

Qualitative Data Analysis Project

The transcript excerpt below is coded by two different researchers. The list of words shows their interpretation of the participant statements. This is part of the coding process of qualitative data analysis. To aid in understanding the systemic and intense nature of qualitative research, read through the transcripts and make notes about the codes used by each of researchers. Answer the questions and complete the graphic to illustrate the relationship between the codes and themes. Use only one researcher's codes for the graphic activity.

Review the analyzed excerpts of transcripts from (Researcher 1 and Researcher 2)

1. What patterns are similar themes emerge?
2. What differences exist in the coding structures?
3. How will these differences lead to distinctions in the findings among the two researchers?
4. Design a graphic illustration to represent the relationships between the themes that were used in the analyzed transcript you believe best reduces the data collected. Use themes from only one of the researchers to complete the graphic. (See sample graphic)

Researcher 1

1.	Positive Emotions:	PE
1.1	Pride	Pr
1.2	Happiness	Hap
1.3	Excitement	Ex
1.4	Desire to Serve Students	DS
1.5	Fulfillment	Ful
2.	Negative Emotions:	NE
2.1	Frustration	Frus
2.2	Less Respect for Teachers' Opinion	LR
2.3	Dissatisfaction	Dis
2.4	Overwhelmed	Ov
2.5	Sadness	Sad
3.	FORCES:	FO
3.1	Parents	Par
3.2	Lawyers	La
3.3	Students	St
3.4	Special Ed. Teachers	SpEd
3.5	State Department of Education	SDE
3.6	School Districts	SCD
3.7	IEP Committee	IEP
3.8	Principals	Prin
4.	Support Systems in Place:	SSP
4.1	Developed Lessons	Le
4.2	Curriculum	Cur
4.3	Collaborative	Col
4.4	In-Service Training	IS

*Q10

I: So, when you look at Special Education its evolution, what are the changes? Or, has it changed from where you started twenty-eight years ago?

MAE: Yes, drastically; when I started out I wanted to help kids that were less fortunate that I thought needed more assistance and help (PE - DS; 1.4). It seemed like um, the more we get into the advocacies that are out there now (NE - frus; 2.1), it seemed like back then teachers were truly concerned about helping; parents were wanting to help and begging for the help to educate their kids (PE - DS; 1.4); it seem like now more lawyers are involved, and there are more parent advocates; everything now to me is more political and how much money somebody can make. I'm saying, uh, that the kids now kids have so many rights and they know their rights, I think it's taking away from kids truly wanting to get an education. (NE - sad; 2.5)

I: Um – uh huh

MAE: Back then children generally wanted the help; back then, Special Education was just beginning, things were new; teachers really wanted to help the kids. (PE-DS-14) It seem like now something is missing. Kids want to do what kids want to do now. Whatever the kids want to do, the parents say its ok; to me that's a big change. (NE – Frus, 2.1)

*Q 11

I: You say something is missing, what is missing?

MAE: Ah, I think that something is some of the old fashion ways of letting the children be children and kids be kids; parents, be parents ,and teachers, be teacher.

Another thing that I see is that teachers are not as dedicated as when I first started. (NE – Sad;2.4)

When I first started teachers were genuine; those that came in were education majors; when I started while I was not initially education my heart was to always help children and not a pay check. (PE-DS-14) I remember my first paycheck which was five-hundred and forty-three dollars (loud chuckle).

I: Wow

MAE: Whee, so you can see I wasn't in it for the money, I just wanted to make a difference in some child's life and I thought that children with special needs had really touched my heart. (PE-DS-14) After during recreation with them the swimming and Special Olympics I thought ok this is what I want to do, I want to help some child learn, no not learn, I want to teach some child to be successful in life; I want to teach a child to be able to go on to college. (PE-Pr-10) And this has happened to some of my children, I have some success stories there. That just a great story that some of my kids come back and say I graduate because of you, I got a scholarship to go to college. I get a little overjoyed with their accomplishments (PE-Pr-11)(fold hand with a look of pride and self fulfillment.)

* Q 12

I: When you think about classroom instruction, you talked about the change in attitude by the parent and the student. But when you look at instruction and how instruction has changed or evolved over the past twenty-eight years what are some of your thoughts on that?

MAE: (pause)

I: Also give me some examples

MAE: We are trying so much now to do full inclusion; uh I think sometimes (pause) the state **(FO-SDE, 3.6)** (tries to tell districts **(FO-SCD, 3.6)** what they need to instead of looking at the students needs or what the schools systems need. For example, when we first started out in special education **(FO-SpEd, 3.4)** we looked at the individual child and if we did not think that that child needed to be in an inclusion classroom, but rather stay in small group that where that child stayed.

I: Uh-huh

MAE- It was left up to the IEP committee **(FO-IEP, 3.7)** now it does not work that way; It's whatever the parent say, is what happens, you know to me that's a change. Because even though a parent may want their child in that inclusion classroom, now I am not saying it may not be better for that child, but in some instances some kids just can't learn at the same rate of other kid. **(FO-SpEd, 3.4)**

I: Right

MAE- So I think now so much of the law is driven by parents **(FO-Par, 3.1)** that a true fact. But we are getting away from what the child actually needs, so I think that that is one thing that has drastically changed. The special education teacher use to play a primary role because they worked with the kid everyday **(NE-Frus, 2.1)** now, advocates and lawyers make those decisions **(FO-La, 3.2)**

Researcher 2

SERVICE - SER

- 1.1 change agent/advocate
- 1.2 sense of duty
- 1.3 sensitive to student needs

COLLABORATION - COLL

- 2.1 community involved
- 2.2 less or no involvement with community

DISAPPROVAL -DIS

- 3.1 disrespect
- 3.2 mistrust
- 3.3 shame

CONTRADICTIONS – CON

OPTMISM – OPT

- 5.1 forward thinking
- 5.2 excitement

*Q10

I: So, when you look at Special Education its evolution, what are the changes? Or, has it changed from where you started twenty-eight years ago?

MAE: Yes, drastically; when I started out I wanted to help kids that were less fortunate that I thought needed more assistance and help (SER 1.1. and 1.2). I seemed like um, the more we got into the advocacies that are out there now (SER 2.1), it seemed like back then teachers were truly concerned about helping, parents were wanting to help and begging for the help to educate their kids; it seem like now more lawyers are involved, there are more parent advocates (COLL 3.1), everything now to me is more political and how much money somebody can make (DIS 4.1, 4.2). I'm saying, uh, that the kids now kids have so many rights and they know their rights, I think it's taking away from kids truly wanting to get an education (CON 5.1; DIS).

I: Um – uh huh

MAE: Back then children generally wanted the help, back then, Special Education was just beginning things were new, teachers really wanted to help the kids (OPT 6.1, 6.2). It seem like now something is missing (DIS 3.3). Kids want to do what kids want to do now. Whatever the kids want to do the parents say its ok, to me that's a big change (DIS).

*Q 11

I: You say something is missing, what is missing?

MAE: Ah, I think that something is some of the old fashion ways of letting the children be children and kids be kids (CON) ; parents be parents and teachers be teacher. Another thing that I see is that teacher are not as dedicated as when I first started (DIS 3.2) .

When I first started teachers were genuine, those that came in were education majors, when I started while I was not initially education my heart was to always help children and not a pay check (SER 1.1), I remember my first paycheck which was five hundred and forty-three dollars (loud chuckle) .

I: Wow

MAE: Whee, so you can see I wasn't in it for the money, I just wanted to make a difference in some child's life (SER 1.2) and I thought that children with special needs had really touched my heart (SER 1.3). After during recreation with them the swimming and Special Olympics I thought ok this is what I want to do, I want to help some child learn, no not learn, I want to teach some child to be successful in life (SER 1.1); I want to teach a child to be able to go on to college. And this has happened to some of my children, I have some success stories there (SER 1.1). That just a great story that some of my kids come back and say I graduated because of you, I got a scholarship to go to college (SER 1.1; OPT 5.2). I get a little overjoyed with their accomplishments (fold hand with a look of pride and self fulfillment.) (OPT 5.2)

* Q 12

I: When you think about classroom instruction, you talked about the change in attitude by the parent and the student. But when you look at instruction and how instruction has changed or evolved over the past twenty-eight years what are some of your thoughts on that?

MAE: (pause)

I: Also give me some examples

MAE: We are trying so much now to do full inclusion; uh I think sometimes (pause) the state tries to tell districts what they need to instead of looking at the students needs or what the schools systems need (DIS). For example, when we first started out in special education we looked at the individual child and if we did not think that that child needed to be in an inclusion classroom, but rather stay in small group that where that child stayed (SER 1.3).

I: Uh-huh

MAE- It was left up to the IEP committee, now it does not work that way; It's whatever the parent say, is what happens, you know to me that's a change (DIS). Because even though a parent may want their child in that inclusion classroom, now I am not saying it may not be better for that child, but in some instances some kids just can't learn at the same rate of other kid (DIS).

I: Right

MAE- So I think now so much of the law is driven by parents, that a true fact. (DIS; COLL 2.2) But we are getting away from what the child actually needs, so I think that that is one thing that has drastically changed. The special education teacher use to play a primary role there because they worked with the kid everyday. But, now again, advocates and lawyers make those decisions (DIS).