



# Qualitative Analysis of LD Students' Interviews

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# **Qualitative analysis and characteristics of LD students' interviews**

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### **Student Demographics:**

- **43** identified students & **24** non-identified students were interviewed
- **23** males, **34** females, & **10** could not be determined from interview (i.e., no use of pronouns).
- **LD 35, MID 4, DD 1, Autism 1, LI 1, Behavior 1**
- Grade 8 ~ 6, Grade 7 ~ 16, Grade 6 ~ 19, Grade 5 ~ 7, Grade 4 ~ 5, Grade 3 ~ 8, Grade 2 ~ 1, Unknown ~ 5

### **Analysis:**

- Only one or two students responded to this question by identifying themselves from a strength perspective (e.g., I am a hands on learner.....)
- Almost all of them, over 85% could label their weaknesses.
- Very few of the statements made by students (perhaps 1 or 2 out of 67 students) actually spoke directly to asking the teacher to provide an accommodation (i.e., "To the student I'd say speak your mind and tell the teacher what you need").
- **No where** in the entire document was there any student mention of the IEP, yet this is their roadmap to success.

### **Conclusion~ what skills set do students require:**

- An understanding of his/her strengths and needs;
- An understanding of what accommodations are necessary to be successful, and
- Skills for asking for accommodations.

### **Self Advocacy Training for students should include four lessons:**

- Self advocacy and accommodations,
- Personal strengths and needs,
- Steps for asking for accommodations, and
- Asking for appropriate accommodations.

### **Objectives:**

- Need to be strength based and have students learn how to use their strengths more effectively.
- Need to promote students informing teachers about what works best for them.
- Need to have students become more knowledgeable about the purpose and utility of the IEP. Should we in fact have a sign off area for the older student as we require the parent to sign off on it?

### **Next Steps:**

- Have students, where appropriate, participate in their own feedback that has a strength based focus.
- Have students, where appropriate, participate in their IPRC.
- Teach self advocacy skills to students and build capacity in teachers through development of web based resources (e., EDSBY, Webinars, etc)
- Have students complete a Self Advocacy page on their IEP
- Educator Resource flowchart with specific information relating to self advocacy