COLLABORATIVE ACTION RESEARCH QUESTIONS

Most of these examples of research questions could be action research at a primary, intermediate, or high school level. **Bold** denotes a data collection focus.

1. How do teachers enhance **organizational skills** for high school students with complex learning needs or FASD at North Road School?

2. Does a school-wide emphasis on **"The Eight Magic Keys"** **support learning (specify a focus of learning)** for students with complex learning needs or FASD at Sunshine School?

3. What steps can our teachers and EAs take to develop the **use of accommodations** for six students with complex learning needs or FASD?

4. How can the school-based team **use the LEIC tool** more effectively and **incorporate its use** into the IEP?

5. Does the school-wide (primary) use of Kelso's Choice **increase problem-solving skills** for students with complex learning needs or FASD?

6. Does an SEL school-home program increase the **use of SEL strategies in both settings** for students with complex learning needs or FASD at King School?

7. What **classroom-based assessment tools** help teachers to **identify primary disabilities** in students with complex learning needs or FASD?

8. Will a collaboratively developed **SEL rubric identify, support, and monitor** the teaching of students with complex learning needs or FASD?

9. Does the development of a **social narrative library** help three primary grade students enhance their **social skills strategy use**?

10. Does the use of **manipulatives enhance the learning of math concepts** for four high school students with complex learning needs or FASD?

11. Does the **Visualizing and Verbalizing program** **improve vocabulary, comprehension, and writtten output** for three intermediate students?

12. How will the offering of **a variety of work areas/environments** increase **time on task/focus** of two grade two students with FASD?

13. Does the implementation of **a school-wide rubric for behaviour** improve the **behavioural outcomes** for students with complex learning needs or FASD at St. Mary's School?

14. How can the school-based team at Redwood School improve the **transition planning (effect on student success)** for both grade eight and grade twelve students with complex learning needs or FASD at Dogwood High School?