Applied Assignment in Data Analysis:

Parent/teacher meetings that facilitate transition, inclusion and academic success

for Indigenous learners

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As a new Inclusive Education teacher in the BC public school system, I have been told by my more experienced colleagues that parents and caregivers of Indigenous learners do not always respond to teacher requests for Independent Education Plan (IEP) meetings, let alone take advantage of the opportunity afforded by parent/teacher interview days regularly scheduled by schools throughout the year. I have been instructed to coordinate IEP meetings and write IEPs without parents or students involved if this is the case. The persistent achievement gap between Indigenous and non-Indigenous learners is widening, but I do not share the assumption that many teachers often make about Indigenous parents and caregivers (Riley, T., & Ungerleider, C., 2012). Just because parents do not respond to invitations or attend meetings at the school to make plans to improve learning outcomes does not mean they do not care about their child's academic success. Given ongoing colonial inequities and the intergenerational impacts of Residential Schools in Canada, I believe it is likely that more can be done on the part of schools and teachers to build better relationships with Indigenous community members (Saunders, S. & Hill, S., 2007). The purpose of this study is to explore how these meetings can be conducted in a more inviting, reciprocal, respectful and relevant way, leading to better cooperation between teachers, parents and students in making plans to improve academic success amongst all learners.

## Project for Applied Assignment

### Purpose of Project

This project explores what opportunities are available through parent/teacher interviews, transition meetings and IEP meetings to better facilitate transition, inclusion and academic success for Indigenous learners. The research questions include:

1. How can a new Inclusive Education teacher best meet and form open, honest, warm, nurturing, welcoming relationships with parents/caregivers of Indigenous students?

2. How can teachers work with parents to co-construct a transactional understanding of where a child is at academically, socially, and emotionally?

3. How can a teacher work with a parent to evaluate, update, and/or create a learning plan together to best meet a child's needs?

**Methodology**

I'd like to re-state my "guiding paradigm, methodology, and personal orientation" (Ponterotto, 2005, p. 132) from my first journal summary. I tend towards and in between constructivism-interpretivism and critical-ideological paradigms, with a relativist ontology, and a subjectivist epistemology. My theoretical position embraces critical theory, including feminism, post-colonialism, post-modernism, and post-structuralism (Mayan, 2009; Ponterotto, 2005), but I do not subscribe to any one particular theoretical founder. I do have a goal of having my research support Ponterotto's "emancipation and transformation" of Indigenous communities, especially through the lens of young people struggling with FASD and the women who care for and are blamed for their condition (2005, p.129).

While it was determined that this assignment wasn't an appropriate opportunity to try out a locally-developed, Circle-based Indigenous methodology, I have still sought to be mindful of many of the critiques of oppressive Eurocentric approaches to research that Fyre Jean Graveline (2000) identified. As a graduate student aware of Participatory Action Research (PAR) funding opportunities with a new role as an Inclusive Education Facilitator and Sustainability Exploratory teacher at a middle school in a predominantly Indigenous community, I think I am in a good position to become an animator in some locally-developed initiatives (Stoecker, 1999).

Given my background as a popular educator with over twenty years of experience as a community organizer through non-profit organizations, who is married to an Indigenous educator, I believe I have the appropriate skill set to collaboratively support participatory research in our strong but somewhat disjointed community – filling in whatever roles others do not take for themselves.

Based out of this theoretical position and with this goal in mind, yet within the constraints of the coding, categorizing and theming requirements of this assignment, I have chosen to use action research as my methodology (Creswell, 2015). PAR approaches validate the participation of parents, students, other teachers, counsellors, and Aboriginal Support teachers, enabling me to allow them to decide "when and how they would like to be involved" (Mayan, 2009, p. 43) through inviting them to semi-structured parent-teacher interviews and/or IEP meetings. A practical action research design would allow me to evaluate my own practice, in my own school as an individual teacher-researcher intent on improving these meetings, whereas a participatory action research approach would be better if I intend to go on with this study and wish to involve other educators in collecting, analyzing and acting upon the data with me (Creswell, 2015).

**Data Collection Strategy**

By using semi-structured, epistemic interview(s), I can fulfill the requirements of this assignment while also trying to shift the balance of power and purpose of the interview format. Instead of assuming that my job is to mine informants for a deeper meaning that they themselves are not conscious of, epistemic interviewing will allow me to "take advantage of the knowledge producing potential inherent in human conversations" (Brinkman, 2007, p. 1116, as cited in Mayan, 2009, p. 71). At the same time, I do not wish to make the caregivers of Indigenous

learners any more uncomfortable than they may already be in a school setting by aggressively confronting and challenging them to justify their opinions and actions – which is something I think happens all too often. Instead, I would like to study the wording of questions in such a way as to ask caregivers for input, opinions and to give reasons for why they believe and say what they do so that the conversation, understanding and learning plan is co-constructed and interpreted together (Brinkman, 2007). I want the participants to feel empowered by the invitation to actively contribute to the conversation, meeting and study in a relevant, reciprocal, and respectful way, "not left to guess what use the researcher will make … of descriptions and narrative" (Brinkman, 2007, p. 1136).

With this approach in mind, parents and caregivers of Indigenous students who respond to invitations to parent/teacher interview night, transition meetings and/or IEP meetings are being asked to also participate in this study. In addition, parents of students who are in the process of transitioning between teachers or schools are being invited to participate via transition meetings with their new teacher. With consent, interviews and meetings are being video recorded and transcribed, with names replaced with self-selected pseudonyms so that if community members wish to participate in data analysis of transcripts, they may do so without knowing the identity of particular participants or teachers involved.

**Sampling**

I am using "convenience sampling" (Mayan, 2009, p. 62) in the sense that interviewees invited to participate will self-select out of the pool of parents and caregivers of Indigenous learners that I have contact with. Interview #1, for example, is with a friend who lives nearby

who is a parent of an Indigenous child struggling in reading, who has experienced transition between schools and/or teachers in the past year.

I am also using "purposeful sampling," (Mayan, 2009, p. 62) by selecting five minutes of video to transcribe and analyze from each interview before analyzing all the data from every source. This will allow me to know whether I need to conduct follow up meetings and collect other forms of data from other sources that can support further understanding about specific cases in order to reach saturation before and when I move on to the next stage of my research.

As a part of the community-based research team, I am reviewing the transcripts, looking for key segments in any meetings where a parent successfully co-constructs a transactional understanding or part of a learning plan with their child's teacher. These five-minute samples will be coded and themed to first identify what contributions parents make to teacher understanding and decision-making about students and their learning plans. A second round of analysis will examine the antecedent conversation attributes in an effort to uncover what communication approaches are successful in creating the warm, open, trusting relationships that can invite this kind of co-creation of knowledge about a student and a plan for their future (Friend & Cook, 2013).

**Data Analysis Strategy**

In order to ensure rigour and reflexivity, as well as to create space for project participants to help determine how this participatory action research is conducted, I am following an iterative process for collecting, analyzing, interpreting and the collecting more data (Mayan, 2009). I tried several different approaches to coding, theming and categorizing my first set of data, which is described and discussed more fully in my thematic summary.

My next step would be to analyze the full interview of any meetings where in fact understanding of where a learner is at was co-constructed between caregivers and parents and together they made a learning plan. I plan to then go into further depth, to analyze the fuller circumstances and conversations through which these conditions are successfully met to find out what teachers can do to build the trusting relationship required to work with parents in a relevant, reciprocal and respectful way.

**Results**

By working through an iterative process (Mayan, 2009) through several samples, then the full interviews/meetings, then incorporating information from other sources and documents, I would expect to be able to glean and refine a set of recommendations for not only myself, but for other classroom teachers, learning support teachers, reading specialists and case managers who work with Indigenous students and their families. These recommendations could also be forwarded up to the school district level, and might be used by school and community advocates to influence district policy. In addition, I believe this set of recommendations could serve as a tool for parents and caregivers to advocate for themselves so they could participate in more reciprocal, relevant and respectful meetings with school personnel. The results at this initial stage of the data analysis process are detailed in the thematic summary.

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**Thematic Summary**

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**Coding**

My latent content analysis-oriented coding strategy was informed by the general belief that everything we do when we interact with data is coding (Mayan, 2009). First I selected a sample from a 20 minute interview – a 5 minute section that surprised and intrigued me the most.

I then transcribed and cleaned up this text. I then highlighted phrases/chunks of text that seemed important and then I changed the colour each time it seemed like a different type of idea. Then I started looking for similar ideas in the rest of the text, going back and forth over the transcript numerous times until I felt that my codes/categories represented a "satiation" of this sample. My coding approach was to "identify persistent words, phrases, concepts… to identify and analyze underlying patterns" (Mayan, 2009, p. 94).

Then I went back through the coded text, asking myself questions about the relevance and deeper meaning of each code/category in terms of the big picture. I also asked myself what types of information I would seek out if I was to continue this study through another round of an iterative process. I used the comment feature to record memos to myself throughout the process and jotted down notes and questions in a separate document to record the experience for my summary.

**Categorization of codes**

When I first conducted open coding across the first five minute sample of clean text transcript, eight recurring codes or topics seemed to come up, so I named and grouped these codes by content. I grouped coded phrases together and came up with properties of each category of code, focussing on how "latent content analysis … allows coding of participant intent within context" (Mayan, p. 94). While the initial coding process seemed to come naturally, I got really stuck on the categorizing and theming process. Initially, I tried theming directly from the codes by stepping back from data and looking at the big picture of the conversation: what crosses all the codes? I came up with the following, which can either be framed as questions or answers:

Theme 1: What is working well and what could be improved?

Theme 2: What is the purpose(s) of a "pull-out" reading instruction program? What are parent and teacher perspectives on the concerns and benefits associated with pull-out programs that have been experienced?

However, I wasn't very satisfied by these themes. They seem very obvious to me; they do not reveal anything deeper than the surface content of what was discussed during the sample. I guess these themes would represent more of a manifest approach to content analysis – even if I wasn't "bean counting" specifically in order to arrive at them (Mayan, 2009). They do not offer the opportunity to note the differing and converging priorities of the teacher, parent, or researcher. They fail to note any important aspects of the interview that are mis-prioritized or ignored by the participants.

So I tried again. In a way I embraced the manifest content analysis approach, but from a different angle. I looked at which types of codes were predominated by the teacher or parent perspective, which addressed the researcher perspective, and which were let drop by all three, so to speak. I grouped the types of codes according to voice. This allowed me to also see that both parent and teacher were mutually and equally concerned about successful transition and the quality of relationships the child has within the school, even though they had different perspectives on the best way to support this value. However, this approach to categorization did not address my research questions and did not offer a clear path forward to derive themes from the data.

So I tried a third time, using an approach associated by not limited to grounded theory (Mayan, 2009) to generate themes from my codes using an open, then axial, then selective approach to coding (Creswell, 2015; Gallicano, 2013). By also grouping the codes according to

their relevance to my research questions, I was finally able to theme the first sample of transcripted interview based on research question two and three and come up with some initial recommendations I can compare with the results of subsequent interviews and rounds of analysis.

**Conclusions**

The themes (or recommendations) determined through the open, axial and selective coding process of the first sample of the first interview were:

1. Only by seeking, sharing and validating each other's perspectives can parents and teachers mutually correct misinformation and co-create understanding.
2. Only by sharing experiences of the past and options for the future can parents and teachers make the best learning plan together.

In order for Inclusive Education teachers to make transitions between teachers and/or between schools as smooth as possible for Indigenous students who struggle in reading, they must respectfully solicit and actively listen to the experiences and preferences of children and their caregivers. Teachers come in with assumptions that may be wrong. Including parent and student perspectives in decision-making about learning plans is especially critical. If the foundational relationship building required to get a parent to meet with teachers hasn't been done, making a learning plan without them is unethical and likely counter-productive, especially if student voice isn't incorporated either.

At the same time, parent perspectives are not enough. Depending on the situation at hand, current/previous teachers should be consulted, along with specialists/ inclusive education teachers and the results of assessments. Once a solid relationship has been established between

school staff and the parent (even better if with the student as well!), a second interview/meeting would be helpful to address any concerns or further issues that are raised once these sources can be consulted. This second meeting mirrors the desirability for the researcher to have an opportunity to re-interview or witness a second meeting so there is the potential to use an iterative process to explore issues identified from the first encounter in greater depth.

## Summary of Experience

I really struggled with this assignment, on many levels, and in many ways, and ended up totally overdoing it. I found it hard to "simply" interview someone, transcribe the interview, code the data, categorize the codes, and derive themes from the categories.

**Methodology**

My first difficulty was spending a lot of time and emotional and mental energy getting completely invested in an Indigenous Methodology-based project, topic and approach that ended up not being appropriate for this assignment. It was hard to let go of a unified, cohesive strategy that felt right, and then try to cobble something else together, falling back on PAR and a topic I had started to explore earkier. I tried to keep it simple, but just found it impossible to view this as an exercise without doing the background work for it. I ended up having to invent an entirely new project for it and try to conduct the armchair walk-through on a new topic so that I could justify my choices for how I approached the coding, categorizing and theming aspects of this assignment. Even now, I am not sure it hangs together. It feels fairly good, but no where near what my other idea felt like. The important thing is – now I know! What feels right - research with heart – comes easier than trying to make something fit (McCotter, S., 2001). I will keep this in mind for my real research, which I think was the point of this assignment.

Through the memoing process (documented through using the "comments" feature in Microsoft Word), I noticed that I was asking myself a lot of questions, so that is what I will use to structure the rest of my experience summary. For example, I noted to myself that I want to check for more research on Collaborative Inquiry so that I can tease out the differences and similarities between this and other forms of Participatory Action Research, as Mayan does not go into much detail on this subject. I also asked myself, "If I use open, axial and selective coding does that mean I am doing grounded theory?" I checked Mayan, and no it does not – many qualitative research methodologies include content analysis and use this type of approach to coding to do so. I followed this with, "Can I still consider myself doing participatory action research?" I decided yes I can, and/but got creative with both including and distancing myself as both participant and researcher by deciding that if I carried on with this project as real research, I would include samples from meetings and interviews facilitated by teachers other than myself as well and refer to us all as "teacher" in the transcripts and coding so that I could protect parent and student privacy while allowing us all to freely share and conduct our work during real meetings without fear of repercussions or impacts on others. I think this might be borrowed from auto/ethnography in response to Fyre Jean Graveline's suggestion of using self-selected pseudonyms and/or allowing participants and researchers to identify themselves in the finished work (2000).

**Coding**

However, the question I struggled most with was of course choosing an approach to the categorization of the coding. I noted, "the assignment calls for coding, categories and themes, so does it preclude other types of coding?" Given that I had come in to the assignment with Fyre Jean Graveline's critique that coding can be invasive and disrespectful (2000), it was difficult to

use and trust in coding as a seemingly blind path towards "determining what is important to me and what I have to let go" (Mayan, 2009, p. 89). I had not put much focus in learning the different approaches to coding because I hadn't planned to use them, so I ended up needing to do a lot more background research on types of coding such as axial, selective and theoretical coding midway through the assignment.

After the first round of coding, when I was struggling to determine how to move forward with categorizing, I also asked myself, "What is coding versus categorizing – did I do categorizing first? Then memoing… then theming. Should I go back and add in code words now?" I didn't feel right to try to assign word-based labels, however, so I just kept moving forward with the type of coding I had already done. I asked myself, "should I open code for all the data together, or divide it by which codes address different research questions?" I ended up splitting one category into two based on my research questions and how I divided the codes between them.  I also revised codes/categories. For example, I added "transition success" to the initial code category "relationships."

**Research Questions**

I asked myself, "In qualitative research, what is the relationship between research questions and themes/categories? Especially if I might then change my questions for the next interviewee/ do another round of interviews/data collection?" I refined my original research question into one main one, and then three sub-questions after conducting the first interview, then I scrapped the main research question, having decided it was actually a sample-specific question, and that I was more interested in the process of teachers and parents working together than delving into and comparing particular strategies to support reading. I imagined that future

interviews with other parents and caregivers would likely focus on aspects of school other than reading, such as math or social skills or behaviour issues. I also asked myself, "Should I check for answers to the research questions based on my initial goals?" I ended up noting them, but not basing my selective codes or themes on my goals.

**Results**

I noted I initially discarded ideas for results of study such as "Recommendations for teachers? Sample IEP goals?" However, I ended up with the former as the final result of this stage in my mock research process anyways! In some ways my conclusions reflect my research questions and goals very closely, which makes me wonder if I did this whole coding, categorization and theming process correctly. I do remember being genuinely surprised during the interview though, and having to revise my learning plan for the student according to the parent's input. I had assumed the parent would prefer in-class inclusive reading instruction offered through co-teaching (Friend, M., Cook, L., Hurley-Chamberlain, D., & Shamberger, C., 2010), instead of pull-out sessions, as this is the approach being advocated in all three school districts I have worked in through professional development workshops by Shelley Moore (SSHRC-CRSH, 2016). As the teacher in this interview/meeting, I had to work through this cognitive dissonance and trust in the parent. As a researcher analyzing the data, I noted the importance of the validation the teacher (myself, in this case) gave to the parent perspective, and the importance that likely had in enabling the possibility of co-creating an understanding and plan together during the rest of the interview. So, at this early stage in the game, I think the results are valid. It would be interesting to continue in the process to see if it continued to work, to ensure reliability as well.

As this is a mock project, and I have only completed the very first stage of analysis, and I have been using an iterative method of reviewing and revising questions, codes, categories etc. in a cyclical fashion, I also have really struggled with which verb tense to use throughout this assignment. I take comfort in the idea that in most cases in real life my reports would be more straightforward in this regard, as they would either be a progress report, or a completed article/set of recommendations etc. Ultimately, I am left wondering if I have used very common approaches, have created something new that would actually work, or have just muddled through in the worst possible way according to Mayan, with a complete lack of methodological cohesion (2009). I leave it to you to decide, and welcome your feedback on this matter!

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Appendix 1: Email correspondence with Educ 610 instructor requesting adaptation of assignment

Dear Gretchen,

I really appreciate your willingness to consider proposals, feedback and advice from both your students and your colleagues - your approach is refreshing, reasonable and thoughtful.

Since I proposed that very loose idea last week, I've since had the wonderful and timely opportunity/ privilege to attend an amazing pro-d event for SD61 teachers at the Songhees Bighouse, facilitated by Bradley (Yux'wey'lupton) Dick, mentored by his father, Master carver and Songhees First Nation Elder Clarence "Butch" Dick. The circle/breakout /report/circle format they used to teach us about four key terms/concepts in their culture and language, Lekwungen, was one they gifted to us to use with their Nation's children and other students, and it is one that I believe would lend itself perfectly as an Indigenous methodologies research practice that is by, of and for the people in this community in which I work.

I'd like to request/propose/accept the offer of further work together (to and) with Brad and Butch on my thesis, and therefor, the project proposal I'd like to do for the final project for Educ 610. I'd love to be able to test out their method of circle facilitation in our next assignment if possible, and perhaps you (and your mentors/colleagues) would be willing to reconsider if I proposed a very specific way of doing it, but I totally understand and accept if you would (still) rather I didn't.

However, just so you know: I would rather not conduct an interview and code it due to all the reasons Fyre Jean Graveline (2000) identified. I too would like to "recognize and resist oppressive Eurocentric attitudes and practices currently shaping research norms" and instead "creatively combine Aboriginal teachings with qualitative design." I have a desire to use a locally-sanctioned, circle-based methodology so that I can follow Graveline's cautious recommendations to "embrace first voice" and recognize the "socially mediated nature of knowledge" (2000).

1.) I don't want to learn/practice/keep to the interview style because this structure for searching for knowledge fundamentally reproduces an inherent power imbalance one way or another, no matter what I might do to alleviate that situation. Given my research interest, I'd rather learn how to facilitate (or co-facilitate) a Sacred Circle as it is more egalitarian and I believe may allow me to follow my personal research ethics and answer the Elders' question, "Are you doing this in a good way?" ( Kovach, 2009, p. 52)

2.) I don't want to code or categorize responses because, as Graveline points out, "editing is a polite code word for actions which would be viewed as disrespectful and unacceptable in traditional circles." Instead I'd rather introduce the research question(s) and create a recording format in a transparent way that enables circle members to speak to the real-world challenge I am seeking to ameliorate, to "choose their words with care and thoughtfulness," to "speak in a sacred manner" (Graveline, 2000).  Instead of counting words or interjecting my thoughts in between or on top of what other people have said, I'd like practice in transparently inviting discussion about how selected concepts already considered important by respected elders and educators in the community reflect the circle members' realities, experiences, perspectives. Brad and Butch spent a year preparing for the pro-d session on Friday, consulting with the school district and the Songhees Education Committee in their design of the workshop and picking the terms they had the group reflect upon, in the context of teachers building a bridge between inherent rights and acquired rights:

1.    Thi'itsen: Trust                         2.    Tsey'ewtus: "To have in both hands" (Sharing)
3.    Kwum'kwum: Courage              4.    Txw'anaxw: "to bring into the open" (Openness)

I talked to Butch about what qualities he thinks are most important to instill in the young people we work with through nature-based education, and he suggested Identity, Self-esteem, Confidence and then asked me to add one more, myself, as an educator. After watching a video of Brad Dick on Tedx, I'd like to add the term Sninew: which he defined as meaning "well-disciplined" as in "we do our research, we do our homework within our community to strengthen it."

Here is his video: https://www.youtube.com/watch?v=s7ZQqlFeE7g I like this one because it is the greatest barrier I am experiencing in my work right now, in trying to take the kids outside during my "exploratory" class on sustainability: I am trying to support them in learning how to be safe with tools and plants as dyes, food, medicines - and to recognize the connections between taking care of their bodies, themselves, each other, their community, and our shared world. They need support in learning self-discipline, but not a colonial form of discipline, aka submission. I suspect teachers avoid taking students with executive function challenges outside because these students are not submissive or obedient - they may "embarrass" the school if allowed on a field trip into public spaces because they may not listen to instruction or behave in ways deemed acceptable. For me, if they knew how to and were committed to behaving in ways that were mindful of the safety of themselves and others around them, that is what is actually required, not just doing everything I say immediately and at all times just because I say so... still working on this idea. I also like Brad's idea of "Clisel": to be fierce, a protector, to be passionate in order to do the work we need to do in our communities and the world, or "Ei: good, to foster good things to happen in our community, balance, in our families, community, lives".

3.) Theming is something I would like to try because that is precisely what Brad and Butch are planning to do with the written comments we contributed to their process in the circle. They plan to theme the responses, and write them up into a report (drawing conclusions) they will then submit to their Nation's chief and council, then the school district, then email back to all of us participants.

To attempt to practice an Indigenous methodology I have participated in and been invited to use, this is my proposal:

Set with you a date and time I can facilitate a circle discussion using collaborate, where I can use the record function to catch what everyone is saying. I'd like to invite my classmates who would like to participate in a circle-based Indigenous Methodology, in response to a very specific topic: Inclusion of young people with executive function-related exceptionalities in nature-based education. The circle could be as few as 3 people, and in response to as few as 1 word/term/concepts, so that we keep it down to 5 minutes of actual speaking time, just like the interviews. I could then transcribe and theme quotes from the recording and present my conclusions back to the circle members for approval, then edit/write it up for the assignment submission.

Or it could actually be the whole class participating, with a break-out system very similar to the one you use, where each group "hires" or "voluntells" (Brad Dick's terms) a speaker on their behalf, who takes down and presents quotes of people's words that they agree capture their ideas.  This is the method that could be used for my research, potentially both online and in person... If you prefer, I can ask one person to discuss these concepts with me via an interview format, however.

All the best,

Emily

Appendix 2: Coded "Clean Text" Transcript with Memos from Interview #1 with "Frances"

5 minute video sample #1 (time 4:31 – 9:31)

1  4:31 Start of clip

2  Teacher: So that was something that I was particularly curious about…right… is whether you
3  felt like you wanted him to have any assessments done before the end of the year … and/or
4  do you think that you will want to continue accessing the pull out sessions for the rest of
5  the year. It sounds like that's been going well?

6

7  Parent: Yeah it's been going really well. I'd really like him to stay there one way or another. It
8  doesn't need to be like right now he's in there 5 days a week, for 20 minutes a session… it
9  doesn't need to be that aggressive if he doesn't need it but it would be really nice to
10  continue that relationship with Mr. Wilson and the other students in there.

11

12  Teacher: Just so I get a sense, do you think you definitely want that for the rest of the school
13  year this year? Because let's see, there is about one month left. Are you thinking that he'll
14  want that for next year as well?

15

16  Parent: Sorry yeah, I meant for next year. For this year we definitely want him to stay in the
17  five days until he's caught up and even maybe next year if he needs to keep going. I was
18  talking about how I'd like him to be in the program from now on in some kind of way
19  because it's added so much to him and he's learned so much from it.

20

21  Teacher: Yeah, that's fantastic. OK, so, that's really good for me to know.

22

23  Teacher: At my previous school, I was a little bit concerned about… sometimes pull out
24  sessions can feel like when one or just two children are removed from the classroom, that
25  sometimes there can be impacts on their peer relationships. They can call names or that
26  sort of thing. Have you noticed anything like that?

27

28  Parent: No, but he's so young. I don't know if they are quite there yet. Maybe in grade three
29  or four that might happen more than in kindergarten or grade1. I think… I don't know … I
30  haven't heard or dealt with that with him specifically and in this scenario. Um… He really
31  likes it. He likes it because he learns better when there's not a lot of distractions and it is
32  more one-on-one. But uh, so I think he sees the benefits from being taken out into a more
33  calmer, quieter or smaller group. I haven't uh…

34

**Commented [ME1]:** Teacher wants to know if parents wants a level B assessment conducted on their child during the next month

**Commented [e2R1]:** Parent didn't respond or discuss this during meeting… teacher let it drop… but later arranged to administer KTEA

**Commented [e3R1]:** A KTEA level b assessment was subsequently conducted, with results indicating average reading comprehension but low letter and word recognition, even after several months of pull out reading instruction. It might be helpful to interview the reading instructor/find out if assessments were conducted prior to the reading instruction to see if gains have been made? Or is further assessment required to see if there is an underlying vision or neurological issue?

**Commented [ME4]:** Are assessments/designation required to qualify for pull-out support in the long term?

**Commented [e5R4]:** Found out no, not required

**Commented [ME6]:** Is this what the teacher expects? Is the teacher surprised?

**Commented [e7R6]:** teacher was surprised to find out pull-out sessions actually fostered feelings of inclusion for child and parent, and parent does not think child feels stigmatized by pull-out sessions

**Commented [ME8]:** Is this a fairly intense amount or minimal? What is the student's reading level? Why does this student need extra instruction? What kind of extra instruction is he receiving during these sessions? Is it evidence-based?

**Commented [e9R8]:** Found out from published work by reading instructor (Pantaleo) that he typical enrolls students into 30 min for 4 or 5 days a week for 12 weeks at a time… so this is on the lower to average level of intensity for a reading intervention at this school

**Commented [e10]:** Perhaps collaborative inquiry model is particularly suited to this research question … look into in order to structure/take advantage of IEP meeting structure where other important educators in school community are invited to share in co-constructing transactional understanding/learning plan for student

**Commented [e11]:** Teacher is concerned about stigmatization from pull-out method of tier 2 intervention for reading instruction, but parent is not

Coded "Clean Text" Transcript from Interview #1 with "Frances"

5 minute video sample #1 (time 4:31 – 9:31)

35  Teacher: Okay that's really good to know. Yeah because one thing I had been considering

36  was keeping the exact same model or inviting Mr. Wilson to come into the classroom and

37  then we can co-teach. So that I just wanted to check and see if some of the students

38  receiving his services ever felt excluded from things, or you know...

39

40  Parent: Right. He hasn't mentioned it. Colin hasn't mentioned anything like that. I also know

41  that Colin really likes it because Mr. Wilson isn't the only one that helps him. There's all the

42  grade fives or grade fours who are also helping him. So if Mr. Wilson was brought into your

43  class, it might only be him, not the grade four or fives, you know? So I'd like him to still be in

44  there... until he... I mean Colin might say something later down the line that might change

45  my mind, but at the moment...

46

47  Teacher: Okay that's really great feedback to hear... ok that's great to know... so that makes

48  me feel like I know where to go with the reading program. I'm going to be getting to know

49  all the students very shortly and hopefully all the parents, but we'll see. I want to make sure

50  that I'm not going to interrupt the classroom - like how it feels to be a part of the

51  classroom. Do you feel like Colin feels like a full member of the class right now?

52

53  Parent: Yes.

54  Teacher: Ok so that transition has totally...

55  Parent: Yes, that has happened. He's had play dates, he's making friends... Yeah, yup.

56

57  Teacher: Aww that's nice! Ok so you already got into some of my other questions... Do you

58  mind if I ask some more specific questions?

59  Parent: Sure!

60  Teacher: So we kind of checked in on how he's doing with reading, but how about his other

61  academic subjects?

62

63  Parent: Um, yeah, He is doing better in writing for sure... he is starting to be able to print

64  smaller and not like huge. There's definitely... I haven't seen so much come home in the

65  form of math but I know they've been working on counting change and some things I

66  wouldn't actually see at home in written form. They've been talking a lot about dimes

Commented [e12]: Teacher is digesting new information from parent that counters expectations... decides to offer in-class co-teaching anyways... very subtly and mildly challenges parent so parent offers more info to justify position/preference

Commented [e13]: Teacher offers in-class tier 2 intervention for inclusive approach to reading instruction, but parent does not want it

Commented [e14R13]: Perhaps worth re-interviewing after KTEA results have been shared with parent to see if still same high level of satisfaction with pull-out sessions or wants to try anything different?

Commented [e15]: Teacher communicates value for parent perspective... does not dismiss it

Commented [e16]: Teacher realizes that if a decision to change the reading program without consulting with parents, might have made a big mistake. Realizes assumptions about pull-out versus co-teaching model (advocated by pro-d guru Shelley Moore) may not be infallible from perspective of parents...

Commented [e17]: I wonder what facilitated this transition, this full feeling of inclusion? Perhaps try to ask previous teacher – was anything in particular done by teacher, students, child, parents?

Commented [e18]: Parent feels comfortable with teacher, no reservations in being asked more questions

Commented [e19]: Does the parent ever ask the teacher questions about opinion on what is going well/ can be done differently at home? A truly reciprocal, respectful, relevant co-construction process would be one where this happens – where parents feel empowered and comfortable enough to ask questions and solicit use feedback without feeling defensive etc. not just teacher interviewing parent... Where parents, teachers and student alike feels like a team...

Commented [e20]: KTEA showed student has low standard score in spelling - often reverses both numerals (3, 5) and letters such as b, d, s, g, and only writes certain letters in capital form (G). Also does not follow capitalization rules. Is this a concern for parent or teacher?

Commented [e21R20]: Does reading instructor or school based team have a concern about letter reversals? Will teacher factor in this information when making instructional decisions?

Coded "Clean Text" Transcript from Interview #1 with "Frances"

5 minute video sample #1 (time 4:31 – 9:31)

67  pennies, you know that kind of style.  So far his teacher hasn't brought anything up to me

68  saying that this is stuff we need to work on, other than the reading. So yeah, I think he's

69  doing quite well in general.

70  Teacher: Great! And socially he's great, he's already making friends.

71  Parent: Yes, maybe a little bit too social! Both of my children have that from me.

72  Teacher: Oh Ok, that's awesome! (Laughing together) So by that do you mean...

73

74  9:31 End clip

**Commented [e22]:** Is reading taking place at home as well? Is it directed from reading instructor? Perhaps a follow up interview would be helpful to discuss this further....

**Commented [e23]:** Subsequent KTEA assessment showed grade 2 student is far below average in math concepts such as telling time from an analog clock, using a number line, and does not recognize the minus sign or understand subtraction.

**Commented [e24R23]:** Shows parent opinion based on previous teacher comments/reporting alone is not infallible as a source of information for making instructional decisions

**Commented [e25]:** Will teacher leave it here or arrange another meeting to share results of KTEA? Does this child require further assessment to determine whether a designation is required? Does this child require an IEP? How can the teacher approach this conversation so it builds on the trust established in this meeting, rather than leaving the parent feel attacked or betrayed?

**Commented [e26]:** Teacher seems to honour this value parent has for friendship with classmates outside of school as a sign of social inclusion in classroom community

**Commented [e27]:** Does this mean student can or cannot balance social and academic demands of the classroom?

**Commented [e28]:** Teacher and parent seem to now have a great working relationship to address future issues in classroom, whatever they may be...

**Commented [e29R28]:** This sample indicates this interview merits further exploration to gather insight on how to foster inclusion and academic success amongst Indigenous students: how did the teacher establish rapport and a comfortable relationship with this parent? Make sure to analyze rest of transcript and set up a subsequent interview.

Appendix 3: Code book for Educ 610 Applied Assignment

**Descriptive Codes from First Cycle of Coding:**

Desire to continue pull out reading sessions

Benefits of pull out reading sessions

Transition success / Relationships at school

Concerns about exclusion through pull-out sessions

Changes being considered for reading program

Teacher solicits / validates / takes direction parent input

Other academic subjects

Details about the pull out reading program

**Second Cycle Coding**

First attempt at direct theming:

| Theme | Formative codes |
|---|---|
| 1: What is working well and what could be improved? | Desire to continue pull out reading sessions<br><br>Benefits of pull out reading sessions<br><br>Transition success / Relationships at school<br><br>Other academic subjects<br><br>Teacher solicits / validates / takes direction parent input |
| 2: What is the purpose(s) of a "pull-out" reading instruction program? What are parent and teacher perspectives on the concerns and benefits associated with pull-out programs that have been experienced? | Details about the pull out reading program<br><br>Changes being considered for reading program<br><br>Concerns about exclusion through pull-out sessions<br><br>Benefits of pull out reading sessions |

Categorization of Codes

First attempt at categorization of codes, focussing on voice and intention:

1.  Parent priorities:

<span style="background-color:#00ff00">Desire to continue pull out reading sessions</span>

<span style="background-color:#00ffff">Benefits of pull out reading sessions</span>

<span style="background-color:#ffff00">Transition success / Relationships at school</span>

2.  Teacher priorities:

<span style="background-color:#ffff00">Transition success / Relationships at school</span>

<span style="background-color:#ff00ff">Concerns about exclusion through pull-out sessions</span>

3.  Co-constructing transactional understanding of where child is at:

<span style="background-color:#c0c0c0">Changes being considered for reading program</span>

<span style="background-color:#ffff00">Transition success / Relationships at school</span>

<span style="background-color:#008080">Teacher solicits / validates parent input</span>

<span style="background-color:#008080">Teacher takes direction from parent input</span>

4.  Teacher/parent/researcher non-priorities that may actually need more information/ to be investigated further/ addressed:

<span style="background-color:#ff0000">Other academic subjects</span>

<span style="background-color:#808000">Details about the pull out reading program</span>

Second attempt at categorization of codes

Step 1: Group codes together

<span style="background-color:#00ff00">**Code 1: Desire to continue pull out reading sessions**</span>

<span style="background-color:#00ff00">continue accessing the pull-out sessions</span>

<span style="background-color:#00ff00">really like him to stay</span>

want that for the rest of the school year this year

he'll want that for next year as well?

stay in the five days until he's caught up

even maybe next year if he needs to keep going

how I'd like him to be in the program from now on in some kind of way because

I'd like him to still be in there

**Code 2: Benefits of pull out reading sessions**

sounds like that's been going well?

Yeah it's been going really well

it would be really nice to continue that relationship with Mr. Wilson and the other students

stay in the five days until he's caught up

it's added so much to him and he's learned so much from it.

He really likes it. He likes it because he learns better when there's not a lot of distractions and it is more one-on-one. I think he sees the benefits from being taken out into a more calmer, quieter or smaller group

Colin really likes it because Mr. Wilson isn't the only one that helps him. There's all the grade fives or grade fours who are also helping him

if Mr. Wilson was brought into your class, it might only be him, not the grade four or fives,

**Code 3: Transition / Relationships at school**

it would be really nice to continue that relationship with Mr. Wilson and the other students

Colin really likes it because Mr. Wilson isn't the only one that helps him. There's all the grade fives or grade fours who are also helping him. So if Mr. Wilson was brought into your class, it might only be him, not the grade four or fives, you know?

I'm going to be getting to know all the students very shortly and hopefully all the parents, but we'll see. I want to make sure that I'm not going to interrupt the classroom - like how it feels to be a part of the classroom.

Do you feel like Colin feels like a full member of the class right now?
Parent: Yes. Teacher: Ok so that transition has totally… Parent: Yes, that has happened. He's had play dates, he's making friends

socially he's great, he's already making friends.

Yes, maybe a little bit too social

**Code 4: Concerns about exclusion through pull-out sessions**

At my previous school, I was a little bit concerned about… sometimes pull out sessions can feel like when one or just two children are removed from the classroom, that sometimes there can be impacts on their peer relationships.  They can call names or that sort of thing.

No, but he's so young.  I don't know if they are quite there yet. Maybe in grade three or four that might happen more than in kindergarten or grade1.  I haven't heard or dealt with that with him specifically and in this scenario.

I just wanted to check and see if some of the students receiving his services ever felt excluded

Colin hasn't mentioned anything like that

Do you feel like Colin feels like a full member of the class right now?

**Code 5: Changes being considered for reading program**

any assessments done

right now he's in there 5 days a week, for 20 minutes a session… it doesn't need to be that aggressive if he doesn't need it but it would be really nice to continue

… I had been considering was keeping the exact same model or inviting Mr. Wilson to come into the classroom and then we can co-teach

… I mean Colin might say something later down the line that might change my mind, but at the moment…

so that makes me feel like I know where to go with the reading program.


**Code 6: Other academic subjects**

how about his other academic subjects?

He is doing better in writing for sure… he is starting to be able to print smaller and not like huge

I haven't seen so much come home in the form of math but I know they've been working on counting change.... They've been talking a lot about dimes, pennies

his teacher hasn't brought anything up to me saying that this is stuff we need to work on, other than the reading.

So yeah, I think he's doing quite well in general.

**Code 7: Details about the pull out reading program**

…right now he's in there 5 days a week, for 20 minutes a session… it doesn't need to be that aggressive if he doesn't need it

…sometimes pull out sessions can feel like when one or just two children are removed from the classroom

…keeping the exact same model or inviting Mr. Wilson to come into the classroom and then we can co-teach. So that I just wanted to check and see if some of the students receiving his services

I also know that Colin really likes it because Mr. Wilson isn't the only one that helps him. There's all the grade fives or grade fours who are also helping him. So if Mr. Wilson was brought into your class, it might only be him, not the grade four or fives, you know?

**Code 8: Teacher solicits/validates/takes direction from parent input**

Teacher: … something that I was particularly curious about...right… is whether you felt like you wanted him to have any assessments done before the end of the year ... and/or do you think that you will want to continue accessing the pull out sessions for the rest of the year?

Parent: …I was talking about how I'd like him to be in the program from now on in some kind of way because it's added so much to him and he's learned so much from it.
Teacher: Yeah, that's fantastic. OK, so, that's really good for me to know.

Parent… I think he sees the benefits from being taken out into a more calmer, quieter or smaller group. I haven't uh…  Teacher: Okay that's really good to know. Yeah because one thing I had been considering was keeping the exact same model or inviting Mr. Wilson to come into the classroom and then we can co-teach

Teacher: … Okay that's really great feedback to hear… ok that's great to know… so that makes me feel like I know where to go with the reading program

Teacher: … So we kind of checked in on how he's doing with reading, but how about his other academic subjects?

Step 2 of Second attempt at categorization of codes. With the goal of eventually identifying themes by relating open codes with axial and then selective codes, this step involved defining the

properties of each code based on examples of participant words and grouping these all according to which of the three research questions they related to.

Open code for Research Question #2: How can teachers work with parents to co-construct a transactional understanding of where a child is at academically, socially, and emotionally?

| Open Code | Properties of Code | Examples of participant words |
|---|---|---|
| Parent input valued | Teacher solicits / validates parent input into assessment of how child is doing | …sounds like that's been going well? <br><br> I just wanted to check and see if <br><br> Teacher: Yeah, that's fantastic. OK, so, that's really good for me to know. <br><br> I'm going to be getting to know all the students very shortly and hopefully all the parents, but we'll see. I want to make sure that I'm not going to interrupt the classroom <br><br> Teacher: … So we kind of checked in on how he's doing with reading, but how about his other academic subjects? <br><br> Do you feel like Colin feels like a full member of the class right now? |
| Benefits of pull out reading sessions | Reasons why student or parent appreciate being taken from full class environment for a tier two intervention focussing on reading recovery | …sounds like that's been going well? <br><br> …Yeah it's been going really well <br><br> …it would be really nice to continue that relationship with Mr. Wilson and the other students <br><br> …stay in the five days until he's caught up - it's added so much to him and he's learned so much from it. <br><br> …He really likes it. He likes it because he learns better when there's not a lot of distractions and it is more one-on-one. I think he sees the benefits from being taken out into a more calmer, quieter or smaller group <br><br> …Colin really likes it because Mr. Wilson isn't the only one that helps him. There's all the grade fives or grade fours who are also helping him |

| | | …if Mr. Wilson was brought into your class, it might only be him, not the grade four or fives, |
|---|---|---|
| Transition success / Relationships at school | Identifies people in and/or state of key relationships between child and others within the school – teachers, students, friends | …it would be really nice to continue that relationship with Mr. Wilson and the other students<br><br>…Colin really likes it because Mr. Wilson isn't the only one that helps him. There's all the grade fives or grade fours who are also helping him. So if Mr. Wilson was brought into your class, it might only be him, not the grade four or fives, you know?<br><br>…I'm going to be getting to know all the students very shortly and hopefully all the parents, but we'll see. I want to make sure that I'm not going to interrupt the classroom - like how it feels to be a part of the classroom.<br><br>…Do you feel like Colin feels like a full member of the class right now?<br>Parent: Yes. Teacher: Ok so that transition has totally…<br>Parent: Yes, that has happened. He's had play dates, he's making friends<br><br>…socially he's great, he's already making friends.<br><br>…Yes, maybe a little bit too social |
| Concerns about exclusion through pull-out sessions | Any negative consequences of certain students being taken from regular full classroom environment for specialized remedial reading instruction | …At my previous school, I was a little bit concerned about… sometimes pull out sessions can feel like when one or just two children are removed from the classroom, that sometimes there can be impacts on their peer relationships.  They can call names or that sort of thing.<br><br>…No, but he's so young.  I don't know if they are quite there yet. Maybe in grade three or four that might happen more than in kindergarten or grade1.  I haven't heard or dealt with that with him specifically and in this scenario.<br><br>…I just wanted to check and see if some of the students receiving his services ever felt excluded<br><br>…Colin hasn't mentioned anything like that |

| | | …Do you feel like Colin feels like a full member of the class right now? |
|---|---|---|
| Other academic subjects | Academic progress in general, in writing, math, any other subjects | …how about his other academic subjects? …He is doing better in writing for sure… he is starting to be able to print smaller and not like huge …I haven't seen so much come home in the form of math but I know they've been working on counting change.... They've been talking a lot about dimes, pennies … his teacher hasn't brought anything up to me saying that this is stuff we need to work on, other than the reading. …So yeah, I think he's doing quite well in general. |

Open code for research question #3: How can a teacher work with a parent to evaluate, update, and/or create a learning plan together to best meet a child's needs?

| Open Code | Properties of Code | Examples of participant words |
|---|---|---|
| Desire to continue pull out reading sessions | Desire or intention expressed for student to continue tier 2 reading instructions interventions outside of general classroom | …continue accessing the pull-out sessions …really like him to stay …want that for the rest of the school year this year …he'll want that for next year as well? …stay in the five days until he's caught up, even maybe next year if he needs to keep going …I'd like him to be in the program from now on in some kind of way …I'd like him to still be in there |
| Changes being considered for reading program | Either parent or teacher willingness or desire to | …any assessments done |

| | change status quo of tier 1 and tier 2 reading instruction | …right now he's in there 5 days a week, for 20 minutes a session… it doesn't need to be that aggressive if he doesn't need it but it would be really nice to continue<br><br>… I had been considering was keeping the exact same model or inviting Mr. Wilson to come into the classroom and then we can co-teach<br><br>… I mean Colin might say something later down the line that might change my mind, but at the moment…<br><br>…so that makes me feel like I know where to go with the reading program. |
|---|---|---|
| Details about the pull out reading program | Any descriptors or specifics about past/current reading instruction | …right now he's in there 5 days a week, for 20 minutes a session… it doesn't need to be that aggressive if he doesn't need it<br><br>…sometimes pull out sessions can feel like when one or just two children are removed from the classroom<br><br>…keeping the exact same model or inviting Mr. Wilson to come into the classroom and then we can co-teach. …So that I just wanted to check and see if some of the students receiving his services<br><br>…I also know that Colin really likes it because Mr. Wilson isn't the only one that helps him. There's all the grade fives or grade fours who are also helping him. So if Mr. Wilson was brought into your class, it might only be him, not the grade four or fives, you know? |
| Parent input valued | Teacher solicits / validates / takes direction from parent input to make learning plan | Teacher: … something that I was particularly curious about...right… is whether you felt like you wanted him to have any assessments done before the end of the year ... and/or do you think that you will want to continue accessing the pull out sessions for the rest of the year?<br><br>Parent: …I was talking about how I'd like him to be in the program from now on in some kind of way because it's added so much to him and he's learned so much from it. |

| | | Teacher: Yeah, that's fantastic. OK, so, that's really good for me to know.<br><br>Parent: … I think he sees the benefits from being taken out into a more calmer, quieter or smaller group. I haven't uh…  Teacher: Okay that's really good to know. Yeah because one thing I had been considering was keeping the exact same model or inviting Mr. Wilson to come into the classroom and then we can co-teach<br><br>Teacher: … Okay that's really great feedback to hear… ok that's great to know… so that makes me feel like I know where to go with the reading program |
|---|---|---|

Step 3: Identify themes by relating open codes with axial and then selective codes.

Axial and selective code for research question #2: How can teachers work with parents to co-construct a transactional understanding of where a child is at academically, socially, and emotionally?

| Open code | Axial code | Selective code |
|---|---|---|
| Parent input valued<br><br>Benefits of pull out reading sessions<br><br>Transition success / Relationships at school<br><br>Concerns about exclusion through pull-out sessions | Teachers need to solicit, validate and build on parent perspectives in order to fully understand how a child is doing in the context of their family history and goals. | Only by seeking, sharing and validating each other's perspectives can parents and teachers mutually correct misinformation and co-create understanding |
| Other academic subjects | Parents need teachers to supply up-to- date and accurate information about student achievement in all areas, otherwise they may reinforce incorrect understandings | |

Axial and Selective code for research question #3: How can a teacher work with a parent to evaluate, update, and/or create a learning plan together to best meet a child's needs?

| Open Code | Axial code | Selective code |
|---|---|---|
| Desire to continue pull out reading sessions | Parent supplies details about pull-out reading program, explaining why it is preferable to changes being suggested by teacher | Only by sharing experiences of the past and options for the future can parents and teachers make the best learning plan together |
| Changes being considered for reading program | | |
| Details about the pull out reading program | | |
| Parent input valued | Teacher changes opinion and plan based on parent input | |

Themes for Results/Conclusions:

1. Only by sharing experiences of the past and options for the future can parents and teachers make the best learning plan together.
2. Only by seeking, sharing and validating each other's   perspectives can parents and teachers mutually correct misinformation and co-create understanding.

**UNBC** UNIVERSITY OF
NORTHERN BRITISH COLUMBIA

## Information Letter / Consent Form

Date:    Oct. 25, 2018

Project Title:    Facilitating transition, inclusion and academic success for Indigenous learners

**Project Lead:** Emily Menzies
University of Northern British Columbia
Prince George, BC V2N 4Z9
emenzies@unbc.ca and/or (778) 887-2870

### Purpose of Project

This project will explore what opportunities are available through parent/teacher interviews and IEP meetings to better facilitate transition, inclusion and academic success for Indigenous learners. The research questions to be explored include:
1. How can an incoming teacher best meet and form open, honest, warm, nurturing, welcoming relationships with parents?
2. How can teachers work with parents to co-construct a transactional understanding of where a child is at academically, socially, and emotionally?
3. How can a teacher work with a parent to evaluate, update, and/or create a learning plan together to best meet a child's needs?

Anecdotal experience in the BC public school system suggests Indigenous parents do not always respond to teacher requests for IEP meetings let alone take advantage of the opportunity afforded by parent/teacher interview days regularly scheduled by schools throughout the year. The persistent achievement gap between Indigenous and non-Indigenous learners is widening, and teachers often assume Indigenous parents do not participate in meetings at the school to make plans to improve learning outcomes because they do not care about their child's academic success. However, given ongoing colonial inequities and the intergenerational impacts of Residential Schools in Canada, it is likely that more can be done on the part of schools and teachers to build better relationships with Indigenous community members. This study will explore how these meetings can be conducted in a more inviting, reciprocal, respectful and relevant way, leading to better cooperation between teachers, parents and students in making plans to improve academic success amongst all learners.

### What will happen during the project?

Parents and caregivers of Indigenous students who respond to invitations to parent/teacher interview night, transition meetings and/or IEP meetings will also be asked to participate in this study. In addition, parents of student who are in the process of transitioning between teachers or schools will be invited via transition meetings with their new teacher.

With consent, interviews and meetings will be video recorded. As the researcher, I will review the videos, looking for key turning points in any meetings where a parent successfully co-constructs a transactional understanding or part of a learning plan with their child's teacher. These samples will be coded and themed to first identify what contributions parents make to teacher understanding and decision-making about student learning plans. A second round of analysis will examine the antecedent conversation attributes in an effort to uncover what communication approaches are successful in creating the warm, open relationship that can invite this kind of co-creation of knowledge about a student and a plan for their future.

**Risks or benefits to participating in the project**

The benefits of participating in this study for parents and their children include the opportunity to exercise their voice in research and practices that directly involve and impact themselves in the near future. Risks such as exposure, embarrassment, and loss of social status will be mitigated by the use of aliases and inclusion of data and participants from across the district so as to prevent identification of particular students, families, or schools.

**Confidentiality, Anonymity and Data Storage**

Participating parents will self-select an alias for themselves, as will their children. The researcher will also analyze and include results from other teachers in the district to prevent identification of students and their parents by association with the researcher. The teacher involved in each meeting will be identified in the third person as "Teacher" whether or not the teacher is actually the researcher, and all parents will be differentiated as "Parent" in each interview, with use of aliases only as necessary when making comparisons and conclusions.

**Compensation**

Participants will be compensated for their time through a choice of gift cards to locally accessible, preferred goods and services such as restaurants, grocery and clothing stores.

**Study Results**

Study results will take the form of a list of recommendations to teachers responsible for conducting interviews and meetings throughout the district, as well as a list of tips for parents to use to self-advocate for a more reciprocal, respectful and relevant planning process when they are contacted by teachers.

**Questions or Concerns about the project**

Any questions or concerns are very welcome, and may be directed to Emily Menzies, the principal researcher in the project, at emenzies@unbc.ca or her UNBC project supervisor, Dr. Tina Fraser, at tfraser@unbc.ca.

**Participant Consent and Withdrawal**

**CONSENT**

I have read or have been read the information presented in the information letter about the project:

YES                    NO

I have had the opportunity to ask questions about my involvement in this project and to receive additional details I requested.

YES                    NO

I understand that if I agree to participate in this project, I may withdraw from the project at any time up until the report completion, with no consequences of any kind.  I have been given a copy of this form.

YES                    NO

I agree to be recorded.

YES                    NO

I agree that my chosen alias of  _____ can be used for myself.

My child has chosen the alias of: _____ .

I understand that these aliases will be kept confidential.

YES                    NO

Follow-up information (e.g. transcription) can be sent to me at the following e-mail or mailing address:

YES                    NO


Signature (**or note of verbal consent**): _____

Name of Participant (Printed): _____

Date: _____