

Using Collaborative Data Collections to Strengthen IEP Discourse

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Abstract

- Individualized Education Planning teams need to **reconceptualize** their **collaborative strategies** while developing short and long term **goals** for their students.
- We propose the use of **collaborative data** collections to help educators and parents make **evidence-based decisions**.



Participants in this workshop:

- Who are you?
- Why are you here?
- What's your perspective on data?



Collaboration

- Work jointly with others or together especially in an intellectual endeavor (Merriam-Webster).
- The action of working with someone to produce something. (Oxford).
- Important for working together to achieve a common goal



Data can be collected by:

- Families
- Teachers
- Paraprofessionals
- Other Professionals (audiologists, SLP, OT, PT)
- Interpreters
- Other stakeholders involved with child's progress.



What about the student?

- Children are integral members of the team.
- Age-appropriate
- Directed Questions
- Focus on the progress and needs.



Culturally Relevant Data

- Home life
- Cultural Perspectives
- Community Perspectives
- Linguistic Perspectives
- Zones of Proximal Development
- Incidental Learning



Encouraging Data Dialogue

- Activate and Engage
 - What do we predict the data will show?
 - What questions do we have?
 - What are the possibilities for learning?
- Explore and Discover
 - What areas seems to be of concern?
 - What are the patterns?
 - Anything surprising or not thought about?
- Organize and Integrate
 - What other data sources can support this?
 - What research based solutions can we use?
 - Any new data we need to collect?

Questions we should be asking...

- How can we work together to ensure the child is getting all the resources s/he needs?
- Are we feeling that the child is getting the proper assessment? Any research being done by all parties?
- What strengths and challenges do each person have when it comes to bringing information to the table?
- Excessive data versus misinformed data?

For optimal meetings, remember that:

- Everyone can bring something to the table about the child.
- All data can be interpreted and used. Be mindful of the data that is not backed by evidence-based research and practices
- Objective Data is important- Subjective Data can hurt.
- Preparation is KEY. Don't wait until last minute or 10 days before IEP meeting. Consult your team during the drafting period.
- Everyone has the right to provide information.
- Excessive data is better than none.