[MY] Choice: Exploring Data Using Poetic Inquiry

Allyson Pitzel, ABD

The University of Alabama

INTRODUCTION

Youth With or At-Risk for Emotional and Behavioral Disorders (EBD):

- Have limited choices during academic instruction in restrictive education settings (e.g., residential treatment facilities; Jolivette et al., 2001)
- Are provided with teacher-centered instruction (Jolivette et al., 2001)
- Display negative self-talk during academic tasks (Sanders et al., 2021)

POETIC ANALYSIS

Poetic Transcription

- Highlight participant's words from an interview transcript
- Use language to represent participant's story
- Focus on:
- → Repetition of words/ phrases
- → Use of language

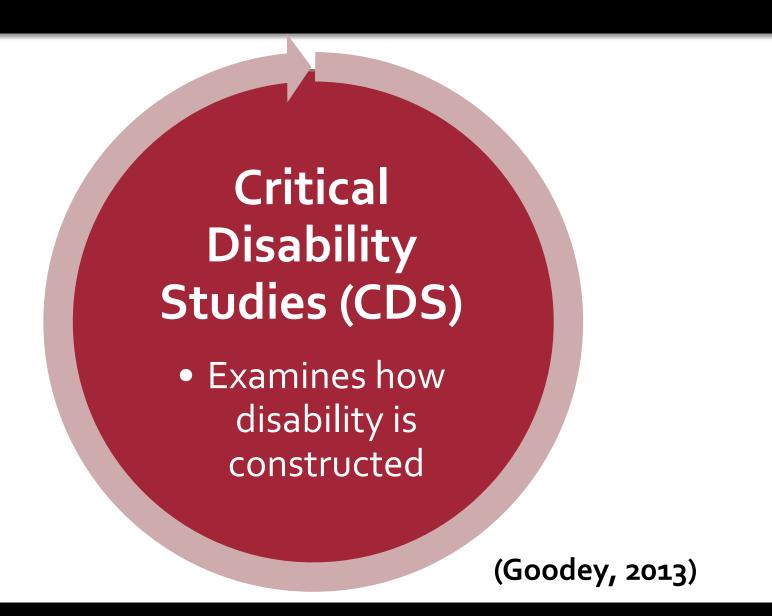
<u>Rationale</u>

- Brings researcher closer to the data
- Offers new insights beyond traditional modes of inquiry (Faulkner, 2018)

Blackout Poetry

Blacking out words/phrases to make poems (Gómez, 2022)

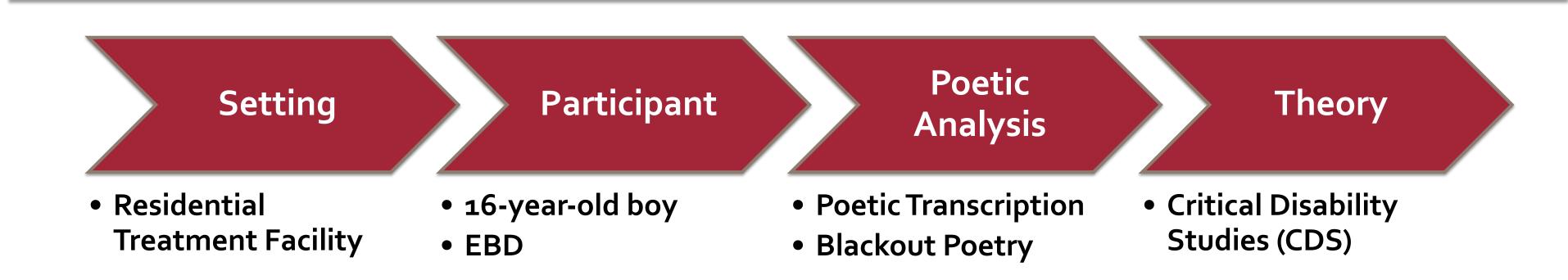
CRITICAL DISABILITY STUDIES



PURPOSE OF INQUIRY

The purpose of this inquiry was to examine transcription data from a post-study interview on choice-making for a youth with EBD in a residential treatment facility using CDS and blackout poetry

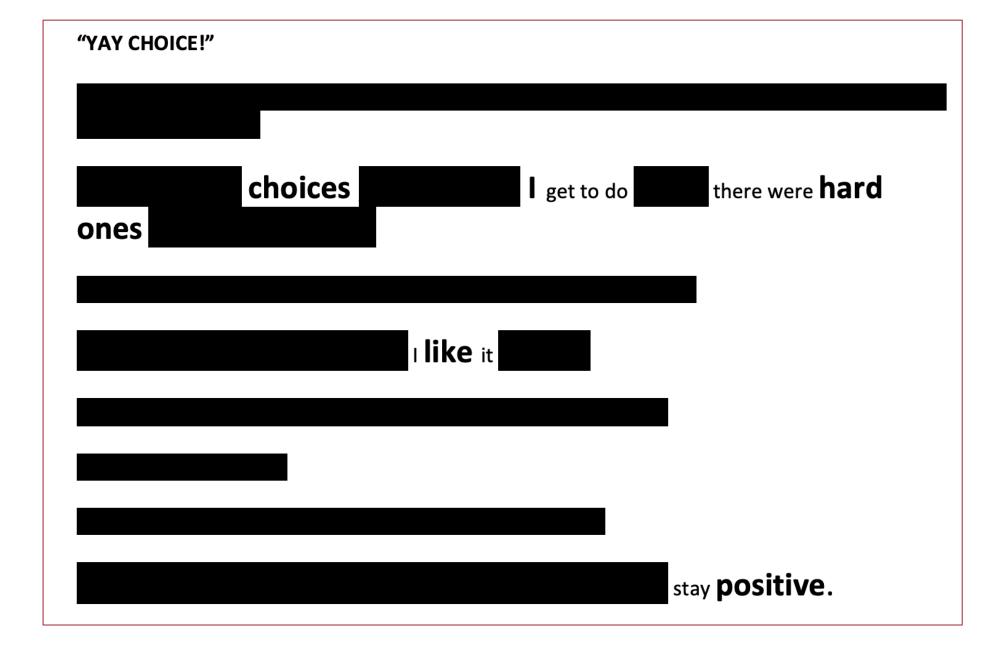
METHODS



Procedures

- <u>Step 1:</u> Took excerpts from post-study interview transcripts (e.g., answers to questions on choice vs. no-choice in writing prompt topics)
- Step 2: Scanned excerpts for a) repetition in words/phrases and b) use of language
- Step 3: Used black highlighting tool on Microsoft Word application to black out selected words/phrases
- Step 4: Bolded "repeating, reoccurring, and forceful words and phrases" (Faulkner, 2018, p. 215)
- Step 5: Created two blackout poems

Results



"CAN WE NEVER GO BACK TO THAT NO CHOICE THING?"

like the **choice**

don't want to talk about those.

CDS Analysis

- > Choice mattered for this youth
- > Youth had a voice in learning
- ➤ Instruction was not pre-determined by notions about disability
- Choices helped youth stay positive

CDS Analysis

- Youth did not enjoy no choice
- > No choice made youth unhappy
- Youth did not want to go back to not having say in learning
- Ex. Teacher-centered instruction based on notions about EBD

FINDINGS

Overall Analysis

- 1. Increase in positive self-talk when given a choice between two writing prompts (e.g., stay positive)
- 2. Youth was able to choose which topic he was most confident in answering (e.g., I get to do; there were hard ones)
- 3. Youth did not want to talk about the times he did not have choice → choice made the youth feel happy

FUTURE IMPLICATIONS

Reimagine new instructional possibilities for youth with or at-risk for EBD:

Choice in Classes

 Teachers/staff can provide choice in which class youth would like to start first on an online platform (e.g., reading or math)

Choice in Activities

 Teachers/staff can provide choice in which activities youth do during recreation (e.g., basketball or volleyball)

Choice in Response Modalities

 Teachers/staff can provide choice in how youth respond to assignments (e.g., paper/pencil, laptop, iPad)

REFERENCES

- Faulkner, S. L. (2018). Poetry as/in/for social research. In P Leavy (Ed.), Handbook of arts-based research (pp. 208-230). The Guilford Press.
- Goodey, D. (2013). Dis/entangling critical disability studies. *Disability & Society*, 28(5), 631-644.
- Gómez, M. (2022). Engaging with historically marginalized voices through blackout poetry. *Social Studies Research and Practice*, 14(2), 218-228.
- Jolivette, K., Wehby, J. H., Canale, J., & Massey, N. G. (2001). Effects of choice-making opportunities on the behavior of students with emotional and behavioral disorders. *Behavioral Disorders*, 26(2), 131-145.
- Sanders, S., Rollins, L. R., Mason, L. H., Shaw, A., & Jolivette, K. (2021). Intensification and individualization of self-regulation components within self-regulated strategy development. *Intervention in School and Clinic*, 56(3), 131-140.



I don't want to think about bad things