

[MY] Choice: Exploring Data Using Poetic Inquiry

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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; Jolivet et al., 2001)
- Are provided with teacher-centered instruction (Jolivet 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

Rationale

- 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

Critical Disability Studies (CDS)

- Examines how disability is constructed

(Goodey, 2013)

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



- Residential Treatment Facility
- 16-year-old boy with EBD
- Poetic Transcription
- Blackout Poetry
- Critical Disability Studies (CDS)

Procedures

- **Step 1:** 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

"YAY CHOICE!"
[redacted]
[redacted] choices [redacted] I get to do [redacted] there were hard ones [redacted]
[redacted]
[redacted] I like it [redacted]
[redacted]
[redacted]
[redacted] stay positive.

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

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

[redacted]
[redacted] don't want to talk about those.
[redacted]
[redacted] don't want to think about bad things [redacted]
[redacted]
[redacted]
[redacted] I like the choice [redacted]

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)

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