

# A critical analysis of a student behavior

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## Introduction

- Over a six week period of time, I held morning meetings everyday with my second grade students. During the first three weeks, I asked different questions that are asked on a day-to-day basis and collected data on how the students acted throughout the day.
- The questions asked each week were as followed:
- Monday- What was your favorite part of the weekend?
- Tuesday- What was something tasty you've had recently?
- Wednesday- Would you rather?
- Thursday- What are you thankful for today?
- Friday- No question
- During the second half of the six weeks, we asked our students social emotional questions during our morning meeting time and recorded student behavior.
- During the second three weeks, I switched questions to be social emotional questions.
- Some of the social emotional questions asked include:
- when do you feel like you are being listened to at school?
- When are you most frustrated at school?
- What strengths do you bring into the classroom?
- What do you like most about school?
- When do you get the chance to be a leader at school?
- After three weeks of asking the same four general questions and three weeks of asking different social emotional questions everyday, the data will prove if asking social emotional questions during morning meeting affects student behavior throughout the school day.

## Research Question

How do morning meetings guided by social emotional questions VS casual talking questions affect student behavior over a six week process?

## Methods

- The method I used to keep track of student behavior was a paper behavior chart. This chart was unknown to the students as to not skew any data.
- During this time, I observed four students:
- ZA- A student with known behavior outbursts and classroom disruptions.
- CB- A student with minimal behavior issues.
- SH- A student with minimal behavior issues.
- JA- A typically chatty and disruptive student.

## Social emotional questions

Student:	Days with minimal disruptions:	Days with frequent disruptions:
ZA	8	5
CB	9	1
SH	12	0
JA	9	4
Total:	38	10

## General questions

Student:	Days with minimal disruptions:	Days with frequent disruptions:
ZA	11	3
CB	12	1
SH	13	1
JA	9	3
Total:	45	8

## Findings

### General questions

#### Week 1:

ZA- Minimal  
CB- Minimal  
SH- Minimal  
JA- Minimal

#### Week 2:

ZA- Minimal  
CB- Minimal  
SH- Minimal  
JA- Minimal

#### Week 3:

ZA- Frequent  
CB- Minimal  
SH- Minimal  
JA- Minimal

### Social emotional questions

#### Week 1: Seating change

ZA- Frequent  
CB- Minimal  
SH- Minimal  
JA- Frequent

#### Week 2: Testing period

ZA- Frequent  
CB- Minimal  
SH- Minimal  
JA- Frequent

#### Week 3:

ZA- Minimal  
CB- Minimal  
SH- Minimal  
JA- Minimal

## Notes

- During the during the second three weeks the students seating chart changed from individual seating, six feet apart, to groups of 5. During the second three weeks the students were also taking their state tests (NWEA and iReady).
- Totals and student numbers are not all equal due to student absences and days where school was not in session.

## Conclusions

- Overall, student behavior seemed to not be affected by social emotional questions during morning meetings.
- Students seemed to have less behavioral disruptions when sitting by themselves in a more isolated mannar compared to sitting in groups with five of their classmates.
- State testing seemed to cause a greater amount of behavioral classroom disruptions when compared to a normal scheduled day.

## Implications

- If this were to be tested again, student desks should remain the same for all six weeks and I would avoid conducting this research in weeks that do not include the students regularly scheduled day.
- With the information that I have collected, I can conduct this research again and see if the information differs.

## References

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