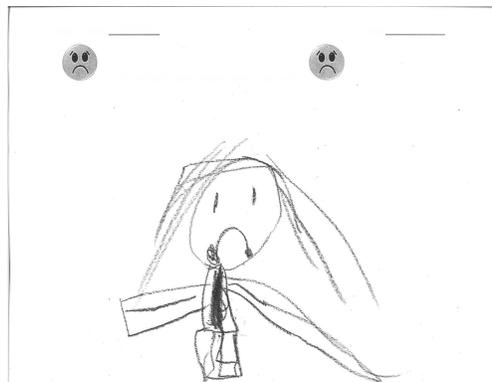
G21J5      Raindrops are really sad. I'm  
Sad      drawing muddy puddles  
White



G22L5      I'm playing the pink Kindle  
Happy  
White



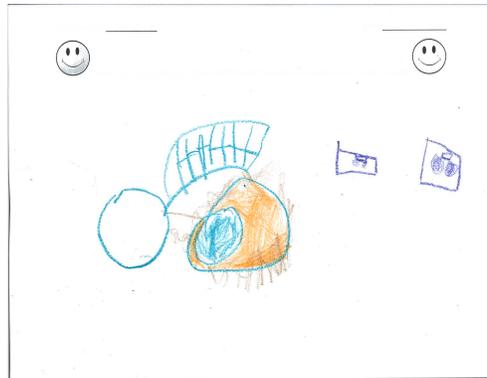
G22L5      I'm drawing me when my mom  
Sad      made me wear jeans  
White



B23L5 I'm drawing a Monster truck with a flat tire

Happy

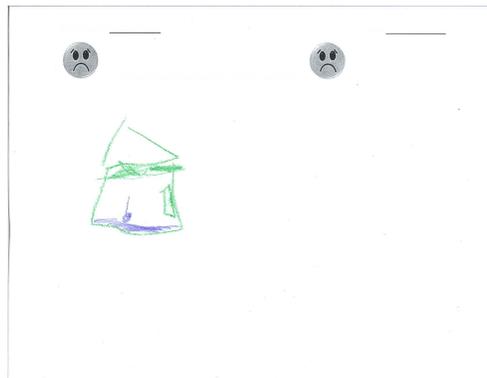
White



B23L5 I'm drawing my house when I go to my room when I have time out

Sad

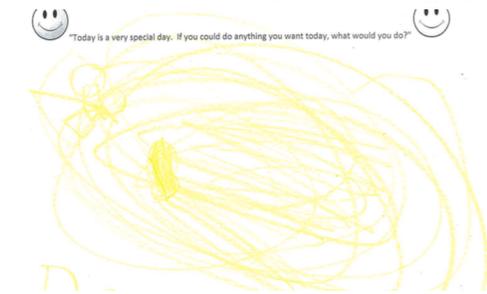
White



B24L5 Me playing in my pool

Happy (Drawing cropped for confidentiality)

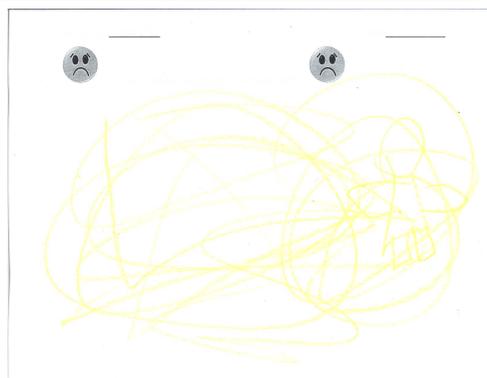
White



B24L5 I hate going in my bed

Sad

White

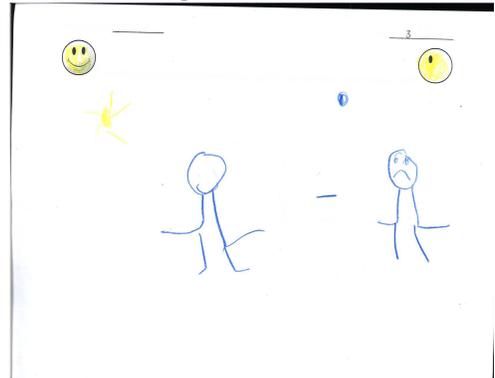


B25L6 I like being in the very sun

Happy

White

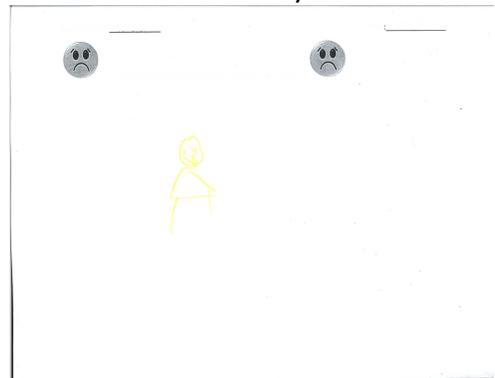
- Rushes
- Drew happy and sad together at first, then became upset when other children told him it was wrong



B25L6 Me wearing a skirt and being sad

White

- Pretends to cry



G26L5 Playing outside and playing in the grass

Happy

White

- Talks to B25L6 a lot and looks at his paper often

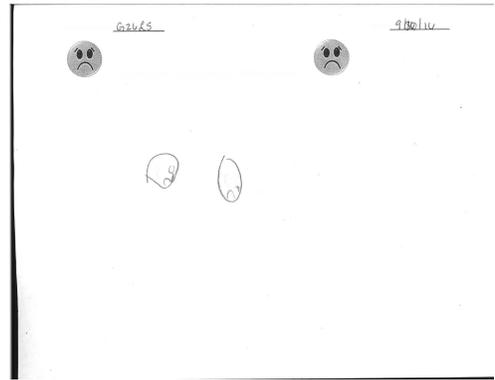


G26L5 This is my sad face crying because someone pushing me

Sad

White

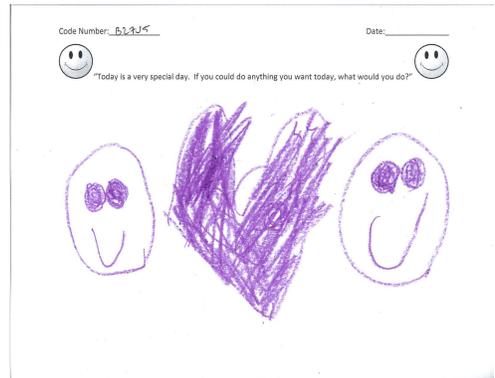
• Rashes



B27J5 A heart and happy faces. It makes me happy.

Happy

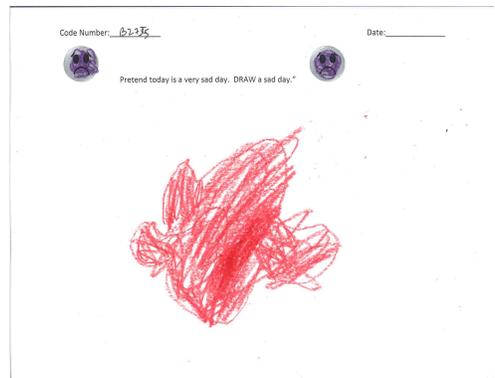
White



B27J5 Red makes me sad. It makes me think of blood no matter what it is.

Sad

White

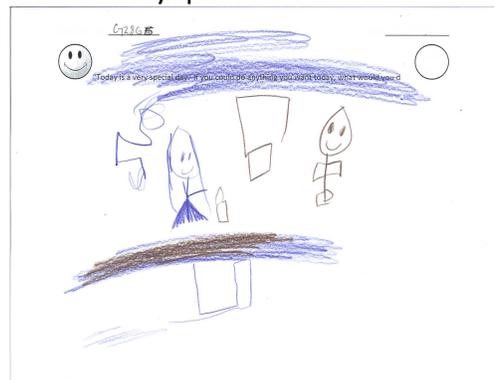


G28G5 Me being outside

Happy

White

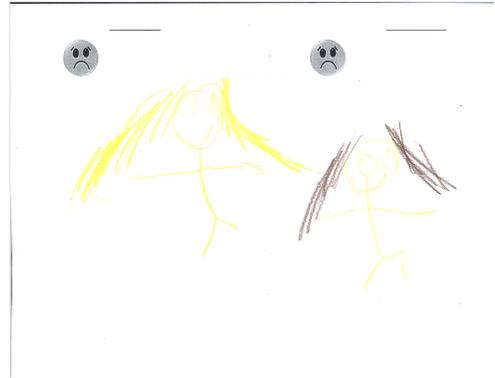
• Very quiet



G28G5 My sister punching me

Sad

White



B29H6 This is someone giving me a dollar

Happy

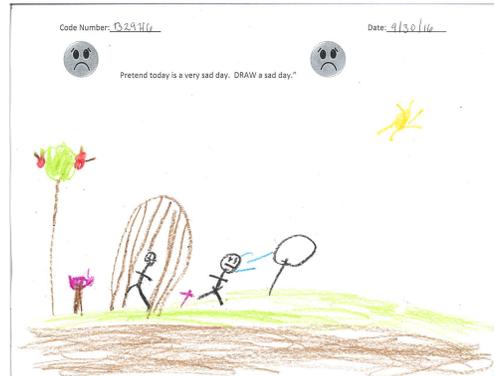
Hispanic



B29H6 I wrote someone trapping me

Sad

Hispanic

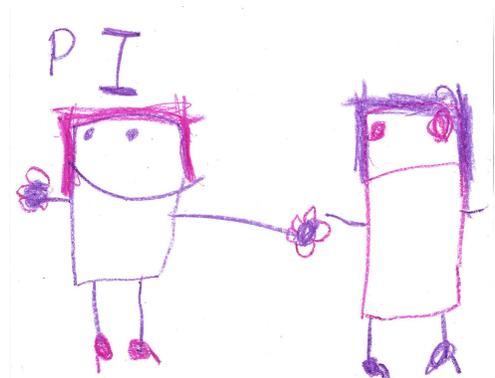


G30L5 That my mom is going away for college when she wants to

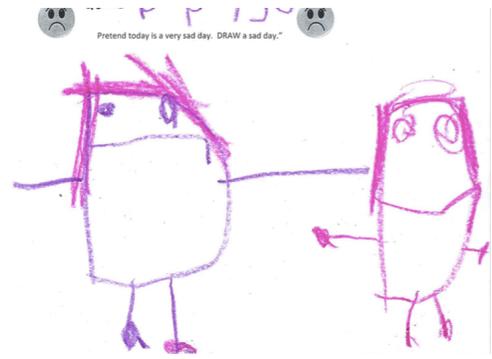
Happy

White

(Student used back of drawing response sheet)



G30L5 I'm grounded when I lose I don't  
get to be invited to the party at  
recess  
Sad  
White (drawing cropped for  
confidentiality)



# IRB APPROVAL LETTER

Untitled

IRB  
INSTITUTIONAL REVIEW BOARD  
Office of Research Compliance,  
010A Sam Ingram Building,  
2269 Middle Tennessee Blvd  
Murfreesboro, TN 37129



**IRBN001 - EXPEDITED PROTOCOL APPROVAL NOTICE**

Thursday, September 08, 2016

Investigator(s): Jane Seok Jeng Lim  
Investigator(s)' Email(s): [Jane.Lim@mtsu.edu](mailto:Jane.Lim@mtsu.edu)  
Department: Elementary and Special Education

Study Title: ***Creating a better world for preschool children by listening globally***  
Protocol ID: **16-2048**

Dear Investigator(s),

The above identified research proposal has been reviewed by the MTSU Institutional Review Board (IRB) through the **EXPEDITED** mechanism under 45 CFR 46.110 and 21 CFR 56.110 within the category (7) *Research on individual or group characteristics or behavior*. A summary of the IRB action and other particulars in regard to this protocol application is tabulated as shown below:

IRB Action	APPROVED for one year	
Date of expiration	10/27/2017	
Sample Size	64 (SIXTY FOUR)	
Participant Pool	Minors attending elementary school	
Exceptions	NONE	
Restrictions	(1) Active parental permission and child assent required; (2) the research site is Hobgood Elementary School; (3) Buchanan Elementary School is added to the list (refer below for post-approval amendments)	
Comments	NONE	
Amendments	<b>Date</b> 6/6/2016	<b>Post-approval Amendments</b> 1. Investigators Emily Tinch and Jacob Kirby have been removed from the list of investigators 2. Calla Sharp (College of Education, Elementary & Special Education) is added as a new investigator 3. Sample size increased to 120 (ONE HUNDRED AND TWENTY) 4. Buchanan Elementary School has been approved for enrolling participants
Amendments	<b>Date</b> 8/25/2016	<b>Post-approval Amendment</b> 1. Add investigator: DeArris Boyd

This protocol can be continued for up to THREE years (10/27/2018) by obtaining a continuation approval prior to 10/27/2017. Refer to the following schedule to plan your annual project reports

IRBN001 Version 1.3 Revision Date 03.06.2016

