

Need a nap?: A comparison of movement breaks and a quiet rest period in the kindergarten classroom.

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Abstract: In the kindergarten classroom, students are often given breaks between periods of instruction. Even though needed, these breaks may cause difficulties with student attention and classroom management. The current study sought to compare how different types of breaks affected students' levels of on-task behaviors after a break, student refocusing time after a break, as well as student attitudes towards different types of breaks. Students completed one week of movement type breaks followed by one week of a short quiet rest period. It was found that students showed fewer off-task behaviors and had faster refocusing times during the lesson following a quiet rest period than following a movement type break. Students also enjoyed both types of breaks, but found that the quiet rest periods helped them to learn better afterward. The findings are important in presenting alternative methods for allowing students to step away from instruction in a functional way.

Introduction and Justification

The kindergarten classroom is a unique environment, giving students their first opportunity for formal social interaction and learning. The stamina needed to participate and engage in activities for seven hours a day, is something that students build over time. Because of this, kindergarten students need breaks throughout the day in order to maintain their attention (Mariscal, 2020).

However, the typical movement breaks of dancing and singing along to videos on a SMART Board, seems to increase my students' activity, and decrease their engagement following the break. My kindergarten students have a difficult time understanding that the break is their time to move their bodies and have fun, but afterwards, it is time to return to school work.

When returning to instruction, behaviors that were occurring before the break, were continuing. Even when the expectation was that the break was used to change or stop the unwanted behaviors.

I wanted to examine how kindergarten students' on-task behaviors were affected after having traditional movement breaks and having a quiet rest period. I also examined how students' refocusing time was affected after participating in a movement type brain break or a quiet rest period. As a secondary research question, I wanted to survey students' opinions of how each type of break affects their learning.

In order to answer my research questions, an intervention of a five minute rest time

was implemented in the classroom twice per day. During this time, students can lie down or quietly look at a book. Research indicates that a nap in kindergarten can allow students to focus on afternoon learning, improve behavior, and refocus students (Gilboord, 2014; Liu et al., 2019).

I anticipate learning that allowing students to have a rest time in the classroom can calm students, and have an impact on their behaviors.

Literature Review

Beginning in the early 2000's, full-day kindergarten became the standard for schools across America (Kauerz, 2005). Having a full day of kindergarten, as opposed to a half day of kindergarten, led to many advantages for students. A full day in school allows for 40-50% more instruction time, which has increased academic outcomes in disadvantaged students (Plucker et al., 2014). This greater academic achievement has been shown to also increase grade retention, the number of special education referrals, and social and behavioral effects (Plucker et al., 2014).

However, with increased time in schools, kindergarten students face greater levels of challenges and expectations to regulate their behavior (Moffett & Morrison, 2020). The increase of academic demands placed on kindergarteners also comes with the expectation for students to sit longer than developmentally appropriate, which should be approximately the student's age multiplied by three to five (Mariscal, 2020; Schmitt, 2014). Even with the increased availability of instructional time that comes along with full-day kindergarten, Moffett and Morrison (2020) found that students spent 8.87% of instructional time off-task.

A possible solution for allowing students to break from instructional time that is commonly used for pre-kindergarten students is a dedicated time for napping. Liu and colleagues (2019) found that napping increased cognition and resulted in better psychological wellness and reduced emotional behaviors. Napping also allows for students to have a break from instruction, which can increase their positive behavior, and gives teachers a chance during the day to prepare for lessons (Gilboord, 2014). However, teachers and parents have a range of opinions on napping in schools (Marion, 2018). Some have found that napping is not useful for all students in a classroom, taking away from academics, without having any benefit (Gilboord, 2014; Marion, 2018). Gilboord (2014) also found that managing a naptime can be problematic for teachers. With much controversy over the dedicated naptime in schools, the age at which children should no longer be napping is highly dependent on the individual, and teachers should decide what type of break is best for their students (Conlin, 1973; Marion, 2018).

In order to work efficiently, people require alternating periods of using energy and gaining that energy back (Rhodes, 1954). To allow students to replenish their energy between instructional periods, Eric Jensen coined the term *brain breaks* in the early 2000's based on his brain-based theories of learning. His theories focus on increasing circulation in

the body to aid in cognition and implicit learning (Jensen, 2000). Over the past 20 years, brain, or movement, breaks have risen in popularity immensely in classrooms. Selena Kiser (2020) defined brain breaks as, “small mental breaks designed to help students focus and attend [which] typically get students moving and allow blood and oxygen to flow to the brain” (para. 2).

One popular example of a brain break is the website, *GoNoodle*, which contains short music videos that students are intended to sing and dance along to. Brain breaks such as this have been shown to have a positive effect on focus time, improve on task behaviors, and provide more stamina for students throughout a lesson following a brain break (Lotta, 2015; Mariscal, 2020; Michael et al., 2014). Another popular form of brain breaks include yoga or mindfulness breaks. These breaks allow for students to participate in a short yoga exercise or participate in mindfulness. Mindfulness includes paying attention on purpose to what is happening in the present moment (Viglas & Perlman, 2018). This can include deep breathing exercises or thinking about what is happening in the moment. Yoga exercises in schools have been shown to increase academic stamina and decrease disruptive behavior in students, while also teaching them strategies for staying calm and focused (Jeppson, 2021). Participating in mindfulness activities can increase prosocial behavior and reading comprehension, decrease hyperactivity, and foster stress management for students (Koncz et al., 2022; Müller et al., 2021; Viglas & Perlman, 2018).

Although these movement type brain breaks are popular among schools and enjoyed by students, movement can create problems within classroom management for teachers and students (Weslake & Christian, 2015). McMullen et al. (2014) found that movement breaks can lead to difficulties maintaining classroom control for teachers. This was supported by Lotta (2015) and Weslake and Christian (2015), who found that students took long periods of time to settle down and refocus on the lesson following a movement break.

In order to provide students with the necessary break from instruction, without napping or participating in movement type brain breaks, a solution for students could be a quiet time. A quiet time is defined by Gilbood (2014) as, “time dedicated to quiet, individual activities without the intention of sleeping” (p. 48). Having a rest period of quiet time can decrease students’ fatigue, and decrease their off-task behaviors during a lesson (Moffett & Morrison, 2020; Rhodes, 1954). A quiet time in the classroom could include students lying down for a short period of time or quietly looking at a book or toy on their own.

Purpose Statement and Research Questions

There is limited research comparing the effects of movement type brain breaks and quiet time breaks on students. Current research does not show how a quiet time break can affect kindergarten students’ refocusing time, or on-task behaviors following the quiet period. The current research will examine the research questions:

1. How does a quiet period affect kindergarten students’ level of on task behaviors compared to movement type brain breaks?

2. How long does it take for kindergarten students to refocus on a lesson following a quiet period compared to movement type brain break?
3. What are kindergarten students' attitudes towards quiet periods compared to movement type brain breaks?

I hypothesized that students will show increased levels of on task behaviors and take less time to refocus following a quiet period. I also hypothesized that students will enjoy movement type break breaks rather than quiet periods.

Methods

Description of Sample/ Context

Participants ($N = 21$) were current kindergarten students at a public, Title I, elementary school in St. Mary's County Maryland. Students in the class consisted of 13 girls and nine boys aged five to six years old. Ten students identified as White, nine students identified as Black or African American, and three students identified as Asian.

Intervention

Week 1

Prior to beginning the study, consent for participation was obtained by the students' parents (see appendix D). Out of the 21 students who were recruited for the study, 20 returned consent forms. The students for which permission was not obtained, were offered an alternative activity of coloring, and data was not collected on the student.

Break Type

In the classroom, the typical breaks the students receive are movement type brain breaks. Therefore, as baseline data, week 1 collection focused solely on how movement breaks affect the students' on-task behavior and refocusing time following the movement breaks.

Movement breaks were given to the students twice a day, once in the morning, after their morning meeting, and once in the afternoon, after lunch. During the break, students watched and participated in a *GoNoodle* brain break. *GoNoodle* brain breaks are short videos that students can watch, sing, and dance along with. Students did not have to sing or dance along with the video, but were expected to be on the carpet, where the break takes place. Once the video concluded data collection began.

Data Collection

The paraeducator collected refocusing time data. A timer was started when the break had concluded, and the teacher finished giving instructions on what the students were to do following the break. The timer was stopped when students had met the defined criteria of all students in the class returning to, or completing the transition to the lesson and demonstrating readiness to complete the lesson (i.e. all students are in their seats with their voices off). Data was recorded on the corresponding observation record sheet (see appendix B).

During this time, the researcher collected on-task behavior data. Data collection was completed on a 15-second interval for each individual student. One student's behavior was observed for 15 seconds before completing the corresponding observation record sheet and moving on to the next student (see Appendix A). Each student in the class was observed and their behavior recorded. To be considered on-task, the students had to have their visual gaze at the teacher, demonstrating engagement in the lesson (Just & Carpenter, 1976). If the student was considered to be off-task, they were demonstrating one or more of the following behaviors: 1) self distraction, where the student was engaging with their own body, 2) peer distraction, where the student was interacting with another student, 3) environmental distraction, where the student was engaged with or on an object within the classroom, 4) walking, where the student was moving around the classroom when not instructed to do so, or 5) other, where the student was not engaged on the teacher on lesson, but their off-task behavior did not correspond with a previous category. The descriptions of off-task behaviors were included in the observational record and adapted from the Godwin et al. (2016) study of off-task behavior in elementary school students.

Data were collected for each of the breaks the students completed during week one.

Week 2 Intervention

Break Type

During week two, the quiet rest period intervention was put into place. Prior to students having a break, they were briefed on the expectations of behavior during their quiet break. Students were told that they were allowed to lie on the floor, put their heads down on their desk, or look at a book on their own. It was emphasized that the break time was for them to rest, and prepare themselves for the lessons ahead of them.

During the quiet rest period, the lights were turned off, and quiet nature sounds were played on the SmartBoard. The duration of the break was five minutes, and students were expected to participate in the quiet break for the entirety of the time. Once the break concluded, the lights were turned on, and the students were directed on what they were to do next.

Quiet rest periods were given to the students twice per day. The first break was given to the students in the morning, directly following the morning meeting, and the second break was given to the students in the afternoon, following lunch.

Data Collection

The paraeducator collected refocusing time data. A timer was started when the break had concluded, and the teacher finished giving instructions on what the students were to do following the break. The timer was stopped when students had met the previously defined criteria. Data was recorded on the corresponding observation record sheet (see appendix B).

During this time, the researcher collected on-task behavior data. Data collection was completed on a 15-second interval for each individual student. One student's behavior was observed for 15 seconds before completing the corresponding observation record sheet and moving on to the next student (see Appendix A). Each student in the class was observed and their behavior recorded.

Data were collected for each of the breaks the students completed during week two.

Post-Intervention

After the intervention, students were given the post-intervention survey to measure their attitudes towards the breaks. The surveys were given to the students individually. Because the students were in kindergarten, and had limited abilities in reading, the survey questions were read aloud to the students by the researcher and their answers were recorded for analysis (see Appendix C). Student names were not recorded to protect anonymity to the greatest extent possible.

The post-intervention survey asked the questions: 1) Did you enjoy the quiet breaks that you took? 2) Did you enjoy the dance breaks that we took? 3) Did you enjoy the quiet breaks or dance breaks more? And 4) Which type of break do you think helped you get ready to learn better?

Type of Methods

In order to answer the research questions, quantitative data analysis was used. To assess research questions one and two, a two tailed t-test was used. To assess research question three, percentages of responses were measured.

Data Analysis

Quantitative Data Analysis

To answer research questions 1 and 2, t-tests were used to analyze the data collected on on-task behaviors and refocusing time between week 1 and week 2 data.

To answer research question 3, percentages were collected for each of the questions in the post-intervention survey.

Results

How does a quiet period affect kindergarten students' level of on task behaviors compared to movement type brain breaks?

The results from the t-test indicated that students demonstrated higher levels of on-task behaviors during the time following a quiet rest period ($M = 0.736, SD = 0.202$) than compared to the time of the lesson following movement type brain breaks ($M = 0.563, SD = 0.242, p < .05$). This indicated a statistically significant difference in on-task behavior. During the lesson that occurred after students completed a movement break, on average, roughly 56% of students demonstrated on-task behaviors. During the lesson that occurred after students completed a quiet rest period, roughly 74% of students demonstrated on-task behaviors. This difference in behavior can be interpreted as an overall increase in on-task behaviors when students have the opportunity to rest before completing a lesson.

Table 1*On- Task Behaviors Following a Break*

<u>Condition</u>	<u>M</u>	<u>SD</u>
<u>Movement</u>	0.563	0.242
<u>Rest</u>	0.736	0.202

Note: $p < .05$

How long does it take for kindergarten students to refocus on a lesson following a quiet period compared to movement type brain break?

Students took longer to refocus on a lesson during the time period following a movement type brain break ($M = 63$, $SD = 16.08$) than during the time period following a quiet rest period ($M = 38.18$, $SD = 12.51$, $p < .05$). The results lead me to reject the null hypothesis and conclude that students take less time to refocus on a lesson after completing a rest break, than after they complete a movement break. On average, students took 63 seconds to transition from the break to the lesson, and demonstrate readiness for participation after a movement break. On the contrary, it took students an average of 38 seconds to complete the transition from break to lesson and demonstrate readiness after a rest period. These findings indicate that students were better prepared and able to start the next lesson after completing a rest break, than they were after completing a movement break.

Table 2*Refocusing Times Following a Break*

<u>Condition</u>	<u>M</u>	<u>SD</u>
<u>Movement</u>	63 seconds	16.08
<u>Rest</u>	38.18 seconds	12.51

Note: $p < .05$

What are kindergarten students' attitudes towards quiet periods compared to movement type brain breaks?

During the post-intervention survey, students were asked four questions regarding their attitudes towards the breaks that they took. Students were asked, *Did you enjoy the quiet breaks that you took?* 85% of students responded *yes*, and 15% of students responded *no*. Students were asked, *Did you enjoy the dance breaks that you took?* 90% of students responded *yes*, while 10% responded *no*. They were then asked, *Did you enjoy the quiet breaks or dance breaks more?* 45% of students responded that they enjoyed the quiet

breaks more, while 55% of students responded that they enjoyed the dance breaks more. Lastly, students were asked, *Which type of break do you think helped you to learn better?* 60% of students responded that the quiet breaks helped them to learn better, and 35% of students responded that the dance breaks helped them to learn better.

Discussion of Results

The results of the study indicated that quiet rest breaks had a positive effect on students' on-task behaviors. As the results showed, at any given time during the period following a movement break, only 56.3% of students were on task with the lesson, while after a rest break, at any given time, 73.6% of students were on task with the lesson. During the quiet rest period intervention, students were able to relax, and be mindful of what the behavior expectations were for the lesson that followed. Allowing students to have a dedicated rest time allowed them the opportunity to have a break from instruction in a way that calmed them enough to remain on-task for the lesson that followed. These findings are consistent with Gibbord (2014) who found that students who took napping breaks showed increased positive behaviors, and with Jeppson's (2021) findings which suggested that mindfulness exercises increased prosocial behavior and decreased hyperactivity.

A quiet rest period also had a positive effect on the amount of time it took for students to refocus on the lesson compared to movement breaks. On average, it took students 63 seconds to refocus on the lesson after a movement break, while it only took them 38.18 seconds to refocus after a rest break. Before the rest periods were introduced, students were briefed on the expectations and objectives of the breaks. Therefore, because students were able to think about what the expectations were for the lesson after the break, the transition time between break and lesson was drastically reduced. My findings regarding the time it takes students to refocus after movement breaks are consistent with Lotta's (2015) and Weslake and Christian's (2015) findings that students took longer periods of time to settle down and refocus on a lesson after a movement break.

The results of the post-intervention survey were mixed. I had anticipated that more students would prefer movement breaks over rest breaks, which was found to be true. However, more students generally enjoyed the rest breaks more than I had expected. Students also demonstrated awareness of the purpose of the rest breaks, based on their responses to which break helped them to learn better.

Conclusions and Implications

Because of the limited research directly comparing how break types affect students behavior, the purpose of the present study was to evaluate how students' levels of on-task behaviors and refocusing time compared during movement breaks and quiet rest periods, while secondarily analyzing student attitudes towards both types of breaks. The results indicated that students demonstrated fewer off-task behaviors following rest periods than following movement breaks. Students also took more time to refocus on a lesson after a movement break than after a rest period. This demonstrates that break type can impact students' behavior and performance during a lesson. In this class, particularly, rest breaks were more beneficial to students' behavior displays, allowing them to be focused and engaged in learning.

Limitations

The current study did have several limitations. Firstly, the sample recruited for the study was quite small at only 20 students. These 20 students also were a part of the same kindergarten class who had been following the same schedule, procedures, and expectations throughout the school year. The consistency in student expectations may have played a role in how the students responded to the expectations during the rest breaks, and therefore, affecting the results. The results may be different if students from different classes who had different behavioral expectations from their classroom teachers participated.

Another notable limitation is how the data for refocusing time was collected. Being only three adults in the classroom (the classroom teacher, the paraeducator, and myself), the teacher led the lesson, while the paraeducator took refocusing time data, and I took data on student behavior. Because of this, there was no interrater agreement for what the student's refocusing time was following each break. Future research could include multiple data collectors in order to cross reference refocusing time, and ensure more accurate data.

Implications

In my study, I found that when given the opportunity to complete short rest breaks, kindergarten students demonstrated fewer off-task behaviors, and took less time to refocus on lessons. These findings are useful in all classroom settings because they present alternative methods for teachers to allow students to take a break from instruction, while saving valuable classroom instruction time. However, due to the limited sample of students, it is also suggested that teachers choose a break type that works best for their particular students and classroom procedures. Due to the data that was collected during the study, I suggest that breaks be short, as to not take away from needed instruction time, but also purposeful in their use. It was also found in my study that students enjoy taking breaks during the day, whether it be a quiet break or a break where they are able to move their body. Thus, teachers should understand that students need breaks throughout the day, and those breaks should be truly meeting the purpose of allowing students to step away from instruction in a functional way, in order to meet students' learning needs.

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Appendix

Appendix A

Date _____ Type of Break _____ Time _____

Student	On-task	Off-task (Write Number)
1		
2		
3		
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Need A Nap?

19		
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Off-Task Key

- 1) Self Distraction
- 2) Peer Distraction
- 3) Environmental Distraction
- 4) Walking
- 5) Other

Need A Nap?

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Appendix C

Post-Intervention Survey

Date _____

Did you enjoy the quiet breaks that you took?	
Did you enjoy the dance breaks that you took?	
Did you enjoy the quiet breaks or dance breaks more?	
Which type of break do you think helped you to learn better?	

Appendix D Parental Consent Form

Dear Parents and Guardians,

Your child is invited to participate in the study entitled “*Need a break?: A comparison of movement type brain breaks and a quiet rest period in the kindergarten classroom.*” My name is Maysen Salazar and I am currently the intern working in your child’s classroom. As a Masters of Arts in Teaching student at St. Mary’s college of Maryland, I need to collect data to assess the effectiveness of my teaching. For my Masters research project, I am studying how the different types of breaks we provide for our students affect their on-task behavior and focus during a lesson. My study will last for approximately three weeks, from December 2022 to January 2023.

Your child will be asked to participate in different types of break activities. One being movement type dancing breaks, and the other being a quiet rest break, where students will have the opportunity to relax or look at books independently. They will also be asked to provide their opinions on the different types of breaks.

We do not foresee any risks to participating in this study. If your child does not want to participate in dancing, or answering questions about the breaks, they may refuse to do so. Some information collected from the study could lead to identification of your child. Therefore, to protect their anonymity, names will not be recorded or collected during the study, particularly, when your child answers opinion questions about the breaks.

Your child’s participation in this study can help teachers to understand which types of breaks are best for students' learning and engagement in the classroom.

If you are interested in discussing the research further, please contact Maysen Salazar at masalazar@smcm.edu. If you have any questions regarding your rights as a participant in this study, please contact the Chair of the Institutional Review Board at St. Mary’s College of Maryland, at irb@smcm.edu, or 18952 E. Fisher Rd., St. Mary’s City, MD 20686.

Your child’s participation in this research is voluntary and you, or they, may choose not to participate at any time. The decision whether or not to participate will not jeopardize any future relations with St. Mary’s College of Maryland.

Thank you,

Need A Nap?

Maysen Salazar

I do NOT give permission for my child to participate in this study.

Parent/Guardian name (print) _____ Signature _____

Child name (print) _____ Date _____