

IEP Group

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2c: Contextual Inquiry Check-In

Describe your first inquiry:

Our first contextual inquiry was with Carolyn Beck, an educator for 10+ years and a parent of a student with an IEP. The interviewee is also the Aunt of group member Kristen Olson. The environment of the inquiry was an evocative interview conducted via phone.

What did you learn?

We learned that the process of an IEP is overwhelming even for those who have formal experience in the school system. We also learned that goal setting for IEPs is often vague and that fellow parents are often the biggest resource for support.

What tasks, problems, or opportunities did you uncover?

We discovered that a lot of parents aren't educated of their rights before going into the IEP process. Additionally, a lot of parents see the IEP as a hinderance to their child, but should rather view it as a tool to help their child. Also, a lot of times there isn't a lot of communication between members of the IEP group, causing scheduling errors and other problems. A lot of parents find the amount of paperwork and information thrown at them really overwhelming. This is especially difficult for non-native english speakers who can't read the legal jargon. We also learned a lot of goals are often to vague since they are projecting the goal over the entire year. Carolyn also identified a few needs of IEP's in general, including: schools needing to help parents get past the point of accepting and to the point of advocating for the child, goals on a shorter time period and easier ways of communicating, assessing goals, and updating goals without the entire IEP group members getting together.

Did you encounter any difficulties establishing rapport or getting the information you need?

Mrs. Beck was happy to help with the project and is excited to see how it turns out.

Plans For Future Inquiries:

Teachers

Evocative interview with Susan Staiert, a special educator for about 20 years

Master/Apprentice Joleen Franklin - Is a recently retired Special Education Teacher with over 35 years of experience. Walk through creating IEP goals from a mock evaluation. Discuss the task/functionality of IEP online, the current tool SPS uses to generate IEP's. Artifact: Mock up of current IEP online task and features. Discuss how data is collected, stored and shared for IEP's. Scheduled Saturday October 11, 2014 @ 5 pm

Parents/IEP Students

Master/Apprentice Nichelle Alderson, MSW, LICSW is parent of former IEP student. Walk through of Student's IEP goals and parent and student involvement in the IEP process. Artifact: Student IEP redacted personal information. Scheduled for Sunday October 12, 2014 4 pm

Master/Apprentice Christine King is parent of a current IEP and member of the Special Education PTSA, we will walk through of how she prepared for IEP meetings and creating goals for her child. Scheduled Monday October 13, 2014 @ Noon

How do you plan to change your protocol based on what you learned in your first inquiry?

It would be nice to ask questions related to data collection, storage and communication.

Follow our Contextual Inquiry Plan more closely ensuring we ask the question we set out to ask for each stakeholder identified Teachers, Parents, and IEP Students.

Currently we have not been able to gain access to Students with IEP's directly. We will ask parents to give answers to the question that we would have asked the Students.

Creating emphasis on collecting artifacts that can steer our task/design process.

Reading: Foundation for a Brighter Future: Essential Needed Improvements in Special Education in Seattle published by Accelify Consulting July 21, 2014. To guide the generation of more specific and pertinent questions based on previous research and study.