Meeting questions: examine the evidence

Observation and interpretation

Write what was recorded separately from what you think it means. In a fictional example, eight people attended this week and twelve last week is an observation if the counts are accurate. People disliked the agenda is an interpretation. Ask which is being reported.

Definitions and comparison

What counts as attendance: joining once, being there at the start, or staying throughout? Which dates are included? Was the same definition used each time? Eight attendees out of ten invitations differs from eight out of twenty. Ask whether records are missing.

Alternative explanations

List possibilities before choosing one: timing, invitation delivery, competing commitments, agenda content, or ordinary variation. What would you expect to observe if each explanation were correct? What information could distinguish them?

Uncertainty and causal limits

Ask which records support the conclusion, what points elsewhere, and what remains unknown. A change after an agenda revision alone does not establish that the revision caused it. A plausible explanation is still a proposal to examine.

Turn analysis into questions

What exactly was measured? How consistently? What comparisons support this conclusion? What other explanations remain? What information would change our minds? Agree on a small next step and a review date.

Depth note

This is an introductory evidence-questioning worksheet, not a graduate course or an appraisal of a particular intervention. For a research-level PDF on a specific educational topic, use the free request page and ask for methods, sources, and limitations.

General education, not an assessment or individualized plan. Discuss treatment changes with a qualified clinician who knows your child. Do not share identifying details in public requests.

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