

DOWNLOAD PDF A DESCRIPTIVE ANALYSIS OF STUDENT BEHAVIOR IN ELEMENTARY SCHOOL PHYSICAL EDUCATION CLASSES

Chapter 1 : Student Research Topics // Education, Schooling, and Society // University of Notre Dame

Student perception of the classroom environment in secondary school physical education / Thesis--University at Greensboro. Includes bibliographical references (leaves).

All PBIS practices are founded on the assumption and belief that all children can exhibit appropriate behavior. As a result, it is our responsibility to identify the contextual setting events and environmental conditions that enable exhibition of appropriate behavior. We then must determine the means and systems to provide those resources. It is best practices to intervene before targeted behaviors occur. If we intervene before problematic behaviors escalate, the interventions are much more manageable. Highly effective universal interventions in the early stages of implementation which are informed by time sensitive continuous progress monitoring, enjoy strong empirical support for their effectiveness with at-risk students. Use of a multi-tier model of service delivery. PBIS uses an efficient, needs-driven resource deployment system to match behavioral resources with student need. To achieve high rates of student success for all students, instruction in the schools must be differentiated in both nature and intensity. To efficiently differentiate behavioral instruction for all students. PBIS uses tiered models of service delivery. Use research-based, scientifically validated interventions to the extent available. The purpose of this requirement is to ensure that students are exposed to curriculum and teaching that has demonstrated effectiveness for the type of student and the setting. Research-based, scientifically validated interventions provide our best opportunity at implementing strategies that will be effective for a large majority of students. Monitor student progress to inform interventions. The use of assessments that can be collected frequently and that are sensitive to small changes in student behavior is recommended. Determining the effectiveness or lack of an intervention early is important to maximize the impact of that intervention for the student. Use data to make decisions. A data-based decision regarding student response to the interventions is central to PBIS practices. Decisions in PBIS practices are based on professional judgment informed directly by student office discipline referral data and performance data. This principle requires that ongoing data collection systems are in place and that resulting data are used to make informed behavioral intervention planning decisions. Use assessment for three different purposes. In PBIS, three types of assessments are used: Tier 1 support is significant- in that it -moves the structural framework of each educational unit from reactive approaches to proactive systems change performance. This effort cohesively unites all the adults in using 1 common language, 2 common practices, and 3 consistent application of positive and negative reinforcement. There are many caveats to the training, planning, and implementation of PBIS. Just a few of the features are listed below: Behavioral Expectations Tier 1 supports of positive behavioral interventions and supports PBIS consists of rules, routines, and physical arrangements that are developed and taught by school staff to prevent initial occurrences of behavior the school would like to target for change. For example, a school team may determine that disrespect for self, others, and property is a set of behaviors they would like to target for change. They may choose the positive reframing of that behavior and make that one of their behavioral expectations. Respect Yourself, Others, and Property would be one of their behavioral expectations. Research indicates that behavioral expectations that are positively stated, easy to remember, and significant to the climate are best. Behavior expectation examples see Sample Behavior Expectations under student Labeling Appropriate Behavior in Actions The school team would then build a matrix graph listing the behavioral expectation in a horizontal row. There would be column labels above the behavioral expectations listing all the areas in the school where this behavior could be: For example, in a middle school the columns might include: The building leadership team would choose two or three examples of what respecting self, others, and property would look like in each of these areas. For example, respecting property in the bathroom would be to "Use the amount of paper towels needed. A good amount would be two. For example, in a middle school classroom, routines might include: Each teacher or teachers in grade-level or department teams would select two or three examples of what respecting self, others, and property would look

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like within each routine. For example, respecting self when transitioning may look like 1 checking the smart board for instructions, 2 getting the needed materials, and 3 quickly and quietly shifting between tasks, activities, or locations. Matrix examples see Sample Matrices and Guidelines under student Teaching Appropriate Behavioral Actions The building leadership team would then decide how they were going to teach these behaviors to the students. Some schools choose to have stations and rotate all the children through various locations where the adults act out the appropriate behaviors relevant to each area. Some schools choose to show a non-example first and then the appropriate example last. After adults model the appropriate behavior, students emulate the new behavior before they rotate to the next learning station. Adults give feedback to the students on their performance during the training, to alleviate any misrules they may begin. For example, some schools place hula hoops on the floor in front of the entrance to the cafeteria tray area. Adults model for students that only one person stands in each hula hoop and the line only advances as a hula hoop becomes empty. In addition, each teacher explicitly teaches students how to engage in expected behavior within each classroom routine. Lesson plan examples see Lesson Plans under student Observing and Praising Appropriate Behavioral Actions The building leadership team would also determine how they intended to "catch" students exhibiting the appropriate behaviors. Specific praise is extremely important in increasing the reoccurrence of appropriate behavior. Some schools decide to give out small pieces of paper labeled as "gotchas". All staff hand the gotchas with specific praise to students as they witness appropriate behaviors in the common areas. Within classrooms, teachers would also use specific praise to recognize students engaging in expected behaviors within classroom routines. If the school has adopted a gotcha, ticket, or token system, the teacher would also incorporate that system into his or her classroom to recognize appropriate student behavior. Gotcha resource see Gotcha Resources - gotcha reward schedules, free rewards for students- etc. Precise facets of the training make it specific to each building. The important features are: It goes without saying that we want to prevent the major "upsurges in targeted behaviors" that we hear about in the news: However, research has taught us that efforts to prevent these serious problems are more successful if the "host environment"â€”the school as a wholeâ€”supports the adoption and use of evidence-based practices. Practices that meet these criteria include teaching and rewarding students for complying with a small set of basic rules for conduct, such as "be safe," be responsible," and "be respectful. Thus, on the playground "be safe" means stay within boundaries and follow the rules of the game. In hallways and on stairs, it means to keep your hands and feet to yourself and to walk on the right side. However, research and experience has taught us that systematically teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. It also establishes a climate in which appropriate behavior is the norm. Finally, the use of Tier 1 support strategies has been shown to result in dramatic reductions in the number of students being sent to the office for discipline in elementary and middle schools across the United States and Canada. In effect, by teaching and encouraging positive student behavior i. But obviously, no intervention works across the board for all students. For a variety of reasons, some students do not respond to the kinds of efforts that make up Tier 1 support, just as some children do not respond to initial teaching of academic subjects. Some children need booster shots and some children need intensive interventions. Putting into place systematic Tier 1 support strategies offers two advantages: First, it reduces the "water torture" caused by large numbers of office discipline referrals for minor problems. As we suggested earlier, this volume of referrals obscures and distracts our attention from more serious problems. Second, having a system for documenting the occurrence of targeted behaviors e. For example, the criterion for considering the need for moving into secondary prevention for a student or group of students might be 4 or more office discipline referrals in a month. Without Tier 1 support, of course, the number of students meeting this criteria and needing additional help will be much larger.

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Chapter 2 : Student Classroom Misbehavior: An Exploratory Study Based on Teachers' Perceptions

Get this from a library! A descriptive analysis of student behavior in elementary school physical education classes. [John Anthony Costello].

Sun and Daniel T. This is an open access article distributed under the Creative Commons Attribution License , which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. Twelve individual interviews with teachers were conducted. A list of 17 student problem behaviors was generated. Results showed that the most common and disruptive problem behavior was talking out of turn, followed by nonattentiveness, daydreaming, and idleness. The most unacceptable problem behavior was disrespecting teachers in terms of disobedience and rudeness, followed by talking out of turn and verbal aggression. The findings revealed that teachers perceived student problem behaviors as those behaviors involving rule-breaking, violating the implicit norms or expectations, being inappropriate in the classroom settings and upsetting teaching and learning, which mainly required intervention from teachers. Introduction Student misbehaviors such as disruptive talking, chronic avoidance of work, clowning, interfering with teaching activities, harassing classmates, verbal insults, rudeness to teacher, defiance, and hostility [1], ranging from infrequent to frequent, mild to severe, is a thorny issue in everyday classroom. Teachers usually reported that these disturbing behaviors in the classroom are intolerable [2] and stress-provoking [3], and they had to spend a great deal of time and energy to manage the classroom [4 , 5]. Moreover, research findings have shown that school misbehavior not only escalated with time but also lowered academic achievement and increased delinquent behavior [6 , 7]. To lessen these immediate and gradual adverse effects of student misbehaviors, it is of primary importance to identify what exactly are these behaviors inside classroom. In the literature, different terms have been used to describe problematic behaviors of students. For instance, Stewart et al. However, the cultural relevance of these scales to describe and measure disruptive behavior among primary and secondary school students in Hong Kong Chinese classroom is a concern that should be addressed. These included verbal abuse, forgetfulness, nonattentiveness, gambling, reading other materials, and doing other things. On top of this, uncooperativeness, emotional disturbance, overactivity and withdrawal were also reported as student classroom behavior problems by Chinese elementary school teachers [5]. Although these two studies were recent, both were conducted in mainland China. It is thus argued that the scales developed in these studies as well as the findings may be limited to describing student problem behaviors in mainland China classroom, which is different from the pluralistic classroom in which Confucian and Western teaching and learning approaches are used in Hong Kong. As such, direct employment of an existing scale is hardly sufficient to tap all the classroom problem behaviors exhibited by students. With a specific focus on studying the problem behaviors of junior secondary students in Hong Kong classroom, this study attempted to replicate the previous studies in examining the problem behaviors perceived by teachers as the most common and disruptive. In addition, this study further attempted to investigate the most unacceptable problem behaviors in the eyes of teachers and the underlying reasons behind. The primary goal of this study was to examine classroom problem behaviors among junior secondary school students in Hong Kong based on the views of teachers. Therefore, this study recruited teachers with different years of teaching experiences and training background, in order to get a comprehensive view of the issue. It is a descriptive and exploratory qualitative research study. Academically, the present findings would add to the local literature, as recent research studies on this topic are scanty in Hong Kong [8 , 9]. Even though there were some studies, they were conducted a decade ago [4 , 12] and limited to focusing on the mainland China educational settings [5 , 18]. Practically, it was expected that the findings would have profound importance to counseling and guidance work in the school context. Participants Three schools, each admitting students having low, medium or high academic competencies, were invited to join this study. In total, twelve teachers 5 males and 7 females participated in this study. Four of them were members of the school counseling team and three were members

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of the discipline team. The average of their teaching experiences was 9. Their participation was voluntary and written consent from the school principals and the interviewees were obtained prior to data collection. Issues of anonymity and confidentiality in handling the data were also clearly explained at the beginning of each interview. Instrument A self-constructed semistructured interview guide was used for each individual interview. They were invited to use real-life examples to further illustrate their views. Each interview was conducted by two trained interviewers in Cantonese the mother tongue of both the interviewers and interviewees. As many questions were covered in the interview guide, only data related to the following questions were analyzed in this paper. Please list out as many as possible and describe. Data was analyzed by using general qualitative analyses techniques [20]. First level of coding was conducted by a colleague who has a Bachelor degree of Psychology and teaching experiences. Further checking and second levels of coding and categorization were conducted by the first author, in which similar codes were grouped to reflect higher-order categories of theme. The coding and categorization were finalized with consensus among the coders and further checked by a colleague with a Bachelor degree of Psychology and professional counseling training. As the code and categorization were inductively derived from the data, both intra- and interrater reliability on the coding were calculated to ensure the credibility of the findings. In the reliability test, 20 raw responses were randomly selected for each rater to code without referring to the original codes. The intrarater reliability tests were conducted by the two coders independently; whereas the interrater reliability tests were conducted by two colleagues one has a Master degree and several years of teaching experiences and one has a Bachelor degree independently. The responses were classified into 17 main categories, and 6 of them were further divided into subcategories. Teachers reported that students would do something in private which was unrelated to the lesson, such as reading, drawing, and doing other homework. Some teachers pointed out that it was a rising phenomenon that students liked to use electronic devices, such as mobile phone for texting people inside or outside classroom, playing electronic games, surfing webpage, or listening to music. In response to this phenomenon, there were regulations in some schools prohibiting students to switch on their mobile phones inside school. For instance, a teacher mentioned that refusing to follow instructions was a disobedient and disrespectful behavior. They will insist to do what they thinkâ€These behaviors are mainly perceived in lower competent classes at the moment. As remarked by Teacher C If the teacher commented on, the student would be enraged and hostile, and then disputed against the teacher. Scolding teacher was unusual, unless the student was agitated. At the school level, I think there were less than five cases of scolding teacher in an academic year. When arguing, students usually had poor attitudes, especially boys. Hence, teachers would scold at them, and the students would become hostile, temper-losingâ€ more seriously, they would knock tables or throw books to express their anger. But this situation was very rare; say one to two cases a year. Some teachers also regarded failure to submit assignments on time in a habitual manner as one of the problem behaviors, as reflected in the following narrative: You need to chase after them for the homeworkâ€I think Form 1 Grade 7 students are more likely to fail to submit their homework. When other classmates had wrong answers, he would immediately call out and point out their mistakes. These students are quite disruptive. I have to stop the chatting, otherwise I cannot teach and the students who chat will miss the content of the lesson. If I do nothing, other students will imitate and join the conversationâ€As the classroom is small, others can still hear even you talk in a low voice. Moreover, students are very attentive to the surroundings. As revealed in the interviews, such behavior indicated that students lacked proper attitudes and values in interpersonal relationships as well as in their morality. The underlying reasons of these behaviors are simple. For instance, chatting in the middle of lesson could take place because they feel bored; or they just pop up some ideas to share with their neighbors. However, if they argue back or disrespect their teachers, it is something related to their attitudes and values. So I think this is the biggest problemâ€Normally, they behave offensively against individual teachers, a certain kind of teachers including those who are too gentle or those who are rigid but not convincing. This is something that I cannot acceptâ€It is obvious that he does not hold a point but still insists he is correct. Among these verbal aggressive behaviors, teachers revealed that they could

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not accept students speaking foul language and teasing others, particularly insult would hurt the bullied. If they are out of seat, they may act out. There is a greater chance that they will distract other students and so the whole class. I think it is inactive during lesson. To me, it is misbehavior although it is not obvious. If there are a number of passive students in my class, it is hard for me to teach them. No matter how and what I teach, they just do not want to learn. Compared with these inactive students, those who make noise in class are better. Among them, the most common and disruptive misbehavior was talking out of turn, particularly in the form of disruptive conversation. The most unacceptable problem behavior was disrespecting teachers in terms of disobedience and rudeness, followed by talking out of turn, and verbal aggression. Teachers would consider these behaviors as intolerable when they disrupt teaching, affect student learning adversely, or suggest the fact that students do not have proper values and attitudes. These findings indicate that teachers are concerned about classroom learning and student development, and they expect that there are respect, obedience, order, and discipline in the classroom. There were some unique findings of this study, although most of the categories of problem behaviors identified are similar to those reported in the previous studies. In this category, on top of dealing with personal stuff, doing other homework, reading, and drawing that are unrelated to the lesson, this study showed that using electronic devices e. With particular focus to Hong Kong, mobile phones are popular among adolescents. As these electronic devices are multifunctional and audio-visual stimulating, some students would be tempted to use them for communication and fulfilling personal satisfaction even during lesson. Actually, doing something in private is an off-task behavior in which students are doing something irrelevant to classroom learning. Others, like nonattentiveness, idleness, and daydreaming were grouped together as a category of problem behaviors in this study because they were mentioned as related to the fact that students were tired, lazy, or lacking learning motivation. Sleeping was a single category, because it was an obvious off-task behavior and would be disruptive if students imitate each others. This conception is much wider than the narrow definition in Ding et al. It was due to the fact that the noises are disruptive and teachers need to spend time to manage, otherwise, such behaviors would escalate in term of frequency and intensity and would be contagious. The lack of sympathy or hostility involved in these aggressive behaviors was mentioned as intolerable as the teachers recognized the hurt involved. It reflected that caring was valued in the eyes of the teachers when they judged a behavior was problematic or not. Sometimes, these behaviors would also be perceived as offensive to authority. These findings further demonstrated that these values are still strongly held in teacher expectations, and thus behaviors that fail to comply were pinpointed as disrespectful and the students were judged as lacking proper values and attitudes. The findings suggest that problem behaviors include those breaking explicit rules as well as those infringing implicit norms or expectations. Apart from respect and obedience, order and discipline are essential elements of the Chinese classroom. The interviews revealed that on one hand, the teachers would like to have more control on the classroom order and discipline for not only easy management but also facilitating student learning.

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Chapter 3 : Tier 1 Supports

Purpose: The aim of the study was to examine the effectiveness of a tactical-game model in promoting metacognitive behaviour in elementary-school students. Participants and settings: Seventy-one students aged years were randomly assigned to an experimental group (13 boys and 16 girls) and a control group (19 boys and 23 girls).

Findings indicate that the sample of teachers felt significantly less influential, confident, and obligated when teaching their gang-involved students as opposed to their non-gang-involved students. These data also indicate that participants felt significantly less prepared by their preservice education to address the needs of their gang-involved students. Moving forward, teachers expressed a strong desire for more information and strategies on teaching, supporting, and disciplining gang-involved students. Hopefully, this study acts as an impetus for change to improve the existing and inadequate curricula of preservice teacher education programs.

Why Do Teachers Remain in the Classroom? This study examined the retention rate of teachers within elementary schools. The teaching profession is known for its difficult nature and low retention rate. The burdens that teachers experience within the classroom commonly cause individuals to burn out and leave the field of education. In order to solve the problem of teacher retention, it is essential to understand the ways in which veteran teachers have been able to overcome the burdens of teaching. The purpose of this research was to determine the reasons why specific teachers have continued teaching for multiple decades. The data collected by interviews with veteran teachers in Northern Indiana revealed the favorable aspects of teaching. Upon analysis of these data, several positive elements of the teaching profession emerged. Across the board, teachers reported to value their ability to make a difference in the lives of their students. Teachers also revealed that personal relationships with their family, friends, students, and fellow colleagues have been the greatest source of support for them during difficult teaching periods. Additionally, principals were found to influence the retention of teachers by their ability to maintain healthy work environments within their schools. The participants of this study distinguished these characteristics of their profession to be the main reasons why they return to the classroom each year. The results of this study support previous research regarding the retention of teachers in elementary schools. The implications of this study are significant because they emphasize the elements of teaching that ought to be fostered within school communities.

Teaching English in a Multilingual Classroom: Challenges and Strategies Most of the research and resources related to English as a New Language ENL instruction apply only to bilingual, Spanish-English classrooms, but there are many classrooms full of students who come from different linguistic backgrounds and also demonstrate the need to learn English. The distinct characteristics of these multilingual classrooms have yet to be studied in depth. Because critical language learning occurs in early childhood, preschool is the ideal time to investigate this issue. The purpose of this case study is to illuminate some of the unique challenges that multilingual ENL preschool classrooms can present as well as potential strategies teachers can use to overcome them, with the ultimate goal of providing directions for future empirical research on this topic. A background interview and three classroom observations were conducted in order to obtain these insights. The findings indicate that there are many ways in which teachers can overcome the multiple-language barrier and help all of their students to improve their English, including creating a low-anxiety environment and encouraging parental participation in the learning experience. This study also found that interactions between adults and preschool-aged children of different linguistic backgrounds is in many ways similar to the ways in which parents and pre-verbal infants communicate, suggesting the need for empirical research on whether these strategies are effective for older children and how they can be applied in classrooms. Using a Q-sort method, this study determined whether elementary, middle, or high school students had a preference about working with a male or female partner on a science project. This study also used the Q-sort method to examine if participants were more likely to rank male or female students higher on a science test. Finally, this study asked participants to predict their own science test scores to infer whether participants were internalizing a gender stereotype. The results of this

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study found that high school students were significantly more likely to select a male partner for a science project rather than a female partner, but elementary and middle school students were not. This study also found that women were more likely to predict high scores for themselves on a science test than men. Future research should examine the effectiveness of measures to counter the emergence of gender stereotypes and should study more thoroughly when and why students begin to exhibit gender bias. Social entrepreneurship adds a weapon to the arsenal in our fight against the various social and environmental issues that plague us today, many of which have plagued us for many years. While there is a lot of promise with this field, it is important that we fully leverage its potential. How do we best do this? We know that people are more easily influenced and open-minded at younger ages Ruder, To answer my questions, I led five afterschool sessions in which two groups of four elementary school students each competed to create hypothetical businesses that made and sold friendship bracelets. Students were told that the friendship bracelets that they created and sold to other students represented a pact to not bully when worn. What I found was that there were no significant differences in interest in social entrepreneurship nor business. The other major conclusion I have made is that competition is not appropriate in the classroom, at least not in elementary schools. Instead of focusing on proficiency, this study seeks to combat the means by which proficiency is affected: In order for instruction within an immersion classroom to be fruitful, language must be understandable, the content should be taught without translation in L2 , and literacy is developed and transferred smoothly. Specifically, this study focused on the questions: How do methods of teacher instruction affect student engagement in a Spanish-immersion kindergarten classroom? Which methods promote the greatest engagement in this specific style of classroom? To begin answering these questions, observations were taken during three class periods of one teacher and kindergarten students. From these observations, the methods of instruction and the specific tasks chosen for each lesson plan emerged as important factors of engagement. These factors echo previous research on second-language acquisition instruction and provide further a confirmation on the unrecognized levels of engagement differing between each activity. This study seeks to serve teachers by providing evidence from one classroom in order to gain insight about effectively engaging kindergarteners within the context of an immersion classroom. While the practice of tracking is associated with promoting appropriately paced instruction and concentrated curriculum, it is also attributed with creating disadvantages for those in need of exposure to high standards and rigorous course material. It also examined what the implications of these perceptions would have on their achievement throughout their high school and college careers. To explore these questions, students amongst different academic tracks at a Midwestern public high school were observed in their English courses and administered a survey measuring four variables. The classroom environments between students of the same grade but different tracks demonstrated variances in difficulty of the material, instructor autonomy, and student effort. The oldest and most advanced students exhibited capacity to participate and perform at a high competence amid demanding coursework and discussion. Their survey results did not exhibit large differences between the tracks on perceptions regarding the four variables tested. While the lowest track student perceived themselves the most intrinsically motivation, those in the highest track were confident of their achievements in high school and future educational aspirations. This study may serve as a model to and influence longitudinal studies that examine whether academic tracking shapes academic perceptions of students in low and high tracks both positively or negatively. Analysis of Principal Leadership in the Wake of Maintaining a Tight Budget The purpose of this project was to analyze the importance of principal leadership in public schooling, and provide more research into what constitutes successful leadership in this position. Through the topic of budgetary issues and handling school finances, I interviewed several principals from different types of schools within a local public district in order to determine how each individual profiled exhibited leadership in a time of financial stress. I also sought to bring forth to public knowledge the sheer difficulty of the job that these individuals are tasked with. Overall, my findings concluded that each principal, through the way they handled their budgetary situation, exhibited trademark qualities of strong principal leadership. They were willing to resort to creative methods to fund

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programs throughout their schools, were actively involved in the lives of their students as well as on good terms with their support staff, and did not show signs of major morale loss from the stress of their jobs. My findings conclude that the role of a principal, while typically overlooked in the grand scheme of public education, is extremely important in 21st century public education and requires highly capable individuals in order to succeed. Which Classroom is Best? Previous research shows that complete heritage language proficiency contributes to the development of second language proficiency. For heritage Spanish speakers in the U. Current research suggests that heritage language classes are most effective in promoting heritage language proficiency. This study seeks to investigate which of two heritage language class designs [isolated language teaching or content-based instruction CBI] is more effective in developing heritage language reading skills. A comparative analysis of scores from the Spanish reading comprehension exams of heritage Spanish speakers enrolled in either a CBI or isolated language teaching course reveal CBI to be more effective in developing Spanish reading skills within Spanish heritage speakers. However, limitations within this study suggest that further research is still needed in order to assess effective heritage language class design and the true impact of CBI.

Graduate Students, Underrepresented Minorities, and Interpersonal Relationships This paper investigates the extent to which interpersonal relationships of under-represented minority students URMs graduate students differ from those of non-URM students and whether these relationships and experiences differ by program. It further investigates the affect do these factors have on knowledge production within their programs. Academic approaches to the problem of increasing diversity in graduate education has largely been focused on simply increasing the number of URM students. However, these students often suffer once they are in graduate school, completing their programs at lower rates than non-URM students. By examining the deficiencies of interpersonal relationships, this research contributes to helping improve graduate school experiences for URM students. The research also helps to consider whether such problems may vary as a function of academic fields. To investigate the problem, a survey was distributed through a snowball sampling to URM students at an elite Midwest research institution. The survey measured perceptions of the quality of the school community, the support of other students their departmental program, and the relationship between faculty advisor and student. These include the issue of racial classification for ethnic Hispanics and Latinos and the inclusion of gender categories as URMs. It is also important to consider aspects of the campus environment, such as campus diversity officers, which may be improving the URM perceptions of their interpersonal relationships. This study examines how teachers perceive these differences in racial identity to affect the classroom dynamic. Through semi-structured interviews with five white K-5 teachers, this study looks at both challenges associated with these differences and strategies that teachers use to address these challenges. Results indicate that difference and lack of familiarity can be challenging for both teachers and students. In addition, behavior is a primary challenge for teachers of different racial backgrounds. Partly as a result of this, they are much less likely to be physically active. Physical activity has been shown to be beneficial for ASD symptomatic behavior, but not much research has been done on how it can improve their social skills. This study aimed to find out what therapies exist for social skills in children with ASD, how physical activity is incorporated into these therapies, and how these improvements in social skills can affect other areas of their lives e. In order to assess the ways physical activity is used and how it can be beneficial, I observed a social skills class and conducted an interview with a behavioral analyst and a psychologist who specializes in the area. A parent survey was also administered to assess a broader scope of the effects of these therapies. The results showed that, although physical activity can be very beneficial, it is not used explicitly to help social skills, nor is it often perceived by the parents to have specific effect. Considering the complex challenges that accompany the transition from high school, it is important to identify means of effectively managing academic responsibilities, social challenges, and new sources of stress. Research shows the positive impact of exercise on the academic performance of school children Trost and van der Mars, and a reduction of anxiety and depression in physically active individuals De Moor, ; however, research specifically relating to college freshmen is very limited and there is no existing research that examines the impact of exercise on

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social life. This study collected survey responses from Notre Dame students in their sophomore, junior, and senior year. Participants were asked a combination of multiple choice, ranking, and free response questions regarding their experience freshman year. First, the data was divided using a median split of the four possible exercise levels. Then the questions that used identical scales were aggregated for each section of the survey. These results were used to develop scores for academic, social, and mental adjustment. Independent t-tests were used to compare low versus high exercise levels and perceptions of academic performance, social adjustment, and mental health. Finally, the qualitative data collected through the free response questions was coded and compared to the quantitative results.