

Protecting Privacy and Advancing Understanding: Deidentifying Data on Barriers and Facilitators in School Systems

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Background

Presently, there is an issue in identifying and treating students with dyslexia and or developmental learning disorders (DLD). DLD can be defined as a neurological condition that can affect the production or comprehension of language (Sansavini et al., 2021). Additionally, dyslexia is a neurobiological disorder that affects an individual's ability to accurately and fluently comprehend words, spell, and decode information (Lyon et al., 2003).

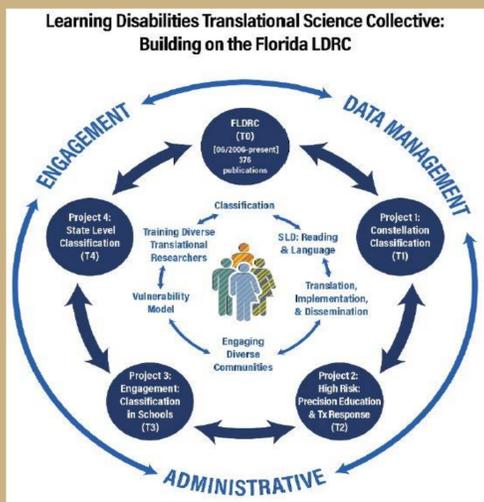
To address this issue, the Learning Disabilities Research Consortium (LDRC) led a series of projects "to address the research to practice gap associated with the identification and treatment of children with specific learning disabilities (SLD)" (LDRC, n.d.). Specifically, this poster expands on work from Project 3: Engagement Classifications in Schools. The aim of this project is to find the barriers and facilitators to using evidence-based practice when assessing for DLD and dyslexia.



In this project, we gathered both quantitative data from a survey and qualitative data from a series of focus groups.

Included in these groups were classroom teachers, members of the assessment team and school administrators from both the Florida panhandle and Boston public school district.

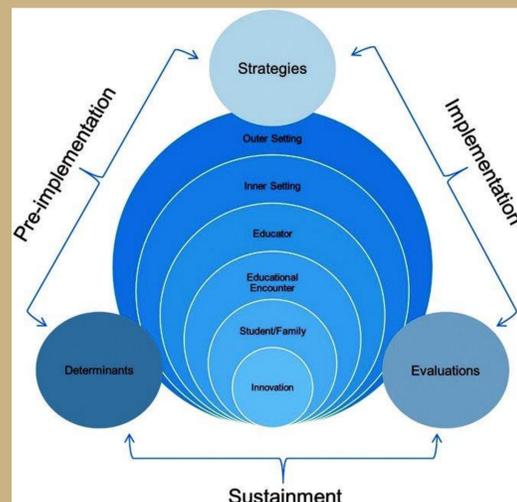
- Teachers
 - General Education Teachers
- Assessment Team Members
 - School Counselors
 - Reading Specialist
 - Special Education teachers
 - Interventionists
 - Speech Language Pathologist
 - Literacy Coaches
- Admin
 - Principal/Vice Principals
 - District Leaders



Recognizing issues in both rural and urban settings, we collected data from both to accurately understand the barriers and facilitators for each region.

The data collected from these focus groups will inform implementation science - a systematic approach to identify obstacles and employing evidence-based practices to integrate findings into mainstream practice (Komesidou & Hogan).

We used the generic implementation framework (GIF), to guide data collection and analysis to identify the different factors that may present as potential challenges to implementing evidence-based assessment practices for identifying students with DLDs or dyslexia.



Methodology

As part of this project, I had the opportunity to document one of the processes of pre-implementation by deidentifying the results from the focus groups to then be used for analysis to inform educators. The deidentification process is critical to the project because it protects the individual's names and removes the possibility of retaliation from the systems in which the participants work

NVivo Training

- Orientation to qualitative data & the software
- In depth online video training
- Readings to understand the process of coding and qualitative data analysis

Deidentification Training

- Workshop on deidentification process via Teams
- Practice worksheets on removing sensitive information
- Orientation to file naming conventions

Deidentification

- Reviewing transcripts and audio recordings to remove
 - Names
 - Locations
 - Sensitive Information
- Collaborating with team members to verify the removal of sensitive information

Example 1: "Donald is not my favorite teacher" would be changed to "[Name] is not my favorite teacher."

Example 2: "Washington D.C. is so scary" would be changed to "[City] is so scary."

Future Directions

The research that has been done in this project will be crucial in closing the gap between what is being observed and what can be done. Information gathered in this project will be applied within the schools, specifically to improve assessment of children with dyslexia or DLDs. Using the qualitative data coded into NVIVO, data will be displayed and analyzed, and as the general implementation science framework moves from Pre-Implementation to Implementation and Sustainment, further monitoring will be done to assess the results of the evidence-based practices that have been integrated in real-life.

References

