

# ORID (Objective, Reflective, Interpretive, Decisional) Discussion Questions Tool

The following process is utilized to help people process data in a way that facilitates decision making. You do not need to utilize each question, but it is suggested that you at least touch on each topic.

**1. Facts:** *Focus the group on the topic.*

- a. What were the key pieces of data we just saw?
- b. What are specific facts that stood out to you?

**2. Reflection:** *Surface immediate reactions to the data.*

- a. What was most encouraging to you?
- b. What did you find most concerning?
- c. What surprised you the most?

**3. Analysis:** *Examine the data for patterns and make observations about the data.*

- a. Consider whether or not there are trend data and comparison data available for the indicators that you selected.  
Trend data are useful because they allow you to see patterns over time, which gives a better sense of the problem.  
Comparison data are useful to assess the magnitude of the problem in the community or population relative to similar communities and populations.
- b. Which data were notably higher or lower than the comparison group (community or state average)?
- c. Which data showed increasing, decreasing, or stable rates over time?
- d. Are there any interesting differences between specific populations, such as age, gender, ethnicity, geographical areas, etc.?
- e. Are the numbers within our community large enough to be of concern? (In other words, a rate might look high, but the actual number might be quite small due to a small population. Or vice versa – a small community may have a high number of a problem area that is comparable to a large community).
- f. What risk factors appear to be present in our community?
- g. What protective factors appear to be present in our community?

**4. Interpretation:** *Discover the “story” the group believes the data are telling. At this point, remind people that data can be a ‘rabbit hole’ and it is easy to dive deep into the data to want to answer every question, but we need to balance having good information and data with moving forward, so we are looking for ‘enough’ data but that does not require all the data that we might desire.*

- a. What factors or context may explain why a particular data point is high or low? For example:
  - ii. Did the community have a new law enforcement policy, which may explain why numbers suddenly jumped?
  - i. Or is there a new judge, which may be a reason why rates went up or down?
- b. From your review of the data, what did you learn about how and why the youth enter into the system(s)? Identify data that highlight potential problems and/or patterns that are cause for concern.

- c. Who or what agency is the decision point at these major points of entry in the system(s)? How are decisions being made at these major areas of entry? Are there potential issues at the systems level or services level that can address areas of concern?
  - d. Have the data improved or gotten worse compared to previous years?
  - e. Are these numbers what we expected, and do they align with what we are seeing/hearing anecdotally?
  - f. What other factors might help account for trends you are seeing in the data?
  - g. Talk about why these may be issues specific to your community. Why are these problems happening here? What may be going on that is unique to our community? What are the issues that are not presented in the data (for example, was there a new judge this year? Did the police department change arrest policy?) What is the local angle?
  - h. What are people talking about in the community that seems to either explain or contradict these data?
  - i. What other information, if any, do we need to consider that would help us understand these data?
  - j. What else do you want to know to help fill in some of the gaps in the data (i.e. unavailable data or data limitations) or to help you interpret existing data?
  - k. Are there people not at the table whose perspectives are needed to accurately interpret any of the data?
- 4. Decision:** *Decide which specific problems the group will address; articulate the consensus or major themes of the discussion. Narrow down to no more than 3-5 options. You will further narrow down in the next meeting based on the resource assessment.*
- a. Do you feel we have enough data to make an informed decision for our community (even if there isn't all the data that might be desired)?
  - b. Based on the data we have examined and discussed, what appears to be the central issue(s) or key problem area(s)? [Facilitator: List these on flipchart, large sticky notes, or a white board. List all issues the group raises, and then narrow down the list from there to 3-5 total.]
  - c. What indicator data points support this claim? [Facilitator: You may choose to list these data points in writing as well.]
  - d. Overall, what do the indicators suggest about the magnitude and nature of the issue in your community?
  - e. What are the related risk and protective factors or social determinants of health related to each of these problem areas?
  - f. What is the changeability and importance for each of these areas? [Facilitator: You may wish to chart these on a simple graph during the meeting. See Changeability Chart Resource.]
  - g. Where can our work make the most difference at this time (e.g., narrow focus issue, geographic area, subpopulations, etc.)?
  - h. What is our community most ready to address?
  - i. How would you summarize our consensus from this discussion?