Assignment #4: Qualitative Analysis

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**Table 1**

***Code Book***

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| Code | Definition of the Code | Example From Transcript |
| Abilities - Unrealistic | Unrealistic expectations of students. | “By then you think the shock would wear off that their kids are not going to be a doctor or a lawyer in some cases you know but it's you know I used to sit with parents and speak to them.” |
| Abilities - Unaligned | Goals of students and parents don’t align | “Parents don't agree with what the kid wants to do instead of the other way around.” |
| Abilities - Long Term Goals | There are not long term goals of students after they get out of school. | “A lot of them don’t think long term like that they break it down. So you know have serious conversation and sometimes having that chat and having that realistic talk I think is the toughest part of the transition meetings not very green.” |
| Abilities - Proper Resources | Resources that are used to figure out the abilities of students. | “a series of assessments that are appropriate for assessing abilities” |
| Abilities - Student Growth | The measures that are used to determine the progress of students towards growth. | “You know as the kid progresses you update their goals and their secondary transition goals as they change from one year to the next.” |
| Collaboration – Challenges | Challenges of Collaborating, these are situations that can hurt or reduce collaboration. | “parents think the kid can do more than they're capable.” |
| Collaboration - Starting | Collaboration starting is when collaboration starts with other key players for the student. | “I feel like immediately or soon as you have the next instance of contact with a parent or with another special education teacher that works with that child the school psychologist or one of the resources that you're checking to see if that might be available for that student after after high school.” |
| Collaboration - Cooperation | The team working with the student need to be in agreement or cooperation in regard to the students plan and the needs of the student. | “Unless everybody is on the same page it just sends mixed messages.”  “I just think it's still like a puzzle in which you find one piece of the puzzle you need to find the rest of the puzzle pieces and put them all together. Collaboration an[d] coordination is so key.” |
| Collaboration – Ways for success | Ways for success or to increase the collaboration of everyone involved. | “We did it immediately but communication was the key and the self advocacy.” |
| Collaboration – Supporting | Supporting collaboration is the methods and systems that are used to help with collaboration between the stakeholders. | “it's money and people aren't going to pay for it on their own.”  “Budget from professional development.” |
| Collaboration - Group | Group Collaboration – Successful ways for group to work together. | “So a lot of times the special education team would sit together and pre-meet before we had that IEP meetings” |
| Political Correct | Political Correct – Understanding the needs and support the student with the diagnosis. | “not everybody is up to date on the current lingo”  “Instead of saying that a student can or cannot do something you have to be politically correct about it.” |
| Political Correct – Verbiage | Political Correct – It is important to use correct verbiage when discussing students. | “A lot of times they're not up to date on a lot of the verbiage that is used in special education just because I mean when you think about it all in all regular education teachers have to take one special education class throughout their entire background in order to get their certificate together.” |
| Transition | The Transition process is the method that is used to help prepare students for life after high school. | “we'd have that transition plan started and a all of times parents are notified.” |
| Transition – Challenges | Transition has challenges that include issues, events, or even people that can hurt the transition process. | “sometimes having that chat and having that realistic talk”  “I mean on top of that we've talked about being realistic a million times now but finding the right fit for that student.” |
| Transition – Real World opportunities | In the transition plan it includes real world situations | “putting them in some kind of situational situations” |
| Transition – Resources | In transition there are resources that are available to students to be successful | “another resources that I have on the east side is EVIT” |

**Table 2  
*Chunks of Data that Appear Frequently***

| Chunk of data (phrases, sentences, or paragraphs) | Notes on the Words/Phrases | Notes on Emerging Categories |
| --- | --- | --- |
| Write down the word(s) or phrase(s) here. | For example, do they appear in a transcript of one particular interview, or do they show up in several interviews? If they show up in several, there is a pattern that cross-cuts individuals. | As you review the list of words/phrases in column 1, and see some patterns, you can name the patterns. Collapse the repeating words/phrases into 4-5 (or whatever seems relevant) categories. |
| Abilities are Unrealistic | This showed up in TS Focus Group a couple of times. | Abilities-Unrealistic |
| Abilities are Unaligned | This was noticed in the Sped Focus Group and can support the view of students having unrealistic abilities | Abilities-Unaligned |
| Long term goals are not evident of students. | This was observed in the Sped focus group. | Abilities-Long Term |
| “Assessments that are appropriate for assessing abilities.” | This was observed in the Sped 4 interview and this is related to abilities. | Abilities-Proper Resources/Good Assessments |
| “As the kid progresses you update” | This was observed in Sped Focus Group and is related to abilities. | Abilities-Growth |
| Parents think students can do more, than they actually can. | This was observed in all three data sources. Parents felt students could do more, did not agree, or wanted something different for students. This is related to collaboration. | Collaboration-Challenges |
| “Unless everybody is on the same page it just sends mixed messages.” | This was observed in Sped focus group and goes hand in hand with collaboration. | Collaboration-cooperation |
| “communication was the key” | This was observed in both focus groups. Communication is key to success of students. | Collaboration-Success |
| “it’s money” | Money was discussed in all three data sources and goes hand in hand with supporting collaboration. | Collabortation-Supporting |
| “Not everybody is up to date on the current lingo.” | This was observed in the Sped Focus Group. | Political Correctness |
| “they’re not up to date on a lot of the verbiage that is used” | This was observed in Sped Focus Group. | Political Correct-Verbiage |
| “we have that transition plan started” | Transition was discussed in all three data sources. | Transition |
| “having that realistic talk” | Transition challenges was discussed in both focus groups. | Transition-Challenges. |

**Table 3**

***Revised Code Book***

|  |  |  |
| --- | --- | --- |
| Code | Category | Examples From Transcript |
| Abil | Abilities | “a series of assessments that are appropriate for assessing abilities”  “By then you think the shock would wear off that their kids are not going to be a doctor or a lawyer in some cases you know but it's you know I used to sit with parents and speak to them.”  “A lot of them don’t think long term like that they break it down. So you know have serious conversation and sometimes having that chat and having that realistic talk I think is the toughest part of the transition meetings not very green.” |
| Collab | Collaboration | “Unless everybody is on the same page it just sends mixed messages.”  “We did it immediately but communication was the key and the self advocacy.”  “Collaboration an[d] coordination is so key.” |
| Difficult | Difficulties | “it's money and people aren't going to pay for it on their own.” |
| Success | Successes | “We did it immediately but communication was the key and the self advocacy.” |
| Political Correct | Political Correctness | “I think sometimes as a team we're so you know going back to the politically correct question”  “not everybody is up to date on the current lingo”  “Instead of saying that a student can or cannot do something you have to be politically correct about it.” |
| Trans | Transition | “we'd have that transition plan started and a all of times parents are notified.”  “putting them in some kind of situational situations” |

***Task 3 Develop Themes.***

**Table 4  
*Inductively Developed Themes***

| Themes | Examples of Quotes From the Transcripts |
| --- | --- |
| Theme 1: Collaboration | “Unless everybody is on the same page it just sends mixed messages.” |
|  | “We did it immediately but communication was the key and the self advocacy.” |
|  | “So a lot of times the special education team would sit together and pre-meet before we had that IEP meetings” |
|  | “I just think it's still like a puzzle in which you find one piece of the puzzle you need to find the rest of the puzzle pieces and put them all together. Collaboration an[d] coordination is so key.” |
| Theme 2: Political Correct | “Instead of saying that a student can or cannot do something you have to be politically correct about it.” |
|  | “I think sometimes as a team we're so you know going back to the politically correct question” |
|  | “not everybody is up to date on the current lingo” |
| Theme 3: Transition | “we'd have that transition plan started and a all of times parents are notified.” |
|  | “putting them in some kind of situational situations” |

***Task 4*: *Compile Data and*** ***Write a Thematic Narrative of Findings.***

**Theme 1: Collaboration:**

One of the first themes that is evident in the two focus groups and the interview was the importance of collaboration. One person that was in the Sped focus group pointed out that “Collaboration an[d] coordination is so key.” Collaboration is more than just the teacher and the student working together. Collaboration includes the sped teacher, students, parents, administration, and in some districts the transition specialist. In all of the data sources collaboration was mentioned as being important to the success of the students. Some forms of the collaboration would include the teacher meeting with the parents and student and helping them better understand their abilities and what they can reach.

One participants pointed out in the Sped focus group that communication was important to the success of the student and the team in question. If communication is not present between the student and the parent then it is possible that the parent will not be in agreement in what is being done to help the student prepare for life outside of school. One method that was talked about was having a pre-meeting to make sure that the students, parents, and the teachers were all on the same page and could determine how to best assist the student in the end. It was also discussed that it was also important that good communication took place with both parents and students to help them better understand if their goals are aligned with the abilities that the students have.

**Theme 2: Political Correct**

A second theme that can be observed in the data is that of being politically correct in regards to the student in the special education setting. Many of the participants in the study noted that it was important to use the correct “lingo” and terminology when discussing students. If correct lingo is not used it could result in a student being diagnosed incorrectly. A participant also pointed out that it was important that teachers “have to be politically correct about” students in saying what they “can or cannot do.” Being politically correct does impact the transition plan that is in place for the student.

By being politically correct can cause some limitations to students because some teachers might be very limited. The way that it could limit teachers is that it could cause them to not label a student a certain way in order to try and be politically correct. One respondent pointed out in the focus group that one thing that can take place when a teacher is trying to be politically correct is by allowing students to try and live their dreams and not being honest of the true abilities of the student in question. When this takes place it could cause harm to the student because it could result in students not getting the proper accommodations in the classroom setting or understanding their true abilities.

**Theme 3: Transition**

Another major theme that was seen in the transcripts was transition. Pretty much the entire process of the data that was collected in the transcripts was in regards to the transition of the students. It was pointed out in the transcripts that the Transition plan is the process in which you help prepare “students with disabilities to higher education” or life after high school. The transcripts discussed what causes the transitions to be successful or not successful. In order for a transition to be successful there has to be good communication in place. Another major part of the transition is having a good team in place that will work together for the success of the student that is involved. The team has to be in agreement and know the true abilities of the student in order to help the student be successful after their high school career is over with.

When looking at the transcripts it was clear to see that one of the limitations of the process was having proper funding, because “people aren’t going to pay for it on their own.” Other resources that are needed for success in transition is by having the students “in some kind of situational situations.” By having a situational situation or real world experience allows students the opportunity to see if they have the skills needed for that job or activity. A difficulty that was pointed out in the transition process was not have team continuity. If a team or parent does not agree with the transition process then it can cause some issues within the transition process. If this takes place then it is important for the teachers to point out the realistic needs of the student in question for the transition to be successful.