

Prescott- Student Empathy Interview Themes 2024

Tell me about a time when you or a friend got into trouble at school?

These themes were identified from the responses provided, several themes emerge regarding instances where individuals or their friends got into trouble at school:

Behavior During Class:

- Talking when not supposed to.
- Not doing assigned work.
- Using inappropriate language.
- Being disruptive during lessons.
- Playing with objects instead of focusing on the lesson.

Physical Altercations:

- Fighting with other students.
- Play fighting that escalated into serious altercations.
- Involvement in fights initiated by others.
- Defending oneself or others from bullies.

Misuse of School Facilities:

- Sneaking into restricted areas like bathrooms.
- Playing in areas where activities are not allowed.
- Damaging school property accidentally or intentionally.

General Misbehavior:

- Disobeying teachers' instructions.
- Engaging in prohibited activities during recess or PE.
- Bullying other students verbally or physically.
- Creating disturbances during school hours.

Friendship Dynamics:

- Getting into trouble due to friends' actions.
- Being influenced or involved in friends' misbehavior.
- Friends causing trouble for each other, intentionally or unintentionally.

Consequences and Punishments:

- Suspension from school.
- Visiting the principal's office.

- Getting sent home early.
- Receiving parental involvement or calls from school authorities.

These themes reflect various situations where students found themselves in trouble at school, either due to their own actions or because of the actions of their peers. They highlight common challenges and conflicts that occur within school environments and the consequences that follow such behaviors.

Question #2: Tell me about a time where an adult helped you solve a problem?

From the responses provided, several themes emerge regarding instances where adults helped individuals solve problems:

Academic Assistance:

- Teachers helping with homework.
- Assisting with understanding math problems.
- Providing support in subjects like reading and writing.
- Guiding through difficult schoolwork or assignments.
- Helping with language barriers, especially for Spanish-speaking students.

Conflict Resolution:

- Intervening in arguments or fights between students.
- Calming down students who are angry or upset.
- Mediating conflicts between peers.
- Preventing or stopping bullying behaviors.

Emotional Support:

- Providing comfort and aid when students are hurt or injured.
- Helping students manage their emotions, particularly anger or anxiety.
- Creating a safe and supportive environment for students.

Transition and Adjustment:

- Assisting with transitions to new schools or environments.
- Helping students feel comfortable and welcomed, especially if they are new or from different backgrounds.

General Assistance:

- Offering help with various tasks, such as organizing, spelling, or even using anxiety toys.
- Providing support and guidance in non-academic areas, like playing instruments or solving puzzles.

Parental Involvement:

- Parents assisting with homework or academic challenges.
- Parents offering emotional support and guidance.

These themes illustrate the diverse ways in which adults, particularly teachers and parents, play crucial roles in supporting and guiding students through challenges they encounter in school and beyond. Whether it's academic, emotional, or social support, the involvement of caring adults can significantly impact students' ability to overcome obstacles and succeed.

Question #3: What do you think should happen when students make mistakes at school?

From the responses, several key themes emerge regarding how students believe mistakes should be handled at school:

Learning Opportunity:

- Students should learn from their mistakes.
- They should be given the chance to try again and fix their errors.
- Mistakes should be seen as opportunities for growth and improvement.

Support and Guidance:

- Teachers should help students understand their mistakes and find solutions.
- Students should be encouraged to seek help from teachers or peers.
- Adults should act as mediators to resolve conflicts and support students emotionally.

Accountability and Consequences:

- Depending on the severity of the mistake, students may receive warnings or punishments.
- Punishments may include taking away privileges or having a conversation with parents.

- Students should be held accountable for their actions but also given second chances.

Communication and Understanding:

- Teachers should listen to both sides of the story before making judgments.
- Students should communicate openly about their mistakes and ask for help when needed.
- Adults should consider the circumstances and context surrounding the mistake.

Empathy and Patience:

- Teachers should approach mistakes with empathy and understanding.
- Students should be forgiven and given opportunities to learn from their mistakes without harsh consequences.
- Punishments should be fair and not overly punitive.

Overall, the prevailing sentiment is that mistakes should be viewed as learning experiences rather than grounds for strict punishment. Teachers and other adults should provide support, guidance, and understanding to help students navigate their errors and grow from them.

Question #4: Tell me a time when an adult at school caused a problem for you at school.

From the responses, it's evident that while some students haven't experienced situations where adults caused problems for them at school, others have encountered various challenges:

Unfair Treatment:

- Feeling unfairly blamed or punished for mistakes.
- Experiencing discrimination or bias based on identity.
- Being yelled at or scolded without justification.

Lack of Support or Assistance:

- Not receiving help when needed, especially during class or recess.
- Feeling ignored or dismissed when seeking assistance.
- Teachers not intervening in conflicts or issues.

Negative Teacher Behavior:

- Teachers being mean, rude, or disrespectful.
- Teachers causing discomfort or discomfort through strictness or arbitrary rules.
- Teachers not addressing conflicts or inappropriate behavior from other students.

Emotional Impact:

- Feeling hurt or upset by the actions or words of an adult.
- Experiencing emotional distress due to unfair treatment or negative interactions.

Communication Issues:

- Miscommunication leading to conflicts or misunderstandings.
- Feeling misunderstood or misrepresented by teachers

Miscellaneous Incidents:

- Specific instances where a teacher's actions directly caused a problem, such as ruining friendships or making things unnecessarily difficult.

Overall, the experiences shared by students highlight the importance of fair and respectful treatment from adults in the school environment. Students should feel supported, heard, and respected by teachers and staff, and conflicts or issues should be addressed in a constructive and empathetic manner.

Question #5: Can you tell me about an adult that you feel connected to at school? What makes them special?

From the responses, it's clear that students form connections with various adults at school for a multitude of reasons:

The theme that emerges from the responses is the profound impact that certain adults, typically teachers or school staff, have on students' lives. Here are some key themes:

Kindness and Caring:

Many students mentioned feeling connected to adults who demonstrated kindness and caring attitudes toward them. Teachers and paraeducators were highlighted for their nurturing demeanor and supportive approach.

Supportive Relationships:

Students appreciated adults who supported them academically and emotionally. This support ranged from helping with homework to providing emotional guidance during challenging times.

Understanding and Patience:

Adults who showed understanding and patience were highly valued. This included teachers who were patient when students struggled with academic concepts or provided breaks when needed.

Engagement and Connection:

Some students felt connected to adults who engaged with them beyond the classroom, such as participating in activities or taking an interest in their lives outside of school. This connection fostered a sense of belonging and support. Examples include Ms. Bear, who went on field trips with students, and Mr. Goodlow, who checked in on students at the crosswalk.

Academic Support and Encouragement:

Teachers who provided academic support and encouragement were highly valued. This could include helping with difficult subjects, providing resources, or celebrating academic achievements.

Creating a Positive Environment:

Adults who contributed to creating a positive and nurturing school environment were appreciated by students. This included teachers who created opportunities for fun and engagement, as well as those who maintained a calm and supportive atmosphere in the classroom.

Overall, the responses highlight the significant role that supportive and caring adults play in students' lives, both academically and emotionally. These relationships contribute to students' sense of belonging, academic success, and overall well-being.