

Language Ability and Social Withdrawal:  
Ratings of English Language Learning Children's  
Withdrawn Behavior in Native and Nonnative Language Contexts

by

Andrea Christine Ash

B.S., University of Utah, 1999

M.S., University of Utah, 2001

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Committee Members

---

Dr. Mabel L. Rice,  
Chairperson

---

Dr. Hugh Catts

---

Dr. John Colombo

---

Dr. Susan Kemper

---

Dr. Meagan Patterson

Date defended: 7/20/09

The dissertation committee for Andrea Christine Ash certifies that  
this is the approved version of the following dissertation:

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## ABSTRACT

This study is one of the first investigations of withdrawn behavior in English language learning (ELL) children. Children with communication difficulties are known to have increased levels of withdrawn behavior. Withdrawn behavior, particularly shyness, has been associated with negative developmental outcomes. The purpose of this study was to determine if ELL children's withdrawn behaviors, principally shyness and unsociability, increased as a result of communication barriers in an English speaking context.

Thirty-four ELL children, thirty-seven native English (NE) speaking children, and seventy-one parents participated in the study. Children were administered the PPVT-4, the EVT-2, a hypothetical peer judgment task, and a questionnaire regarding their own social behavior. Parents were administered two questionnaires, one addressing their child's social behavior and another addressing their child's language abilities.

Results indicated that overall, children in the ELL and NE had similar ratings for shy and unsociable behavior of hypothetical peers. This finding supported the use of shy and unsociable subtypes of withdrawn behavior as recognizable constructs between the two groups of children. In the ELL group, child and parent ratings of the child's shy and unsociable behaviors were elicited across native language and English speaking contexts. Results from the ELL children and their parents indicated that ratings of shyness increased in English speaking contexts compared to their native

language context. Ratings of unsociability in the ELL children did not change across language context. An investigation of the similarity of child and parent ratings found that ELL children and their parents had similar ratings of the child's withdrawn behavior. Child ratings of withdrawal in the NE group were significantly different than the parent ratings. A comparison of child ratings of withdrawn behavior in the native language of the ELL and NE groups found significant differences in ratings of shyness and unsociability.

The results from this study demonstrated the value of investigating shyness and unsociability as differing constructs of withdrawn behavior. Additionally the results indicated that ratings of shyness for ELL children increase when the child is participating in English speaking contexts. Future research is needed to address the impact of this finding.

*New knowledge is the most valuable commodity on earth.  
The more truth we have to work with, the richer we become.*  
-Kurt Vonnegut

Dedicated to my loving husband Donald Claus.

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## TABLE OF CONTENTS

ABSTRACT.....	iii
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	x
CHAPTER I: INTRODUCTION.....	1
Withdrawn Behavior.....	4
Language and Withdrawn Behavior.....	8
Current Study.....	15
Research Question 1.....	16
Research Question 2.....	16
Research Question 3.....	17
Research Question 4.....	18
Research Question 5.....	18
CHAPTER II: METHODS	
Design.....	19
Participants.....	19
Measurement Instruments.....	28
Behavioral Ratings.....	28
Withdrawn Behavior-Parent.....	29
Withdrawn Behavior-Child.....	30
The Speech and Language Assessment Scale.....	31
Judgment Task	
Interview Attributions for Aggressive and Withdrawn	
Behavior.....	31
Vocabulary Tests.....	33
Data Collection	
Parent Protocol.....	34
Child Protocol.....	35
CHAPTER III: RESULTS	
Research Question 1.....	39
Research Question 2.....	42
Research Question 3.....	45
Research Question 4.....	49
Research Question 5.....	52
CHAPTER IV: DISCUSSION	
Interpretation of Results for Question 1.....	57
Interpretations of Results for Question 2.....	58

Interpretations of Results for Question 3.....	60
Interpretations of Results for Question 4.....	61
Interpretations of Results for Question 5.....	63
Theoretical Implications.....	65
Clinical Implications.....	66
Future Directions.....	67
Limitations.....	68
REFERENCES.....	70
APPENDICES.....	82
APPENDIX A: Countries and Languages of ELL Participants.....	82
APPENDIX B: WB-P: NE.....	84
APPENDIX C: WB-P: ELL.....	87
APPENDIX D: WB-C: NE.....	91
APPENDIX E: WB-C: ELL.....	94
APPENDIX F: SLAS- NE.....	98
APPENDIX G: SLAS- ELL.....	102
APPENDIX H: IAAWB Questions for Children.....	108
APPENDIX I: Picture Stimuli for IAAWB Provided by Coplan et al. (2007).....	110
APPENDIX J: Five-point Likert Scale.....	112
APPENDIX K: Three-point Likert Scale.....	114
APPENDIX L: IAAWB Child Response Sheet.....	116

## TABLES

TABLE 1-1	Summary of ELL behavioral studies.....	12
TABLE 2-2	Numbers and ages of participants in the ELL and NE groups.....	20
TABLE 2-3	ELL child and parent: Length of time in the U.S. and the length of time speaking English.....	22
TABLE 2-4	PPVT-4 and EVT-2 scores.....	23
TABLE 2-5	SLAS scores for the ELL group.....	24
TABLE 2-6	ELL group vocabulary and SLAS subscale correlations.....	25
TABLE 2-7	NE group vocabulary and SLAS subscale correlations.....	26
TABLE 2-8	Maternal education level NE group.....	27
TABLE 2-9	Maternal education level ELL group.....	27
TABLE 2-10	Hypothetical Vignettes Depicting Shy, Unsociable, Aggressive, and Socially Competent Children.....	33
TABLE 3-11	IAAWB ratings on shy child, means and standard deviations by language group.....	40
TABLE 3-12	IAAWB ratings on unsociable child, means and standard deviations by language group.....	41
TABLE 3-13	ELL Child and parent ratings of shy behavior.....	43
TABLE 3-14	ELL Child and parent ratings of unsociable behavior.....	44
TABLE 3-15	Correlation matrix for ELL child and parent ratings of shy and unsociable behavior.....	46
TABLE 3-16	NE child and parent ratings of shy behavior.....	47
TABLE 3-17	NE child and parent ratings of unsociable behavior.....	48
TABLE 3-18	Correlation matrix for NE child and parent ratings of shy and unsociable behavior.....	49

TABLE 3-19	ELL and NE child ratings of shy behavior in the native language context.....	50
TABLE 3-20	ELL and NE child ratings of unsociable behavior in the native language context.....	50
TABLE 3-21	ELL and NE parent ratings of shy behavior in the native language context.....	51
TABLE 3-22	ELL and NE parent ratings of unsociable behavior in the native language context.....	52
TABLE 3-23	Correlation matrix for NE child and parent predictors and child and parent ratings of shyness and unsociability.....	53
TABLE 3-24	Correlation matrix for ELL child and parent predictors and child and parent ratings of shyness and unsociability.....	55

## CHAPTER I

### INTRODUCTION

There is a vast literature that has addressed the withdrawn behavior of children. Past literature has focused on defining withdrawn behavior, measuring the frequency and outcomes of such behavior. One area thought to be related to children's withdrawn behavior is communication ability. Researchers examining children with atypical language development have documented increases in withdrawn behavior associated with differing levels of language ability. This study explored the connection between withdrawn behavior and language ability by investigating withdrawn behavior in children who are native English speakers (NE) and children who are English language learners (ELL).

The investigation of the social behaviors of children who are ELL carries considerable societal implications. U.S. Census data from April 1, 2000 to July 1, 2008 estimated that during the same time period 8.1 million international immigrants arrived in the United States (U.S. Bureau of the Census, 2008). An examination of ELL children in the United States estimate that there are approximately 5 million children between kindergarten and 10<sup>th</sup> grade in need of ELL services (National Clearinghouse for English Language Acquisition, 2006). Despite the large numbers of ELL children in the U.S., very little is known about their social behavior during their period of English acquisition. This study attempts to increase what is known about the social functioning of ELL children by investigating their withdrawn behavior across language contexts.

The relationship between withdrawn behavior and communicative ability has been addressed by numerous studies. Researchers have found increased levels of withdrawn behavior in children with specific language impairment (SLI), a disorder where children have delayed language acquisition but do not demonstrate delays in other developmental areas (Fujiki, Brinton, Isaacson, & Summers, 2001; Fujiki, Brinton, Morgan & Hart, 1999; Redmond & Rice, 1998; Rescorla, Ross, & McClure, 2007). Language differences have also been reported in children who have high levels of withdrawn behavior (Crozier & Perkins, 2002; Engfer, 1993, Evans, 1987, 1996; Spere & Evans, 2009; Spere, Schmidt, Theall-Honey, & Martin-Chang, 2004). Children who are ELL also have documented increases in withdrawn behavior (Brice & Montgomery, 1996; Gertner, Rice, & Hadley, 1994; Rice, Sell, & Hadley, 1991; Spomer & Cowen, 2001). Past studies have confirmed increases in withdrawn behavior in children experiencing communication difficulties. However, research in this area has often examined multiple aspects of children's social performance as opposed to specific aspects of withdrawn behavior and the relationship to language ability. This is the first study to address types of withdrawn behavior in linguistically fluent (i.e., native language) and non-fluent (i.e., English language) contexts in ELL children. The study of children who are ELL provides unique insight into the way in which language ability and social behavior are connected.

This study investigated language and withdrawn behavior by utilizing several methods of research. First, this study targeted specific aspects of withdrawn behavior subtypes through the use of a rating task that addressed subtypes of withdrawal in

hypothetical peers. Children in the ELL and NE groups completed a judgment task where they rated the behavior of withdrawn children. The judgment task provided vignettes of behaviors stereotypic to withdrawn children and asked the raters to judge the social acceptability of the behaviors. The judgment task provided a method to measure children's beliefs about withdrawal in the two language groups.

Secondly, this study investigated behavioral self-ratings of ELL children addressing questions specific to subtypes of withdrawn behavior in native and English speaking contexts. Parents were also asked to complete several rating scales of their children's behavior because parents have unique knowledge of their children's behavior across a variety of settings and are able to address differences in behavior that may occur across linguistic contexts. The combination of the hypothetical peer judgment task and the behavioral rating tasks that targeted specific subtypes of withdrawn behavior provided unique insight into the social knowledge of children and the role of language as a social mediator.

This chapter provides the rationale for studying language ability and withdrawn behavior in ELL children. The first section presents the definitions of withdrawal and the past research that has shaped current thought in this area. The second section discusses language and the way in which past research has addressed the role of social behavior in children in linguistically non-fluent contexts. Finally, the third section introduces the questions addressed by this study.

### *Withdrawn Behavior*

Children's social behavior has been considered pivotal to healthy development since the early writings of Piaget. Piaget (1926, 1932) suggested that peer relationships in early childhood promoted the development of children's moral judgment, reasoning, and perspective-taking abilities. Further developmental perspectives considered children's social interactions fundamental to the development of social and cognitive skills (Allen, 1976; Combs & Slaby, 1978; Hartup, 1979; Mead, 1934; Sullivan, 1953). As Johnson (1980) wrote, "Experiences with peers are not superficial luxuries to be enjoyed by some students and not by others. Student-student relationships are an absolute necessity for healthy cognition and social development and socialization" (p. 125). Given these theoretical perspectives, children lacking peer interactive experiences may be at risk for negative developmental outcomes.

The absence of peer interactive experiences has generally been captured by the construct of withdrawn behavior. Historically, social withdrawal has referred to a heterogeneous group of behaviors, including social reticence, shyness, behavioral inhibition, social isolation, sociometric neglect, and sociometric rejection (Rubin, Hymel & Mills, 1989). As discussed by Rubin et al. (1989), the interchangeable use of terms such as "social isolation" and "sociometric neglect" has created conceptual confusion in the study of social withdrawal. The authors further argued that the consequence of this confusion had resulted in relatively unproductive research in this area.

Withdrawal, defined as the production of solitary activities (Rubin, 1982), has allowed researchers to examine nuances of the behavior. In an attempt to delineate withdrawn behaviors, investigators have examined children's play and characterized multiple subtypes (Asendorpf, 1993; Coplan & Rubin, 1998; Coplan, Rubin, Fox, Calkins, & Stewart, 1994; Rubin et al., 1989). These observations have led researchers to refine the definition of withdrawal to include reticent and solitary-passive behaviors. Reticent behavior is thought to reflect children's social fear and anxiety during social situations and may be the result of an approach-avoidance conflict in children (Asendorpf, 1990, Coplan & Rubin, 1998). Reticent behavior is manifested during play by children's prolonged looking at other children without accompanying play and by the child's time spent unoccupied when there are tasks which the child can participate (Asendorpf, 1991; Coplan et al., 1994; Harrist, Zaia, Bates, Dodge, Pettit; 1997). Solitary-passive behavior manifests when children explore objects or participate in constructive activities while playing alone (Coplan & Rubin, 1998). Children who engage in frequent solitary-passive behavior are thought to have low approach and low avoidance motivations (Asendorpf, 1991). Researchers have theorized that part of solitary-passive behavior is children's motivation to interact with objects. Despite the solitary activity, solitary-passive play has not been associated with indices of maladaptation (Coplan et al., 1994).

Recent studies of withdrawal have focused on reticent and solitary-passive behaviors because they make up the vast majority of the behavior observed in children's withdrawal. Instead of referring to the constructs as "reticent behavior" and

"solitary-passive behavior", researchers have adopted the terms "shyness" and "unsociability" (Coplan, Girardi, Findlay, & Frohlick, 2007; Coplan, Prakash, O'Neill & Armer, 2004; Rubin & Coplan, 2004). This study will address shyness and unsociability as the two main constructs of withdrawn behavior.

Shyness refers to the wariness and anxiety felt in novel social situations and during perceived social evaluation (Coplan et al., 2007). Two competing social motivations are reflected in shy behavior (Asendorpf, 1990; 1993). Children who are shy have the desire for social interaction but their social approach motivation is thought to be inhibited by fear-induced social avoidance (Coplan et al., 2004). This results in children's display of reticent behavior which includes watching other children without joining in, remaining unoccupied while in the presence of peers, or engaging in parallel play (Asendorpf, 1991; Coplan, 2000; Coplan et al., 1994, 2004, 2007). In young children, shyness is thought to reflect fear of the unfamiliar. However, in older children shyness is more likely the result of feelings involving self-consciousness and fear of social evaluation (Crozier & Burnham, 1990). Across age groups fear remains the driving force behind shyness (Eisenberg, Shepard, Fabes, Murphy, & Guthrie, 1998). This is a contrasting motivation to unsociable behavior.

Unsociability refers to a propensity toward solitary activities. Children who are unsociable are thought to have a low social approach and low social avoidance motivation (Bruch, Gorsky, Collins, & Berger, 1989; Asendorpf, 1990; Coplan et al., 2004). Therefore, children who are unsociable may prefer to engage in activities by themselves but will play with peers should they choose to interact with them. It has

been posited that unsociable children are content to play alone without initiating social contact, but they are willing to engage in social activities if provided an attractive social opportunity (Asendorpf, 1993). It has been further argued that unsociability results from object-oriented as opposed to people-oriented personalities (Coplan, 2000; Coplan et al. 2007; Jennings, 1975). Unsociable behaviors take the form of solitary-passive play, where children engage in exploration and constructive play while in the presence of peers (Rubin, 1982). Unlike children who are shy, children who are unsociable do not experience fear during social situations.

Shyness and unsociability are interesting constructs because they represent two behaviors that may appear similar (i.e., child is socially isolative) but have differing etiologies and outcomes. For example, shyness has been associated with poor outcomes throughout children's development and into adulthood. In children, shyness has been linked to internalizing problems such as negative emotionality, social anxiety, lower self-esteem, higher rates of rejection by peers, higher levels of academic difficulty, and lower social competence (Bohlin, Haegkull, & Andersson, 2005; Coplan & Armer, 2005; Coplan et al., 2004; Coplan, Gavinski-Molina, Lagace-Seguin, & Wichman, 2001; Engfer, 1993; Harrist et al., 1997, Hart et al., 2000; Phillipson, Bridges, McLemore, & Saponaro, 1999; Rubin et al., 1989). Withdrawn behavior remains an issue during adolescence, evidenced by reports of depression, social anxiety, and loneliness (Prior, Smart, Sanson, & Oberklaid, 2000; Rubin, Chen, McDougall, Bowker, & McKinnon, 1995). The negative outcomes associated with shyness provide a sound argument for further research in this area.

Conversely, unsociability in young children has not been associated with psychosocial maladaptation (Coplan, 2000; Coplan et al., 1994, 2001; Rubin, 1982). Past research has indicated that unsociable children interacted with peers less, but were otherwise undifferentiated from their non-withdrawn peers in regards to social and social-cognitive variables (Harrist et al., 1997). In preschool children social disinterest was related to higher attention span and less negative emotionality (Coplan et al., 2004). However, unsociable children may face some negative effects from this behavior by encountering later peer exclusion (Rubin & Asendorpf, 1993). It is evident from these studies that shyness and unsociability are two behaviors that manifest differing long term outcomes. Because shyness and unsociability represent two similar behaviors that are related to later socioemotional outcomes they represent meaningful targets when investigating children's social knowledge (Coplan & Armer, 2007).

There are additional mediating variables that influence shyness and unsociability. A notable variable connected to withdrawal is children's communicative ability. The following section will address children's language ability and the relationship between children's withdrawn behavior and children's language competence.

#### *Language and Withdrawn Behavior*

The connection between language ability and behavior has been studied at length by researchers examining children with language differences and by researchers investigating children with socioemotional and behavioral problems (e.g.,

Baltaxe, Simmons, 1988; 1990; Cohen, 2004; Engfer, 1993; Fujiki et al., 1999, 2001; Grove, Conti-Ramsden, & Donlan, 1993; Rice, Sell, & Hadley, 1991; Rescorla et al., 2007; Tomblin, Zhang, Buckwalter, & Catts, 2000). For example, children with high levels of withdrawn behavior have been found to have lower vocabulary abilities, use less complex sentences with their peers, and have lower levels of phonological awareness (Crozier & Perkins, 2002; Engfer, 1993, Evans, 1987, 1996; Spere & Evans, 2009; Spere et al., 2004).

Researchers have found that children with language disorder have higher rates of social difficulties (Bishop, 1998; Brinton, Fujiki, Spencer, & Robinson, 1997; Fujiki et al., 1999; Gertner et al., 1994; Hart, Brinton, Fujiki, & Hart, 2004; Paul & Kellogg, 1997; Redmond & Rice, 1998; Rice et al, 1991; Voci, Beitchman, Brownlie, & Wilson, 2006). One of the primary social problems demonstrated by children with language barriers is increased rates of withdrawn behavior. Increased rates of withdrawal have been found across several populations of children who are experiencing language difficulties, including children who are English language learners (ELL) and in children with specific language impairment (SLI) (Fujiki et al., 1999; Fujiki, Spackman, Brinton, & Hall, 2004; Rice et al., 1991; Rescorla et al., 2007; Spomer & Cowen, 2001).

There are several theories explaining why children's behavior may be linked to language ability. One theory posits that language difficulties are related to social problems because children who have social problems are unable to interact with their peers. The lack of peer interaction prevents children from practicing language with

other children and therefore prevents children from developing language appropriately (Brinton & Fujiki, 1993; Evans, 1993; 1996). Another theory is the social adaptation model. The social adaptation model suggests that the socioemotional problems of children with language impairment are strongly influenced by interactions between language limitations and biases the children encounter in their environment (Benasich, Curtiss, & Tallal, 1993; Redmond & Rice, 1998; Hadley & Rice, 1993; Tomblin et al., 2000). An additional hypothesis is that socioemotional disorders and language impairment frequently co-occur as a result of shared neurological substrates (Beitchman, Brownlie, & Wilson, 1996; Goodyer, 2000; Locke, 1994). A final theory by Bishop (1997) hypothesized that children are likely to have both language and socioemotional difficulties due to a link in limited language learning, resulting from a limited information capacity. It is important to understand the relationship between language and withdrawal because the nature of the relationship bears on the type of treatment children might receive as a result of their language and social deficits.

Investigating children who are ELL presents a unique opportunity to determine the relationship between withdrawn behavior and language ability. Children who are ELL are generally thought to have typical social behavior when interacting with children who speak their native language. Therefore, the types of withdrawn behavior that ELL children display during interactions with English speakers are assumed to be the result of the language difference the child is encountering as opposed to being an issue of temperament. This study investigated

these assumptions by comparing the behavior of children who are ELL across language contexts.

While the literature examining the behavior of children who are ELL is sparse, the few studies that have investigated their social behavior have found increased rates of withdrawal within this group (Spomer & Cowen, 2001; Rice et al., 1991). Children who are ELL also manifested behaviors during interactions with their peers that are similar to those of withdrawn children, such as lower rates of conversation initiations, low rates of social assertiveness, and increased anxiety during play (Brice & Montgomery, 1996; Rice et al., 1991). Increased withdrawn behavior has been documented in children who are ELL through school mental health referral profiles (Spomer & Cowen, 2001), the coding of children's behaviors during observations of children's peer interactions (Rice et al., 1991), and teacher ratings of adolescent speech acts (Brice & Montgomery, 1996). The investigation of social difficulties has included participants across wide age ranges and from a variety of social settings. TABLE 1-1 provides a review of the three studies that have examined withdrawn behavior in children who are ELL.

TABLE 1-1. Summary of ELL behavioral studies

Author	Date	Measure	Number		Ages	Source of subjects
			ELL	Non-ELL		
Brice and Montgomery	1996	Adolescent Pragmatic Screening Scale	25	15	5 <sup>th</sup> to 8 <sup>th</sup> grade	ELL services and speech language services
Rice et al.	1991	Social Interactive Coding System	8	18	39 to 67 months	Language acquisition preschool
Spomer and Cowen	2001	Teacher-Child Rating Scale	265	383	Kindergarten to 3 <sup>rd</sup> grade	Referral to mental health program
		Child Rating Scale	231	238		
		Both measures	155	121		

As demonstrated in TABLE 1-1, there is a large variation in the number of participants across the studies that have investigated withdrawn behavior in children who are ELL. Although the Spomer and Cowen (2001) study included several hundred participants, only the Teacher-Child Rating Scale included items directly addressing withdrawn behavior (i.e., child is "withdrawn", "shy, timid"). As a result of the large number of participants and few items addressing withdrawal, it can be concluded that children who are ELL in this age range demonstrate withdrawn behavior but that the type of withdrawn behavior (i.e., shy or unsociable) is unspecified. However, this conclusion should be viewed cautiously because the participants consisted of a clinical sample of children who had been referred for mental health services due to their high risk of social adjustment difficulties. It is

unknown if the results from this study could generalize to ELL children who were not referred for mental health services.

Results from Brice and Montgomery (1996) and Rice et al. (1991) also found behavioral differences in children who are ELL. The results of these two studies were based upon smaller sample sizes than Spomer and Cowen (2001). However, the results from Brice and Montgomery (1996) and Rice et al. (1991) may be more likely to generalize to a wider range of children who are ELL than the results of Spomer and Cowen (2001) because the participants were not drawn from a clinical population. Brice and Montgomery (1996) focused on the pragmatic aspects of language use by children who are ELL. Because of the overall pragmatic focus, only one question about the initiation of conversations applied to withdrawn behavior. The authors found that children who are ELL initiated conversations at a significantly lower rate than children who are bilingual. This finding is similar to Rice et al. (1991) who found that during free play children who are ELL initiated few interactions with their peers and produced shorter utterances than English speaking peers. The Rice et al. (1991) and Brice and Montgomery (1996) studies provided valuable information regarding the ability of children who are ELL to initiate conversations. However, the ability to initiate conversations is only one factor in children's withdrawal.

Is social withdrawal a behavioral construct unique to children living within the United States? Several studies have examined withdrawn behavior in countries outside of the United States. Examinations of childhood shyness in China and have reported that shyness can be a socially desirable trait, representing characteristics

such as modesty and understanding (Chen, Rubin, & Sun, 1992; Hart et al., 2000). In a study investigating subtypes of social withdrawal in children living in China, Russia, and the United States, Hart and colleagues (2000) found that teachers living in each country were able to differentiate between the various subtypes of withdrawal. The study also found that teachers in the United States and Russia made finer distinctions between the subtypes of withdrawal than teachers in China. A recent study examined shyness in children living in China and found that perceptions of shyness have changed dramatically over that past decade, such that increased shyness may no longer be considered socially adaptive (Chen, Cen, Li, & He, 2005). Researchers have also examined shyness and vocabulary ability among children in Saudi Arabia, reporting that expressive vocabulary development is negatively correlated to shyness (Crozier & Badawood, 2009). An examination of shyness of children in India found that children demonstrated higher levels of shy behavior were more likely to report greater loneliness and depression (Prakesh & Coplan, 2007). Overall, research conducted in China, Russia, Saudi Arabia, and India supports the exploration of shyness in populations other than those from the United States because shyness does not appear to be a behavioral construct with negative connotations solely in Western societies.

Studies investigating withdrawal in children with SLI have found that children with language impairment have demonstrated higher levels of withdrawn behavior when compared to children who are not experiencing language difficulties. Fujijki et al. (1999) examined withdrawn behavior in children with SLI in comparison to

typically developing peers. The study investigated solitary-active, reticence, and solitary-passive withdrawal, by using a teacher report of child activities. Participants included children with and without language impairment. The results from Fujiki et al. (1999) indicated that school age boys with SLI had significantly higher rates of solitary-active withdrawal than typically developing children.

Investigating children who are ELL allows for the examination of behavior in children who experience language difficulties during peer interactions and who do not experience language barriers when interacting with native language speaking peers. This study expanded upon the literature that has investigated children who are ELL by including distinguishing between the language contexts in which the children interact and by examining the distinct constructs shyness and unsociability. The information gathered in this study will provide indirect evidence regarding the relationship between language and behavior for children who have SLI. Finally, this study will supply much needed information regarding the social functioning of ELL children.

#### *Current Study*

This was an experimental study examining the relationship between language and withdrawn behavior in children who are native English (NE) speakers and English language learners (ELL). The study focused on the role of language ability and children's withdrawn behaviors. The ELL group provided a natural contrast of contexts in which the children are linguistically fluent in their native language and are linguistically restricted when using the non-native language English. The following

hypotheses and questions are arranged to provide a framework for the multiple contrasts in the design.

A primary domain of interest in this study was children's perceptions and attitudes about specific forms of social withdrawal. The first hypothesis is that ELL children do not differ from NE children in basic social judgments. This hypothesis was addressed by the following question: *do the judgments of ELL children differ from the NE children on a hypothetical peer judgment task?* Peer judgment tasks have been used in previous research to document children's perceptions and attitudes about social withdrawal (Coplan, Girardi, Findlay, & Frohlick, 2007). No research has examined the attitudes of ELL children regarding the social withdrawal of other children.

The primary question in this study investigated the differences in children's behavior across linguistic contexts. The second hypothesis was that ELL children's social judgments of their own behavior are affected by linguistic context, such that in native language contexts children are more socially competent and less withdrawn, suggesting that social behavior is influenced by linguistic context. The examination of this hypothesis was addressed by the following question: *do ELL children rate their own social behaviors the same in contexts of native language use versus second language use?* This question was addressed with a self-rating questionnaire regarding children's shy and unsociable behavior across language contexts, such as when the child uses their native language versus English. Self-rating measures have been used extensively to document children's beliefs about their behaviors. Previous research

investigating withdrawn behavior in ELL children has examined withdrawal as a broad construct. This was the first study to evaluate different types of withdrawn behavior in a population of ELL children. It was also the first study to evaluate different types of social behavior across linguistic contexts. The answer to this question carries considerable societal implications because in the future it may prove to be a useful method of identifying ELL children who are having difficulties adjusting to life in the United States.

The third hypothesis is: Children and their parents will have similar ratings of children's behavior. The following questions address this hypothesis. The first question is, *are the ELL children's self-rating judgments of withdrawn behaviors similar to the judgments of their parents?* Children and parents completed questionnaires about the children's levels of withdrawn behavior. The questions included two levels of contrasts, one between shy and unsociable behavior, and a second between native language and English language contexts. The second question is: *are the NE children's self-rating judgments of withdrawn behaviors similar to the judgments of their parents?* Children and parents in the NE group also completed questionnaires about the children's levels of withdrawn behavior. In the NE group there is one level of contrast, between shy and unsociable behavior. Investigating the similarity of ratings across children and parent raters provides evidence bearing on the validity of the rating scales.

The fourth hypothesis posited is: ELL children's judgments of their withdrawn behavior in native language contexts will not differ from the NE children's judgments

of their withdrawn behavior in English contexts. The fourth hypothesis led to the following question: *are the judgments of ELL children in their native language context similar to those of NE children?* Children from the ELL and NE groups answered questions regarding their social behavior when they are around other children. If the groups' performance does not differ, this suggests that the groups have similar social ratings in linguistically non-restricted contexts. Therefore, findings associated with linguistic contexts in the ELL group across linguistically restricted and non-restricted contexts are attributable to the linguistic context instead of the general behavioral characteristics of the children.

The fifth hypothesis is: Children's individual differences in areas such as vocabulary scores, maternal education, child's age, and, in ELL children, the amount of time speaking English and living in the United States are related to parent and child ratings of withdrawn behavior. The fifth hypothesis led to the following question: *is there a relationship between individual differences on ratings of shy and unsociable behavior and other possible child level predictors, such as vocabulary, age, and gender, or family level predictors, such as mother's education and time in the country?* Past research investigating social behavior and language has produced mixed results regarding the relationship between scores on standardized tests measuring language ability and ratings of withdrawn behavior. Correlations between standardized vocabulary measures and ratings of shy and unsociable behavior would provide direct evidence of the relationship between language ability and withdrawn behavior.

## CHAPTER II

### METHODS

#### *Design*

The purpose of this study was to examine the relationship between language and withdrawn behavior by comparing language knowledge and withdrawn behavior in children who are ELL and children who are native English speakers. This study used a between subjects mixed-model design to investigate language ability and judgments of withdrawn behavior.

#### *Participants*

This study examined 71 children and their parents. Participants included children who were English language learners (ELL) and native English speakers (NE) who were divided into language groups based upon language status. Children were recruited from churches in the Lawrence and Kansas City, Kansas areas, churches in Salt Lake City, Utah, and from international student organizations at the University of Kansas. As shown in TABLE 2-2, the ELL group consisted of 34 children with an age range from 6 years 10 months to 13 years 1 month with a mean age of 9 years 9 months (SD = 1 year 7 months). The NE group consisted of 37 children with an age range of 6 years 10 months to 12 years 9 months with a mean age of 9 years 9 months (SD = 1 year 10 months). The ages of the children in this study were similar to past research that has investigated language and social behavior in school age children (Fujiki et al, 1999; Maas, Marecek, & Travers, 1978; Molina, Coplin, & Younger, 2003).

TABLE 2-2 Numbers and ages of participants in the ELL and NE groups

Group	N	Age range (years;months)	Mean age (SD)
ELL	34	6;10-13;1	9;9 (1;7)
NE	37	6;10-12;9	9;9 (1;10)
Total	71	6;10-13;1	9;9 (1;9)

In order to participate in the study, children met the following inclusionary criteria:

- a. Unremarkable academic performance based on parent report.
- b. No enrollment in special services for academic, behavioral/social, or communication problems.
- c. Parental report of normal hearing ability.
- d. No major neurological or orofacial abnormalities such as gross motor deficits, uncontrolled seizures, or craniofacial defects.

Every child in the ELL group currently received or had received ELL services in the schools. Of the children in the ELL group, 22 children were receiving ELL services at the time of the study. Twelve of the children in the ELL group were no longer receiving ELL services.

There were 8 children that had volunteered to participate in the study that were excluded. Five native English speaking children were administered the protocol for this study. Four of the native English speaking children were excluded based upon vocabulary scores more than two standard deviations above the mean (i.e., standard scores over 130). One native English speaking child was excluded due to the mother's

inability to complete questionnaires regarding the child's social behavior. Three children who were English language learners were administered parts of the protocol and were excluded from the ELL group. Two children identified themselves as simultaneous bilingual language learners and one child was acquiring three languages. The information collected from these children was not included in any of the analyses.

Participant's parents also participated in the study. The majority of participants were children's mothers. To complete the study, one parent was required to participate by filling out questionnaires regarding their child's language and social behavior, and complete a hypothetical peer judgment task. Three participants in the ELL group had mothers who had limited English speaking and reading abilities. In these cases, the father discussed the questionnaires and tasks with the mother and then provided the answers.

Children in the ELL group came from a wide variety of cultural and linguistic backgrounds. Children came from 12 different countries and spoke 9 different languages. A comprehensive list of the countries, the languages spoken, and the number of participants in each group may be found in APPENDIX A. TABLE 2-3 contains the average amount of time that children and parents in the ELL group have spoken English. The English speaking experience of children in the ELL group ranged from 9 months to 6 years with a mean of 2 years 8 months (1;4). The average timeframe that children had been speaking English is considered within the range that children are acquiring a second language. Cummins' (1984) findings indicate that it

takes approximately 3 to 4 years to acquire basic social language competencies in a language (Gutierrez-Clellen & Kreiter, 2003). Therefore, the average amount of time children in the ELL group had reported speaking English is thought to be appropriate for a study examining language ability and social behavior.

Parents in the ELL group had a wider range of English experience because many of the parents reported studying English since childhood while living in their native country. As a result the English experience of the ELL parents was greater than that of the ELL children, ranging from 9 months to 31 years with a mean of 8 years 9 months (8;4).

TABLE 2-3 ELL child and parent: Length of time in the U.S. and the length of time speaking English

	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>SD</i>
Years living in US				
Child (n = 34)	0;6	8;0	2;11	2;1
Parent (n = 34)	0;6	12;0	3;4	2;9
Years speaking English				
Child (n = 34)	0;9	6;0	2;8	1;4
Parent (n = 34)	0;9	31;0	8;9	8;4

*Time represented in years/months.*

The Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4) (Dunn & Dunn, 2007) and the Expressive Vocabulary Test-Second Edition (EVT-2) (Williams, 2007) were administered to assess differences in language ability between the two

language groups. The mean and standard deviation for each test across the language groups are demonstrated in TABLE 2-4.

TABLE 2-4 PPVT-4 and EVT-2 scores

	Native English (n = 37)				ELL (n = 34)			
	Min	Max	Mean	SD	Min	Max	Mean	SD
<b>PPVT</b>								
Raw score	113	196	157.35	27.98	72	172	124.5	24.85
Standard score	87	127	111.08	12.04	49	129	87.62	19.35
<b>EVT</b>								
Raw score	84	155	121.43	19.76	60	123	95.71	16.52
Standard score	90	130	109.22	12.10	56	128	88.06	15.69

Independent sample *t*-tests were conducted examining PPVT-4 and EVT-2 standard scores between the language groups. A significant effect for language group was found for the PPVT-4,  $t(69) = 6.19$   $p < .001$ , and for the EVT-2,  $t(69) = 6.39$   $p < .001$ , with the NE group receiving higher vocabulary scores than the ELL group. This finding is consistent with the fact that children in the ELL group were in the process of acquiring English.

Parents also completed *The Speech and Language Assessment Scale*: (SLAS; Hadley & Rice, 1993), a questionnaire regarding their child's language acquisition. For children in the ELL group, questions were adapted to address the children's language development in their native language and in English. Children's language

development was rated on a 7 point Likert scale (1 = very low, 4 = normal for age, 7 = very high). TABLE 2-5 provides the mean and standard deviations for the language subscales.

TABLE 2-5 SLAS scores for the ELL group

Subscale	Language Context	
	Native Language (n = 34)	English (n = 34)
	M (SD)	
Articulation	4.83 (1.49)	4.38 (1.43)
Semantics	4.72 (1.40)	4.29 (1.43)
Syntax	4.72 (1.55)	4.47 (1.29)

*1 = very low, 4 = normal for age, 7 = very high*

Paired sample *t*-tests were conducted to investigate differences in ratings by the parents in children's use of native language and English on the language subscales. There were no significant differences in the parent's ratings of children's language knowledge between the child's native language and in English. TABLE 2-6 provides Pearson correlations for the SLAS subscales for ELL children in their native language and in English. Language subscale ratings were highly correlated within language subscale context but not across language contexts. The correlation also examined the relationship between standardized vocabulary measures and the parental ratings on the SLAS. The findings indicate that parental ratings on the SLAS English subscales were not significantly correlated with the ELL children's performance on the standardized vocabulary assessments. However, the children's

standard vocabulary scores were significantly negatively correlated with the parental ratings of children's articulation, semantics, and syntax in their native language. The negative correlation appears to capture the inverse relationship between the child's native language and English acquisition.

TABLE 2-6 ELL group vocabulary and SLAS subscale correlations

	1	2	3	4	5	6	7	8
	(n = 34)							
1. PPVT-4	—							
2. EVT-2	.85**	—						
3. Articulation Native Language	-.49**	-.36*	—					
4. Semantics Native Language	-.52**	-.39*	.95**	—				
5. Syntax Native Language	-.49**	-.38*	.92**	.90**	—			
6. Articulation English	.25	.31	.04	.07	-.11	—		
7. Semantics English	.29	.31	-.04	.01	-.13	.92**	—	
8. Syntax English	.24	.31	-.03	.03	-.10	.90**	.92**	—

\**x*ignificant at .05, \*\**x*ignificant at .01 (2-tailed test)

The nonsignificant correlations between ELL parent ratings on the SLAS English subscales and the standardized vocabulary measures, particularly on the semantics subscale, indicate that ELL parents may not be able to provide a reliable estimate of their children's English language ability. This finding is supported by previous research stating that ELL parent ratings of their children's language ability may not be a useful estimate of children's English language status (Gutierrez-Clellen & Kreiter, 2003; Gutierrez-Clellen, Simon-Cerejido, & Wagner, 2008).

Correlations between the standardized vocabulary measures and the parental ratings for the NE group are shown in TABLE 2-7. Results indicated that the SLAS subscales were significantly correlated and that the SLAS semantics subscale was significantly correlated with the standardized vocabulary measures.

TABLE 2-7 NE group vocabulary and SLAS subscale correlations

	1	2	3	4	5
	(n = 37)				
1. PPVT-4	--				
2. EVT-2	.67**	--			
3. SLAS	.18	.29	--		
Articulation					
4. SLAS	.39*	.45**	.76**	--	
Semantics					
5. SLAS	.15	.23	.79**	.70**	--
Syntax					

\*significant at .05, \*\*significant at .01 (2-tailed test)

As a result of possible confounds that could arise as a result of educational status, participants were primarily recruited from families with high education levels. In order to account for parental education, questions were administered to the parents regarding their education attainment and the education level of the child's other parent. Because the educational system in many countries does not mirror that of the United States, the educational attainment questions for the ELL group were created to reflect differences between educational systems. TABLE 2-8 provides the level of

maternal education in the NE group and TABLE 2-9 provides the level of maternal education in the ELL group.

TABLE 2-8 Maternal education level NE group

Education level	Frequency	Percentage
Less than high school degree	0	0
High school graduate, diploma, or GED	1	2.7
Some college, no degree	11	29.7
Bachelor's degree	14	37.9
Some graduate work	3	8.1
Graduate degree	8	21.6
Total	37	100

TABLE 2-9 Maternal education level ELL group

Education level	Frequency	Percentage
Some high school, no diploma	1	2.9
High school graduate, diploma, or GED	2	5.9
Professional degree	17	50.0
Beyond a professional degree	14	41.2
Total	34	100

The "professional degree" category in the ELL group was described as having completed a degree or certificate post-high school. Many of the mothers reported having earned a college degree. Mothers in the category "beyond a professional degree" reported that they were working on graduate level education.

### *Measurement Instruments*

Child participants were administered a self-report questionnaire on withdrawn behaviors, a hypothetical peer judgment task, and two standardized vocabulary measures. Parents of the participants completed questionnaires, regarding their child's social behavior and one examining their child's language ability. The following section provides descriptions of the stimuli.

### *Behavioral Ratings*

One of the primary methods of examining children's behavior is the use of rating scales. Behavioral ratings allow investigators to target specific behaviors and uncover information about children's interactions with relative ease. Studies investigating peer interactions of children who are ELL and of children with SLI have relied on rating scales to capture the social behaviors of children and adolescents. In children who are ELL, teacher ratings have been used to uncover pragmatic deficits (Brice & Montgomery, 1996) and to document increased shyness (Spomer & Cowen, 2001). Rating scales have also been used successfully in the study of children with SLI to document their withdrawn behavior (Fujiki et al., 1999, 2004; Redmond & Rice, 1998; Rescorla et al., 2007). While there are multiple questionnaires that

address the behavioral and socioemotional lives of children (e.g., Child Behavior Checklist, Behavior Assessment System for Children), many of these questionnaires serve as a general measure of children's well-being. The four following rating scales were used to assess children's behavior and language knowledge.

*Withdrawn Behavior-Parent.* Two rating scales that specifically target withdrawn behavior are the Teacher Behavioral Rating Scale (TBRS) (Hart & Robinson, 1996) and the Preschool Play Behavior Scale (PPBS) (Coplan & Rubin, 1998). This study used a Withdrawn Behavior-Parent scale (WB-P) that was conceptualized from the TBRS and the PPBS. The WB-P was created to fit the specific needs of this study. For example, the TBRS and PPBS approach withdrawn behavior from a theoretical framework that includes three subtypes of withdrawal: solitary-active, solitary-passive, and reticence. However, recent research suggests that shy and unsociable behaviors are more meaningful constructs describing children's withdrawal (Coplan et al., 2007; Coplan et al., 2004; Rubin & Coplan, 2004). As a result of this recent research supporting shyness and unsociability as the main factors of withdrawal, the WB-P examined children's behavior within these constructs.

Additional changes were made to the WB-P to make it an appropriate measure for this study. Adjustments to the WB-P allowed the author to address children's activities that include technologies currently available to children. For example, questions were formulated that investigated children's video game or cell phone use as a form of solitary activity. Questions were also developed to reflect the interactions

of school age children, as opposed to the interactions seen in young children as measured by the PPBS.

Finally, the WB-P was constructed to measure withdrawn behavior in NE and ELL children. An important feature of the WB-P is that the measure has the ability to assess withdrawn behavior of children who are ELL in social settings with English and native speaking peers. Two measures were developed, one for the NE group and another for the ELL group. The WB-P for NE speakers is in APPENDIX B, while the WB-P for ELL children is in APPENDIX C. The WB-P for ELL children is the same as the WB-P for NE speakers but contains statements contrasting behavioral ratings in English and native language contexts.

*Withdrawn Behavior-Child.* Self-report ratings are a common method of examining children's perceptions about their own behavior. Although there are many types of self-report measures of social behavior for children, the Withdrawn Behavior-Child scale (WB-C) addressed children's beliefs about specific withdrawn behaviors during the children's social interactions. The questionnaire contained similar items to those contained in the WB-P, which allowed for a direct comparison between parent and child perceptions of behavior. The WB-C also allowed for a behavioral ratings comparison between the ELL and NE speakers. Additionally, the ELL children were able to report on their behavior when they were with English or native language speaking peers. The WB-C for NE speakers is in Appendix D, while the WB-C for children who are ELL is in Appendix E. The WB-C for ELL children is

the same as the WB-C for NE speakers but contains additional statements examining English and native language contexts.

*The Speech and Language Assessment Scale:* The Speech and Language Assessment Scale (SLAS; Hadley & Rice, 1993) was created to uncover any concerns that parents might have about their children's communicative development. Because children's language knowledge is central to this study, a measure was needed that could provide information about children's language ability in English and their native language. The NE parents were presented with 19 questions addressing their child's articulation, semantics, and syntax. The ELL parents were presented with 28 questions addressing the same categories but with questions about their children's communication in English and in their native language. Parents were asked to rate their children's ability on a scale Likert scale of 1 to 7. Ratings of 1 were "very low", a rating of 4 was "normal for age" and a rating of 7 was "very high". The SLAS-NE can be found in APPENDIX F and SLAS-ELL can be found in APPENDIX G.

#### *Judgment Task*

*Interview Attributions for Aggressive and Withdrawn Behavior.* This study used a task examining children's beliefs about the behavior of hypothetical peers to assess children's sensitivity to the behavior of other children. The Interview Attributions for Aggressive and Withdrawn Behavior (IAAWB) was created to examine children's attitudes toward hypothetical aggressive and socially withdrawn peers (Graham & Hoehn, 1995). The IAAWB has previously been used to investigate children's ability to differentiate aggression and social withdrawal (Coplan et al.,

2007; Goossens, Bokhorst, Bruinsma, & van Boxtel, 2002; Graham & Hoehn, 1995). Several studies have adapted the IAAWB to include additional descriptions of hypothetical peers. The modified IAAWB includes a description of a hypothetical socially competent peer (Goossens et al., 2002), and descriptions of shy and unsociable peers (Coplan et al., 2007). This study used the version of the IAAWB adapted by Coplan et al. (2007) that included descriptions of four types of peers: aggressive, shy, unsociable, and prosocial. TABLE 2-10 contains the text for each vignette, with examples using male and female hypothetical peers. After participants listened to the vignette, they were asked questions about the hypothetical peer. The intent of the questions was to assess participants' attributions of behavior intentionality, and affiliative preferences, as well as social motivation, social standing, negative impact and sympathy. A complete list of the questions for this task is presented in APPENDIX H. Visual stimuli items are presented in APPENDIX I.

TABLE 2-10 Hypothetical Vignettes Depicting Shy, Unsociable, Aggressive, and Socially Competent Children

---

*Shy*

This is *name*. *Name* is afraid to talk to other kids. When other kids are playing, she just watches them.

*Unsociable*

This is *name*. He likes to play on his own. When other kids are playing, he plays by himself.

*Aggressive*

This is *name*. *Name* gets angry a lot and starts fights. When she plays with other kids, she bosses them around and always wants her own way.

*Socially competent*

This is *name*. *Name* is really nice. When he plays with other kids, they have lots of fun.

---

(Coplan et al., 2007)

*Vocabulary Tests*

Two vocabulary tests were administered to ensure that English speaking participants were performing within normal language levels. Children in the ELL group were also given the vocabulary tests to assess their English language levels. The Peabody Picture Vocabulary Test-Fourth Edition (PPVT-4) (Dunn & Dunn, 2007) and the Expressive Vocabulary Test-Second Edition (EVT-2) (Williams, 2007) are standardized vocabulary tests normed on a nationwide standardization sample and matched to the most recent U.S. Census data. The PPVT-4 is a receptive vocabulary test that contains 228 test items derived from a variety of word categories. The EVT-2 is an expressive vocabulary test containing 190 items derived from a variety of word

categories that measures vocabulary knowledge with two types of stimuli items, labeling and synonyms.

#### *Data Collection*

Data was collected in participant's homes and took approximately 1 to 2 ½ hours. The researcher met with the parent of the participant and discussed the consent form. Once the consent form was completed, the researcher met with either the child or parent to administer the protocol. When the tasks were finished the researcher administered the protocol to the other family member. The parent and child protocols are described as follows.

*Parent Protocol.* Parents completed the WB-P, and the SLAS. The administration of the WB-P included the researcher reading the instructions and questions to the parents and recording the parent's responses on the score sheet. Parents were administered the version of the WB-P based upon their child's language status. Therefore, parents of the NE speaking children and parents of the children who are ELL received different instructions for the task. The instructions for the NE speaking parents on the WB-P are as follows: *I am going to read some sentences and I want you to tell me if they describe your child when she/he is around other kids. There are no right or wrong answers. I want you to tell me if the sentence is the way your child behaves very often, often, sometimes, not often, or almost never.* The instructions for the parents of the children who are ELL differed from the instructions for the NE speaking parents because the parents were instructed to distinguish between their child's behaviors when their child was playing with English or native

language speaking peers. The instructions for the parents of the ELL children follow: *I am going to read some sentences and I want you to tell me if they describe the way your child behaves when they play with kids who speak her/his native language or when they play kids who speak English. There are no right or wrong answers. I want you to tell me if the sentence is the way your child behaves very often, often, sometimes, not often, or almost never.* Once parents were read the instructions they were provided a visual representation of the five-point Likert scale shown in APPENDIX J. The researcher then proceeded to administer the WB-P questions.

*Child protocol.* Children were administered the IAAWB, the WB-C, the PPVT-4 and the EVT-2. The administration of the IAAWB included the following instructions read aloud by the examiner: *I am going to tell you some stories about some children. After I tell you about them, I am going to ask you some questions. There are no right or wrong answers. I just want to find out what you think about these children. When you answer I want you to answer with either no, maybe/sometimes, or yes.* A visual three-point Likert scale displaying no, maybe/sometimes, or yes was provided by the researcher (APPENDIX K). Next, the child was shown a line drawing picture of children in a play situation and read a description about the child. The child was then read questions and provided answers bases on their beliefs about the hypothetical child. The complete IAAWB task is provided in APPENDIX L.

The administration of the WB-C was similar to that of the WB-P. The researcher read the instructions and the questions to the child, and recorded the child's

responses on the score sheet. Children were given different versions of the WB-C based upon their language group. Therefore, children in the NE group and children in the ELL group received different instructions for the task. Children in the NE group received the following instructions: *I am going to read some sentences and I want you to tell me if they describe what you do when you are around other kids. There are no right or wrong answers. I want you to tell me if the sentence is the way you behave very often, often, sometimes, not often, or almost never.* The instructions for children who are ELL differ from the instructions for the NE speaking children because the children who are ELL will be instructed to distinguish between their behavior when they are playing with English or native language speaking peers. The instructions for children in the ELL group follow: *I am going to read some sentences and I want you to tell me if they describe what you do when you are around kids who speak your language or what you do when you are around kids who speak English. There are no right or wrong answers. I want you to tell me if the sentence is the way you behave very often, often, sometimes, not often, or almost never.* After children were read the instructions they were provided a visual representation of the five-point Likert scale shown in Appendix K. The researcher administered the questions and recorded the responses on the score sheet.

Children were also administered the PPVT-4 and the EVT-2. Tests were administered according to the instructions provided in the test manuals. Test items on the PPVT-4 were presented with four picture stimuli and the child was asked to point to the picture containing the stimulus item. For example, the child was shown the

picture stimuli and the examiner said *Show me* \_\_\_\_\_. The examiner then recorded the child's response. The EVT-2 was presented in a similar fashion. The participant was provided a stimulus question while shown a picture stimulus and was asked to respond with a one word answer. Raw and standard scores were calculated for the PPVT-4 and the EVT-2.

## CHAPTER III

### RESULTS

This study investigated the relationship between language and withdrawn behavior in children who are native English (NE) speakers and English language learners (ELL). The study focused on the role of language ability and children's withdrawn behaviors by investigating the following questions:

*Question 1: Do the judgments of ELL children differ from the NE children on a hypothetical peer judgment task?*

*Question 2: Do ELL children rate social behaviors the same in contexts of native language use versus second language use?*

*Question 3A: Are the ELL children's self-rating judgments of withdrawn behaviors similar to the judgments of their parents?*

*Question 3B: Are the NE children's self-rating judgments of withdrawn behaviors similar to the judgments of their parents?*

*Question 4: Are the judgments of ELL children in their native language context similar to those of NE children?*

*Question 5: Is there a relationship between individual differences on ratings of shy and unsociable behavior and other possible child level predictors, such as vocabulary, age, and gender, or family level predictors, such as mother's education and time in the country?*

These questions were analyzed with a series of one-way univariate ANOVAs, mixed model ANOVAs and correlations that examined between and within subject

variables. An alpha level of .05 was used to determine statistically significant differences. Descriptive statistics are also provided for each question.

*Question 1: Do the judgments of ELL children differ from the NE children on a hypothetical peer judgment task?*

The hypothetical peer judgments of ELL and NE children were measured with the IAAWB (Coplan et al., 2007), a hypothetical peer judgment task. Children were asked to rate behavior of hypothetical peers on a 3 point Likert scale (1 = no, 2 = maybe/sometimes, 3 = yes). The mean and standard deviations on the subscale ratings for children across language groups are presented in TABLE 3-11 and TABLE 3-12. The range of each subscale was 1 to 3, with the exception of the NE group rating on the unsociable child, the negative impact scale. The range for the NE group for the unsociable child on the negative impact scale was 1 to 2. The means and standard deviations were similar to the results of Coplan et al. (2007).

TABLE 3-11 IAAWB ratings on shy child, means and standard deviations by language group

Subscale	Native English	English Language Learner
	(n = 37)	(n = 34)
	M (SD)	
Intentionality	1.84 (.83)	1.44 (.71)
Social motivation	2.43 (.80)	2.65 (.65)
Affiliative preference	2.66 (.58)	2.49 (.57)
Social standing	2.27 (.61)	2.29 (.58)
Negative impact	1.35 (.52)	1.32 (.64)
Sympathy	2.46 (.77)	2.00 (.95)

*1 = No, 2 = Maybe/Sometimes, 3 = Yes*

TABLE 3-12 IAAWB ratings on unsociable child, means and standard deviations by language group

Subscale	Native English	English Language Learner
	(n = 37)	(n = 34)
	M (SD)	
Intentionality	2.27 (.84)	1.94 (.92)
Social motivation	1.78 (.85)	1.79 (.85)
Affiliative preference	2.50 (.61)	2.31 (.72)
Social standing	2.30 (.57)	2.18 (.58)
Negative impact	1.19 (.40)	1.38 (.70)
Sympathy	2.16 (.90)	1.68 (.81)

1 = No, 2 = Maybe/Sometimes, 3 = Yes

A one-way ANOVA was used to examine rating differences between the NE and ELL groups on ratings of the shy hypothetical peer. Significant differences between the groups were found on the intentionality subscale,  $F(1, 69) = 4.65, p = .035$ , (**Cohen's d** = .52) indicating that children in the NE group rated the shy child as acting on purpose at a higher rate than children in the ELL group. Significant differences between the language groups were also found on ratings of the sympathy subscale,  $F(1, 69) = 5.04, p = .028$  (**Cohen's d** = .56) indicating that children in the NE group reported feeling sorry for the shy child at a higher rate than children in the ELL group. A one-way ANOVA was examined rating differences between the NE

and ELL groups on ratings for the unsociable hypothetical peer. A significant difference was found between the groups on ratings of the sympathy subscale,  $F(1, 69) = 5.71, p = .02$  (**Cohen's d** = .56) indicating that children in the NE group reported feeling sorry for the unsociable child at a higher rate than children in the ELL group. There were not significant rating differences between the NE and ELL groups on the ratings of the shy and unsociable peers on the other subscales.

Overall, the results from the IAAWB demonstrate similarity in ratings on social judgments across the language groups with some exceptions. Children in the NE group reported that the shy hypothetical child had higher levels of intentionality in their behavior than children in the ELL group. Children in the NE group also reported having higher levels of sympathy for the shy and unsociable children.

*Question 2: Do ELL children rate social behaviors the same in contexts of native language use versus second language use?*

The self-ratings of ELL children's social behaviors were measured with an experimental rating scale, the WB-C. ELL children and their parents were asked to rate the child's shy and unsociable behavior across two language contexts, when speaking with their native language peers and during interactions with English speaking peers. Children and parents rated the child's behavior on a 5 point Likert scale, (1 = never, 2 = not often, 3 = sometimes, 4 = often, 5 = very often). The means and standard deviations for the child and parent ratings of shy behavior are presented in TABLE 3-13. The ranges of the ELL child shy ratings were from 1 – 4.14. The ranges of the ELL parent shy ratings were from 1 – 3.43.

TABLE 3-13 ELL Child and parent ratings of shy behavior

Rater	Language Context	
	Native Language (n = 34)	English (n = 34)
	M (SD)	
Child	1.73 (.81)	2.00 (.85)
Parent	1.48 (.53)	1.77 (.72)

*1 = never, 2 = not often, 3 = sometimes, 4 = often, 5 = very often*

A mixed ANOVA was conducted to assess whether there were rater and language context differences in social behavior ratings of shy behavior in the ELL group. Results indicated a significant main effect of language context (native language x English),  $F(1, 66) = 15.04, p < .001, \eta^2 = .19$ , but not of rater (child x parent),  $F(1, 66) = 2.15, p < .15, \eta^2 = .03$ . There was not a significant interaction between rater and language context  $F(1, 66) = .054, p < .87, \eta^2 = .00$ . This indicates ELL children and their parents rate the child as having significantly higher levels of shy behavior in English speaking contexts than when the child is interacting with native language speaking peers.

Children and parents also rated the child's unsociable behavior on a 1-5 point Likert scale. The means and standard deviations for the child and parent ratings of unsociable behavior are presented in TABLE 3-14. The ranges of the ELL child

unsociable ratings were from 1 – 3.83. The ranges of the ELL parent unsociable ratings were from 1 – 4.33.

TABLE 3-14. ELL Child and parent ratings of unsociable behavior

Rater	Language Context	
	Native Language (n = 34)	English (n = 34)
	M (SD)	
Child	2.01 (.60)	2.34 (.53)
Parent	2.39 (.69)	2.36 (.59)

*1 = never, 2 = not often, 3 = sometimes, 4 = often, 5 = very often*

A mixed ANOVA was conducted to assess whether there were rater and language context differences in social behavior ratings of unsociable behavior in the ELL group. Results did not show a significant main effect of language context (native language x English),  $F(1, 66) = 1.70$ ,  $p < .20$ ,  $\eta^2 = .02$ , or of rater (child x parent),  $F(1, 66) = 1.76$ ,  $p < .19$ ,  $\eta^2 = .02$ . Additionally, there was not a significant interaction between rater and language context  $F(1, 66) = 2.69$ ,  $p < .11$ ,  $\eta^2 = .04$ . This indicates that ELL children and their parents did not rate the child as having differing levels of unsociable behavior during interactions in native language versus English language contexts.

Overall, the results from the WB measure indicated that ELL children and their parents report higher levels of shy behavior in English speaking contexts than in

native language speaking contexts. The language context accounted for 19% of the variance of shy behavior in the ELL children. The results indicated that ratings of unsociable behavior were not influenced by language context.

*Question 3A: Are the ELL children's self-rating judgments of withdrawn behaviors similar to the judgments of their parents?*

ELL children's self-rating and parental ratings of children's withdrawn behaviors were examined in a mixed ANOVA assessing rater and language context differences in social behavioral ratings. Results for shy behavior did not find a significant main effect of rater (child x parent),  $F(1, 66) = 2.15, p < .15, \eta^2 = .03$ . Results for unsociable behavior did not find a significant main effect of rater (child x parent),  $F(1, 66) = 1.76, p < .19, \eta^2 = .02$ . Results from the mixed model ANOVA indicate that child and parent ratings of shy and unsociable behaviors did not significantly differ.

A Pearson correlation analysis indicated that ELL child and parent ratings of shy behavior were significantly moderately correlated in native language and English speaking contexts. The correlation analysis did not find a significant correlation between child and parent ratings of unsociable behavior in either language context. TABLE 3-15 provides results from the correlation analysis.

TABLE 3-15 Correlation matrix for ELL child and parent ratings of shy and unsociable behavior

(n = 34)		1	2	3	4	5	6	7	8
SHY Child									
1.	Native Language	---							
2.	English	.81**	—						
Parent									
3.	Native Language	.50**	.41*	—					
4.	English	.36*	.41**	.50**	—				
UNSOCIABLE									
Child									
5.	Native Language	.64**	.59**	.33	.52**	—			
6.	English	.32	.54**	.27	.58**	.49**	—		
Parent									
7.	Native Language	.12	.05	.44**	.55**	.18	.23	—	
8.	English	.18	.35*	.35*	.36*	.14	.30	.22	—

\*significant at .05, \*\*significant at .01 (2-tailed test)

Overall the results from these analyses indicate that children and parents in the ELL group had similar ratings of the children's shy social behavior. The results indicate that child and parent ratings of unsociable behavior do not significantly differ and are not correlated.

*Question 3B: Are the NE children's self-rating judgments of withdrawn behaviors similar to the judgments of their parents?*

The self-ratings of NE children's social behaviors were also measured with an experimental rating scale, the WB-C. Parents of the NE children completed the WB-P. The NE children and their parents rated the child's shy and unsociable behavior on a 5 point Likert scale, (1 = never, 2 = not often, 3 = sometimes, 4 = often, 5 = very often). The means and standard deviations for the child and parent ratings of shy behavior are presented in TABLE 3-16. The ranges of the NE child shy ratings were 1.29 – 4.57. The ranges of the ELL parent shy ratings were 1 – 2.86. NE children's self-ratings and parental ratings of child's shy behavior were examined in a one-way univariate ANOVA. Results for shy ratings indicated that there were significant differences between child and parent ratings in the NE group,  $F(1, 72) = 7.81, p < .01$ , (Cohen's  $d = .65$ ).

TABLE 3-16 NE child and parent ratings of shy behavior

Social Behavior	Rater	
	Child (n = 37)	Parent (n = 37)
	M (SD)	
Shy	2.09 (.69)	1.72 (.43)

*1 = never, 2 = not often, 3 = sometimes, 4 = often, 5 = very often*

The means and standard deviations for the child and parent ratings of unsociable behavior are presented in TABLE 3-17. The ranges of the NE child

unsociable ratings were 2 – 4.33. The ranges of the ELL parent shy ratings were 2.33 – 4.33. NE children's self-ratings and parental ratings of child's unsociable behavior were examined in a one-way univariate ANOVA. Results for unsociable ratings also indicated that there were significant differences between NE child and parent ratings,  $F(1, 72) = 4.57, p < .05$ , (**Cohen's d** = .50).

TABLE 3-17 NE child and parent ratings of unsociable behavior

Social Behavior	Rater	
	Child (n = 37)	Parent (n = 37)
	M (SD)	
Unsociable	3.10 (.57)	3.36 (.46)

*1 = never, 2 = not often, 3 = sometimes, 4 = often, 5 = very often*

A Pearson correlation indicated that NE child and parent ratings of shy and unsociable behaviors not significantly correlated. TABLE 3-18 contains the results for the correlational analysis for NE child and parent ratings of shy and unsociable behavior. Overall the results from the one-way ANOVA and the correlation analysis indicated that ratings by children and parents in the NE group on shy and unsociable behavior were not related.

TABLE 3-18 Correlation matrix for NE child and parent ratings of shy and unsociable behavior

(n = 37)	1	2	3	4
SHY				
1. Child	—			
2. Parent	.30	—		
UNSOCIABLE				
3. Child	.40*	.26	—	
4. Parent	.07	.09	-.07	—

\*significant at .05 (2-tailed test)

*Question 4: Are the judgments of ELL children in their native language context similar to those of NE children?*

The self-ratings of shy and unsociable behavior by ELL and NE children from the WB-C were compared children rated their behavior in their native language context (i.e., native language ratings for the ELL group and English for the NE group). The means and standard deviations of the children's shy behavioral ratings are shown in TABLE 3-19. A one-way univariate ANOVA examined differences between children in the ELL and NE groups. Results indicated that children in the NE group rated their shy behavior significantly higher than children in the ELL group,  $F(1, 69) = 4.01, p < .05, (\text{Cohen's } d = .48)$ .

TABLE 3-19 ELL and NE child ratings of shy behavior in the native language context

Social Behavior	Language Group	
	ELL (n = 34)	NE (n = 37)
	M (SD)	
Shy	1.73 (.81)	2.09 (.69)

*1 = never, 2 = not often, 3 = sometimes, 4 = often, 5 = very often*

The means and standard deviations of the children's unsociable behavioral ratings are shown in TABLE 3-20. A one-way univariate ANOVA examined differences between children in the ELL and NE groups. Results indicated that children in the NE group rated their unsociable behavior significantly higher than children in the ELL group,  $F(1, 69) = 53.64, p < .01$ , (**Cohen's d** = 1.74).

TABLE 3-20 ELL and NE child ratings of unsociable behavior in the native language context

Social Behavior	Language Group	
	ELL (n = 34)	NE (n = 37)
	M (SD)	
Unsociable	2.09 (.60)	.10 (.57)

*1 = never, 2 = not often, 3 = sometimes, 4 = often, 5 = very often*

ELL and NE parental ratings of children's shy and unsociable behavior on the WB-P were also investigated in the native language context. The means and standard deviations of the parental ratings of the children's shy behavior in the native language context is shown in TABLE 3-21. A one-way univariate ANOVA examined differences between parental ratings of the children's shy behavior in the native language context. Results indicated that parents in the NE group rated their children's shy behavior significantly higher than the parents of children in the ELL group,  $F(1, 69) = 4.50, p < .05$ , (Cohen's  $d = .50$ ).

TABLE 3-21 ELL and NE parent ratings of shy behavior in the native language context

	Language Group	
	ELL (n = 34)	NE (n = 37)
Social Behavior	M (SD)	
Shy	1.78 (.53)	1.72 (.43)

*1 = never, 2 = not often, 3 = sometimes, 4 = often, 5 = very often*

ELL and NE parental ratings of children's unsociable behavior on the WB-P were also investigated in the native language context. The means and standard deviations of the parental ratings of the children's unsociable behavior in the native language context is shown in TABLE 3-22. A one-way univariate ANOVA examined differences between parental ratings of the children's shy behavior in the native language context. Results further indicated that parents in the NE group rated their

children's unsociable behavior significantly higher than parents of children in the ELL group,  $F(1, 69) = 48.81, p < .01$ , (Cohen's  $d = 1.65$ ).

TABLE 3-22 ELL and NE parent ratings of unsociable behavior in the native language context

Social Behavior	Language Group	
	ELL (n = 34)	NE (n = 37)
	M (SD)	
Unsociable	2.39 (.69)	3.36 (.46)

*1 = never, 2 = not often, 3 = sometimes, 4 = often, 5 = very often*

*Question 5: Is there a relationship between individual differences on ratings of shy and unsociable behavior and other possible child level predictors, such as vocabulary, age, and gender, or family level predictors, such as mother's education and time in the country?*

The standardized vocabulary scores from the PPVT-4 and EVT-2 were compared to the child and parent ratings of shy and unsociable behavior. TABLE 3-23 contains the results for a Pearson correlation analysis for NE children's vocabulary scores and withdrawn behavioral ratings. Results indicated that there was a significant small to medium correlation between NE child ratings of boys of unsociable behavior and PPVT-4 and EVT-2 scores, indicating that boys with higher vocabulary levels rated themselves as more unsociable. Child ratings of shyness and parent ratings of shyness and unsociability were not correlated with vocabulary scores in the NE

group. Relationships between mother's education level and child's age were also included in this analysis and are shown in TABLE 3-23. There were no significant correlations in the NE group between mother's education, child's age and child and parent ratings of shyness and unsociability.

TABLE 3-23 Correlation matrix for NE child and parent predictors and child and parent ratings of shyness and unsociability

	Vocabulary Measure				Maternal education		Child's age	
	<u>PPVT-4</u>		<u>EVT-2</u>		Girl	Boy	Girl	Boy
	Girl (n = 20)	Boy (n = 17)	Girl	Boy				
SHY Child	-.22	-.06	-.01	.07	.17	-.12	.05	-.01
Parent	.07	.26	.24	.31	.28	-.40	-.11	.27
UNSOCIABLE Child	.26	.48*	.28	.49*	.25	.26	-.21	-.13
Parent	.02	.02	-.20	.21	-.25	-.36	-.00	.31

\*significant at .05 (2-tailed test)

When the NE child and family level predictors and ratings of withdrawal were examined for gender differences, it was found that girl's vocabulary scores were not significantly correlated to self-ratings of unsociability. The correlation between self-ratings of unsociability and PPVT-4 and EVT-2 scores had a significant medium correlation for boys. This result indicates that in the NE group, boys who have higher

levels of vocabulary rate themselves as having higher levels of unsociability. Gender was not related to other parent or child ratings in the ELL group.

A Pearson correlation indicated that vocabulary scores were not related to ELL child and parent ratings of shyness or unsociability in native language or English speaking contexts, with two exceptions. Parent-ratings of girl's unsociable behavior in their native language had a significant medium negative correlation with the PPVT-4. This indicated that girls with higher PPVT-4 scores received lower ratings of parent rated unsociability in their native language. There was also a significant large negative correlation between parent-ratings of boy's shy behavior in their native language and scores on the EVT-2. This indicated that boys with higher EVT-2 scores received lower ratings of parent rated shy behavior in their native language. TABLE 3-24 contains the correlation matrix for the ELL children. Relationships between mother's education level, the amount of time the child had been living in the United States, and the length of time the child had spoken English were not significantly correlated with child or parent ratings of shy and unsociable behavior. Child's age in girls was found to have significant medium to large negative correlations with children's ratings of shyness in native language and English speaking contexts, as well as children's ratings of unsociability in their native language (TABLE 3-24). Results from the gender analysis indicated that the older the girl was, the more likely she was to rate her shy and unsociable behavior lower.

TABLE 3-24 Correlation matrix for child and parent predictors and child and parent ratings of shyness and unsociability

	Vocabulary Test		Maternal Education		Child's Age		Time in U.S.		Time spoken English			
	<u>PPVT-4</u>		<u>EVT-2</u>									
	Girl (n = 27)	Boy (n = 7)	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy		
SHY												
Child												
Native Language	.15	-.22	.29	-.22	.14	-.09	-.61**	-.21	-.03	.13	-.14	.27
English	.14	-.29	.22	-.27	.11	-.14	-.48*	-.34	-.12	-.05	-.18	.05
Parent												
Native Language	-.03	-.80*	.04	-.65	.09	-.17	-.11	-.06	.03	-.69	-.09	-.58
English	-.18	-.48	-.22	-.26	-.15	.06	-.01	.05	-.25	-.31	-.28	-.31
UNSOCIABLE												
Child												
Native Language	.25	-.20	.32	-.37	.30	-.42	-.58**	-.29	-.30	-.14	-.32	-.18
English	-.19	-.27	-.13	-.13	.12	.01	.04	-.55	-.37	-.34	-.26	-.26
Parent												
Native Language	-.47*	.28	-.37	.26	-.20	-.20	.26	-.36	-.23	-.03	-.14	-.27
English	-.12	-.69	-.03	-.71	.06	-.41	-.04	.00	-.01	-.22	-.27	-.03

\*significant at .05 (2-tailed test), \*\*significant at .01 (2-tailed test)

In general, it was found that some child level predictors were related to child and parental ratings of shy and unsociable behavior. In the NE group, vocabulary scores were significantly moderately correlated to parental ratings of unsociability. The relationship between the EVT-2 and the parent rated unsociability was stronger

in the NE group for boys than for girls. Significant vocabulary, age, and gender relationships were found in the ELL group with some of the child and parent ratings of shy and unsociable behavior, although the findings were mixed with regard to the direction of influence.

## CHAPTER IV

### DISCUSSION

The purpose of this study was to examine the relationship between language and withdrawn behavior in children who are ELL and children who are NE speakers. The first research question was, *do the judgments of ELL children differ from the NE children on a hypothetical peer judgment task?* It was hypothesized that ELL children would not differ from NE children in basic social judgments. The primary purpose of the IAAWB measure was to benchmark the shy and unsociable characteristics as behaviors that were identifiable across the ELL and NE groups of children.

Results from the IAAWB indicated that ELL and NE children were overall similar in their judgments of the behavior of shy and unsociable children with two exceptions. One exception included the significant differences in judgments between the groups on the reports of feeling sorry for the shy and unsociable children. The NE children reported significantly higher rates of feeling sorry for the shy and unsociable children than the ELL group. The second significant difference between the groups was regarding the judgment of acting on purpose by the child in the shy scenario. The NE group rated the shy child as acting on purpose at a significantly higher rate than the ELL group. Despite these differences, the results provided by this study indicated that overall the ELL and NE children have similar beliefs about the constructs of shyness and unsociability in judgments of hypothetical peers. As a result of the similarity between the groups, it is expected that ELL and NE children have similar beliefs regarding shy and unsociable behaviors in other types of judgment tasks.

The second research question is the main focus of this study, *do ELL children rate social behaviors the same in contexts of native language use versus second language use?* It was hypothesized that children's social judgments of their own behavior would be affected by linguistic context, such that in their native language contexts the ELL children would rate themselves as more socially competent and less withdrawn. Children were administered the *Withdrawn Behavior- Child Scale* and parents were administered the *Withdrawn Behavior- Parent Scale*, experimental self-report questionnaires adapted from the Teacher Behavioral Rating Scale (TBRS) (Craig & Robinson, 1996) and the Preschool Play Behavior Scale (PPBS) (Coplan & Rubin, 1998). The ELL participants and their parents were asked questions regarding the child's shy and unsociable behavior during interactions with native language and English language speaking peers and rated their behavior on a 5 point Likert scale (1 = never, 2 = not often, 3 = sometimes, 4 = often, 5 = very often).

Results indicated that there were significantly higher ratings of shy behavior by the ELL children and their parents when the child was with English speaking peers than with native language peers. The language context accounted for 19% of the variance in the ratings of the children's shy behavior. This is a considerable level of explained variance in shy behavior, especially considering that the ELL children sampled in this study were typically developing and generally came from high socioeconomic status backgrounds. Children with high socioeconomic status backgrounds have many resources to bring to social behavior in English speaking settings. On average, children in the ELL group rated their shy behavior in native

language contexts as a 1.73 (.81) and in English speaking contexts as a 2.0 (.85). On average, parents of the ELL children rated the shyness of their children as 1.48 (.53) in the native language context and 1.77 (.72) in English speaking contexts.

The foremost finding in this study is that language context appears to influence ratings of shyness in children, such that when ELL children were in situations where they did not possess full language competence they believed that their shy behavior increased. Parental ratings of shyness by the ELL parents also indicated increased shyness when their child participated in a non-native language context. While this is not the first study to find increased withdrawn behavior in ELL children, it is the first study to provide direct evidence that ELL children's shyness can partially be accounted for by the language context in which the child is communicating.

Additionally, this is the first study that has investigated shy and unsociable behavior as separate constructs of withdrawal in ELL children. Children in the ELL group demonstrated differences in ratings of shy behavior across the language contexts, whereas the ratings of unsociable behavior did not change when the child was in native and non-native speaking situations. The increased ratings of shyness, but not unsociability, highlight the complexity of withdrawn behavior and the necessity of examining withdrawal as two separate constructs, shyness and unsociability. Previous research has demonstrated that various types of isolative behavior result in differing socioemotional consequences (Coplan & Armer, 2007). Shyness is associated with negative emotionality, social anxiety, lower self-esteem,

depression, loneliness, higher levels of academic difficulty, and lower social competence (Bohlin et al., 2005; Coplan & Armer, 2005; Coplan et al., 2001, 2004; Harrist et al., 1997, Hart et al., 2000; Phillipson et al., 1999; Prior et al., 2000; Rubin et al., 1989, 1995). Because ELL children and their parents are reporting higher levels of shyness in English speaking contexts, it may be the case that ELL children are at risk for negative long-term outcomes.

The third research question contained two parts. The first part of the question was, *are the ELL children's self-rating judgments of withdrawn behaviors similar to the judgments of their parents?* It was hypothesized that the children in the ELL group and their parents would have similar ratings of children's behavior. The analysis of the ELL children's self-ratings on the *WB- C: ELL* and parents ratings on the *WB- P: ELL* did not find differences between the ratings of shy and unsociable behaviors. Correlational analyses found that the ELL children and parent ratings of the child's shy behavior were significantly moderately correlated, while there were not significant correlations of the ratings on the child's unsociable behavior.

The second part of the third question was, *are the NE children's self-ratings judgments of withdrawn behaviors similar to the judgments of their parents?* ANOVAs found significant differences between the child and parent ratings of shy and unsociable behavior on the *WB- C: NE* and the *WB- P:NE*. There were no significant correlations between the child and parent ratings in the NE group on the shy or unsociable subscales.

The significant correlations between the ELL child and parent ratings and the lack of significant correlations between the NE child and parent ratings raises questions regarding the possible causes behind differences between the two groups. Perhaps one reason for the rating differences between the ELL and NE groups is that the children in the ELL group are more socially engaged with their parents. All of the ELL children in this study came to the United States from different countries and began living in communities where their native language was not the predominant language. Only two of the children in the ELL group reported having any previous English knowledge before arriving in the U.S. As a result, it can be argued that many of the ELL children in this study spent an extensive period of time when their primary social partners were their parents. Therefore, the group of ELL children may have developed a relationship with their parents that fostered similar knowledge of the child's behavior.

An additional possibility for the rating differences between the ELL and NE groups is that the parents of the ELL children are more conscious of their children's social behavior due to concerns regarding their child's adaptation to a new environment. As a result, the parents in the ELL group may be more vigilant than the parents in the NE group about talking with their children about the child's social interactions.

The fourth research question in this study was, *are the judgments of ELL children in their native language context similar to those of NE children?* It was hypothesized that ELL children's judgments of their withdrawn behavior in native

language contexts would not differ from the NE children's judgments. Children were administered the *WB- C:NE* and the *WB- C: ELL* were asked questions regarding their shy and unsociable behavior during interactions with native language speaking peers. The children rated their behavior on a 5 point Likert scale (1 = never, 2 = not often, 3 = sometimes, 4 = often, 5 = very often). On average, children in the ELL group rated their shy behavior in their native language as 1.73 (.81) and their unsociable behavior in their native language as 2.09 (.60). On average, children in the NE group rated their shy behavior as 2.09 (.69) and their unsociable behavior as 3.10 (.57). Results indicated that children in the NE group rated their shy and unsociable behavior as being significantly higher than children in the ELL group.

The results between the ELL and NE groups were similar for the parental ratings of shy and unsociable behavior. Results indicated that the parents of the NE children rated their child's shy and unsociable behavior as being significantly higher than the children in the ELL group. On average, the parents of the ELL children rated the child's shy behavior in their native language as 1.48 (.53) and the child's unsociable behavior in their native language as 2.39 (.69). On average, the parents of the NE children rated their child's shy behavior as 1.72 (.43) and their unsociable behavior as 3.36 (.46).

Significantly higher ratings of shy and unsociable behavior in the NE group by children and their parents were not the expected outcomes for this question. One possible explanation for this outcome is the differences in social backgrounds between the ELL and NE groups. Overall, children in the ELL group came from

families who were higher educated than those in the NE group. Perhaps the parental education status indirectly measures a dimension of assertive social skills. Most of the children in the ELL group came from families who pursued education outside of their own country, a task that would necessitate assertiveness on behalf of the parent. Therefore, the families who participated in the ELL group may have been less shy and unsociable in order to pursue an education in the United States.

It is also a possibility that children in the ELL group are generally more worldly than those in the NE group. The social experience that the ELL children received as a result of moving from one country to another combined with the experience of learning a new language may have encouraged children in the ELL group to develop less withdrawn personalities. As a result, children recruited for participation in the ELL group in this study may be more sociable than children in the NE group.

The fifth question in this study was, *is there a relationship between individual differences on ratings of shy and unsociable behavior and other possible child level predictors, such as vocabulary, age, and gender, or family level predictors, such as mother's education and time in the country?* It was hypothesized that child and parent level predictors such as vocabulary score, maternal education, age, gender, time spent in the country, and time spoken English would be related to parent and child ratings of withdrawn behavior. Results from the NE and ELL groups indicated that standardized vocabulary tests had few correlations with child and parent ratings. In the NE group, child ratings of unsociability had a significant small to moderate

correlation with vocabulary scores. This finding is consistent with those that report unsociability as a positive trait such that children engage in solitary activities that support positive developmental outcomes such as increased attention span (Coplan et al., 2004).

Results from the ELL group indicated that a child's age may play the largest role in self-ratings of shyness and unsociability. When gender was included in this examination, it was found that in girls, age was significantly negatively correlated to child-rated shyness in the native language and English speaking context, and child-rated unsociability in the native language context. Boys did not show a significant relationship with age and these variables. One possible reason that the relationship manifested in this way is that older girls may see their behavior as shifting to the norm and aligning with other children their own age. This finding has not been found in other studies and should be replicated before any generalizations should be made about its importance.

Results also indicated that there was some relationship between PPVT-4 scores and ratings of withdrawn behavior. A significant large negative correlation was found between the PPVT-4 and parent rated shyness in the native language for ELL boys but not for girls. A significant medium negative correlation was found between the PPVT-4 and parent-rated unsociability in the native language for ELL girls but not for boys. One possible interpretation of these findings is that lower levels of withdrawn behavior in the child's native language may be the result of personality differences that encourage receptive vocabulary growth. The interpretation of the

gender differences in the ELL group should be viewed cautiously. It is notable that the ELL group contained 27 girls and 7 boys. As a result of the large number of girl participants in relation to the few boy participants, the findings regarding gender may not be reliable and should be replicated before generalizations can be made about these findings. However, it is notable that despite the uneven numbers in gender, the findings from this study are consistent with past research that has found mixed results on child and family level predictors.

#### *Theoretical Implications*

Differences in ratings of shyness based on language context in the ELL group may inform theories that have investigated the relationship between language disorders and withdrawn behavior. Past studies investigating language and withdrawal have suggested that increased internalizing behavior, such as shyness, and language disorders frequently co-occur as a result of shared neurological substrates (Beitchman et al., 1996; Goodyer, 2000; Locke, 1994). This study did not directly examine the theory that shyness and language disorders share neural substrates. However, the results from this study provided evidence that language barriers or speaking in a non-native context can increase ratings of shy behavior and when the language barrier has changed, the ratings of shy behavior decrease. This study suggests that in ELL children the language context in which they communicate contributes to ratings of shyness while innate temperamental characteristics appear to play a lesser role. This study can inform future research investigating withdrawal and

language impairment by encouraging the investigation of withdrawal in children with language impairment across a variety of speaking contexts.

The evidence from this study suggests that the social adaptation model (Benasich et al., 1993; Redmond & Rice, 1998; Hadley & Rice, 1993; Tomblin et al., 2000), which proposes that the socioemotional problems of children with language impairment are influenced by interactions between language limitations and the child's environment, may provide the most accurate explanation for the behavioral ratings of children in the ELL group. The children in the ELL group demonstrated that ratings of shyness can be influenced by interactions with their environment when their language abilities are limited.

#### *Clinical Implications*

The increased ratings of shyness in English speaking contexts by ELL children and their parents reveals that children in the ELL group are modifying their behavior in ways that may result in negative developmental outcomes. These results should not be interpreted to mean that the ELL children who participated in this study were at all socially deficient. Even though the ratings of shyness were significantly higher in English speaking contexts, boundaries of clinically significant behavior have yet to be established.

The findings in this study highlight the usefulness of examining ratings of social behavior in ELL children across a variety of domains. For example, this study demonstrated the utility of examining both child and parent ratings of behavior. Additionally, this study supported the importance of examining shyness and

unsociability as separate constructs. Finally, this study provided evidence that valuable information regarding children's withdrawal can be obtained by examining the contrast in behaviors across language context.

#### *Future Directions*

This study examined shyness and unsociability in a group of ELL children that came from privileged socioeconomic backgrounds. With the exception of three children in the ELL group, all of the children came from families where the mother had completed a college level education, and many of the mothers or fathers in the group were working toward the completion of a graduate level education. The design of this study intentionally included a disproportionate number of children from advantaged circumstances to avoid possible interactions between socioeconomic status and socioemotional instability. Future research is needed to investigate how ELL children from other socioeconomic circumstances view their social behavior across varying language settings.

Additional research is needed to clarify the extent to which language contexts influence levels of shyness and unsociability. A good starting point for this research would be to compare the results of ELL children with children experiencing other types of language difficulties. A comparison group of children with specific language impairment would further illuminate the relationship between language and withdrawn behavior by providing a contrast between children who are and are not able to overcome communicative barriers.

Further research should also clarify the impact of increased shyness in native language contexts for ELL children. At this point it is unknown if increased levels of shyness have the same impact on children's developmental outcomes as is evident in other groups of children. This study is one of many that are needed to investigate the social functioning of ELL children.

#### *Limitations*

One limitation of this study was that the ratings of withdrawn behavior were completed by children and their parents on the child behavior without outside observational confirmation as to the accuracy of the ratings. Although rating scales are commonly used as a reliable method for obtaining behavioral information, this limitation should be considered during the interpretation of the results from this study.

An additional limitation of this study was that the parents of children in the ELL group were required to make judgments regarding their children's English language abilities and their children's social behavior in English speaking contexts when the parents themselves had limited English skills. Parents in the ELL group reported speaking English for a longer period of time than their child. However, during the collection of data for this project it was a general observation that the ELL parents typically had lower receptive and expressive oral language abilities than their child. It should be noted that most of the ELL parents were currently participating in post-graduate academic pursuits and although the parents' oral language was not fluent, difficulties with their written language were not observed. In this study,

parents of the ELL children did not participate in English language testing. It is difficult to ascertain the impact of the parents' English language abilities on the outcomes of this study. The findings presented in this study should be replicated by future research before generalizations can be made.

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APPENDIX A  
COUNTRIES AND LANGUAGES OF ELL PARTICIPANTS

Countries of the ELL participants

Countries	Frequency	Percentage
China	4	11.8
Egypt	1	2.9
Ethiopia	3	8.8
India	1	2.9
Iran	1	2.9
Japan	2	5.9
Kuwait	1	2.9
Mexico	1	2.9
Pakistan	2	5.9
Paraguay	1	2.9
Saudi Arabia	6	17.7
South Korea	11	32.5
Total	34	100

Languages of the ELL participants

Languages	Frequency	Percentage
Amharic	3	8.8
Arabic	8	23.5
Chinese	4	11.8
Farsi	1	2.9
Japanese	2	5.9
Korean	11	32.5
Marathi	1	2.9
Spanish	2	5.9
Urdu	2	5.9
Total	34	100

APPENDIX B

WB-P: NE

*WB-P: NE*

Subject Number \_\_\_\_\_

Date \_\_\_\_\_

EXPERIMENTAL PARENT QUESTIONNAIRE OF WITHDRAWN BEHAVIOR:  
NATIVE ENGLISH SPEAKERS

## Instructions:

I am going to read some sentences and I want you to tell me if they describe your child when she/he is around other kids. There are no right or wrong answers. I want you to tell me if the sentence is the way your child behaves very often, often, sometimes, not often, or almost never.

1 = never            2 = not often    3 = sometimes    4 = often    5 = very often

- |   |           |
|---|-----------|
| 1. My child is by herself/himself a lot.  | 1 2 3 4 5 |
| 2. My child thinks her/his teachers like her/him.                                   | 1 2 3 4 5 |
| 3. My child has friends at home.  | 1 2 3 4 5 |
| 4. My child has friends at school.  | 1 2 3 4 5 |
| 5. My child wants to play with kids but she/he doesn't know how to.                 | 1 2 3 4 5 |
| 6. My child watches the other kids play without saying or doing anything with them. | 1 2 3 4 5 |
| 7. My child reads books by herself/himself.   | 1 2 3 4 5 |
| 8. My child builds things by herself/himself and tries to figure out how they work  | 1 2 3 4 5 |
| 9. My child does lots of things by herself/himself.                                 | 1 2 3 4 5 |
| 10. At school my child likes to work by herself/himself.                            | 1 2 3 4 5 |
| 11. My child plays alone with her/his video game or cell phone.                     | 1 2 3 4 5 |
| 12. If other kids come up to my child, she/he doesn't know what to do.              | 1 2 3 4 5 |

12. My child has friends at places like church or when she/he plays sports. 1 2 3 4 5
13. My child doesn't talk a lot when she/he has things to say. 1 2 3 4 5
14. My child plays with kids when she/he wants to. 1 2 3 4 5
15. My child thinks other kids like her/him. 1 2 3 4 5
16. My child walks around by herself/himself a lot. 1 2 3 4 5
17. My child is afraid of other kids. 1 2 3 4 5

APPENDIX C

WB-P: ELL

*WB-P: ELL*

Subject Number \_\_\_\_\_

Date \_\_\_\_\_

EXPERIMENTAL PARENT QUESTIONNAIRE OF WITHDRAWN BEHAVIOR:  
ENGLISH LANGUAGE LEARNERS

## Instructions:

I am going to read some sentences and I want you to tell me if they describe the way your child behaves when they play with kids who speak her/his native language or when they play kids who speak English. There are no right or wrong answers. I want you to tell me if the sentence is the way your child behaves very often, often, sometimes, not often, or almost never.

1 = never    2 = not often    3 = sometimes    4 = often    5 = very often

1. When my child is around kids who speak her/his native language, she/he is afraid of other kids.    1 2 3 4 5
2. She/he has friends at school.    1 2 3 4 5
3. When my child is around kids who speak English, she/he plays with kids when she/he wants to.    1 2 3 4 5
4. She/he has friends at home.    1 2 3 4 5
5. When my child is around kids who speak English at school, she/he likes to work by herself/himself.    1 2 3 4 5
6. When my child is around kids who speak English, she/he plays alone with her/his video game or cell phone.    1 2 3 4 5
7. When my child is around kids who speak English, she/he reads books by herself/himself.    1 2 3 4 5
8. When my child is around kids who speak her/his native language, if other kids come up to her/him, she/he doesn't know what to do.    1 2 3 4 5
9. When my child is around kids who speak English, she/he builds things by herself/himself and tries to figure out how they work.    1 2 3 4 5

10. When my child is around kids who speak her/his native language, she/he does lots of things by herself/himself. 1 2 3 4 5
11. When my child is around kids who speak her/his native language, she/he plays alone with her/his video game or cell phone. 1 2 3 4 5
12. When my child is around kids who speak English, she/he walks around by herself/himself a lot. 1 2 3 4 5
13. When my child is around kids who speak English, she/he doesn't talk a lot when she/he has things to say. 1 2 3 4 5
14. When my child is around kids who speak her/his native language, she/he builds things by herself/himself and tries to figure out how they work. 1 2 3 4 5
15. My child thinks her/his teachers like her/him. 1 2 3 4 5
16. My child has friends at places like church or when she/he plays sports. 1 2 3 4 5
17. When my child is around kids who speak English, if other kids come up to her/him, she/he doesn't know what to do. 1 2 3 4 5
18. When my child is around kids who speak her/his native language, she/he is by herself/himself a lot. 1 2 3 4 5
19. When my child is around kids who speak her/his native language at school, she/he likes to work by herself/himself. 1 2 3 4 5
20. When my child is around kids who speak English, she/he is by herself/himself a lot. 1 2 3 4 5
21. When my child is around kids who speak her/his native language, she/he plays with kids when she/he wants to. 1 2 3 4 5
22. When my child is around kids who speak her/his native language, she/he reads books by herself/himself. 1 2 3 4 5

23. When my child is around kids who speak her/his native language, she/he wants to play with kids but she/he doesn't know how to. 1 2 3 4 5
24. When my child is around kids who speak English, she/he watches the other kids play without saying or doing anything with them. 1 2 3 4 5
25. When my child is around kids who speak English, she/he does lots of things by herself/himself. 1 2 3 4 5
26. When my child is around kids who speak English, she/he wants to play with kids but she/he doesn't know how to. 1 2 3 4 5
27. My child thinks other kids like her/him. 1 2 3 4 5
28. When my child is around kids who speak English, she/he is afraid of other kids. 1 2 3 4 5
29. When my child is around kids who speak her/his native language, she/he walks around by herself/himself a lot. 1 2 3 4 5
30. When my child is around kids who speak her/his native language, she/he doesn't talk a lot when she/he has things to say. 1 2 3 4 5
31. When my child is around kids who speak her/his native language, she/he watches the other kids play without saying or doing anything with them. 1 2 3 4 5

APPENDIX D

WB-C: NE

*WB-C: NE*

Subject Number \_\_\_\_\_

Date \_\_\_\_\_

CHILDREN'S SELF REPORT OF WITHDRAWN ACTIVITIES:  
NATIVE ENGLISH SPEAKERS

## Instructions:

I am going to read some sentences and I want you to tell me if they describe what you do when you are around other kids. There are no right or wrong answers. I want you to tell me if the sentence is the way you behave very often, often, sometimes, not often, or almost never.

1 = never    2 = not often    3 = sometimes    4 = often    5 = very often

- |  |           |
|--|-----------|
| 1. I am by myself a lot.   | 1 2 3 4 5 |
| 2. I think my teachers like me.  | 1 2 3 4 5 |
| 3. I have friends at home.   | 1 2 3 4 5 |
| 4. I have friends at school.   | 1 2 3 4 5 |
| 5. I want to play with kids but I don't know how to.                       | 1 2 3 4 5 |
| 6. I watch the other kids play without saying or doing anything with them. | 1 2 3 4 5 |
| 7. I read books by myself.   | 1 2 3 4 5 |
| 8. I build things by myself and try to figure out how they work.           | 1 2 3 4 5 |
| 9. I do lots of things by myself.  | 1 2 3 4 5 |
| 10. At school I like to work by myself.                                    | 1 2 3 4 5 |
| 11. I play alone with my video game or cell phone.                         | 1 2 3 4 5 |
| 12. If other kids come up to me I don't know what to do.                   | 1 2 3 4 5 |
| 13. I have friends at places like church or when I play sports.            | 1 2 3 4 5 |

- |   |           |
|---|-----------|
| 14. I don't talk a lot when I have things to say. | 1 2 3 4 5 |
| 15. I play with kids when I want to.              | 1 2 3 4 5 |
| 16. I think other kids like me.                   | 1 2 3 4 5 |
| 17. I walk around by myself a lot.                | 1 2 3 4 5 |
| 18. I'm afraid of other kids.                     | 1 2 3 4 5 |

APPENDIX E

WB-C: ELL

*WB-C: ELL*

Subject Number \_\_\_\_\_

Date \_\_\_\_\_

CHILDREN'S SELF REPORT OF WITHDRAWN ACTIVITIES:  
ENGLISH LANGUAGE LEARNERS

## Instructions:

I am going to read some sentences and I want you to tell me if they describe what you do when you are around kids who speak your language or what you do when you are around kids who speak English. There are no right or wrong answers. I want you to tell me if the sentence is the way you behave very often, often, sometimes, not often, or almost never.

1 = never    2 = not often    3 = sometimes    4 = often    5 = very often

1. When I am around kids who speak my native language, I'm afraid of other kids.    1 2 3 4 5
2. I have friends at school.    1 2 3 4 5
3. When I am around kids who speak English, I play with kids when I want to.    1 2 3 4 5
4. I have friends at home.    1 2 3 4 5
5. When I am around kids who speak English at school, I like to work by myself.    1 2 3 4 5
6. When I am around kids who speak English, I play alone with my video game or cell phone.    1 2 3 4 5
7. When I am around kids who speak English, I read books by myself.    1 2 3 4 5
8. When I am around kids who speak my native language, if other kids come up to me I don't know what to do.    1 2 3 4 5
9. When I am around kids who speak my native language, if other kids come up to me I don't know what to do.    1 2 3 4 5
10. When I am around kids who speak English, I build things by myself and try to figure out how they work.    1 2 3 4 5

11. When I am around kids who speak my native language, I do lots of things by myself. 1 2 3 4 5
12. When I am around kids who speak my native language, I play alone with my video game or cell phone. 1 2 3 4 5
13. When I am around kids who speak English, I walk around by myself a lot. 1 2 3 4 5
14. When I am around kids who speak English, I don't talk a lot when I have things to say. 1 2 3 4 5
15. When I am around kids who speak my native language, I build things by myself and try to figure out how they work. 1 2 3 4 5
16. I think my teachers like me. 1 2 3 4 5
17. I have friends at places like church or when I play sports. 1 2 3 4 5
18. When I am around kids who speak English, if other kids come up to me I don't know what to do. 1 2 3 4 5
19. When I am around kids who speak my native language, I am by myself a lot. 1 2 3 4 5
20. When I am around kids who speak my native language at school, I like to work by myself. 1 2 3 4 5
21. When I am around kids who speak English, I am by myself a lot. 1 2 3 4 5
22. When I am around kids who speak my native language, I play with kids when I want to. 1 2 3 4 5
23. When I am around kids who speak my native language, I read books by myself. 1 2 3 4 5
24. When I am around kids who speak my native language, I want to play with kids but I don't know how to. 1 2 3 4 5

25. When I am around kids who speak English, I watch the other kids play without saying or doing anything with them. 1 2 3 4 5
26. When I am around kids who speak English, I do lots of things by myself. 1 2 3 4 5
27. When I am around kids who speak English, I want to play with kids but I don't know how to. 1 2 3 4 5
28. I think other kids like me. 1 2 3 4 5
29. When I am around kids who speak English, I'm afraid of other kids. 1 2 3 4 5
30. When I am around kids who speak my native language, I walk around by myself a lot. 1 2 3 4 5
31. When I am around kids who speak my native language, I don't talk a lot when I have things to say. 1 2 3 4 5
32. When I am around kids who speak my native language, I watch the other kids play without saying or doing anything with them. 1 2 3 4 5

APPENDIX F

SLAS- NE

## Speech and Language Assessment Scale- Native English Speakers

Subject number:

Date:

Directions: Please rate you child's language and social skills compared to other children her or his own age.

1. My child's ability to
- ask**
- questions properly is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

2. My child's ability to
- answer**
- questions properly is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

3. My child's ability to understand what others say to her/him is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

4. My child's ability to say sentences clearly enough to be understood by strangers is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

5. The number of words my child knows is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

6. My child's ability to use her/his words correctly is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

7. My child's ability to get her/his message across to others when talking is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

8. My child's ability to understand directions spoken to her/him is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

9. My child's ability to follow directions spoken to her/him is:  
 1      2      3      4      5      6      7  
 very                      normal                      very  
 low                      for age                      high
10. My child's ability to use the proper words when talking to others is:  
 1      2      3      4      5      6      7  
 very                      normal                      very  
 low                      for age                      high
11. My child's ability to get what she/he wants by talking is:  
 1      2      3      4      5      6      7  
 very                      normal                      very  
 low                      for age                      high
12. My child's ability to start a conversation, or start talking with other children is:  
 1      2      3      4      5      6      7  
 very                      normal                      very  
 low                      for age                      high
13. My child's ability to keep a conversation going with other children is:  
 1      2      3      4      5      6      7  
 very                      normal                      very  
 low                      for age                      high
14. The length of my child's sentences is:  
 1      2      3      4      5      6      7  
 very                      normal                      very  
 low                      for age                      high
15. My child's ability to correctly say the sounds in individual words is:  
 1      2      3      4      5      6      7  
 very                      normal                      very  
 low                      for age                      high
16. My child's ability to make "grown-up" sentences is:  
 1      2      3      4      5      6      7  
 very                      normal                      very  
 low                      for age                      high
17. My child's awareness of differences in the way people act, speak, dress, etc. is:  
 1      2      3      4      5      6      7  
 very                      normal                      very  
 low                      for age                      high

18. My child usually speaks:

1	2	3	4	5	6	7
too			about			too
soft			loud			loud
			enough			

19. My child usually speaks:

1	2	3	4	5	6	7
not			about			too
often			often			often
			enough			

APPENDIX G

SLAS- ELL

## Speech and Language Assessment Scale- English Language Learners

Subject number:

Date:

Directions: Please rate you child's language and social skills compared to other children her or his own age.

1. My child's ability to **ask** questions properly in English is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

2. My child's ability to **ask** questions properly in her/his native language is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

3. My child's ability to **answer** questions properly in English is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

4. My child's ability to **answer** questions properly in her/his native language is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

5. My child's ability to understand what others say to her/him in English is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

6. My child's ability to understand what others say to her/him in her/his native language is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

7. My child's ability to say sentences in English clearly enough to be understood by strangers is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

8. My child's ability to say sentences in her/his native language clearly enough to be understood by strangers is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

9. The number of words in English my child knows is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

10. The number of words in her/his native language my child knows is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

11. My child's ability to use her/his words correctly in English is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

12. My child's ability to use her/his words correctly in her/his native language is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

13. My child's ability to get her/his message across to others when speaking in English is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

14. My child's ability to get her/his message across to others when speaking her/his native language is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

15. My child's ability to understand directions spoken to her/him in English is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

16. My child's ability to understand directions spoken to her/him in her/his native language is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

17. My child's ability to follow directions spoken to her/him in English is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

18. My child's ability to follow directions spoken to her/him in her/his native language is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

19. My child's ability to use proper words when talking to others in English is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

20. My child's ability to use proper words when talking to other in her/his native language is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

21. My child's ability to get what she/he wants by speaking in English is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

22. My child's ability to get what she/he wants by speaking in her/his native language is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

23. My child's ability to start a conversation in English, or start talking with other children in English is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

24. My child's ability to start a conversation in her/his native language, or start talking with other children in her/his native language is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

25. My child's ability to keep a conversation going in English with other children is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

26. My child's ability to keep a conversation going in her/his native language with out children is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

27. The length of my child's sentences in English is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

28. The length of my child's sentence in her/his native language is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

29. My child's ability to correctly say the sound in individual words in English is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

30. My child's ability to correctly say the sounds in individual words in her/his native language is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

31. My child's ability to make grown-up sentences in English is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

32. My child's ability to make grown-up sentences in her/his native language is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

33. In the United States, my child's awareness of differences in the way people act, speak, dress, etc. is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

34. In my child's native country, my child's awareness of differences in the way people act, speak, dress, etc. is:

1	2	3	4	5	6	7
very			normal			very
low			for age			high

35. When speaking in English, my child usually speaks:

1	2	3	4	5	6	7
too			about			too
soft			loud			loud
			enough			

36. When speaking in her/his native language, my child usually speaks:

1	2	3	4	5	6	7
too			about			too
soft			loud			loud
			enough			

37. In English, my child usually speaks:

1	2	3	4	5	6	7
not			about			too
often			often			often
			enough			

38. In my her/his native language, my child usually speaks:

1	2	3	4	5	6	7
not			about			too
often			often			often
			enough			

APPENDIX H  
IAAWB QUESTIONS FOR CHILDREN

*Intentionality:*

Do you think \_\_\_ acts that way on purpose?

*Social motivations:*

Does \_\_\_ want to play with other kids?

*Affiliative preference:*

Would you like to play with \_\_\_?

Would you want to be \_\_\_'s friend?

*Social standing:*

Would other kids in your class want to play with \_\_\_?

*Negative impact:*

Do kids who act like \_\_\_ cause a problem in your class?

*Sympathy:*

Do you feel sorry for \_\_\_?

APPENDIX I

PICTURE STIMULI FOR IAAWB PROVIDED IN COPLAN ET AL. (2007)

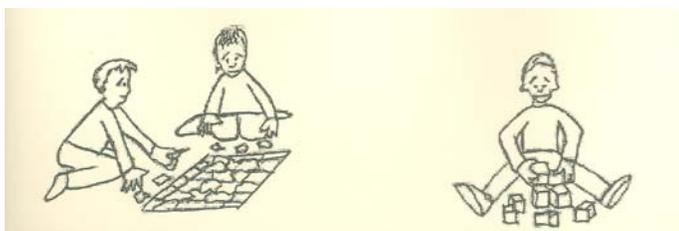
Aggressive Male



Shy Male



Unsociable Male



Socially Competent Male



APPENDIX J  
FIVE-POINT LIKERT SCALE

<b>NEVER</b>	<b>NOT OFTEN</b>	<b>SOMETIMES</b>	<b>OFTEN</b>	<b>VERY OFTEN</b>

APPENDIX K  
THREE-POINT LIKERT SCALE

<b>NO</b>	<b>MAYBE/SOMETIMES</b>	<b>YES</b>

APPENDIX L  
IAAWB CHILD RESPONSE SHEET



6. Do kids who act like Jim cause problems in your class?  
no maybe/sometimes yes
7. Do you feel sorry for Jim? no maybe/sometimes yes

### C. Shy Boy

This is Toby. Toby is afraid to talk to other kids. When other kids are playing, he just watches them.

1. Do you think Toby acts that way on purpose? no maybe/sometimes yes
2. Does Toby want to play with other kids? no maybe/sometimes yes
3. Would you like to play with Toby? no maybe/sometimes yes
4. Would you want to be Toby's friend? no maybe/sometimes yes
5. Would other kids in your class want to play with Toby?  
no maybe/sometimes yes
6. Do kids who act like Toby cause problems in your class?  
no maybe/sometimes yes
7. Do you feel sorry for Toby? no maybe/sometimes yes

### D. Unsociable Boy

This is Kevin. He likes to play on his own. When other kids are playing, he plays by himself.

1. Do you think Kevin acts that way on purpose? no maybe/sometimes yes
2. Does Kevin want to play with other kids? no maybe/sometimes yes
3. Would you like to play with Kevin? no maybe/sometimes yes
4. Would you want to be Kevin's friend? no maybe/sometimes yes
5. Would other kids in your class want to play with Kevin?  
no maybe/sometimes yes
6. Do kids who act like Kevin cause problems in your class?  
no maybe/sometimes yes
7. Do you feel sorry for Kevin? no maybe/sometimes yes