



Growing Up in Ireland  
- The National Longitudinal Study of Children  
in Ireland

Technical Report on the 9-Year Cohort  
Qualitative Data

Appendix 1:  
The Qualitative Schedule for the 9-Year  
Cohort

November 2009



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## **The (Main) Interview Schedule to be used during the semi-structured interview with the 9 year old child**

### **1. Introduction to the Interview**

The researcher outlines the structure of the interview with the child with the following introduction:

*“Today I want to find out lots about what it is like being 9 years of age! I would like to ask you some questions to find out more about yourself and your family, friends, where you live, what you like to do for fun and how you feel about growing up. To help you I have some activities and exercises sheets that you can write or draw on. How does that sound?”*

The researcher explains the process of mandatory reporting and issues of confidentiality to the child.

*“Everything that we talk about today is just between us. I will not show anyone any of the activities or drawings that you do today. The only people who will see them are the researchers working on the project back in my office. But if you did happen to tell me something or write or draw something that made me worried about you, then I might have to tell someone who might be able to help you. Do you understand? Are you happy to start?”*

The researcher will show the child the Dictaphone and ask the child's permission to record the interview.

*“This is a tape recorder. The reason for this is to help me remember everything that you say today. Do you want to have a look at the Dictaphone and see how it works? Is it ok with you if I record our conversation?”*

#### **1.1 The Time Capsule**

At the start of the individual interview, the child is introduced to the concept of the time capsule.

*"As I said, we want to find out lots about what it is like for you right now, being 9 years old. We really want to come back to talk to you again when you are 13 years old to see how things have changed for you when you are four years older! Today you can create a time capsule and all the activities that you work on today will go into your own time capsule that we will keep. That way when you are 13, we can look back at your time capsule and find out what types of things have stayed the same for you and what may have changed. We will leave some time at the end of our chat today for you to decorate the time capsule whatever way you want. Is that ok?"*

The child is given a poster tube and asked to create a time capsule in which all the activities, drawings and exercises that are used during the interview could be stored and given to the researchers. Time is to be given to the child at the end of the interview to personalise and decorate the time capsule using markers, crayons and colouring pencils.

## **1.2 "My Passport"**

To break the ice between the child and the researcher, the child is asked to complete a blank passport card. The researcher explains the idea of creating "My Passport":

*"Here is a copy of a time travelling passport card for you to complete if you wish. There are spaces for you to fill in your name, age, and hometown and fill in the questions about things that you like. This is a Polaroid camera. If you like we can take a photo of you now that you can stick onto your passport!"*

On the passport card the child fills in his/her name, age, hometown and answers questions about the types of bands, singers, movies, food, colours and hobbies that they like along with the one thing they like the most and the one thing they hate the most. After the child is finished, the researcher asks the child to interpret what they have written. To build a relationship with the child, the researcher can complete a passport while the child is doing his/her own and share what they have written with the child.

## **2. Wellness, Health and Physical Development**

The researcher explains that he/she is going to ask the child some questions about keeping well.

### **2.1 Write / Draw Technique:**

The researcher invites the child to write or draw what keeps him/her well and unwell and time is provide for the child to interpret his/her drawings or written work. The researcher uses the child's art or written work as a prompt to explore the following questions:

- *What do you think keeps you well?*
- *What do you think can make you unwell?*
- *What does being healthy mean to you?*
- *What does being unhealthy mean to you?*
- *How healthy do you think you are?*
  - *Why do you think that?*
- *How do you take care of your health?*
  - *What types of things do you do?*
- *Have you ever been sick?*
  - *What was that like for you?*
  - *What happened?*
  - *Did you have to stay over in hospital?*
  - *What was that like?*
- *If you weren't feeling well what would you do?*
  - *Who could you talk to?*
- *When you hear the word "obese" what do you think this means? [If the child doesn't know the word ask when you think of "a boy or girl being heavy or overweight" what does this mean?]*
- *When you hear the word "thin" what do you think this means?*
  - *Can somebody be too thin?*
- *What do think about smoking and cigarettes?*
- *What do you think about alcohol?*
  - *How do you think you will feel about smoking and drinking when you are older?*
  - *Why do you think this might be / might not be different?*
- *What do you think about how you look?*
  - *Would you like to change anything about your appearance?*
  - *Why is that?*

- *What do you think about how tall you are?*
- *How important do you think looks are?*
- *Do you think your friends think looks are important?*
- *What might make a person think looks are important?*
- *How do you think your body will change by the time you are 13 years old?*

## **2.2 The Body Image Cards:**

The researcher shows the two body image cards to the child. One card shows seven pictures of a girl and the second card shows seven pictures of a boy. The researcher gives the following instructions:

*"Here I have some pictures of a boy and a girl and I want you to tell me which picture you think is the healthiest for a 9-year-old girl to look like and the healthiest for a 9-year-old boy to look like. So here are the pictures. There are 7 different girls.*

- *Which picture do you think looks the healthiest for a 9-year-old girl?*
  - *Why did you pick this one?*
- *Now which picture is the healthiest for a 9-year-old boy to look like?*
  - *Why did you pick this one?*

## **3 Child's functioning**

The researcher explains that he/she is going to ask the child some questions about themselves.

### **3.1 "My Hand"**

The researcher introduces the child to the "My Hand" worksheet. On the worksheet there is a blank space for the child to draw around his/her hand.

The researcher gives the following instruction:

*"Everybody's hand and finger prints are different, just like the way there are lots of different types of people with different personalities. Would you like to draw around your hand on this sheet and write down a word for each finger which you think describes who you are?"*

When the child is finished the researcher asks the child to interpret what words they have chosen. The researcher uses the "My Hand" worksheet as a prompt to explore the following questions:

- *Why did you choose this word? (Explore all 5 words)*
- *How do you feel about who you are?*
- *What words do you think your friends would use to describe you?*

### **3.2 "My Feelings" Photo Cards:**

The researcher introduces the child to the "My Feelings" photo cards. The researcher gives the following instruction:

*"Here are some photographs. Can you have a look at each picture and tell me what way you think the girl / boy is feeling in each picture? There is space for you to write down what you think on each picture."*

Using those feelings identified by the child for each picture, the researcher asks the child to complete the following stem sentences: For example

- *[Sad] is when.....*
- *[Happy] is when.....*
- *[Angry] is when.....*
- *[Worried] is when.....*
- *[Stressed] is when.....*

The researcher uses the photographs as a visual prompt to explore the following questions:

- *Have you ever felt any of these feelings?*
- *What happened?*
- *What do you think might cause you to feel (any of the feelings)? What kinds of things might make you feel (any of the feelings)*
- *Did you have any different sensations or feelings in your head or in your tummy, like the butterflies? What was that like?*
- *Sometimes kids can bite their nails, or twist their hair, or suck their thumb. How do you act when you feel...?*
- *If you are feeling like that, what would you do?*
- *Who can you talk to when you feel.....*
- *What types of things can help you when you are feeling like that?*

- *If your friend was feeling that way, what would you do?*

### **3.3 "The Life Ladder"**

The researcher explains the concept of the life ladder to the child and gives him/her a copy of the worksheet.

*"Here is a picture of a ladder. The top of the ladder, number 10, is the best possible life for you, and the bottom, 0, is the worst possible life for you. Can you use this sticker and place it on a rung on the ladder that you feel best describes how life is for you right now at 9 years of age?"*

The researcher uses the ladder as a visual prompt to explore the following questions:

- *Why did you place the sticker here?*
- *Is there anything you would like to change about how things are now?*
- *Is school a good place to be?*
- *Why is that?*

### **3.4 Write / Draw Technique:**

The researcher invites the child to write or draw his/her hopes and fears for the future on a wishes/fears list. The researcher asks the child to interpret what he/she has drawn or written.

- *What are your hopes and dreams for the future?*
- *Do you have any fears or worries about the future?*

## **4 Child's Relationships**

The researcher explains that he/she is going to ask the child some questions about what he/she likes to do for fun and some questions about his/her friends.

### **4.1 "My Activities Calendar"**

The researcher explains the "My Activities Calendar" worksheet. The researcher invites the child to complete the calendar.



*“This calendar shows all the days in a week. Can you have a think about what types of activities you do each day, like when you play at home or with your friends, what hobbies you do etc. If you want you can write each activity on one of these stickers and put it up on each day that you would normally do these things?”*

The researcher uses “My Activities Calendar” as a prompt to explore the following questions with the child:

- *What do you like to do for fun?*
  - *Who do you do this with?*
  - *Do you go to a class for this or do it in your own time?*
  - *What other hobbies do you have?*
  - *How did you pick to get involved those activities?*
  - *Whose idea was it for you to get involved in that?*
  - *When do you get to do this?*
  - *How often?*
  - *Who do you do this with?*
- *Do any grown-ups do any of these things with you?*
  - *Is there a coach?*
  - *How do you get on with the coach?*
  - *What do you think of them?*
- *Tell me a little bit about your friends?*
  - *Who are your friends?*
  - *Do you have a best friend?*
  - *Why do you think you are best friends with them?*
  - *What do you like most about them?*
  - *How do you get along with your other friends?*
  - *What types of things do you like to do together?*
  - *How far away do you live from your friends?*
  - *How do you keep in touch with your friends?*
  - *If you wanted to go out and play or meet up with one of your friends how would you let them know?*
  - *When do you get to spend time with your friends?*
  - *Where do you meet up?*
  - *How do you get there?*
  - *Can you remember what you did last week with your friends?*
  - *Who did you meet?*
  - *What did you do?*

- *Some adults talk a lot about bullying being a problem for children. Do you think bullying is a problem for children?*
  - *What are the different ways that children can bully other children?*
  - *Have you ever experienced any difficulties with your friends or classmates?*
  - *What happened?*
  - *What did you do?*

## **5 Growing Up**

The researcher explains that he/she is going to ask the child some questions about growing up.

### **5.1 Short Story or Picture “When I am 13 years old”**

The researcher explains the concept of the short story or picture “When I am 13 years old”. The researcher invites the child to write a short story or draw a picture of what being 13 years old will be like.

*“Would you like to write a short story about what things will be like for you when you are 13 years old? If you prefer you can draw a picture? What might be different about school, home, and your friends when you are 13?”*

The researcher asks the child to interpret what he/she has written. The short story or the picture is then used to explore the following questions with the child:

- *What do you think it will be like to be 13 years old?*
  - *What do you think will be different for you or the same for you?*
  - *What do you think you will be interested in?*
  - *What you think you will look like?*
  - *How do you think you will feel?*
  - *What do you think you will be doing?*
  - *What do you think it might be like to be a teenager?*
  - *What do you think teenagers do?*
  - *Do you think you might have any pressures or worries as a teenager?*

## **6. Family**

The researcher explains that he/she is going to ask the child some questions about his/her family.

### **6.1 Family Drawings or “My Family” Worksheet**

The researcher invites the child to draw a picture or write down each member of his/her family a sticker on the “Who is in My Family” worksheet.

*“Would you like to draw a picture or write down who is in your family?”*

The researcher asks the child to interpret his/her drawings or written worksheet. The researcher then uses the drawings or the worksheet as a prompt to explore the following questions:

- *Tell me about your family. Who lives at home with you?*
  - *How do you get on with [mum]?*
  - *What types of things do you do together?*
  - *How do you get on with [dad]?*
  - *What types of things do you do together?*
  - *How do you get on with your brothers and/or sisters?*
  - *What about your grandparents, aunts, uncles or cousins?*
  - *Do they live close by?*
  - *When do you get to see them?*
  - *How often is that?*
  - *How do you get on with them?*

### **6.2 “My Family and Me” Map**

The researcher introduces the child to the “My Family and Me” Map.

*“Now let’s look at this map. The circles that are nearer to your name are for the people in your family that are the most important to you or that you get on the best with. So your name is in the middle and then you have all these circles on the outside and what this is all about is trying to describe how close you are to everyone in your family and how you get on with them. I want you to think about who in your family you like to talk to and whom you could tell if you are worried. So the first circle, this green one, that is for people who you really like talking to who you get on well with, then the pink circle is for maybe anyone else in your family that you get on well with but maybe not as*

*well as the people in the green one and then this mustard circle is for people who aren't as close as the green people or the pink people. So do you understand?*

The researcher asks the child to interpret his/her map and then uses the map to explore the following questions:

- *So who did you put in each circle? Why is that?*
- *Who would you talk to about your day?*
  - *Who do you talk to if something good has happened?*
  - *Or if you were in trouble, who would you ask for help?*
- *How do you get to school?*
  - *Where do you go after school?*
  - *How do you get there?*
  - *Who is at home when you get here?*
  - *What do you think about that?*
  - *Would you like to change anything about that?*

## **7. Parenting**

The researcher explains that he/she is going to ask the child some questions about his/her parents. The researcher explores the following questions with the child:

- *What do you think is the job of a parent?*
  - *What is an ideal parent like?*
  - *What makes a bad parent?*
- *Do you have rules in your house?*
  - *What rules do you have?*
  - *Who sets the rules?*
  - *Do you get to have a say in the rules?*
  - *What things are you allowed to do / not allowed to do?*
  - *What would you like to be able to do?*
- *Why do you think your [parents] have rules?*
- *What happens if you break the rules?*
  - *What would your [Mum] do?*
  - *What would your [Dad] do?*
  - *What do you think about that?*
  - *What do you think works well with kids?*

### **7.1 "The Magic Wand"**

The researcher shows the child the magic wand prompt and asks the child to:

*“Imagine you are Harry Potter with special powers that can change things”.*

Using the magic wand as a visual prompt the researcher explores the following questions with the child:

- *Is there anything you would like to change about the rules?*
- *If you were a parent, what would you do differently*
- *What would you keep the same?*

## **8. Community, Neighbourhood and Sense of Citizenship**

The researcher explains that he/she is going to ask the child some questions about his/her community.

### **8.1 Write / Draw Technique**

The researcher invites the child to write down or draw a picture of the things the child both likes and dislikes in their neighbourhood. The researcher asks the child to interpret what he/she has drawn or written. The researcher uses what the child has written or drawn to explore the following questions with the child:

- *Tell me what it is like living around here?*
  - *What is good about your neighbourhood?*
  - *Where is your favourite place?*
  - *What do you not like about living around here?*
  - *What would you like to change?*

### **8.2 “Letter to the Minister” Worksheet**

The researcher shows the child the “Letter to the Minister” worksheet and the “Post Box”<sup>1</sup>. The researcher gives the following instructions:

*“If you want you can write down your ideas on this sheet called the Letter to the Minister for Children. Would you like to write a letter saying what things the Minister for Children should do for children in Ireland? We don’t know if he will read it personally, but we will be putting all the ideas that children give us together and sending the government a report on it”*

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<sup>1</sup> The “Post Box” is a cardboard posting box

*[If the child is not familiar with the Minister for Children ask: "if you were in charge of the country what would you do to make life better for children in Ireland?"]*

The researcher uses the "Letter to the Minister" worksheet to explore the following questions with the child:

- *What is missing in your neighbourhood for 9 year olds?*
- *If you were in charge of the country what would you do different for kids?*
  - *What would you change, or create for kids?*
- *What are the people like who live around here?*
  - *What are they like to you?*
  - *Why do you think that is?*
- *What do you think adults think of children?*
  - *Do you think adults listen to kids?*
  - *Do you think adults listen to you? Why is that?*
- *Are there things that children can do in the neighbourhood to help people?*
  - *What types of things do you do?*
  - *How do you help other people?*

## **9. Conclusion to Interview**

The researcher ensures that all materials are placed in the time capsule. The child is given time to decorate the time capsule.

The researcher winds down the interview with the following instructions:

*"Well, that is the end of all of my questions! Do you have questions for me? Is there anything else that you would like to say? Do you want to finish off decorating your time capsule! Thank you so much for taking part."*

**ENDS**

## The Time Capsule



# MY PASSPORT

My Name:

My Age:

My Hometown:



Photo

## IDENTITY INFORMATION:

A band or singer I like is: \_\_\_\_\_

A movie or TV show I like is: \_\_\_\_\_

Food I like : \_\_\_\_\_

The colour I like is: \_\_\_\_\_

One hobby I like is: \_\_\_\_\_

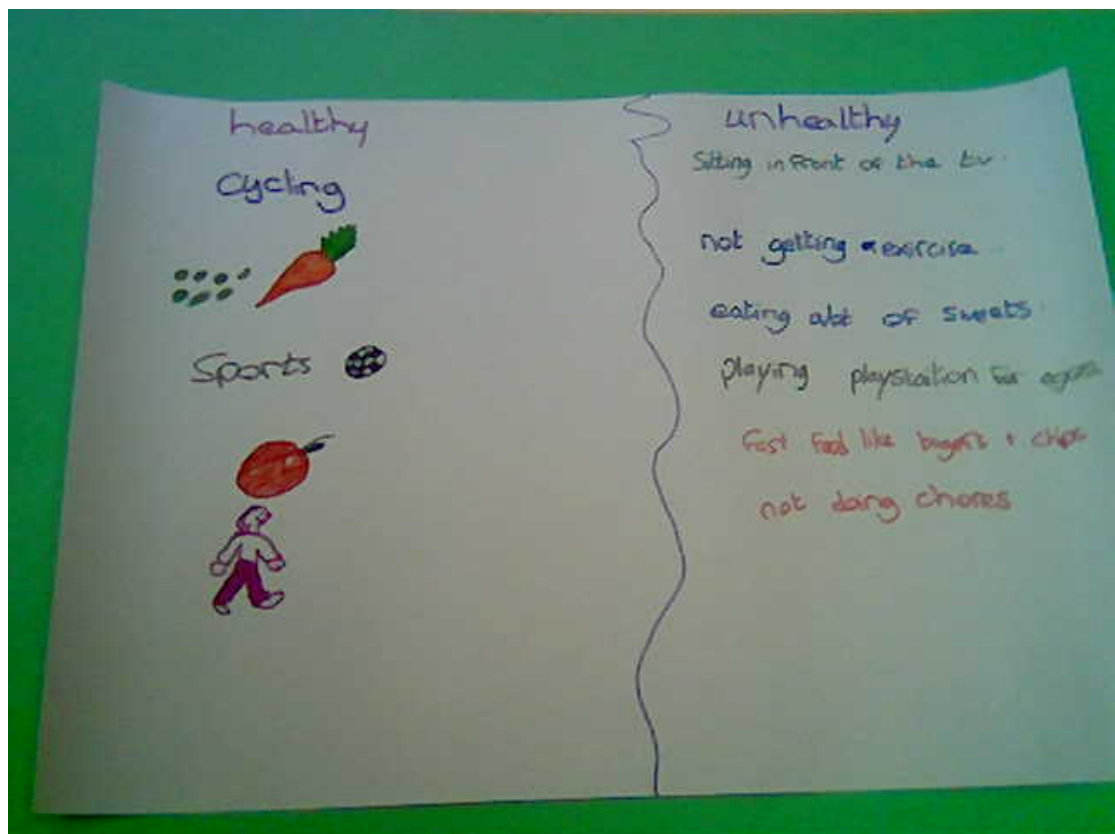
The 1 thing I like the most is: \_\_\_\_\_

The 1 thing I hate the most is: \_\_\_\_\_





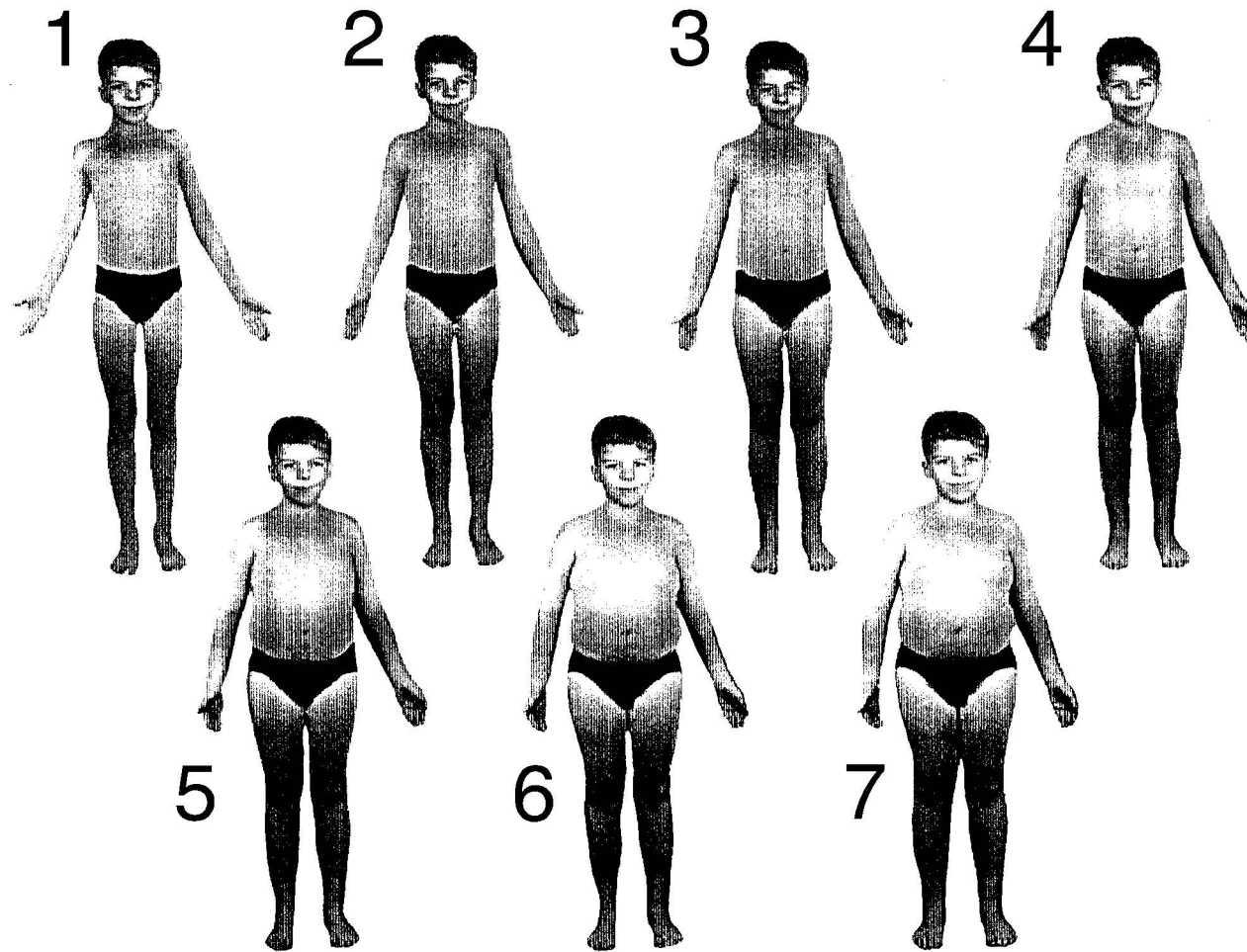
## Draw and Write Technique



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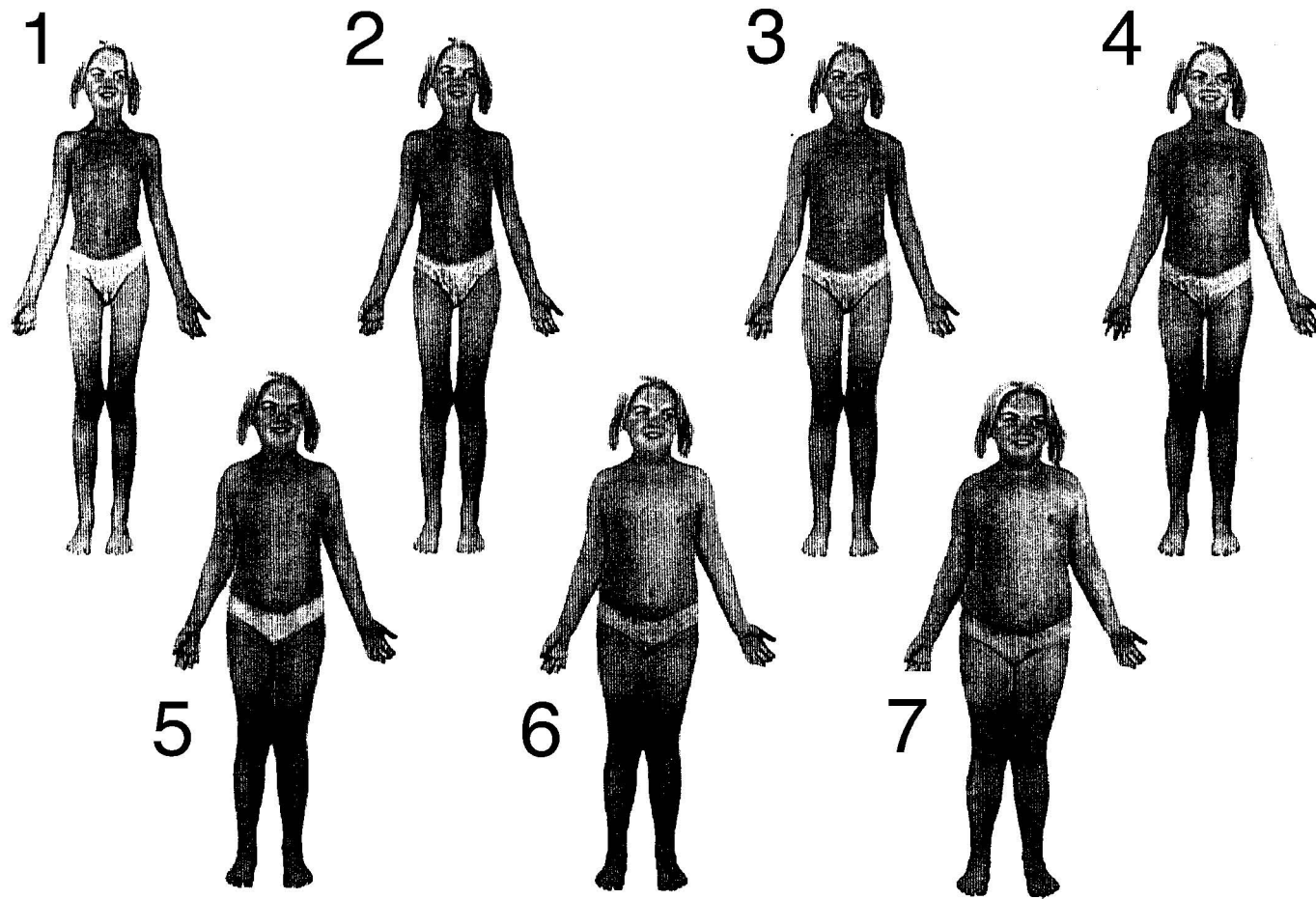
Figure 1. The Children's Body Image Scale (© 2001 | Helen Truby).



190 Helen Truby and Susan J. Paxton



Figure 1 (continued). The Children's Body Image Scale (© 2001 Helen Truby).



Children's Body Image Scale 191



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## My Hand

Draw around your hand in the space below. Please write one word above each of your fingers and thumb which you think best describes who you are!





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# Feeling Card 1



What way is the girl feeling? \_\_\_\_\_





## Feeling Card 2



What way is the girl feeling? \_\_\_\_\_





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# Feeling Card 3



What way is the girl feeling? \_\_\_\_\_





# Feeling Card 4



What way is the girl feeling? \_\_\_\_\_





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## Feeling Card 5



What way is the girl feeling? \_\_\_\_\_



# Feeling Card 1



What way is the boy feeling? \_\_\_\_\_





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## Feeling Card 2



What way is the boy feeling? \_\_\_\_\_



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## Feeling Card 3



What way is the boy feeling? \_\_\_\_\_





# Feeling Card 4



What way is the boy feeling? \_\_\_\_\_



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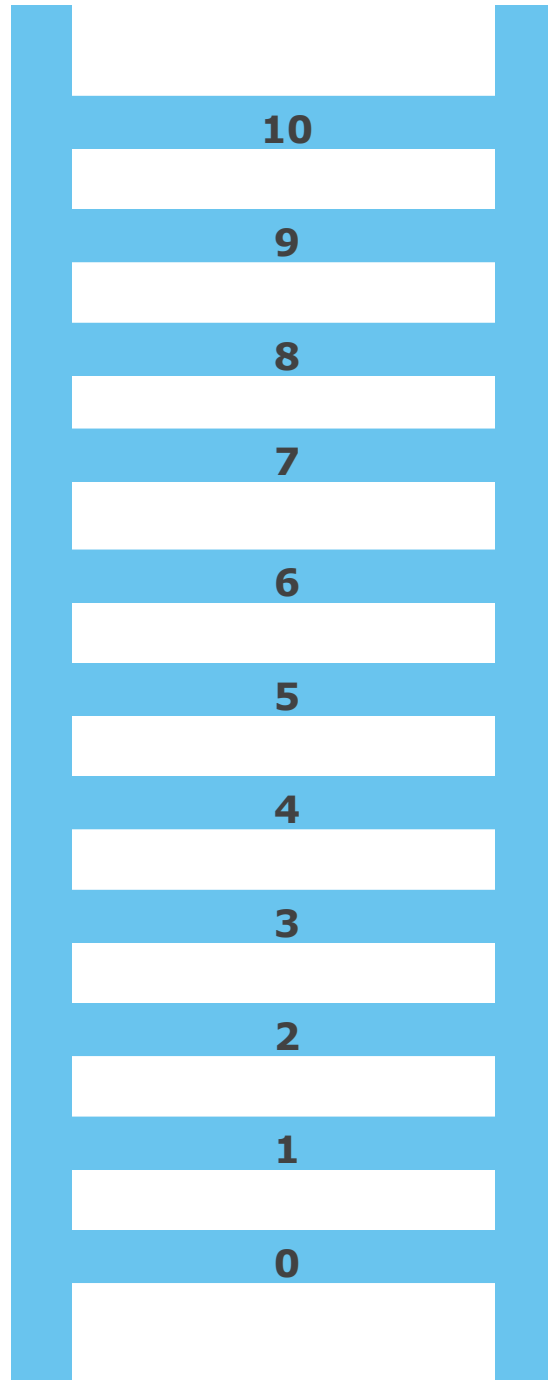
## Feeling Card 5



What way is the boy feeling? \_\_\_\_\_



# The Life Ladder



Respondent

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Researcher

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# Activities Calendar

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday





# Short Story

When I am 13 .....

What things will I be doing?

How will I be different?

What will it be like to be 13?

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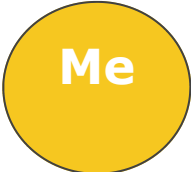
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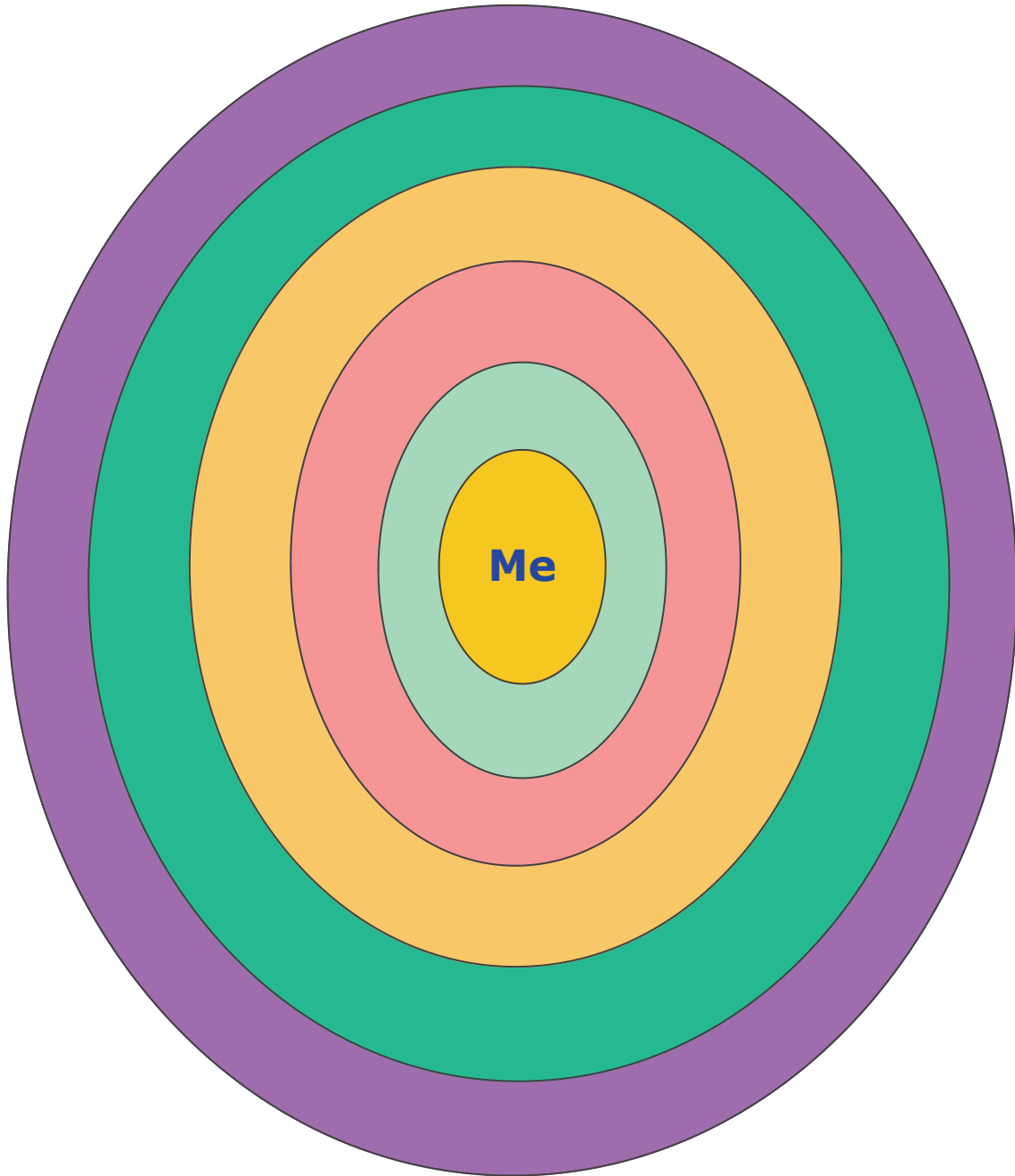
# Who is in my family



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# My Family & Me



# My Letter to the Minister for Children

Dear Minister,

These are things that I would like you to do to make life better for children in Ireland .

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## **Note to Parents**

The researchers require that an adult is present at all times during the child's interview.

Children can often look to their parents for approval and we have found that this can impact on their responses during the interview. For this reason we would kindly ask that you remain in the room but try to refrain from actively participating in the child's interview.

If at all possible, it might be best for you to sit behind the child to avoid maintaining eye contact.



### **Instructions for Using the Disposable Camera**

1. Turn the advance wheel until it stops
2. Use flash within 1 or 3 meters of subject
3. Press flash button until ready light is lit
4. Press shutter release (do not remove protective carton)
5. For continuous flash, lift up the flash switch. And push it down when not shooting
6. After the last picture turn the advance wheel until the "O" mark shows in the window

## **A copy of the interview schedule to be used during the semi-structured interview with both parents**

### **1. Introduction to the Interview**

The researcher outlines the structure of the interview with the parent(s) with the following introduction:

*"Today I want to find out lots about what it is like being the parent(s) of [child]! I have brought with me a copy of the photographs that you have taken. I would like to ask you some questions to find out more about the photographs. Then I would like to ask you some questions about [child], your relationship with [child], how you feel about being a parent, how you make decisions and your Concerns and Aspirations for [child] in the future. How does that sound?"*

The researcher explains the process of mandatory reporting and issues of confidentiality to the parent(s).

*"Everything that we talk about today is just between us. I will not show anyone any of photographs you have taken. The only people who will see them are the researchers working on the project back in my office. But if you did happen to tell me something or take a photograph of something that made me worried about [child], then I might have to pass on that information. Do you understand? Are you happy to start?"*

The researcher will show the parents the Dictaphone and ask the parent(s) permission to record the interview.

*"This is a tape recorder. The reason for this is to help me remember everything that you say today. Is it ok with you if I record our conversation?"*

## **2. Interpreting the Photographs**

The researcher shows the parent(s) the two sets of photographs and explains that they would like the parent(s) to talk the researcher through each photograph

*"I have brought with me two copies of the photographs that you and [child] took. One copy is for you both to keep and the other copy is for us to look through now. Is that ok?"*

The researcher asks the parent(s) to explain what each photo represents and why they chose to take this picture. The interviewer asks the following:

- *Can you tell me why you chose the photo(s)?*
- *Would you like to write a brief caption or comment on this label about what this photograph represents?*

## **3. Perception of Child**

The researcher explains that they are going to ask the parent(s) some questions now about the child.

- *Tell me about [child].*
- *What type of child is [he/she]?*
- *What words would you use to describe [child]?*
- *What activities does [child] like to do?*
- *Does raising [child] differ from raising your other children?*

## **4. Parent / Child Relationship**

The researcher explains that they are now going to ask the parent(s) some questions now about how they get along with [child].

- *Tell me about your relationship with [child]?*
  - *What words would you use to describe your relationship with [child]?*
  - *How do you think you and [child] get along?*
- *Do you and [child] get to do things together?*
  - *What kind of things do you and [child] like to do together?*
  - *When would you get to do that?*
  - *How often do you get to do this together?*
  - *What might stop you from getting to do this together?*



## **5. Perception of being a Parent**

The researcher explains that they are now going to ask the parent(s) some questions about being a parent.

- *Tell me what it is like being a parent today in 2007?*
- *How do you find being a parent?*
- *What do you think are the good things about being a parent?*
- *What do you think are the difficult things about being a parent?*
- *What difficulties have you encountered?*
- *What about being a parent might cause you worry or stress?*
- *What do you do when this happens?*
- *What things do you do to help you cope with this?*
- *How do you think this can impact on [child]?*
- *How do you make time for yourself?*

## **6. Decision-Making**

The researcher explains that they are now going to ask the parent(s) some questions about making decisions.

- *How are decisions made within the family?*
- *Does [child] get to have a say?*
- *How would [child] get to have a say?*

## **7. Future Concerns and Aspirations**

The researcher explains that they are now going to ask the parent(s) some questions about their concerns and aspirations for the child.

- *What are your concerns for the future regarding [child]?*
- *What pressures does this put on the family?*
- *What goals do you have for [child]?*
- *Do you think [child] will have the opportunity to do this?*
- *What do you think needs to happen for [child] to get to do this?*

## **8. Concluding the Interview**

The researcher winds down the interview with the parent(s).

*“Well that is all of my questions. Would you like to add anything else? Have you any questions for me? Thank you so much for taking part today!”*

**ENDS**



## Growing Up in Ireland Qualitative Study

## Information for Parents / Guardians

In recent months you and your child were one of 8,000 families who took part in the **Growing Up in Ireland** study. From everyone here at the **Growing Up in Ireland** team, we would like to say a big thank-you for your support and participation.

The team is now carrying out a much smaller and more in-depth study known as a 'qualitative study'. We are inviting 120 families from the original 8,000 families to take part in this study and your family has been one of those chosen.

### **What is the qualitative study?**

The main **Growing Up in Ireland** study involved 8,000 families and aims to put together a broad picture of children in Ireland and their development. You will remember that taking part mostly involved ticking boxes on a questionnaire.

The qualitative study is a much smaller study with just 120 families. It aims to complement the main study by gathering more detailed information on the everyday lives of children and their parents as told in their own words.

### **How was my child selected for the pilot qualitative study?**

We have selected 120 families from the original 8,000 families that have taken part in the main study.

### **What happens if I take part in the pilot qualitative study?**

If you and your child agree to take part, a specially trained Study Researcher will arrange another visit to your home at a time which is convenient to your family. During the visit the Researcher will interview you and your partner (if relevant) and carryout a separate interview with your child.

### **What kinds of things will my family be asked to talk about?**

**You and your partner** (if relevant) will be asked to talk about your everyday lives including: the types of things you and your child do together; how you find being a parent and your hopes and concerns for your child in the future. The interview will last about 30 minutes.

Before the interview your family will be given a disposable camera and you will have the opportunity to take some photographs of your family to talk about with the Researcher.

**Your child** will be asked about things such as their hopes and dreams, their family life and friendships and their community and neighbours. This interview will last approximately an hour.

To make the experience more enjoyable for your child they will be asked to draw some pictures, fill out some worksheets and charts and complete some written work such as a letter.



Growing Up in Ireland  
- The National Longitudinal Study of Children  
in Ireland

Technical Report on the 9-Year Cohort  
Qualitative Data

Appendix 2:  
Researcher Fieldwork Manual

November 2009





**Growing Up in Ireland**

**The National Longitudinal Study of Children in Ireland**

**The Qualitative Study with the 9-year old cohort**

**Researcher Fieldwork Manual**

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# 1. Introduction to *Growing Up in Ireland*

## 1.1 Background and Objectives

As the name suggests, *Growing Up in Ireland – the National Longitudinal Study of Children* is a major study of children in Ireland. It will attempt to describe what it means to be a child in Ireland today and to understand the factors associated with children's wellbeing. The *Growing Up in Ireland* study is part of a major national plan for children published in 2000 known as The Children's Strategy. By gathering comprehensive data on childhood development the study will allow researchers to provide the sort of statistical information necessary to allow government to develop policy on the basis of hard scientific fact – not speculation or opinions.

The purpose of *Growing Up in Ireland* can be summarised as follows:

- To **describe the lives of children in Ireland** and identify the key factors that play a role in children's development

The main objective of the study is to understand and describe the life of the 'typical' Irish child. It is not just a study of problems facing children, or of problem children.

- To **identify the key factors that help or hinder a child's development**

Although the main objective of the study lies in understanding normal childhood in Ireland, it is also important to identify the factors that give rise to atypical or problematic development. These disadvantages may be related to social class, education, income, family circumstances, and/or health etc., and can be especially problematic if they persist over time. Identifying the complex and various factors that give rise to different outcomes for children will enable the researchers to advise policy makers in targeting required services more accurately at those children and families most in need.

- To **assess how children develop over time** and to examine the progress and wellbeing of children at critical periods from birth to adulthood

The *Growing Up in Ireland* study will interview the same group of children over time. They and their families will be interviewed during the next few months and again in a few years time. By returning to the same group of children like this at more than one point in time means that the children's progress can be monitored – especially during critical periods of their lives such as the transition from primary school to secondary school for example. This longitudinal study design will be described in more detail in Section 1.3.

- To **establish the effects of early and middle childhood experiences** on later life

Childhood experiences are clearly very important and have been shown to have lasting effects, even well into adulthood. The ***Growing Up in Ireland*** study will attempt to measure how some of these experiences – such as relationships with parents, experience of school and school performance, parental relationships, health of the child and parent, family employment and income etc. - impact on the child, either positively or negatively, now and in later life.

- To **obtain children's views and opinions** on their lives

***Growing Up in Ireland*** is a study of children, for children and with children. The information collected will not simply arise from the perspective of either the researchers or the adults (parents and guardians) who look after children. The views of the children themselves are critically important, and every effort will be made to ensure that their voices are incorporated into the study, as it is their views, experiences and lives that are important to the study.

In short, the ***Growing Up in Ireland*** study will attempt to understand more about children and how they develop over time. The purpose of collecting this amount of information is principally to enable the researchers to assist the government in developing the necessary policies that will help children and their families in Ireland over the coming years.

To carry out ***Growing Up in Ireland*** requires large-scale statistical surveys of children and their families. These statistical surveys will also be complemented with in-depth qualitative studies with a smaller number of children and their families.

The project will also cover two groups of children. These will be a **9-month-old cohort**, or group, and a **9-year-old cohort**. Both samples will be interviewed twice over the course of the project. The parents will be interviewed when the infants are 9 months of age and again when they are 36 months. The 9-year-old cohort will be interviewed at 9 years and again at 13 years of age. Interviewing the same set of children and their families at two points in time will enable researchers to make very strong statements about the way in which the children are developing and changing over time. This is the longitudinal aspect of the study referred to above, and is discussed in the next section.

This instruction manual deals only with the **qualitative component** for 9-year-old cohort of children. Infants will not be referred to here. Throughout this document the term **Study Child** is used. This refers to the 9-year-old child who is at the centre of the study. It is the Study Child and his/her parents who are interviewed.

## **1.2 What is a Longitudinal Study?**

The ***Growing Up in Ireland*** study is what is described as a longitudinal study. This means that a sample of 8,000 9-year-old Study Children and their families are interviewed in the initial quantitative phase of the project. The same group of children and their families will then be interviewed again in 4 years time, when the children are 13 years old. For the qualitative component we will interview 120 9-year old children and their families and then again in 4 years time.

Often in surveys, a representative sample of children is interviewed in the first round or first phase of the survey and in the second phase a different sample of people is interviewed. Using that approach, overall changes for the whole sample



(at the **group level**) can be ascertained for that period of time covered by the study. Using a longitudinal study design however allows investigation of these changes across time at the **individual level**. This is most important when trying to isolate the different factors that lead to say, two sets of outwardly similar families/children having very different outcomes. Again, this is a very important aspect of the ***Growing Up in Ireland*** study and greatly enhances the research team's ability to advise policy-makers in devising supports for children and their families.

A longitudinal approach to such a large-scale survey of children is unique in Ireland. Other developed countries in Europe, as well as North America, Australia and New Zealand for example, have had longitudinal child cohort studies running for many years. In Britain a longitudinal study of children born in 1946 has been underway for over 60 years. The information arising from these studies has provided invaluable information to policy-makers in those countries.

### **1.3 Confidentiality and Garda Vetting**

***Growing Up in Ireland*** is being carried out with the full support of the CSO and operates under the same legislation, i.e. the Statistics Act (1993). This is the same legislation that is used, for example, to carry out the Census of Population.

All researchers working on the project have been asked to sign a form for the CSO appointing them 'Officers of Statistics' for the purposes of this project. This means that all researchers working on the project are bound by a confidentiality agreement – in the same way they would be if they were carrying out the Census of Population. **The researcher (or any member of the research team working on the project) may not disclose any information which he/she records in respect of a family or child to any unauthorised person, for any purpose, and may disclose information to authorised persons only in regard to the legitimate purposes of the *Growing Up in Ireland* study itself.**

In addition to being appointed Officers of Statistics for the purposes of the project, all researchers have been **security vetted by An Garda Síochána**. Researchers were asked to sign a form that was sent to the Gardai for this purpose.

### **1.4 Child Protection Guidelines**

Child protection and safety is paramount when interviewing children. All researchers participating in the study will have been thoroughly vetted by the Garda Central Vetting Unit (GCVU). The researcher is obliged to ensure that the child is protected and respected at all stages of the interview.

**During contact time with children, i.e. during the interview, a parent, guardian or another adult should be present at all times. To safeguard both the child and the researcher, under no circumstances is the interviewer to be left alone in the house with the child. The most important point in this regard is that the researcher should not have contact with the Study Child or any other child in the household without another adult member of the household being present.**

If a parent or guardian at any time asks the researcher to sit with the child while they leave the house for any reason, they should decline and rearrange the interview at a more convenient time. This may seem a rather harsh response to a request from a parent to mind a child, particularly if they have just given a substantial amount of their time to complete the interview. Nonetheless this is what must be done - even if it jeopardises the interview with that family. On balance, it is felt that a family will respect the researcher for ensuring that these practices are implemented, as they will help to ensure the safety of the child.

Issues around confidentiality and disclosure must be explained to the child at the beginning of the children's interview.

### 1.5 Sponsors of the Study

*Growing Up in Ireland* has been commissioned by the Government and is supported by a large number of departments and other bodies as follows:

- The Department of Health and Children
- The Office of the Minister for Children
- The Department of Social and Family Affairs
- The Central Statistics Office
- The Department of Education and Science

The number of departments backing the project is a measure of the importance assigned to it by government. The results of the study will be used for many years to come in developing policy for children and their families. All the government departments that deal with child and family issues are involved in the project.

### 1.6 The Study Team

*Growing Up in Ireland* is being undertaken on a joint collaborative basis by the **Economic and Social Research Institute (ESRI)**, the prime contractor for the study, and the **Children's Research Centre (CRC)** at **Trinity College Dublin**. The Children's Research Centre is the country's leading research centre on children and childhood issues and has a notable international reputation in this field.

A team of approximately 14 people is working on the project, based between the ESRI and the CRC at Trinity. There is also collaboration with many other researchers both from other institutions in Ireland as well as organisations from further afield such as Stockholm and London, and there are close links with institutions in Australia, Canada and New Zealand.

The Principal Investigator and one of the co-directors of the Study is James Williams from the ESRI. He was in charge of the ESRI's Survey Division for 10 years before taking up this position. The other co-director of the project is Professor Sheila Greene who is currently the Director of the Children's Research Centre at Trinity College. Sheila is a psychologist specialising in child development.

The full management group for the project is as follows:

- Professor James Williams, Principal Investigator and co-director of the project (ESRI)

- Professor Sheila Greene, co-director of the project (Professor of Childhood Research and Director of the Children's Research Centre (TCD))
- Professor Richard Layte, Sociologist and Research Professor (ESRI)
- Professor Tom O'Dowd, Professor of General Practice and Primary Care (TCD)
- Professor Chris Whelan, Sociologist and Research Professor (ESRI)
- Dr. Helen Russell (ESRI)

The personnel involved in the project have a wide range of qualifications and expertise, reflecting the importance of this study as the largest and most ambitious of its kind ever to have been undertaken in Ireland.

## **2. Brief Overview of the Main Quantitative Study**

The first data collection wave of main quantitative study with the 9-year old cohort is near completion. For the quantitative study we recruited 8,000 9-year old children and their families through the schools in Ireland. The fieldwork comprised of a school component and a household component.

During the school component the children were given tests, known as the Drumcondra reading and maths tests, to assess their academic abilities. As well as these, they also completed a short questionnaire known as the Piers-Harris asking some questions on their feelings about themselves. The child's principal also completed a questionnaire about the school and the resources available to it, and the child's teacher completed both a general questionnaire about the school and him/herself, as well as a questionnaire in respect of each of their pupils participating in the study. Included in the latter were questions on the child's academic abilities, their personal characteristics and how well they get on with others in the class etc.

The home-based component involved administering a computer aided personal interview (CAPI) to the child's primary care-giver, their partner living in the household and the child themselves and his or her twin if applicable. Each respondent also completed a supplementary self-complete questionnaire which contained more sensitive information. A one-day time-use diary was left in the home to be completed by the mother in conjunction with the child. Where appropriate, we tried to obtain contact details for the non-resident parent of the 9-year-old child to whom a postal questionnaire could be issued. Again, where appropriate, we tried to obtain contact details of any regular carer of the child (providing 8 or more hours care on a regular basis) to whom a postal questionnaire could be issued.

## **3. An Overview of the Qualitative Study**

The qualitative study with the 9-year-old cohort will complement the main quantitative study through further exploration, in a very participant-centred way, of topics that are important to both children and parents. We will explore similar domains to those included in the main study: Health and Physical Development; Child Functioning and Relationships; Growing Up; Family and Parenting; Community, Neighbourhood and Sense of Citizenship.

One hundred and twenty families from the 9-year cohort will participate in the qualitative study. This is a small sample in terms of a quantitative study, but quite substantial by the standards of most qualitative studies. The sample

selected will be drawn from the 8,000 respondents forming the 9-year-old cohort and will be selected with reference to the characteristics of the achieved sample for the main study. The sample will be purposive and stratified according to socio-economic status, gender, urban/rural location and family type. The findings from the qualitative data for the 9-year-old cohort will be integrated with the quantitative findings to enhance the potential for us to provide an in-depth account of children's lives in Ireland.

### **3.1 The Child's Interview**

A semi-structured interview is conducted with the study child. Each interview is digitally recorded. The child's interview follows an interview schedule based on six key themes:

1. Wellness, Health and Physical Development
2. Child's Functioning
3. Peer Relationships
4. Growing Up
5. Family Relationships & Parenting
6. Community, Neighbourhood and Sense of Citizenship

The child's interview also includes activities such as drawings, completing short essays, letters, worksheets and charts. The following worksheets and prompts are used in the interview.

1. "My Time Capsule"
2. "My Passport" Worksheet
3. Body Image Cards
4. "My Hand" Worksheet
5. "My Feelings" Photo Cards
6. "The Life Ladder" Worksheet
7. Wishes & Fears List
8. "My Activities" Calendar"
9. "When I am 13 years old" Short Story
10. "My Family" Worksheet
11. "My Family and Me" Map
12. "Magic Wand" Visual Prompt Card
13. "Letter to the Minister" Worksheet

The length of time to administer the child's interview ranges from approximately 45 minutes to 100 minutes. The length of each interview is dependent on a number of factors including the child's own temperament (i.e. whether the child is shy, confident and talkative) and their interest in drawing their responses. Where children are shy and less verbal, the length of the interview is generally shorter (i.e. 45-60mins). In some cases children are very interested in drawing and pay great detail to their pictures, this can add to the length of some parts of the interview.

### **3.2 The Parents Interview**

Following the child's interview, a semi-structured interview is conducted with the parent(s). The parents' interview will take approximately 30 minutes. In the case of two parent families, both parents are invited to be interviewed together. Where possible, researchers should be flexible when making appointments to encourage the participation of both parents.

The parents and the study child are invited to participate in an activity using photographs as a visual prompt during the semi structured interview with the parents. A disposable camera is issued to each family a couple of weeks prior to the interview taking place and a date for return or collection is issued. Once the camera is returned the researchers will organise for the film to be processed and arrange the interview date with the family.

The parents are invited to involve the study child and use the camera to take a number of photographs that they felt would tell the researcher something about the relationship between parent and child. The following guidelines are offered:

- Everyday and / or special activities that parent and child do together
- Any barriers preventing parent and child from doing things together (e.g. time, money, work, traffic)
- Places and spaces that are important to parent and child in their relationship e.g. within the home, community, surrounding area
- Future hopes and aspirations (e.g.: education, work, health)

At the beginning of the parents' interview, the researcher will ask each parent to interpret what each photograph represents. The researcher then labels each photograph. On average it will take five minutes to interpret and label the photographs. This component of the interview can work well as an ice breaker and help to relax the parents.

The parent's interview follows an interview schedule exploring five key themes:

1. Perception of the Child
2. Parent & Child Relationship
3. Perception of being a parent
4. Decision-Making
5. Future Concerns and Aspirations

The methods for data collection are discussed fully in section 6.

## **4. General Field Procedures**

### **4.1. Accessing Respondents:**

#### **Step 1: Initial Contact**

A separate Work Assignment Sheet is given to the researcher in respect of each family. The sheet will contain the numeric code assigned to each family, the study child's name, the parent's names, address and telephone number. The research will send an introductory letter, information leaflet and consent form to each family invited to participate in the qualitative study<sup>1</sup>. The researchers will make a follow up telephone call to each family to check that they have received this information, clarify any questions on the project and ask respondents to return the completed consent forms.

#### **Step 2: Photo Journal Guidelines & Camera**

Once consent has been received, the researcher will arrange to send the disposable camera and guidelines for the photo journal to the parents. A date for return of the camera and a SAE will be included. It is important that the researcher maintains close contact with the family regarding the camera to avoid delays to fieldwork.

#### **Step 3: Scheduling Date for Interview**

Once the camera is received back it will be sent for processing and the researcher will schedule a suitable date and time with the respondent to conduct the interview with the child and the parents in the family home. The researcher will be flexible with appointments to try and accommodate the availability of both parents.

#### **Step 4: Special Supports or Participants Needs**

The researcher will check with the family prior to the interview if either the parent or child has any particular requirements to participate in the interview (e.g. learning, language, accessibility supports). The researcher will have some background information from the quantitative study, but it is still important to double check with the family before going out to the home.

### **4.2 Conducting Fieldwork**

#### **Step 1: Keep a Diary of Appointments**

Each researcher has been assigned approximately 30 families each to interview. The scheduled dates for each interview will be recorded. It is important to arrive at the interview on time. If an interview needs to be rescheduled or the researcher is delayed please contact the family by phone. An up to date diary of records is crucial during fieldwork. This enables researchers to keep a track of the contact they have made with households, and any appointments they have committed to. Failure to keep accurate records may result in missed appointments, causing aggravation to respondents, thereby impacting on response rates. During fieldwork, researchers should be aware of what calls and interviews are outstanding to enable them to plan ahead. Also be aware of distance and timing, especially when visiting an unfamiliar area. Reschedule cancelled or postponed appointments as soon as possible, and clearly mark off tasks that have already been completed.

#### **Step 2: Interview Preparation**

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<sup>1</sup> See Appendix R-V

The researcher will familiarise themselves with the interview schedule and protocols before commencing the interview. It is important that the researcher is aware of the sequence of sections and questions arising during the interview. The researcher will bring the following to the interview:

- Two copies of the family photographs
- Blank Labels
- Two copies of the child's interview schedule
- Two copies of the parent's interview schedule
- Polaroid Camera
- Digital Dictaphone
- Art Box
- Poster Tube
- A copy of each worksheet for the child's interview:
  - a. my passport
  - b. who is in my family
  - c. male and female body image cards
  - d. male and female feeling cards
  - e. magic wand
  - f. my hand
  - g. life ladder
  - h. activities calendar
  - i. my family and me
  - j. when I am 13 yrs old
  - k. letter to the minister

### **Step 3: Preventing and Responding to Participant Distress**

The researcher is obliged to minimise the risk of harm or distress to anyone taking part in the qualitative study. The following is a set of guidelines for preventing and responding to participant distress.

- Invite parents to look at a blank copy of the child's interview schedule before the interview with the child commences.
- Explain to the parent that although they may be present in the room during the child's interview and overhear some of the child's responses, it is not possible for the parent to have access to the data generated by the child during the interview including: audio recordings, transcriptions, worksheets and drawings.
- The researcher must never be left alone with child. A trusted adult must be present at all times. This must be explained to the parent before the interview with the child.
- Explain the process of mandatory reporting to both the parent and the child using age appropriate language (i.e. *Adults*: All the information you and your child give to the researcher during the qualitative study will be treated in the strictest confidence except in circumstances where a child or vulnerable person is thought to be at risk).
- During the course of the interview, introduce each new section in the schedule and ask the participant if they are ready and comfortable to move onto answering questions about each section. Remind respondents that they have the right to refuse to answer any questions. Invite the respondents to ask questions during any stages of the interview process.
- Be aware of the impact that the researcher can have on the interview process. Respect participants' responses, remain non-judgemental, keep a neutral tone and use language that is age and developmentally appropriate.
- A respondent may show signs that a line of questioning is particularly sensitive to them. They may become quiet, shy, embarrassed or visibly upset. ***If a child is distressed***, ask the child how they feel about answering the questions and remind them that they do not have to answer

anything that they do not want to. If a child becomes upset, ask them if they would like to take a break and tell mum or dad about what has upset them. If after a short break the child does not want to continue, please terminate the interview. The researcher should talk to mum or dad and explain the reaction of the child during the interview. Please follow up with a phone call the next day to ask how the child is doing since the interview. If necessary, ask the parent if they would like contact details of relevant support services. ***If a parent is distressed*** ask the adult how they feel about answering the questions and remind them that they do not have to answer anything that they do not want to. If a parent becomes upset, ask them if they would like to take a break or end the interview. Ask the parent if they would like contact details of relevant support services. Please follow up with a phone call the next day to the parent to check how they are doing since the interview.

#### **Step 4: Helpline Numbers**

Some of the issues and personal experiences raised during the interview may be distressful for parents and children. No assumptions should be made by the researcher on any issues throughout the interview. A list of helpline numbers is provided for situations where a researcher feels it appropriate to offer help to a respondent. The researcher should not offer advice to respondents, no matter what the circumstances. The researcher can offer the list of helpline numbers to the person concerned<sup>2</sup>.

#### **4.3 Responding to a disclosure of a situation of risk**

Researchers are obliged to follow the process of mandatory reporting under *Children's First: National Guidelines for the Protection and Welfare of Children* from the Department of Health and Children.

##### **Step 1: Handling Disclosures**

The process of mandatory reporting must be explained to both the parent and the child at the outset of the interview. If during the course of the interview a child or an adult discloses something that you identify as a risk to the child you must respond to the participant in a non-judgemental or non-threatening manner, keeping your tone neutral and refrain from asking leading questions. Follow the procedures for responding to participant distress if appropriate.

##### **Step 2: Reporting Procedures**

Complete the incident report form upon leaving the family home<sup>3</sup>. Record all details regarding the disclosure using the unique numeric code – do not use identifying information on the incident report sheet. Please telephone the project Co-Directors, with details of the disclosure and send a copy of the incident report form. Use the project's emergency phone line if appropriate. Professor Greene will decide the appropriate course of action.

##### **Step 3: Emergency Procedures**

If you feel a child or vulnerable person is in an immediate risk situation, please telephone the local Gardai and the project's emergency phone line. Telephone the project Co-Directors during office hours and file an incident report form.

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<sup>2</sup> See Appendix Y

<sup>3</sup> See Appendix W



## 4.4 Interviewer Safety

### **Step 1: Inform your colleagues of your whereabouts**

Before conducting fieldwork, as a safety precaution please make sure that a colleague is aware of where you are conducting your fieldwork.

### **Step 2: Never be alone with the child**

During your contact time with the child in the family home another adult must be present at all times in the same room. This must be explained to the parent before the interview with the child. This is as much for your safety as for the safety of the child.

### **Step 3: Interview Termination**

If you feel uncomfortable, threatened or endangered in any interview situation, please terminate the interview. Use the project's emergency phone line if appropriate. Telephone the project Co-Directors during office hours and file an incident report form.

### **Step 4: Support for Researchers**

Individual support is available to researchers. If a researcher is upset or affected by anything that they see or hear during the course of your fieldwork they are invited to talk with either of the project Co-Directors. Independent telephone and face to face counselling support is also available for all TCD employees through PCC tel. 1800 409 476 or 0044 1865 397497

## 5. Post Interview Protocols

### **Step 1: Leaving the Interview**

Once the interview is completed the researcher must take all *Growing Up in Ireland* materials from the family home. The researcher will thank the family for their time and participation in the study and ask the parent to give the child the small gift as a token of appreciation.

### **Step2: Researchers Observations**

After each interview, the researcher (not in the respondent's home) will complete an observation sheet, based on observations made during the interview. These should be completed as soon as possible after the interview<sup>4</sup>.

### **Step 3: Post Interview Contact with Respondents**

Researchers should not initiate contact with either a child or a parent after the fieldwork has been conducted. The only time a researcher should contact the respondents post interview is to follow up if a child or a parent was distressed during the interview. In this case the researcher will follow up with a phone call the next day to ask how the child or parent is doing since the interview.

If a researcher is concerned about a particular respondent please raise your concerns with the project Co-Directors. Researchers should follow the procedures for reporting disclosures and should not follow up on incidents themselves. The project Co-Directors are responsible for deciding the appropriate course of action to be taken.

**If a respondent makes contact with the research post interview**, the researcher must document this contact using the incident report form and file with the project Co-Directors.

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<sup>4</sup> See Appendix X

## **5. Household Contact**

### **5.1 Contact with Children**

It is important that the researcher explain to the parents and the child what is required of them during each stage of the interview. It is important to stress to the children that the interview is not a test and there are no right or wrong answers. Children have a wide range of abilities and may be at different levels of reading, writing and understanding. Some children will require more help and assistance with questions than others. It is important that the interviewer accommodates the needs of each child and provides enough time and support for the individual child to complete the worksheets. It is important to be aware of the power imbalance that may exist between the child and the researcher. Children can feel a sense of obedience towards adults and can be inclined to provide answers that they think are expected or will please the interviewer. It can help the interviewer to try to see the interview process through the eyes of the child. It is helpful to try and gain the confidence of each child and develop a rapport with them before commencing the formal interview process. Chatting with the child for a few minutes before the interview can help to break the ice.

### **5.2 Contact with Adults**

The researcher will explain to the child's parents at the outset of the interview that an adult should be in the room at all times. The presence of another adult can have an impact on the child's responses. Children will often look to their parents for approval. Children may also provide responses to get a reaction from their parents. Furthermore parents may try to encourage the child by prompting and suggesting responses.

It can be difficult to negotiate space to carry out the interview with the child in the presence of another adult without this adult actively participating in the child's interview. The physical space within which the interview takes place can have an impact on the interview. Where the room is quiet big, it may be easier for the researcher to interview the child with the adult present but occupied (e.g. cooking dinner, reading, tidying up) and not participating.

To reduce the potential impact on the interview, the researcher will present the adult with a card outlining the impact that their presence may have on the child's responses and requesting that they do not actively participate or assist with responses<sup>5</sup>. Where possible the researchers will encourage the parents to sit behind the child so as not to maintain eye contact.

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<sup>5</sup> See Appendix O

## **6. Data Collection**

In this section we consider the interview schedules and the protocols for use in the qualitative study. The qualitative research have been informed by a review of qualitative research nationally and internationally, consultation with an advisory panel of experts in qualitative research, the children's advisory form and pilot testing with ten children and their parents.

### **6.1 The Child's Interview**

The individual and diverse nature of children must be considered when designing methodological approaches for researching children's experiences. In developing these protocols, consideration has been given to developmental differences such as the child's age, levels of understanding, knowledge, cognitive and communicative abilities along with character traits such as personality, individual interests and cultural background. In selecting and identifying appropriate methodological approaches, we have focused on how well the methods fit the aims of the research. We have critically analysed methodologies in terms of their strengths and limitations in facilitating children to participate actively and to engage with them respectfully. The identification and selection of the proposed protocols to be used in the pilot qualitative research component with the 9 year old child has been informed by a review of qualitative research undertaken by the study team, suggestion and guidance from an advisory panel of experts working in the field of qualitative research and from the results of pre-pilot testing with family, friends and work colleagues.

#### **6.1.1 A Multi-Method Participatory Approach**

The qualitative research component with the 9 year old child will adopt a multi-method participatory approach. This approach has been informed by the review of qualitative research both nationally and internationally that has been undertaken by the study team. This review served to critically inform the study team around tried and tested methodological approaches. From the review, it became clear that there has been a shift in research approaches from methods which view children as objects of the research to methods which seek to engage children as active participants (O'Kane, 2000). The literature advocates a multi-method approach, using participatory techniques, which allows children to express themselves through a variety of means using alternative forms of communication (Barker & Weller, 2003; Darbyshire, MacDougall, & Schiller, 2005; Hill, Laybourn, & Borland, 1996). Participatory techniques facilitate the child in directing the discussion and influencing the content, tone and shape of the research encounter. By allowing the child to influence the research encounter, we can capture a range of children's perspectives and experiences that may not have otherwise been revealed (Darbyshire, MacDougall, & Schiller, 2005; O'Kane, 2000). We will adopt a multi-method participatory approach within the overall structure of a semi-structured interview with the child.

#### **6.1.2 The Semi-Structured Interview**

We will structure the qualitative work with the 9 year old child around a semi-structured individual interview. The interview with the child will be recorded with the consent of the child and their parents/guardians. The individual interview is a commonly used method of qualitative research, which has been applied in many qualitative studies to elicit children's view on a range of issues. The researchers will follow an interview schedule consisting of specific questions addressing the domains to be explored, with probing questions to be used where appropriate to explore responses more in-depth. The questions on the interview schedule have been informed by the advice and guidance of the qualitative research panel of experts. The logic of the order of themes has been considered with a view to

easing the child into the interview. Potentially sensitive areas are placed later in the interview when the child feels more relaxed and has become comfortable talking to the researcher (Smith & Dunworth, 2003). The topics to be covered by the interview schedule will map onto the domains of the quantitative study and include<sup>6</sup>:

1. Wellness, Health and Physical Development
2. Child's Functioning
3. Child's Relationships
4. Growing Up
5. Family & Parenting
6. Community, Neighbourhood and Sense of Citizenship

A balance between special measures which have been adapted to ensure age and developmental appropriateness and a straight forward interview has been used effectively in participatory studies with children (France, Bendelow, & Williams, 2000; Hill, Laybourn, & Borland, 1996; Kirova & Emme, 2006; Maunsell, 1997). Throughout our interview with the child, creative participatory methods will be offered to support the child in expressing their views on each of the topics through various means of communication which they may feel more comfortable with than talking. The use of non-verbal or partially verbal methods also breaks up the question and answer format and can inject more 'fun' into the interaction and maintain interest and attention more effectively. These techniques will include: draw and write techniques; worksheets and exercises; the use of visual and verbal prompts; essay and letter writing. Each of these tools is discussed in more detail throughout this section. These techniques will hopefully be enjoyable for the children, encouraging them to feel good about their involvement in the research.

### **6.1.3 Ice Breaker Activities**

The study team is cognisant of the fact that many children can be compliant, seeing adults as the experts and consequently may be inclined to provide answers that they think the researcher expects to hear (Hill, 1997; Mahon, Glendinning, Clark, & Craig, 1996; Mayall, 2000). A one to one situation with child and researcher can intensify this sense of adult authority. In order to limit the impact of a potential power imbalance, the study team proposes to employ a number of ice breaker techniques to endeavour to gain the trust and confidence of each child. Ice breaker or warm up exercises can be used at the start of the interview to help children relax and to try and develop a rapport with the interviewer. The significance of attempting to build a rapport before engaging with the child in the formal research process is fundamental to limiting the impact of the power imbalance and ensuring the child is relaxed and feels free to express his or her own views. The ice breaker techniques we will use are "My Time Capsule" and "My Passport", both of which are described below.

#### **6.1.3.1 "My Time Capsule"**

At the start of the individual interview, we will introduce the child to the concept of creating a time capsule. The child is given a poster tube and invited to create a time capsule in which all the activities, drawings and exercises that are used during the child's interview, will be placed by the child and given to the researcher<sup>7</sup>. The child will be encouraged to personalise their time capsule and time will be allotted to the child at the end of the interview to decorate the time capsules using markers, crayons and colouring pencils. The time capsule reflects the longitudinal nature of the study and the researchers envisage returning to the

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<sup>6</sup> See Appendix A

<sup>7</sup> See Appendix B

child at aged 13 years with their individual time capsule that they will have created at 9 years of age. The idea of the time capsule is adapted from Kuffner (2001) who suggests the creation of a time capsule as a fun activity suitable for children aged 6-10 years.

#### **6.1.3.2 “My Passport”**

Once the child has become familiar with the concept of the time capsule, they will then be presented with the opportunity to create their own time travelling passport. To break the ice between the child and the interviewer, the child is asked to complete a blank passport card<sup>8</sup>. On the passport card the child fills in their name, age, hometown and answers questions about the types of bands, singers, movies, food, colours and hobbies that they like, along with the one thing they like the most and the one thing they hate the most. The child is also invited to have their photograph taken by the researcher using an instant Polaroid camera. This photograph can then be stuck onto the passport card. After the child is finished completing their passport, the interviewer asks the child to interpret what they have written and this information is used to try to develop a rapport between the researcher and the child.

The idea of “My Passport” is generated from a fusion of tools used in two previous studies, one by Bonnell & Gauntlett (2004) and the second by Hill, Laybourn and Borland (1996). Bonnell and Gauntlett (2004), identifying the passport as one of the most recognisable and familiar documents, conducted an art and identity project with young people. The young people were given a blank passport template made up of eight-page A4-sized booklet designed to mimic the style of a passport. The young people were supplied with art materials and a Polaroid camera and asked to create a document recording aspects of themselves called “The Passport of Me” (Bonnell & Gauntlett, 2004). In the second study mentioned above, Hill, Laybourn and Borland (1996), used “about myself” worksheets at the start of their individual interviews with twenty eight primary school students in their study of children’s emotions and well-being. The purpose of the worksheets was to encourage the researchers to get to know the children in an approachable way by asking them to write some details about themselves for example their likes and dislikes concerning food and pop stars. We have endeavoured to capture the concept of these worksheets using the structure of a time travelling passport.

#### **6.1.4 Draw and Write Technique**

Many children are very familiar with drawings from both within the school and home environment. Drawing can be an empowering tool for children as they can create a drawing independent of the researcher and feel in control of the process. However, children can have varying degrees of artistic skill, and in turn may have different levels of confidence and interest in creating a drawing as part of the research process. Furthermore, for some older children; they may have outgrown their interest in drawing and may prefer writing. The Draw and Write technique involves inviting children to draw or write a response to a research question<sup>9</sup>. By offering a choice between writing and drawing, it is hoped to accommodate both children who enjoy drawing and also those who prefer writing. The Draw and Write technique has been used in various studies with primary school aged children and teenagers around various issues including health, social and geographical research (Barker & Weller, 2003; Gauntlett, 2004; Piko & Bak, 2006). This technique is useful to broach topics with children and can elicit meaningful responses from children provided the researcher allows room for the

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<sup>8</sup> See Appendix C

<sup>9</sup> See Appendix D

child to interpret their work and is skilled at delving below the surface of the issues raised (Backett-Milburn & McKie, 1999; Nevison, 2001).

We will employ the Draw and Write technique to explore various themes throughout the semi-structured interview with the child including the themes of wellness, health and physical development; child functioning; family and parenting; community, neighbourhood and sense of citizenship. The structure of the interview stresses the importance of allowing time for the children to interpret the meaning and context of their drawings or written work. This technique will be valuable in accessing the voice of the child facilitating the child in communicating their understanding of the creative work they have produced. Children, having invested a lot of time in their drawing, may be reluctant to allow the researcher take the drawing away, to overcome this potential problem a copy can be made by the researcher and the original can be returned to the child by post after the interview.

#### **6.1.4.1 Wellness, health and physical development**

Initially the children will be invited to use the Draw and Write technique to explore the theme of Wellness, Health and Physical development. Children's drawings have been used in health research to explore the experience of children with chronic and life threatening illnesses (Massimo & Zarri, 2006; Sartain, Clarke, & Heyman, 2000). For the purpose of our study, the researcher will invite the child to write or draw what keeps them well and unwell and time will be provided for the child to interpret their drawings or written work. The researcher will then use the child's art or written work to prompt further exploration of the relevant questions pertaining to this theme on the interview schedule.

#### **6.1.4.2 Child's functioning**

Further on in the interview schedule, the Draw and Write technique is again used under the domain of child's functioning to elicit the child's views around their hopes and fears for the future. The researcher invites the child to draw or write their hopes and fears for the future on a "wishes and fears" list. The researcher then asks the child to interpret what they have draw or written. This data is then used to yield further discussion into the child's concerns or hopes for the future. A similar technique, asking children to create a fantasy wish list has been used in a study of emotions and well-being in primary school aged children (Hill, Laybourn, & Borland, 1996).

#### **6.1.4.3 Family and Parenting**

To introduce the theme of family, the researcher will invite the child to draw a picture or write down on a worksheet who is in their family<sup>10</sup>. The researcher asks the child to interpret their drawings or written work and then uses the drawings or the worksheet as a visual prompt to explore the theme of family further with the child. Family drawings have been used in a psychological studies with children to examine their perceptions of family transition, relationships and emotional closeness (Dunn, 2004; Dunn, O'Connor, & Levy, 2002). If the child prefers to write down the names of their family members, rather than draw a picture, they can complete the worksheet entitled "Who is in my family". Our worksheet has been adapted from the family links worksheet used by Sturgess, Dunn and Davies (2001) to elicit young people's perception of their relationships with family and friends. The family links sheet developed by Sturgess et al. was subsequently adapted for use in an Irish study investigating children's experiences of parental separation (Hogan, Halpenny, & Greene, 2002).

#### **6.1.4.4 Community, neighbourhood and sense of citizenship**

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<sup>10</sup> See Appendix E

Draw and write techniques have been used by researchers to explore children's perceptions of their local environment (Darbyshire, MacDougall, & Schiller, 2005; Fajerman, Treseder, & Connor, 2004). To explore the domain of community, neighbourhood and sense of citizenship, the interviewer invites the child to draw a picture or write down what the child likes and dislikes in their neighbourhood. The researcher asks the child to interpret what they have drawn or written. The researcher then uses the drawings or written work as a visual prompt to delve more deeply into the theme of community and neighbourhood.

#### **6.1.5 Visual Prompts**

Visual prompts can be used to generate interest, involvement and engage the child in discussions. We propose to enlist visual prompts such as pictures and photographs to aid the exploration of the following themes: wellness, health and physical development; child's functioning; and family and parenting.

##### **6.1.5.1 Body Image Cards**

Pictorial scales have been widely used in psychological studies to measure body image and dissatisfaction amongst adults and children (Collins, 1991; Thompson & Gray, 1995; Truby & Paxton, 2002; Wood, Becker, & Thompson, 1996). Contour drawings of a body graduating in size have been presented to respondents asking them to select which body size they perceived as most accurately depicting their current size. The children's body image scale (CBIS) was developed for use with children aged 7-12 years by Truby and Paxton (2002). This is a pictorial scale for boys and girls containing seven body pictures representing standard percentile curves for body mass index (BMI) for healthy children. The CBIS measures the accuracy of body size perception by asking a child to select a body size most like their own from photographs of children of known BMI and comparing the selection with the child's actual BMI (Truby & Paxton, 2002). For the purpose of our study, we propose to use the pictorial images from the children's body image scale to approach the topic of physical development and body image<sup>11</sup>. The researcher will show the child the two body image cards and ask the child to select which figure they think is the healthiest for a 9 year old boy and a 9 year old girl to look like. The researcher will continue on by exploring the theme of physical development and body image with the child following the questions outlined on the interview schedule.

##### **6.1.5.2 Photographs**

Studies have commonly used photographs or drawings illustrating facial expressions to spark discussions with children around feelings (Hill, Laybourn, & Borland, 1996; Hogan, Halpenny, & Greene, 2002; ISPCC, 2006). Children may vary in how they perceive the facial expressions and what feelings they feel are represented in the visual prompt. We propose to encourage the children to consider and discuss emotions and responses through the use of photographs depicting a range of facial expressions. We have developed a series of five images for use in the study<sup>12</sup>. The researcher introduces the child to the "My Feelings" photo cards and asks the child to write under each photograph what feeling they think they child is experiencing. Following on from this the child will complete stem sentences identifying when a child might experience each of these feelings. The feeling photographs and the stem sentences are used to prompt a discussion with the child following the interview schedule to gauge a sense of the child's socio-emotional development and coping strategies.

##### **6.1.5.3 The Magic Wand**

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<sup>11</sup> See Appendix F

<sup>12</sup> See Appendix G



Trigger pictures have been used by practitioners and researchers to facilitate discussions with children around potentially sensitive topics (ISPC, 2006; NFCA, 1999). The "Miracle Question" approach was adopted by Fortier (2006) to find out from children aged 7-12 years what the perfect visit to the doctor would be like. In that study, the children were asked to imagine that a miracle has happened and everything at the doctors is now perfect for a child. They were then asked subsequent questions to explore what the doctor's office is now like and what has changed since the previous visit (Fortier, 2006). We propose to use a trigger picture or three dimensional prompt depicting a magician's wand to broach questions around the child's perception of parenting<sup>13</sup>. The researcher will show the child the magic wand prompt and asks them to imagine they have special powers similar to the popular fictional character Harry Potter (Rowling, 1997). Using the magic wand, the researcher explores the questions on the interview schedule regarding rules and situations within the home that the child may desire to change.

#### **6.1.6 Activities & Worksheet Exercises**

In the context of therapeutic and educational work with pre-adolescent children, non-verbal methods of communication are often employed as children seem to respond well to these techniques. Some children can find it hard to express their opinions and may be more comfortable using methods such as games and exercises. Activities and worksheets have been used during interviews and focus groups with children to evoke interest, facilitate discussion, and boost concentration. Studies have utilised tasks involving worksheets, charts, mapping and collages as methods of qualitative data collection with children (Christensen & James, 2000b; Hill, Laybourn, & Borland, 1996; James, 2005; McCallion & Trew, 2000; Nevison, 2001). During the child's interview, we will use four worksheets covering different domains. Each of the four worksheets is discussed below.

##### **6.1.6.1 "My Hand"**

The worksheet "My Hand" will be used to gently introduce the child to the theme of child functioning and explore self-perception<sup>14</sup>. This worksheet has been adapted from a tool entitled "I am strong" used by Mann and Tolfree (2003) to exploring the experience of children and adolescents separated from their families in situations of large-scale emergency (Mann & Tolfree, 2003). In the "I am strong" technique, the authors showed the child a drawing of a hand and asked the child to write a word for each finger that represents something about them for example something that they have done, things that help them or support them to cope. We have adapted the concept of this technique for the purposes of our study. Explaining the concept of the hand and finger prints, as being unique to an individual, the researcher will invite the child to draw around their own hand on the blank worksheet and write down a word for each finger which they think describes who they are. When the child has completed the task, the researcher asks the child to interpret what words they have chosen. The researcher uses the words on the "My Hand" worksheet as a prompt to lead into more in-depth questions on the interview schedule regarding the child's perception of self.

##### **6.1.6.2 "The Life Ladder"**

Cantril's Self-Anchoring Ladder is a widely used measurement technique that asks people to rate their present, past, and anticipated future satisfaction with life on a scale anchored by their own identified values (Cantril, 1965). This measurement tool has been modified for use with children to attempt to gauge children's subjective well-being in terms of their satisfaction with themselves and their lives

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<sup>13</sup> See Appendix H

<sup>14</sup> See Appendix I

(UNICEF, 2007; WHO, 2004). We propose to adapt this technique for the purpose of our study and have created the “Life Ladder” worksheet<sup>15</sup>. The researcher will describe the concept of the life satisfaction ladder to child, explaining that the top of the ladder, 10, represents the best possible life for the child and the bottom, 0, is the worst possible life for the child. The child will then be asked to place a sticker on the rung of the ladder that they feel best describes how their life is now at 9 years of age. The researcher will then ask the child to explain their choice. Following on, the researcher then uses the child’s position on the ladder as a visual prompt to explore the questions on the interview schedule regarding the child’s well being.

#### **6.1.6.3 “My Activities Calendar”**

Visual charts, asking children to depict how they spend their week have been used previously to explore how children aged 10 years of age understand time (Christensen & James, 2000a, , 2000b; James, 2005). To explore the child’s interests, hobbies and activities and to ascertain whether the child is involved in structured or unstructured activities we have developed the visual chart “My Activities Calendar”, in which the child can map the different extra-curricula and play activities they are involved with each day of the week<sup>16</sup>. The researcher then uses the visual chart as a prompt to introduce a number of questions on the interview schedule regarding play, activities, hobbies and peer relationships and bullying.

#### **6.1.6.4 “My Family and Me Map”**

Visual charts, such as the Five Field Map, have been widely used in studies looking at children and young people’s perception of their relationships with their family and friends to help children consider the support they receive from different domains in their life (Egg, Schratz-Hadwich, Trubswasser, & Walker, 2004; Mann & Tolfree, 2003; Sturgess, Dunn, & Davies, 2001). In a study of children’s emotions and well-being, the researchers used an “Ecomap”, which charted the people that the children said were important to them, as a prompt for further discussion (Hill, Laybourn, & Borland, 1996). For the purpose of our study, we have adapted the concept of the Five Field Map and the Ecomap. We propose to use the “My Family and Me” map as visual prompt to explore the child’s perception of their relationships and emotional closeness with family members<sup>17</sup>. The “My Family and Me” map comprises of five concentric rings with “Me” in the centre. The “Me” in the centre represents the child. Each ring represents the degree of closeness and strength of relationship. As the rings move outwards from the centre, the degree of closeness and strength of the relationship declines. The researcher will ask the child to think about their relationship with everyone in their family and map these relationships in terms of their strength and closeness on the worksheet. The researcher will ask the child to explain the positions of family members on the map and then uses this as a prompt to introduce questions around family relationships and support from the interview schedule.

#### **6.1.7 Essay Writing**

Boyden and Ennew (1997) argue that the most productive form of written research with children is collecting essays on specific topics. This written method can work particularly well with children who communicate more frequently through written exercises for example through classroom and homework

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<sup>15</sup> See Appendix J

<sup>16</sup> See Appendix K

<sup>17</sup> See Appendix L

activities. Data have been collected from children through essay writing in educational and social research studies in Ireland (O'Connor, Forthcoming; Pike, 2006). However, regretfully, space is oftentimes not provided to the child to interpret their written work. We propose to use this writing method to explore two domains in our study; growing up; and community and neighbourhood. In both instances, the child will be given the opportunity to explain what they have expressed through the writing method. In both of the tools discussed below, where a child prefers to draw rather than write the researcher will facilitate this and provide the necessary materials.

#### **6.1.7.1 “When I am 13 years old” A Short Story**

To explore the concept of growing up and becoming a teenager, we are suggesting inviting the child to write a short story. We have developed a short story template called “When I am 13 years old”<sup>18</sup>. The researcher will invite the child to write a short story depicting what being 13 years old will be like for them. Once the child has completed their story, the researcher will ask the child to interpret what they have written. The short story will then be used to explore the child’s perception of growing up and becoming a teenager following questions on the interview schedule.

#### **6.1.7.2 “Letter to the Minister”**

We are inviting the children to compose their own individual letter to the Minister for Children in Ireland. The researcher will ask the child if they were in charge of the country what would they do to make life better for children in Ireland. The researcher will provide the child with a template letter to complete<sup>19</sup>. The researcher will explain to the child that the Minister may not have the opportunity to read the letter personally but that the study team will be compiling all the ideas from the children’s letters in a report which will be submitted to the Minister’s office. Once the child has completed their letter, the researcher will use the letter as a visual prompt to explore further questions regarding community, neighbourhood and sense of citizenship from the interview schedule. The child will then have the opportunity to place the letter into the researcher’s “Post Box”. It is envisaged that at least a sample of an anonymised version of these letters be passed onto the Office for the Minister for Children. To anonymise the letters all identifying information including names, school names and address details will be removed.

### **6.2 The Parents’ Interview**

This section will discuss the protocols that will be used during the pilot and main qualitative research component with the parents/guardians of the 9 year old child. The aim of the qualitative component with the parents/guardians is to gain an understanding of their perception of the child and explore the relationship between the parents/guardians and the child. We are inviting both parents and the child to participate in a photograph activity. The data collected during the photograph activity will then be used by the researcher as a visual prompt during a semi-structured interview with the parents. We are inviting both resident parents to participate in the photograph activity and interview components, however if only one parent is available the researcher will conduct the interview with that parent. Where a parent and/or child are not comfortable participating in the photograph activity, they can refuse and may still participate in the interview component if they so wish.

#### **6.2.1 The Photograph Activity**

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<sup>18</sup> See Appendix M

<sup>19</sup> See Appendix N

Research methods involving visual exercises such as photography can be very useful for engaging with respondents and maintaining their interest in the research process. The use of cameras has been a particularly successful tool in facilitating children, in expressing themselves. A number of studies have used cameras as an effective method of data collection with children (Barker & Weller, 2003; Cook & Hess, 2007; Darbyshire, MacDougall, & Schiller, 2005; NicGabhainn & Sixsmith, 2005). Respondents are often enthused by this methodology and their subsequent discussions using the photographs as a visual prompt can reveal more in-depth feelings than would normally arise from a more traditional research method. Typically research studies involving adult respondents tend to focus on more traditional verbal methodologies. However, Clark and Zimmer (2001) included a photographic component with adults in their ethnographic study of Latino children's health. Using photography as a data collection method, the authors aimed to capture more of the children's home environment and activities by asking the child's mother to take photographs.

We are inviting the parents and children to participate in a joint activity using a disposable camera. The family will be provided with one disposable flash camera with twenty four exposures, approximately four weeks before the interview in the home is scheduled to take part<sup>20</sup>. A prepaid envelope will also be included. Both parents and the child will be encouraged to work together to use the camera to take a number of photographs that they feel depict their relationship. They will be instructed to take a picture of anything that they feel should be included to capture something about their relationship. If the parent(s) and child need further guidelines around topics to photograph, suggestions may include:

- Everyday and / or special activities that they do together
- Barriers preventing them from doing things together (concrete examples might include: time, money, work, traffic)
- Places and spaces that are important in their relationships e.g. within the home, community, surrounding area
- Future hopes and aspirations (concrete examples might include: education, work, health)

They will be informed that they do not have to use all the photographs on the camera and can take as many pictures as they like. They will also be informed that any parent(s) and/or child can refuse to take part in the photograph activity and in that case they will be asked to return the camera unused in the prepaid envelope.

### **6.2.2 Processing Film**

The parent(s) will be given a date for returning the camera to the researchers for processing in the prepaid envelope. The researchers will arrange that two sets of film from each camera will be developed, one set will be used during the individual interview and the second set will be given to the family to keep.

### **6.2.3 The Semi-Structured Interview with both Parents**

We propose to structure the qualitative work with the parents around a semi-structured interview lasting approximately thirty minutes following an interview schedule. Where two parents are participating, both parents will be interviewed together. The interview with the parents will be recorded with their consent. The researcher will bring two sets of the film taken by the parent(s) and child to the individual interview. To ensure that the photographic voice of the respondents is

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<sup>20</sup> See Appendix P

truly represented, the parents will be asked to discuss their photographs and explain their reasons for taking particular images. Working with the researcher, the parents will be invited to write a brief comment or caption on a label for each photo saying why they took it and what they wished it to say in relation to their relationship with their child. The researcher will then use the photographs as a visual prompt to explore a number of questions on the interview schedule regarding the parents perception of the child; their relationship with their child; being a parent; decision-making and their future concerns and aspirations for their child<sup>21</sup>.

### 6.3 The origins of the Techniques

The majority of the techniques outlined for use in the pilot and main qualitative study have been used before or adapted from techniques previously used in other national and international qualitative studies with children from a similar age group to the 9 year cohort. Table 1 demonstrates the origins of the techniques.

**Table 1: The origins of the Techniques**

	<b>Technique</b>	<b>Origins</b>
1	<i>Time Capsule</i>	<b>Adapted from an idea by:</b> Kuffner, T. (2001). <i>The Children's Busy Book</i> . Minnesota Meadowbrook Press.
2	<i>My Passport</i>	<b>Adapted from techniques used by:</b>  Hill, M., Laybourn, A., & Borland, M. (1996). Engaging with primary-aged children about their emotions and well-being: Methodological considerations. <i>Children and Society</i> , 10, 129-144.  Bonnell, P., & Gauntlett, D. (2004). <i>The Passport of Me: Art and identity project</i> University of Westminster: School of Media, Arts and Design.
3	<i>Draw/Write Technique</i>	<b>Used in the following studies:</b>  Sartain, S. A., Clarke, C. L., & Heyman, R. (2000). Hearing the voices of children with chronic illness. <i>Journal of Advanced Nursing</i> , 32(4), 913-921.  Hill, M., Laybourn, A., & Borland, M. (1996). Engaging with primary-

<sup>21</sup> See Appendix Q

		<p>aged children about their emotions and well-being: Methodological considerations. <i>Children and Society</i>, 10, 129-144.</p> <p>Barker, J., &amp; Weller, S. (2003). "Is it fun?" Developing Children Centred Research Methods. <i>The International Journal of Sociology and Social Policy</i>, 23(1/2), 33-58.</p> <p>Gauntlett, D. (2004). <i>Using new creative visual research methods to understand the place of popular media in people's lives</i>. Bournemouth: University of Bournemouth.</p> <p>Fajerman, L., Treseder, P., &amp; Connor, J. (2004). <i>Children are service users too: a guide to consulting children and young people</i> Save the Children: UK.</p> <p>Darbyshire, P., MacDougall, C., &amp; Schiller, W. (2005). Multiple Methods in Qualitative Research with Children: More Insight or Just More? <i>Qualitative Research</i>, 5(4), 417-436.</p> <p>Piko, B. F., &amp; Bak, J. (2006). Children's perceptions of health and illness: images and lay concepts in preadolescence <i>Health Education Research</i>, 21(5), 643-653.</p> <p>Massimo, L. M., &amp; Zarri, D. A. (2006). In Tribute to Luigi Castagnetta—Drawings A Narrative Approach for Children with Cancer <i>Estrogens and Human Diseases 1089</i> xvi–xxiii.</p>
4	<i>Who is in my family</i>	<p><b>Adapted from the “Family Links” worksheet used by:</b></p> <p>Sturgess, W., Dunn, J., &amp; Davies, L. (2001). Young children’s perceptions of their relationships with family members: Links with family settings, friendships and adjustments. <i>The International Journal of Behavioural Development</i> 25(521), 521-529.</p> <p>Hogan, D., Halpenny, A., &amp; Greene, S. (2002). <i>Children's experiences of parental separation</i> Dublin Children's Research Centre: Trinity College Dublin</p>
5	<i>Body Image Cards</i>	<p><b>Developed by:</b></p> <p>Truby, H., &amp; Paxton, S. J. (2002). Development of the Children's Body Image Scale. <i>British Journal of Clinical Psychology</i>, 41(2), 185-203.</p> <p><b>Similar pictorial scales used by:</b></p> <p>Collins, M. E. (1991). Body figure perceptions and preferences among preadolescents children. <i>International Journal of Eating Disorders</i>, 10, 199-208.</p> <p>Thompson, M. A., &amp; Gray, J. J. (1995). Development and validation of a New Body Image Assessment Scale. <i>Journal of Personality Assessment</i>, 64(2), 258-269.</p>

		Wood, K. C., Becker, J. A., & Thompson, J. K. (1996). Body Image Dissatisfaction in Preadolescent Children. <i>Journal of Applied Developmental Psychology</i> 17(1), 85-100.
6	<b>Feelings Cards</b>	<p><b>Similar visual prompts used by:</b></p> <p>Hill, M., Laybourn, A., &amp; Borland, M. (1996). Engaging with primary-aged children about their emotions and well-being: Methodological considerations. <i>Children and Society</i>, 10, 129-144.</p> <p>Hogan, D., Halpenny, A., &amp; Greene, S. (2002). <i>Children's experiences of parental separation</i> Dublin Children's Research Centre: Trinity College Dublin</p> <p>ISPPC. (2006). <i>An exploratory study of the impact of childhood disability on individual family members, relationships, family life and dynamics</i> Dublin Irish Society for the Prevention of Cruelty to Children</p>
7	<b>Magic Wand</b>	<p><b>The Magic Wand adapted from the “Miracle Question” by:</b></p> <p>Fortier, S. M. (2006). On being a poor child in America: Views of poverty from 7-12 year olds. . <i>Journal of children and poverty</i>, 12(2), 113-128.</p> <p><b>Trigger Pictures used by:</b></p> <p>NFCA. (1999). <i>My Book About Me</i>. UK: National Foster Care Association.</p> <p>ISPPC. (2006). <i>An exploratory study of the impact of childhood disability on individual family members, relationships, family life and dynamics</i> Dublin Irish Society for the Prevention of Cruelty to Children</p>
8	<b>My Hand</b>	<p><b>Adapted from the “I am Strong” worksheet by:</b></p> <p>Mann, G., &amp; Tolfree, D. (2003). <i>Children's participation in research: reflections from the care and protection of separated children in emergencies project</i> Save the Children Sweden.</p>
9	<b>Life Ladder</b>	<p><b>Adapted from the “Life Satisfaction Ladder” by</b></p> <p>Cantril, H. (1965). <i>The pattern of human concerns</i>. New Brunswick, NJ: Rutgers University Press.</p> <p><b>Also used in studies by:</b></p> <p>WHO. (2004). <i>The Young People's Health in Context, Health Behaviour in</i></p>



		<p><i>School-age Children (HBSC) study: international report from the 2001/2002 survey.</i> Geneva: World Health Organisation.</p> <p>UNICEF. (2007). <i>Child poverty in perspective: A overview of child well-being in rich countries</i> UNICEF.</p>
10	<p><b>My Activities</b></p> <p><b>Calendar</b></p>	<p><b>Adapted from visual charts previously used by:</b></p> <p>Christensen, P., &amp; James, A. (2000a). <i>Research with Children: Perspectives and Practices.</i> London: Falmer.</p> <p>Christensen, P., &amp; James, A. (2000b). Some methodological insights. In P. Christensen &amp; A. James (Eds.), <i>Research with Children: Perspectives and Practices</i> London: Falmer.</p> <p>James, A. (2005). Life Times: Children's Perspectives on Age, Agency and Memory across the life course. In J. Qvortrup (Ed.), <i>Studies in Modern Childhood: Society, Agency, Culture.</i> Hampshire: Palgrave MacMillian</p>
11	<p><b>My Family and Me</b></p>	<p><b>Adapted from the “Five Field Map” and “Emotional Closeness Map” by:</b></p> <p>Sturgess, W., Dunn, J., &amp; Davies, L. (2001). Young children’s perceptions of their relationships with family members: Links with family settings, friendships and adjustments. <i>The International Journal of Behavioural Development</i> 25(521), 521-529.</p> <p><b>Similar worksheet used by:</b></p> <p>Hill, M., Laybourn, A., &amp; Borland, M. (1996). Engaging with primary-aged children about their emotions and well-being: Methodological considerations. <i>Children and Society</i>, 10, 129-144.</p> <p>Hogan, D., Halpenny, A., &amp; Greene, S. (2002). <i>Children's experiences of parental separation</i> Dublin Children's Research Centre: Trinity College Dublin</p> <p>Mann, G., &amp; Tolfree, D. (2003). <i>Children's participation in research: reflections from the care and protection of separated children in emergencies project</i> Save the Children Sweden.</p> <p>Egg, P., Schratz-Hadwich, B., Trubswasser, G., &amp; Walker, R. (2004). <i>Seeing Beyond Violence: Children as Researchers:</i> SOS-Kinderdorf International.</p>
12	<p><b>“When I am 13 years old” Short</b></p>	<p><b>Adapted from essay writing techniques used by:</b></p> <p>Boyden, J., &amp; Ennew, J. (1997). <i>Children in Focus – A Manual for Participatory Research with Children</i> Sweden Radda Barnen</p>

	<b>Story</b>	<p>Save the Children.</p> <p>Pike, S. (2006). Irish Primary school children's definitions of 'geography'. <i>Irish Educational Studies</i> 25(1), 75-91.</p> <p>O'Connor, P. (2007). 'Doing boy/girl and global/local elements in 10-12 year olds' drawings and written texts. <i>Qualitative Research</i>, 7(2), 229-247.</p>
13	<b>Letter to the Minister</b>	<p><b>Adapted from essay writing techniques used by:</b></p> <p>Boyden, J., &amp; Ennew, J. (1997). <i>Children in Focus – A Manual for Participatory Research with Children</i> Sweden Radda Barnen Save the Children.</p> <p>Pike, S. (2006). Irish Primary school children's definitions of 'geography'. <i>Irish Educational Studies</i> 25(1), 75-91.</p> <p>O'Connor, P. (2007). 'Doing boy/girl and global/local elements in 10-12 year olds' drawings and written texts. <i>Qualitative Research</i>, 7(2), 229-247.</p>
14	<b>Photographic Component</b>	<p><b>Adapted from techniques used by:</b></p> <p>Clark, L., &amp; Zimmer, L. (2001). What we learned from a Photographic Component in a Study of Latino Children's Health. <i>Field Methods</i>, 13(4), 303-328.</p> <p>Barker, J., &amp; Weller, S. (2003). "Is it fun?" Developing Children Centred Research Methods. <i>The International Journal of Sociology and Social Policy</i>, 23(1/2), 33-58.</p> <p>Darbyshire, P., MacDougall, C., &amp; Schiller, W. (2005). Multiple Methods in Qualitative Research with Children: More Insight or Just More? <i>Qualitative Research</i>, 5(4), 417-436.</p> <p>NicGabhainn, S., &amp; Sixsmith, J. (2005). <i>Children's Understandings of Well-Being</i>. Dublin National Children's Office.</p> <p>Cook, T., &amp; Hess, E. (2007). What the camera see and from whose perspective: Fun methodologies for engaging children in enlightening adults. <i>Childhood</i>, 14(1), 29-45.</p>

## 7. Data Analysis

In order to realise the value in adopting a mixed methods approach in *Growing Up in Ireland*, we have devised a clear strategy for connecting the data analyses from main quantitative study and the follow-on qualitative component to provide an integrated analysis. The four stages involved in this strategy are outlined below.

### ***Stage 1: An overview of the characteristics of the children and their families in the quantitative study***

The research design sequence of *Growing Up in Ireland* means that the quantitative data will be collected prior to the qualitative fieldwork taking place. This provides us the opportunity to conduct a quantitative analysis of the different types of children and their families involved in the main study. This will be done using SPSS. From this analysis we will stratify the main sample across a variety of descriptive statistics (i.e. gender, socio-economic status, urban/rural location and family type) to achieve a range of children from diverse backgrounds and family structures that will form the sample for the qualitative study. We must recognise the tension that this sampling strategy places on the analysis of the qualitative component in that we will not be claiming that the qualitative outcomes are statistically representative of the main study and inferences cannot be made to the population of children in Ireland. However we are endeavouring to capture as representative a sample from the main study as is possible within the limits of our sample size for the qualitative component.

### ***Stage 2: Case Study Analysis***

When we have achieved our sample of one hundred and twenty families for the qualitative component, our next phase will be to conduct a case study analysis on each family who consents to participate. This will involve analysis in SPSS, writing comprehensive case notes which will be entered into NVIVO to aid comparison and assist qualitative analysis. Each of the one hundred and twenty case studies will be coded under core themes based on central characteristics. This approach will provide us with important background information on each child and their family and contextualise the qualitative work.

### ***Stage 3: In-depth Interviews with Children***

Each interview will be transcribed and analysed across common themes and diverse issues using NVIVO. Anonymised quotations from the qualitative interviews will be used to support the findings. All drawings or written materials created by the children will be analysed and coded across common and diverse themes. The data analysis of the interviews will identify primary themes, differences and similarities among the children. The qualitative component of the study will produce some quantitative data which will be used to produce some basic descriptive statistics. A statistical package (i.e. SPSS) will be used to assist in this analysis. The qualitative analysis will be linked back to the case study analysis of each child and the quantitative data analysis.

### ***Stage 4: In-depth Interview with Parents***

As with the child's interview, each interview with the parent(s) will be transcribed and analysed across common themes and diverse issues using NVIVO. The photographs will also be analysed and coded across common and diverse themes. The qualitative analysis will be linked back to the case study analysis of each family and the quantitative data analysis.

## **8. Data Storage**

*Growing Up in Ireland* is covered by the Statistics Act 1993 and all investigators, including the qualitative researchers, will be Officers of Statistics and subject to the responsibilities this status entails. Qualitative Researchers must sign a confidentiality agreement. Data files will be anonymised and personal details will be kept in a separate link file. Only members of the core research team will have access to the contact details of individuals. Some materials generated by the children and the parents/guardians (e.g. Time Capsules, "My Passport" worksheet, photographs) may have children's names or photographs on them. All of these materials will be securely held in locked cabinets in the Children's Research Centre, TCD.

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## **List of Appendices**

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## **The (Main) Interview Schedule to be used during the semi-structured interview with the 9 year old child**

### **1. Introduction to the Interview**

The researcher outlines the structure of the interview with the child with the following introduction:

*“Today I want to find out lots about what it is like being 9 years of age! I would like to ask you some questions to find out more about yourself and your family, friends, where you live, what you like to do for fun and how you feel about growing up. To help you I have some activities and exercises sheets that you can write or draw on. How does that sound?”*

The researcher explains the process of mandatory reporting and issues of confidentiality to the child.

*“Everything that we talk about today is just between us. I will not show anyone any of the activities or drawings that you do today. The only people who will see them are the researchers working on the project back in my office. But if you did happen to tell me something or write or draw something that made me worried about you, then I might have to tell someone who might be able to help you. Do you understand? Are you happy to start?”*

The researcher will show the child the Dictaphone and ask the child's permission to record the interview.

*“This is a tape recorder. The reason for this is to help me remember everything that you say today. Do you want to have a look at the Dictaphone and see how it works? Is it ok with you if I record our conversation?”*

#### **1.1 The Time Capsule**

At the start of the individual interview, the child is introduced to the concept of the time capsule.

*"As I said, we want to find out lots about what it is like for you right now, being 9 years old. We really want to come back to talk to you again when you are 13 years old to see how things have changed for you when you are four years older! Today you can create a time capsule and all the activities that you work on today will go into your own time capsule that we will keep. That way when you are 13, we can look back at your time capsule and find out what types of things have stayed the same for you and what may have changed. We will leave some time at the end of our chat today for you to decorate the time capsule whatever way you want. Is that ok?"*

The child is given a poster tube and asked to create a time capsule in which all the activities, drawings and exercises that are used during the interview could be stored and given to the researchers. Time is to be given to the child at the end of the interview to personalise and decorate the time capsule using markers, crayons and colouring pencils.

## **1.2 "My Passport"**

To break the ice between the child and the researcher, the child is asked to complete a blank passport card. The researcher explains the idea of creating "My Passport":

*"Here is a copy of a time travelling passport card for you to complete if you wish. There are spaces for you to fill in your name, age, and hometown and fill in the questions about things that you like. This is a Polaroid camera. If you like we can take a photo of you now that you can stick onto your passport!"*

On the passport card the child fills in his/her name, age, hometown and answers questions about the types of bands, singers, movies, food, colours and hobbies that they like along with the one thing they like the most and the one thing they hate the most. After the child is finished, the researcher asks the child to interpret what they have written. To build a relationship with the child, the researcher can complete a passport while the child is doing his/her own and share what they have written with the child.

## **2. Wellness, Health and Physical Development**

The researcher explains that he/she is going to ask the child some questions about keeping well.

### **2.1 Write / Draw Technique:**

The researcher invites the child to write or draw what keeps him/her well and unwell and time is provide for the child to interpret his/her drawings or written work. The researcher uses the child's art or written work as a prompt to explore the following questions:

- *What do you think keeps you well?*
- *What do you think can make you unwell?*
- *What does being healthy mean to you?*
- *What does being unhealthy mean to you?*
- *How healthy do you think you are?*
  - *Why do you think that?*
- *How do you take care of your health?*
  - *What types of things do you do?*
- *Have you ever been sick?*
  - *What was that like for you?*
  - *What happened?*
  - *Did you have to stay over in hospital?*
  - *What was that like?*
- *If you weren't feeling well what would you do?*
  - *Who could you talk to?*
- *When you hear the word "obese" what do you think this means? [If the child doesn't know the word ask when you think of "a boy or girl being heavy or overweight" what does this mean?]*
- *When you hear the word "thin" what do you think this means?*
  - *Can somebody be too thin?*
- *What do think about smoking and cigarettes?*
- *What do you think about alcohol?*
  - *How do you think you will feel about smoking and drinking when you are older?*
  - *Why do you think this might be / might not be different?*
- *What do you think about how you look?*
  - *Would you like to change anything about your appearance?*
  - *Why is that?*

- *What do you think about how tall you are?*
- *How important do you think looks are?*
- *Do you think your friends think looks are important?*
- *What might make a person think looks are important?*
- *How do you think your body will change by the time you are 13 years old?*

## **2.2 The Body Image Cards:**

The researcher shows the two body image cards to the child. One card shows seven pictures of a girl and the second card shows seven pictures of a boy. The researcher gives the following instructions:

*"Here I have some pictures of a boy and a girl and I want you to tell me which picture you think is the healthiest for a 9-year-old girl to look like and the healthiest for a 9-year-old boy to look like. So here are the pictures. There are 7 different girls.*

- *Which picture do you think looks the healthiest for a 9-year-old girl?*
  - *Why did you pick this one?*
- *Now which picture is the healthiest for a 9-year-old boy to look like?*
  - *Why did you pick this one?*

## **3 Child's functioning**

The researcher explains that he/she is going to ask the child some questions about themselves.

### **3.1 "My Hand"**

The researcher introduces the child to the "My Hand" worksheet. On the worksheet there is a blank space for the child to draw around his/her hand.

The researcher gives the following instruction:

*"Everybody's hand and finger prints are different, just like the way there are lots of different types of people with different personalities. Would you like to draw around your hand on this sheet and write down a word for each finger which you think describes who you are?"*

When the child is finished the researcher asks the child to interpret what words they have chosen. The researcher uses the "My Hand" worksheet as a prompt to explore the following questions:

- *Why did you choose this word? (Explore all 5 words)*
- *How do you feel about who you are?*
- *What words do you think your friends would use to describe you?*

### **3.2 "My Feelings" Photo Cards:**

The researcher introduces the child to the "My Feelings" photo cards. The researcher gives the following instruction:

*"Here are some photographs. Can you have a look at each picture and tell me what way you think the girl / boy is feeling in each picture? There is space for you to write down what you think on each picture."*

Using those feelings identified by the child for each picture, the researcher asks the child to complete the following stem sentences: For example

- *[Sad] is when.....*
- *[Happy] is when.....*
- *[Angry] is when.....*
- *[Worried] is when.....*
- *[Stressed] is when.....*

The researcher uses the photographs as a visual prompt to explore the following questions:

- *Have you ever felt any of these feelings?*
- *What happened?*
- *What do you think might cause you to feel (any of the feelings)? What kinds of things might make you feel (any of the feelings)*
- *Did you have any different sensations or feelings in your head or in your tummy, like the butterflies? What was that like?*
- *Sometimes kids can bite their nails, or twist their hair, or suck their thumb. How do you act when you feel...?*
- *If you are feeling like that, what would you do?*
- *Who can you talk to when you feel.....*
- *What types of things can help you when you are feeling like that?*

- *If your friend was feeling that way, what would you do?*

### **3.3 "The Life Ladder"**

The researcher explains the concept of the life ladder to the child and gives him/her a copy of the worksheet.

*"Here is a picture of a ladder. The top of the ladder, number 10, is the best possible life for you, and the bottom, 0, is the worst possible life for you. Can you use this sticker and place it on a rung on the ladder that you feel best describes how life is for you right now at 9 years of age?"*

The researcher uses the ladder as a visual prompt to explore the following questions:

- *Why did you place the sticker here?*
- *Is there anything you would like to change about how things are now?*
- *Is school a good place to be?*
- *Why is that?*

### **3.4 Write / Draw Technique:**

The researcher invites the child to write or draw his/her hopes and fears for the future on a wishes/fears list. The researcher asks the child to interpret what he/she has drawn or written.

- *What are your hopes and dreams for the future?*
- *Do you have any fears or worries about the future?*

## **4 Child's Relationships**

The researcher explains that he/she is going to ask the child some questions about what he/she likes to do for fun and some questions about his/her friends.

### **4.1 "My Activities Calendar"**

The researcher explains the "My Activities Calendar" worksheet. The researcher invites the child to complete the calendar.

*“This calendar shows all the days in a week. Can you have a think about what types of activities you do each day, like when you play at home or with your friends, what hobbies you do etc. If you want you can write each activity on one of these stickers and put it up on each day that you would normally do these things?”*

The researcher uses “My Activities Calendar” as a prompt to explore the following questions with the child:

- *What do you like to do for fun?*
  - *Who do you do this with?*
  - *Do you go to a class for this or do it in your own time?*
  - *What other hobbies do you have?*
  - *How did you pick to get involved those activities?*
  - *Whose idea was it for you to get involved in that?*
  - *When do you get to do this?*
  - *How often?*
  - *Who do you do this with?*
- *Do any grown-ups do any of these things with you?*
  - *Is there a coach?*
  - *How do you get on with the coach?*
  - *What do you think of them?*
- *Tell me a little bit about your friends?*
  - *Who are your friends?*
  - *Do you have a best friend?*
  - *Why do you think you are best friends with them?*
  - *What do you like most about them?*
  - *How do you get along with your other friends?*
  - *What types of things do you like to do together?*
  - *How far away do you live from your friends?*
  - *How do you keep in touch with your friends?*
  - *If you wanted to go out and play or meet up with one of your friends how would you let them know?*
  - *When do you get to spend time with your friends?*
  - *Where do you meet up?*
  - *How do you get there?*
  - *Can you remember what you did last week with your friends?*
  - *Who did you meet?*
  - *What did you do?*

- *Some adults talk a lot about bullying being a problem for children. Do you think bullying is a problem for children?*
  - *What are the different ways that children can bully other children?*
  - *Have you ever experienced any difficulties with your friends or classmates?*
  - *What happened?*
  - *What did you do?*

## **5 Growing Up**

The researcher explains that he/she is going to ask the child some questions about growing up.

### **5.1 Short Story or Picture “When I am 13 years old”**

The researcher explains the concept of the short story or picture “When I am 13 years old”. The researcher invites the child to write a short story or draw a picture of what being 13 years old will be like.

*“Would you like to write a short story about what things will be like for you when you are 13 years old? If you prefer you can draw a picture? What might be different about school, home, and your friends when you are 13?”*

The researcher asks the child to interpret what he/she has written. The short story or the picture is then used to explore the following questions with the child:

- *What do you think it will be like to be 13 years old?*
  - *What do you think will be different for you or the same for you?*
  - *What do you think you will be interested in?*
  - *What you think you will look like?*
  - *How do you think you will feel?*
  - *What do you think you will be doing?*
  - *What do you think it might be like to be a teenager?*
  - *What do you think teenagers do?*
  - *Do you think you might have any pressures or worries as a teenager?*

## **6. Family**



The researcher explains that he/she is going to ask the child some questions about his/her family.

### **6.1 Family Drawings or “My Family” Worksheet**

The researcher invites the child to draw a picture or write down each member of his/her family a sticker on the “Who is in My Family” worksheet.

*“Would you like to draw a picture or write down who is in your family?”*

The researcher asks the child to interpret his/her drawings or written worksheet. The researcher then uses the drawings or the worksheet as a prompt to explore the following questions:

- *Tell me about your family. Who lives at home with you?*
  - *How do you get on with [mum]?*
  - *What types of things do you do together?*
  - *How do you get on with [dad]?*
  - *What types of things do you do together?*
  - *How do you get on with your brothers and/or sisters?*
  - *What about your grandparents, aunts, uncles or cousins?*
  - *Do they live close by?*
  - *When do you get to see them?*
  - *How often is that?*
  - *How do you get on with them?*

### **6.2 “My Family and Me” Map**

The researcher introduces the child to the “My Family and Me” Map.

*“Now let’s look at this map. The circles that are nearer to your name are for the people in your family that are the most important to you or that you get on the best with. So your name is in the middle and then you have all these circles on the outside and what this is all about is trying to describe how close you are to everyone in your family and how you get on with them. I want you to think about who in your family you like to talk to and whom you could tell if you are worried. So the first circle, this green one, that is for people who you really like talking to who you get on well with, then the pink circle is for maybe anyone else in your family that you get on well with but maybe not as*

*well as the people in the green one and then this mustard circle is for people who aren't as close as the green people or the pink people. So do you understand?*

The researcher asks the child to interpret his/her map and then uses the map to explore the following questions:

- *So who did you put in each circle? Why is that?*
- *Who would you talk to about your day?*
  - *Who do you talk to if something good has happened?*
  - *Or if you were in trouble, who would you ask for help?*
- *How do you get to school?*
  - *Where do you go after school?*
  - *How do you get there?*
  - *Who is at home when you get here?*
  - *What do you think about that?*
  - *Would you like to change anything about that?*

## **7. Parenting**

The researcher explains that he/she is going to ask the child some questions about his/her parents. The researcher explores the following questions with the child:

- *What do you think is the job of a parent?*
  - *What is an ideal parent like?*
  - *What makes a bad parent?*
- *Do you have rules in your house?*
  - *What rules do you have?*
  - *Who sets the rules?*
  - *Do you get to have a say in the rules?*
  - *What things are you allowed to do / not allowed to do?*
  - *What would you like to be able to do?*
- *Why do you think your [parents] have rules?*
- *What happens if you break the rules?*
  - *What would your [Mum] do?*
  - *What would your [Dad] do?*
  - *What do you think about that?*
  - *What do you think works well with kids?*

### **7.1 "The Magic Wand"**

The researcher shows the child the magic wand prompt and asks the child to:

*“Imagine you are Harry Potter with special powers that can change things”.*

Using the magic wand as a visual prompt the researcher explores the following questions with the child:

- *Is there anything you would like to change about the rules?*
- *If you were a parent, what would you do differently*
- *What would you keep the same?*

## **8. Community, Neighbourhood and Sense of Citizenship**

The researcher explains that he/she is going to ask the child some questions about his/her community.

### **8.1 Write / Draw Technique**

The researcher invites the child to write down or draw a picture of the things the child both likes and dislikes in their neighbourhood. The researcher asks the child to interpret what he/she has drawn or written. The researcher uses what the child has written or drawn to explore the following questions with the child:

- *Tell me what it is like living around here?*
  - *What is good about your neighbourhood?*
  - *Where is your favourite place?*
  - *What do you not like about living around here?*
  - *What would you like to change?*

### **8.2 “Letter to the Minister” Worksheet**

The researcher shows the child the “Letter to the Minister” worksheet and the “Post Box”<sup>1</sup>. The researcher gives the following instructions:

*“If you want you can write down your ideas on this sheet called the Letter to the Minister for Children. Would you like to write a letter saying what things the Minister for Children should do for children in Ireland? We don’t know if he will read it personally, but we will be putting all the ideas that children give us together and sending the government a report on it”*

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<sup>1</sup> The “Post Box” is a cardboard posting box

*[If the child is not familiar with the Minister for Children ask: "if you were in charge of the country what would you do to make life better for children in Ireland?"]*

The researcher uses the "Letter to the Minister" worksheet to explore the following questions with the child:

- *What is missing in your neighbourhood for 9 year olds?*
- *If you were in charge of the country what would you do different for kids?*
  - *What would you change, or create for kids?*
- *What are the people like who live around here?*
  - *What are they like to you?*
  - *Why do you think that is?*
- *What do you think adults think of children?*
  - *Do you think adults listen to kids?*
  - *Do you think adults listen to you? Why is that?*
- *Are there things that children can do in the neighbourhood to help people?*
  - *What types of things do you do?*
  - *How do you help other people?*

## **9. Conclusion to Interview**

The researcher ensures that all materials are placed in the time capsule. The child is given time to decorate the time capsule.

The researcher winds down the interview with the following instructions:

*"Well, that is the end of all of my questions! Do you have questions for me? Is there anything else that you would like to say? Do you want to finish off decorating your time capsule! Thank you so much for taking part."*

**ENDS**

## The Time Capsule

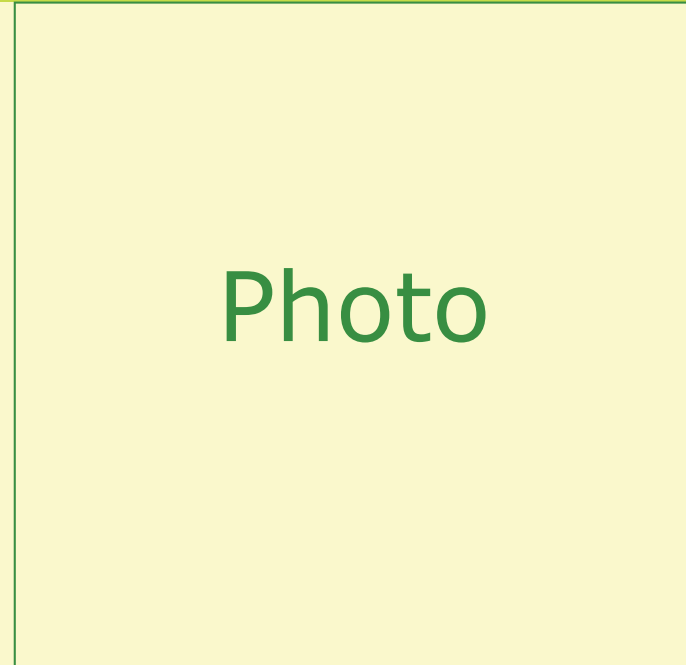


# MY PASSPORT

My Name:

My Age:

My Hometown:



Photo

## IDENTITY INFORMATION:

A band or singer I like is: \_\_\_\_\_

A movie or TV show I like is: \_\_\_\_\_

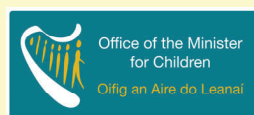
Food I like : \_\_\_\_\_

The colour I like is: \_\_\_\_\_

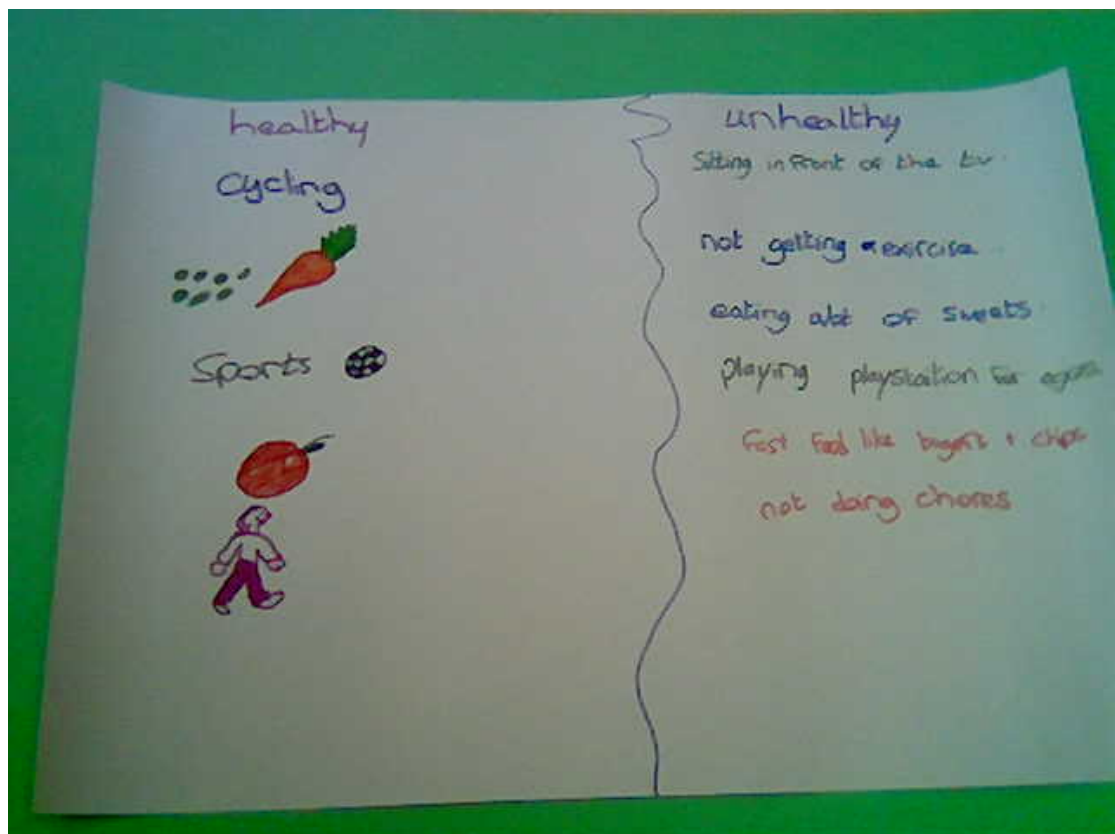
One hobby I like is: \_\_\_\_\_

The 1 thing I like the most is: \_\_\_\_\_

The 1 thing I hate the most is: \_\_\_\_\_



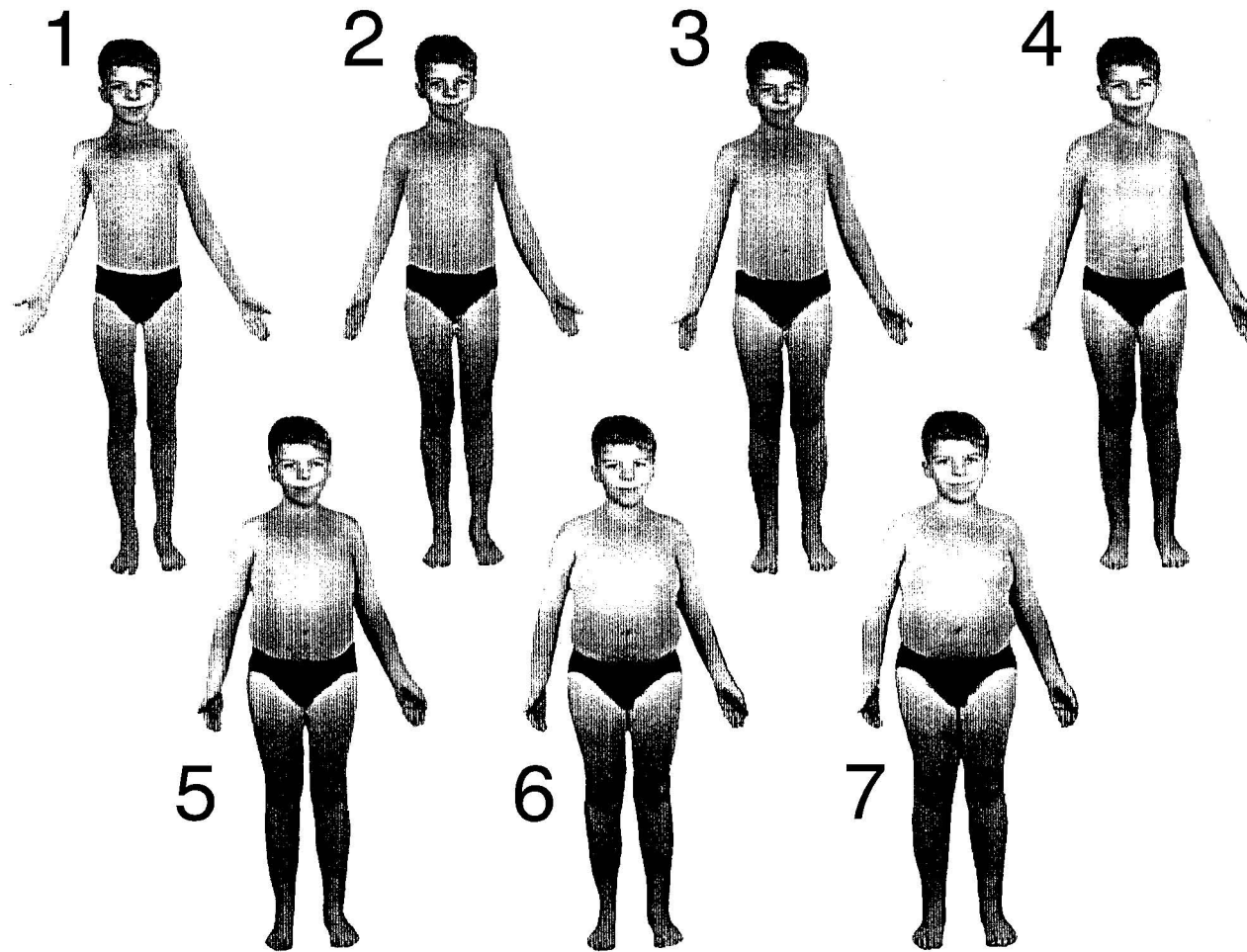
## Draw and Write Technique



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Figure 1. The Children's Body Image Scale (© 2001 | Helen Truby).

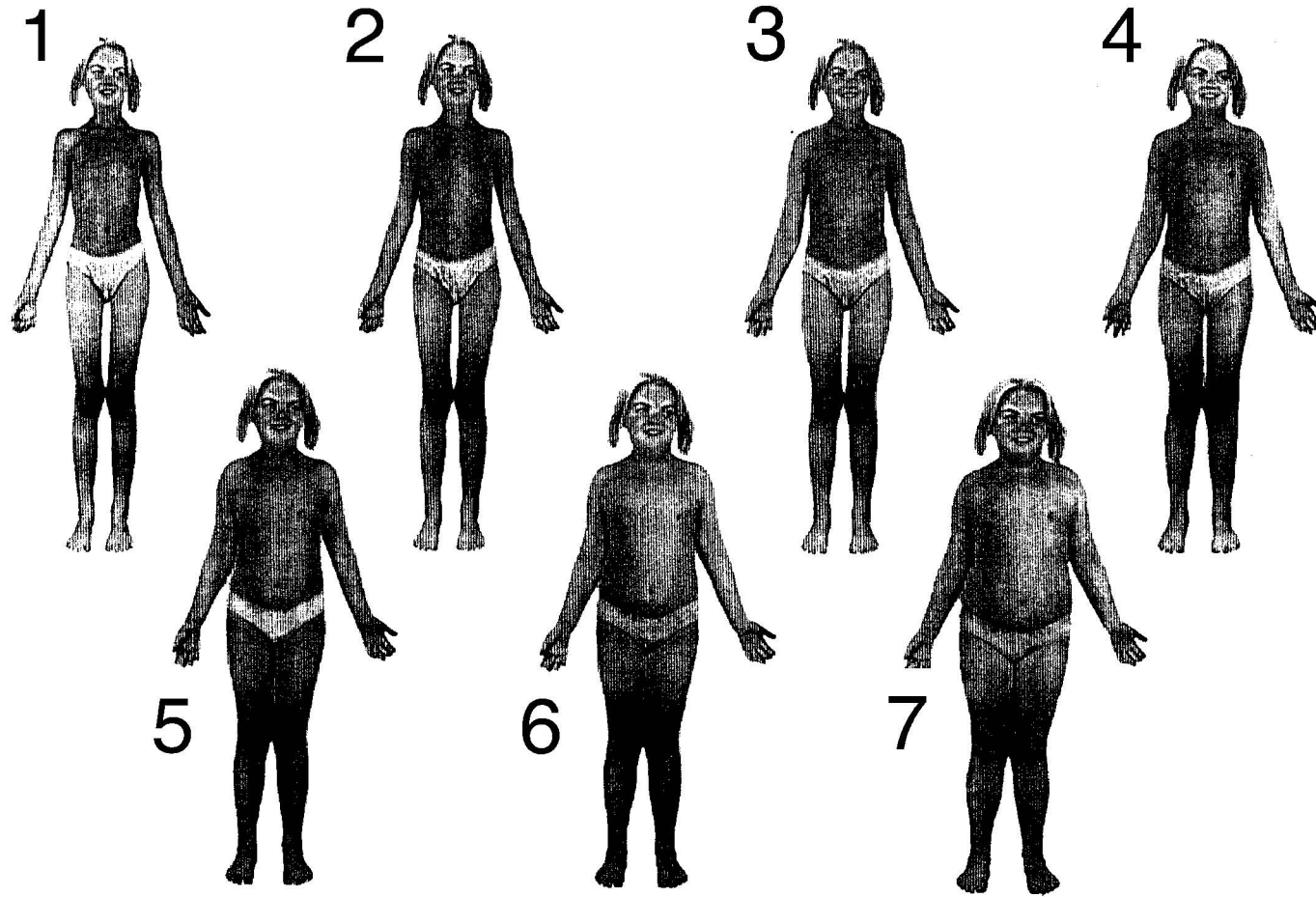


190 Helen Truby and Susan J. Paxton





Figure 1 (continued). The Children's Body Image Scale (© 2001 Helen Truby).



Children's Body Image Scale 191



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## My Hand

Draw around your hand in the space below. Please write one word above each of your fingers and thumb which you think best describes who you are!



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# Feeling Card 1



What way is the girl feeling? \_\_\_\_\_





## Feeling Card 2



What way is the girl feeling? \_\_\_\_\_





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## Feeling Card 3



What way is the girl feeling? \_\_\_\_\_





# Feeling Card 4



What way is the girl feeling? \_\_\_\_\_





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## Feeling Card 5



What way is the girl feeling? \_\_\_\_\_



# Feeling Card 1



What way is the boy feeling? \_\_\_\_\_





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## Feeling Card 2



What way is the boy feeling? \_\_\_\_\_



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## Feeling Card 3



What way is the boy feeling? \_\_\_\_\_





# Feeling Card 4



What way is the boy feeling? \_\_\_\_\_



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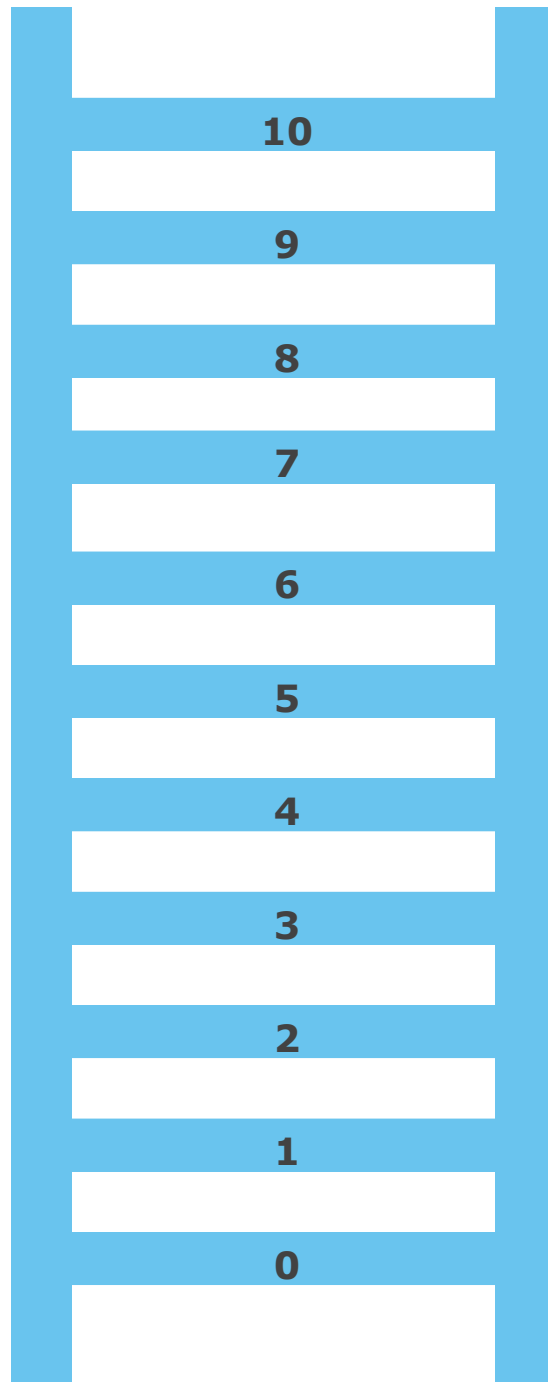
## Feeling Card 5



What way is the boy feeling? \_\_\_\_\_



# The Life Ladder



Respondent

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Researcher

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# Activities Calendar

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday



# Short Story

When I am 13 .....

What things will I be doing?

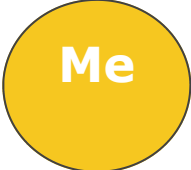
How will I be different?

What will it be like to be 13?

Lined writing area for the short story.



# Who is in my family

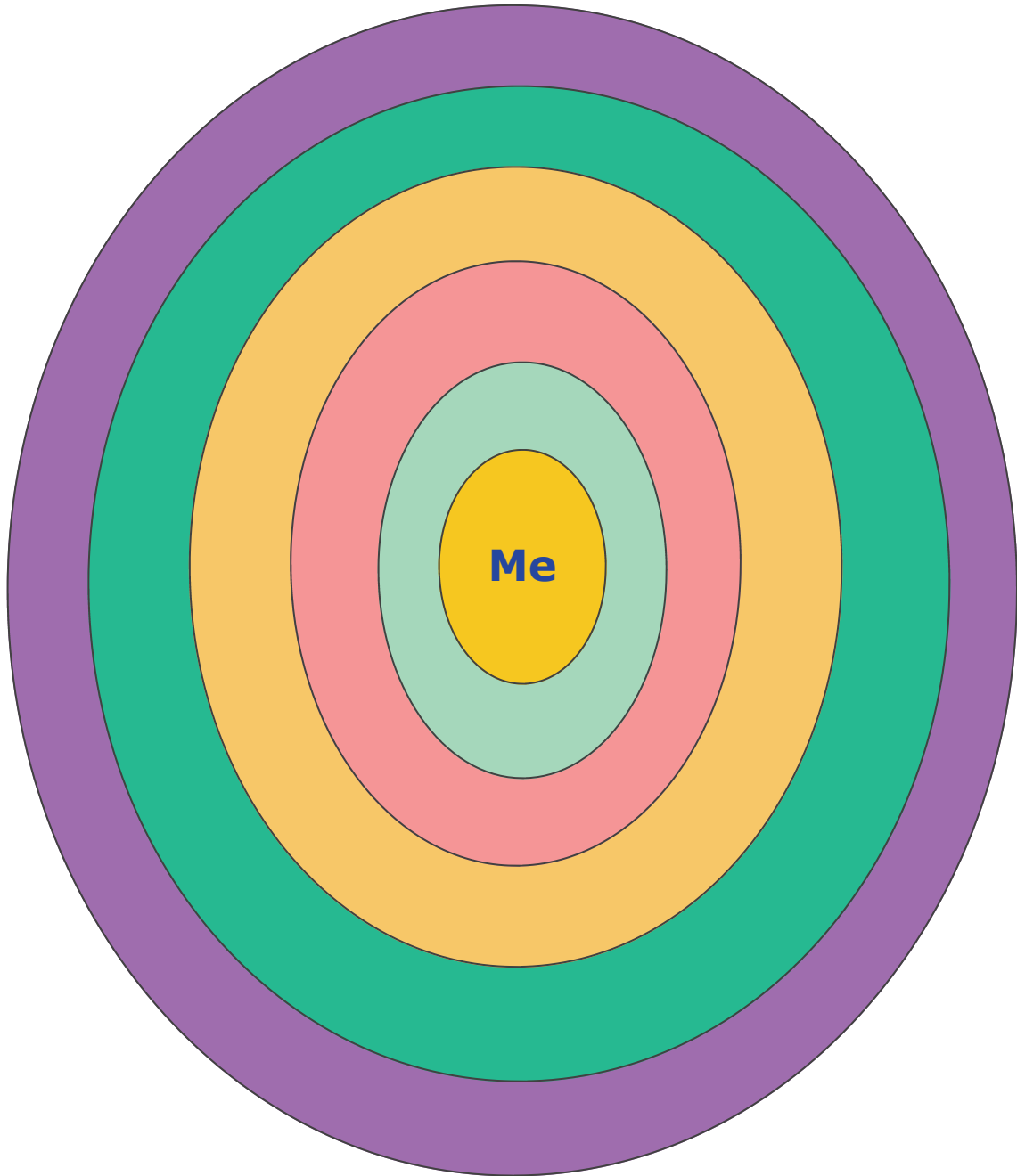




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# My Family & Me







## **Note to Parents**

The researchers require that an adult is present at all times during the child's interview.

Children can often look to their parents for approval and we have found that this can impact on their responses during the interview. For this reason we would kindly ask that you remain in the room but try to refrain from actively participating in the child's interview.

If at all possible, it might be best for you to sit behind the child to avoid maintaining eye contact.



## **Instructions for Using the Disposable Camera**

1. Turn the advance wheel until it stops
2. Use flash within 1 or 3 meters of subject
3. Press flash button until ready light is lit
4. Press shutter release (do not remove protective carton)
5. For continuous flash, lift up the flash switch. And push it down when not shooting
6. After the last picture turn the advance wheel until the "O" mark shows in the window

## **A copy of the interview schedule to be used during the semi-structured interview with both parents**

### **1. Introduction to the Interview**

The researcher outlines the structure of the interview with the parent(s) with the following introduction:

*"Today I want to find out lots about what it is like being the parent(s) of [child]! I have brought with me a copy of the photographs that you have taken. I would like to ask you some questions to find out more about the photographs. Then I would like to ask you some questions about [child], your relationship with [child], how you feel about being a parent, how you make decisions and your Concerns and Aspirations for [child] in the future. How does that sound?"*

The researcher explains the process of mandatory reporting and issues of confidentiality to the parent(s).

*"Everything that we talk about today is just between us. I will not show anyone any of photographs you have taken. The only people who will see them are the researchers working on the project back in my office. But if you did happen to tell me something or take a photograph of something that made me worried about [child], then I might have to pass on that information. Do you understand? Are you happy to start?"*

The researcher will show the parents the Dictaphone and ask the parent(s) permission to record the interview.

*"This is a tape recorder. The reason for this is to help me remember everything that you say today. Is it ok with you if I record our conversation?"*

## **2. Interpreting the Photographs**

The researcher shows the parent(s) the two sets of photographs and explains that they would like the parent(s) to talk the researcher through each photograph

*"I have brought with me two copies of the photographs that you and [child] took. One copy is for you both to keep and the other copy is for us to look through now. Is that ok?"*

The researcher asks the parent(s) to explain what each photo represents and why they chose to take this picture. The interviewer asks the following:

- *Can you tell me why you chose the photo(s)?*
- *Would you like to write a brief caption or comment on this label about what this photograph represents?*

## **3. Perception of Child**

The researcher explains that they are going to ask the parent(s) some questions now about the child.

- *Tell me about [child].*
- *What type of child is [he/she]?*
- *What words would you use to describe [child]?*
- *What activities does [child] like to do?*
- *Does raising [child] differ from raising your other children?*

## **4. Parent / Child Relationship**

The researcher explains that they are now going to ask the parent(s) some questions now about how they get along with [child].

- *Tell me about your relationship with [child]?*
  - *What words would you use to describe your relationship with [child]?*
  - *How do you think you and [child] get along?*
- *Do you and [child] get to do things together?*
  - *What kind of things do you and [child] like to do together?*
  - *When would you get to do that?*
  - *How often do you get to do this together?*
  - *What might stop you from getting to do this together?*

## **5. Perception of being a Parent**

The researcher explains that they are now going to ask the parent(s) some questions about being a parent.

- *Tell me what it is like being a parent today in 2007?*
- *How do you find being a parent?*
- *What do you think are the good things about being a parent?*
- *What do you think are the difficult things about being a parent?*
- *What difficulties have you encountered?*
- *What about being a parent might cause you worry or stress?*
- *What do you do when this happens?*
- *What things do you do to help you cope with this?*
- *How do you think this can impact on [child]?*
- *How do you make time for yourself?*

## **6. Decision-Making**

The researcher explains that they are now going to ask the parent(s) some questions about making decisions.

- *How are decisions made within the family?*
- *Does [child] get to have a say?*
- *How would [child] get to have a say?*

## **7. Future Concerns and Aspirations**

The researcher explains that they are now going to ask the parent(s) some questions about their concerns and aspirations for the child.

- *What are your concerns for the future regarding [child]?*
- *What pressures does this put on the family?*
- *What goals do you have for [child]?*
- *Do you think [child] will have the opportunity to do this?*
- *What do you think needs to happen for [child] to get to do this?*

## **8. Concluding the Interview**

The researcher winds down the interview with the parent(s).

*“Well that is all of my questions. Would you like to add anything else? Have you any questions for me? Thank you so much for taking part today!”*

**ENDS**





## Growing Up in Ireland Qualitative Study

## Information for Parents / Guardians

In recent months you and your child were one of 8,000 families who took part in the **Growing Up in Ireland** study. From everyone here at the **Growing Up in Ireland** team, we would like to say a big thank-you for your support and participation.

The team is now carrying out a much smaller and more in-depth study known as a 'qualitative study'. We are inviting 120 families from the original 8,000 families to take part in this study and your family has been one of those chosen.

### **What is the qualitative study?**

The main **Growing Up in Ireland** study involved 8,000 families and aims to put together a broad picture of children in Ireland and their development. You will remember that taking part mostly involved ticking boxes on a questionnaire.

The qualitative study is a much smaller study with just 120 families. It aims to complement the main study by gathering more detailed information on the everyday lives of children and their parents as told in their own words.

### **How was my child selected for the pilot qualitative study?**

We have selected 120 families from the original 8,000 families that have taken part in the main study.

### **What happens if I take part in the pilot qualitative study?**

If you and your child agree to take part, a specially trained Study Researcher will arrange another visit to your home at a time which is convenient to your family. During the visit the Researcher will interview you and your partner (if relevant) and carryout a separate interview with your child.

### **What kinds of things will my family be asked to talk about?**

**You and your partner** (if relevant) will be asked to talk about your everyday lives including: the types of things you and your child do together; how you find being a parent and your hopes and concerns for your child in the future. The interview will last about 30 minutes.

Before the interview your family will be given a disposable camera and you will have the opportunity to take some photographs of your family to talk about with the Researcher.

**Your child** will be asked about things such as their hopes and dreams, their family life and friendships and their community and neighbours. This interview will last approximately an hour.

To make the experience more enjoyable for your child they will be asked to draw some pictures, fill out some worksheets and charts and complete some written work such as a letter.

## Growing Up in Ireland Qualitative Study

The interview with you, your partner (if relevant) and your child will be recorded on tape. This will allow the researcher to chat to you properly and will ensure that we remember everything you tell us.

Although the topics you and your child will be asked to speak about are straightforward, they will be quite detailed and some will address relatively sensitive issues such as family relationships, parenting, friendships and bullying.

### Confidentiality

All the information you and your child give to the Researcher during the qualitative study will be treated in the **strictest confidence** except in circumstances where a child or vulnerable person is thought to be at risk.

Although you or another adult will be present in the room when your child is being interviewed, the information given by your child, including written information, drawings etc., will not be seen by anyone – not even you will have access to it.

Under no circumstances could anyone in Government or any government agency or department identity information given by you or your child.

### Storing your data

The information that you and your child give to the researchers will be stored securely. Identifying information will be removed from the data and names and addresses will be stored separately.

### Following up in four years time

As you know **Growing Up in Ireland** is a long-term study. The qualitative study is also long-term and we would like to come back to your home in four years time when your child is 13 years old to do a similar qualitative study. This will be in addition to returning in four years time for the main study.

### Who are the Researchers?

The Researcher who will call to your home is from Trinity College, Dublin. Each interviewer is a specially trained social researcher and has been subject to security vetting by An Garda Síochána.

The Researcher is not allowed to be alone with your child unless you or another adult is present. This is for the protection of both your child and the Researcher.

Each interviewer carries a photo ID card. If you have any concerns about the study or the Researcher or would like to confirm his/her identity you can contact Ms Jillian Heffernan at Trinity College, Dublin on 01-896 3378.

### What are my rights if I take part?

- Just as in the main study you may choose to withdraw from the qualitative study at any time, even after the Researcher has called to your home. At that stage, if requested, we would delete all information previously collected about you.
- If there are any question(s) you do not wish to answer you do not have to do so.

## Growing Up in Ireland Qualitative Study

### What happens next?

One of our research team will contact you by telephone in the coming days to answer any questions you may have about the qualitative study. If you are happy to take part, you can complete the two consent forms enclosed and post them back to us in the pre-paid envelope.

### Where can I find out more information?

**Freephone:** 1800 200 434  
or contact our Communications Officer,  
Jillian Heffernan, on 01 896 3378

**Web:** [www.growingup.ie](http://www.growingup.ie)

**Email:** [growingup@esri.ie](mailto:growingup@esri.ie)

**Post:**  
**Growing Up in Ireland,**  
**The Children's Research Centre**  
**Trinity College, Dublin**  
**Dublin 2**



### **Hello again!**

In the past few weeks you and your parents took part in a very big project called ***Growing Up in Ireland***. You will remember that 8,000 nine year olds from all around Ireland were picked to take part in this project. We are now starting a much smaller project with just 120 nine year olds. We would like to invite you and your parents to take part in this smaller project.

### **So what is the smaller project about?**

In the big ***Growing Up in Ireland*** project you answered lots of different questions about your life by ticking boxes on a booklet. For the smaller project we would like you to tell us more about yourself in your own words. Instead of ticking boxes we will be asking you to draw some pictures and fill out some charts.

### **What happens if I take part?**

- Another person from our team, called a Researcher, will call to your home to have a chat with you. They will ask you lots of different questions about your life, your hobbies, your friends and family and how you feel about growing up.
- Instead of ticking boxes you and the Researcher will have a chat, draw some pictures and fill out some charts.
- The Researcher will also have a chat with your parents, or whoever looks after you at home. They will talk about you and also about themselves and what it is like being a parent.

### **Other things you should know.**

If you do not want to be a part of the smaller study any more, even after the researcher has called to your home, that is your decision and it will be okay with us. If there are any questions you do not want to answer you do not have to do so.

### **Four years time:**

Just like the bigger study we would like to come back and talk to you and your family again when you are 13 years old. This will help us to understand how much things have changed in your life over that time.

### **What do I do now?**

When you have read this leaflet talk to your Mum or Dad about taking part. We have also given your parents a leaflet to tell them all about the small study so you can decide together.

### **Thank You!**

We would like to thank you for all your help so far with ***Growing Up in Ireland***. You are helping to make a better future for all children in Ireland.

### **Where can I find out more information?**

**Freephone:** 1800 200 434

Or contact our Communications Officer, Jillian Heffernan, on 01 896 3378

**Web:** [www.growingup.ie](http://www.growingup.ie)

**Email:** [growingup@esri.ie](mailto:growingup@esri.ie)

**Post:**

**Growing Up in Ireland,  
Economic & Social Research Institute,  
Whitaker Square,  
Sir John Rogerson's Quay,  
Dublin 2**

## PARENT / GUARDIAN CONSENT FORM –Qualitative Study

Name of Child: \_\_\_\_\_  
(BLOCK CAPITALS PLEASE)

Child's Date of Birth: \_\_\_\_\_  
(BLOCK CAPITALS PLEASE)

- I have read and understand the information sheet provided about this qualitative part of the study.
- I understand that I can ask any questions I may have at any time before or during the interview.
- I consent to my child, and myself, being included in research being conducted for the **Growing Up in Ireland** qualitative study.
- I understand that the main aim of the project is to collect more detailed information on the lives of children and their parents as told in their own words.
- I understand that my child has been selected from the 8,000 original families who took part in the main study
- I understand that information will also be collected from my child's other parent and my spouse or partner (where different), and my child.
- I understand that the information will be stored, on a confidential basis, on a computer and will be used for research purposes only.
- I understand that although I will have access to the information given by me, I will not have access to the information given by my child.
- I understand that, because this study looks at children's development over time, I will be asked to participate in a follow-up study when my child is 13 years of age.
- I understand that I may withdraw my participation, and that of my child, at any time, including after the information has been collected.
- I understand the information collected from me and my child may be written in a report about the study.
- I understand that all real names and identifying details will be taken out of the report so readers will not be able to identify my family.
- I understand the conversation that I and my child have with the researcher will be taped, and that these tapes will be strictly confidential and used for analysis purposes only.

Name of Parent/Guardian \_\_\_\_\_  
(BLOCK CAPITALS PLEASE)

Address of Parent/Guardian: \_\_\_\_\_  
(BLOCK CAPITALS PLEASE)

Signature of Parent / Guardian: \_\_\_\_\_

Date: \_\_\_\_\_ Contact telephone: \_\_\_\_\_

*If relevant:*

Name of parent/guardian not resident in your household: \_\_\_\_\_  
(BLOCK CAPITALS PLEASE)

Address of parent/guardian not resident in your household: \_\_\_\_\_

\_\_\_\_\_  
(BLOCK CAPITALS PLEASE)

Signature of parent/guardian not resident in your household: \_\_\_\_\_  
(BLOCK CAPITALS PLEASE)

Date: \_\_\_\_\_ Contact telephone: \_\_\_\_\_



**Growing Up in Ireland Qualitative Study** **Child's Assent Form**

My name is: \_\_\_\_\_  
(CAPITAL LETTERS PLEASE)

My date of birth is: \_\_\_\_\_  
(CAPITAL LETTERS PLEASE)

- I would like to take part in the **Growing Up in Ireland** smaller study. I have been given and have read the information leaflet and have talked to my parents about taking part.
- I will be asked to talk about me, my pastimes, my family, my school and the place where I live.
- I will be asked to draw some pictures and fill out some charts but I understand that this will be fun and not like work in school.
- My parents (or whoever looks after me) will also be interviewed about themselves and me.
- I do not have to answer questions that I do not like.
- I know that the chat I have with the researcher will be taped on a tape recorder so the researcher does not have to do a lot of writing and will remember everything I said.
- I can stop taking part in the pilot study at any time.

Your signature: \_\_\_\_\_

Date: \_\_\_\_\_

Your parent's signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Consent to include worksheets and/or photos in Qualitative Report

Name of Child: \_\_\_\_\_  
(BLOCK CAPITALS PLEASE)

Name of Parent/Guardian \_\_\_\_\_  
(BLOCK CAPITALS PLEASE)

Address of Parent/Guardian: \_\_\_\_\_

- I consent to allow the researchers use my child's completed Growing Up in Ireland worksheets and drawings in the report on the qualitative study where identifying information will be removed.

Yes

No

- I consent to allow the researchers to use photographs, which do not identify in any way your child or other family member or individual, in the report on the qualitative study

Yes

No

Parent's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Child's signature: \_\_\_\_\_

Date: \_\_\_\_\_



## NATIONAL LONGITUDINAL STUDY OF CHILDREN IN IRELAND

### STRICTLY CONFIDENTIAL

#### Incident Report Form

To be completed by the interviewer IMMEDIATELY after any incident in the field

Interviewer Name: \_\_\_\_\_ Int No:

ID Number of Household/Respondent in respect of whom incident occurred

Area Code    Household Code

**Nature of Incident:** *(Do not use the names of people involved. Refer to the "study child" or in terms of participant's relation to study child, e.g. "brother of study child") Please describe as fully as possible. Continue overleaf or on separate sheets if necessary.*

**Location of Incident:** *(Do not give actual address, e.g. use "study child's home". Describe as fully as possible")*

Date of incident \_\_\_\_\_ Time of incident

**Office use only**

Date rec'd:

Processed by:

Action:

Outcome:

**Interviewer:** Please complete above and post to TCD. Also phone TCD about the incident as soon as it has been noted by you in the field. Refer to section on Child Protection Guidelines in manual if relevant.



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# Interview Notes & Observation Form

Duration of the Interview: \_\_\_Hour \_\_\_Minutes

**1. Give details of any significant event that has occurred in the family since the respondent took part in the quantitative component of GUI?**

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**2. What worked well during this interview?**

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**3. What difficulties did you encounter during this interview?**

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---



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**4. Did the respondent ask for clarification on any questions?**

Never <sub>1</sub>    Almost Never <sub>2</sub>    Now and then <sub>3</sub>    Often <sub>4</sub>    Very Often <sub>5</sub>    Don't Know <sub>6</sub>

**5. How engaged with the interview did you feel that the respondent was?**

Very engaged <sub>1</sub>    Quite engaged <sub>2</sub>    Not very engaged <sub>3</sub>    Not at all engaged <sub>4</sub>

**6. Did you feel that the respondent was reluctant to answer any questions?**

Never <sub>1</sub>    Almost Never <sub>2</sub>    Now and then <sub>3</sub>    Often <sub>4</sub>    Very Often <sub>5</sub>    Don't Know <sub>6</sub>

**7. Did you feel that the respondent tried to answer the questions to the best of his or her ability?**

Never <sub>1</sub>    Almost Never <sub>2</sub>    Now and then <sub>3</sub>    Often <sub>4</sub>    Very Often <sub>5</sub>    Don't Know <sub>6</sub>

**8. Overall, did you feel that the respondent understood the questions?**

Never <sub>1</sub>    Almost Never <sub>2</sub>    Now and then <sub>3</sub>    Often <sub>4</sub>    Very Often <sub>5</sub>    Don't Know <sub>6</sub>

**9. Was anyone else present at the interview?** Yes <sub>1</sub>    No <sub>2</sub>

**10. Who was this? Tick all that apply.**

Spouse/Partner <sub>1</sub>    Study Child <sub>2</sub>    Other Child <sub>3</sub>    Other Adult <sub>4</sub>



## Appendix 2 - Helpline Numbers

### Child Protection Services

County	Address	Phone Number	Office Hours
<b>Carlow</b>	Ground Floor, St. Dymphna's Hospital, Athy Road	Tel: (059) 9136587	9.00am to 5.00pm
<b>Cavan</b>	HSE Community Child & Family Services, Drumalee Cross, Co. Cavan	Phone (049) 4377305 / (049) 4377306	9am - 5pm Monday - Friday
<b>Clare</b>			
Ennis	Rover House, Gort Road, Ennis, Co. Clare	Tel: 065 686 3907	
<b>Cork</b>			
West Cork	Coolnagarrane, Skibbereen, Co. Cork	Tel: (028) 40447	9.00am - 5.00pm
South Lee	South Lee Social Work Dept., St. Finbarr's Hospital, Cork.	Tel: (021) 4923001	
North Lee	Blackpool, Co. Cork	Tel: (021) 4927000	
Mallow	North Goulds Hill House, Mallow, Co. Cork.	Tel: (022) 21484	
Cork City	Georges Quay, Cork City, Co. Cork.	Tel: (021) 4965511	
<b>Donegal</b>			
Letterkenny	Millennium Court, Pearse Road, Co. Donegal.	Tel: (074) 9123672 / 3770	
Donegal Town	Euro House, Killybegs Road, Donegal West.	Tel: (074) 9723540	
Buncrana	Links Business Centre, Lisfannon, Donegal East.	Tel: (074) 9320420	
<b>Dublin North</b>	Health Centre, Cromcastle Road, Coolock, Dublin 5	Tel: (01) 816 4200 / 44	
<b>Dublin North Central</b>			
	22 Mountjoy Square, Dublin 1	Tel: (01) 855 6871	9.30am to 5pm
	Ballymun Health Centre, Dublin 11	Tel: (01) 842 0011	9.30am to 5pm
<b>Dublin North West</b>			
	Wellmount Park, Finglas, Dublin 11	Tel: (01) 856 7704	
	Rathdown Road, Dublin 7	Tel: (01) 882 5000	
<b>Dublin West</b>			
Ballyfermot	Bridge House, Social Work Department, Cherry Orchard Hospital, Dublin 10.	Tel: (01) 620 6387	9.00 - 1.00 2.15 - 5.00
<b>Dublin South East</b>	Vergemount Hall, Clonskeagh, Dublin 6	Tel: (01) 268 0320	9am - 1pm and 2:15 to 5pm.
<b>Dublin South City</b>			
	Duty Social Work Carnegie Centre 21-25 Lord Edward Street, Dublin 2	Tel: (01) 648 6555	
	Public Health Nursing, 21-25 Lord Edward Street, Dublin 2	Tel: (01) 648 6555	
	Family Support Service, Donore Avenue	Tel: (01) 416 4441	
<b>Dublin South West</b>	Millbrook Lawns, Tallaght, Dublin 24	Tel: (01) 452 0666	
<b>Dun Laoghaire</b>			
	Tivoli Road, Dun Laoghaire, Co. Dublin	Tel: (01) 284 3579	

	102 Patrick Street, Dun Laoghaire, Co. Dublin	Tel: (01) 236 5120	
<b>Galway City and County</b>			
Oughterard	Health Centre, Oughterard, Co. Galway	Tel: (091) 552200	
Ballinasloe	Health Centre, Brackernagh, Ballinasloe, Galway	Tel: 09096 46200	
Loughrea	Health Centre, Loughrea, Co. Galway	Tel: (091) 847820	
Tuam	Health Centre, Vicar Street, Tuam, Galway	Tel: (093) 24492	9.30am - 12.30am Mon/Wed/Fri
	Local Health Office, HSE West, 25 Newcastle Road	Tel: (091) 546366/370/325/369	
<b>Kerry</b>			
Tralee	28 Moyderwell, Tralee, Co. Kerry	Tel: (066) 7184500	9a.m. - 5p.m. Mon - Fri
Killarney	St. Margaret's Road, Killarney, Co. Kerry	Tel: (064) 50700	9a.m. - 5p.m. Mon - Fri
<b>Kildare</b>	Swan Centre, Fairgreen Street, Naas, Co. Kildare	Tel: (045) 882 400	9am-5pm daily
<b>Kilkenny</b>	11 Patrick Street, Co. Kilkenny	Tel: (056) 7784782	9.00am to 5.00pm
<b>Laois</b>	Child and Family Centre, Portlaoise, Co. Laois	Tel: (057) 86 92567	9.30am to 5pm
<b>Limerick</b>			
South Hill	South Hill, Limerick	Tel: (061) 209985	9.30am - 5.00pm Monday to Friday
Newcastle West	Newcastle West, Co. Limerick	Tel: (069) 62155	9.30am - 5.00pm Monday to Friday
Roxtown	Roxtown Terrace, Old Clare Street, Limerick	Tel: (061) 417622	9.30am - 5.00pm Monday to Friday
Ballynanty	Ballynanty, Limerick	Tel: (061) 457100	9.30am - 5.00pm Monday to Friday
<b>Longford</b>	Tivoli House, Dublin Road, Co. Longford	Tel: (043) 50584	9.30am to 5pm
<b>Louth</b>			
Dundalk	Local Health Care Unit, Wilton House Stapleton Place, Dundalk, Co. Louth	Tel: (042) 9392200	9am - 5pm Monday - Friday
<b>Mayo</b>			
Swinford	Swinford Health Centre, Aras Attracta, Co. Mayo	Tel: (094) 905 0133	9.30am - 5pm daily
Castlebar	Castlebar Hill House Mountain View, Co. Mayo	Tel: (094) 902 2283	9.30am - 5pm daily
Ballina	Ballina Health Centre, Mercy Road, Co. Mayo	Tel: (096) 21511	9.30am - 5pm daily
<b>Meath</b>			
Navan	Family Resource Centre, Commons Road, Navan	Tel: (046) 9073178	
Dunshaughlin	Dunshaughlin Health Care Unit, Dunshaughlin	Tel: (01) 802 4102	
Navan	Child and Family Centre, Navan	Tel: (046) 9078830	
Navan	Enterprise Centre, Navan	Tel: (046) 9097817	
<b>Monaghan</b>	Local Health Care Unit, Rooskey, Co. Monaghan	Tel: (047) 30426 / 427	9.30am to 5pm
<b>Offaly</b>	O'Carroll Street, Tullamore, Co. Offaly	Tel: (057) 93 22488	9.30am to 5pm
<b>Roscommon</b>			
Castlerea	Knockroe, Castlerea, Co. Roscommon	Tel: (090) 66 37843	9.30am - 5pm daily
Boyle	Boyle, Co. Roscommon	Tel: (071) 966 2087	9.30am - 5pm daily
	Lanesboro Road, Co. Roscommon	Tel: (090) 66 37528	9.30am - 5pm daily
	Abbeytown House, Abbey Street, Co. Roscommon	Tel: (090) 66 37014	9.30am - 5pm daily
<b>Sligo, Leitrim, West Cavan</b>			
Leitrim	Community Care Office, Leitrim Road	Tel: (071) 965 0324	10:00am to 1:00pm

<b>Sligo</b>	Carrick on Shannon, Co. Leitrim One Stop Shop, Teach Laighne, Humbert Street Tubbercurry, Co. Sligo	Tel: (071) 912 0454	10:00am to 1:00pm
<b>Sligo</b>	Markievicz House, Barrack Street, Co. Sligo	Tel: (071) 915 5133	10:00am to 1:00pm
<b>Tipperary</b>			
North Tipperary	Annbrook, Nenagh, Co. Tipperary	Tel: (067) 41934	
Thurles	St.Mary's Health Centre, Parnell Street, Thurles	Tel: 0504 23211	
South Tipperary	Community Care Services, Western Road Clonmel, Co. Tipperary	Tel : (052) 77303	
<b>Waterford City and County</b>			
Waterford City	Social Work Service, Cork Road, Waterford	Tel: (051) 842 827	9am - 5pm Mon, Wed and Fri
Dungarvan	Social Work Department St. Joseph's Hospital, Dungarvan	Tel: (058) 20918 / 20920 / 20921	9am - 5pm Monday - Friday
<b>Westmeath</b>			
Athlone	Athlone Health Centre, Coosan Road, Athlone	Tel: (09064) 83106	9.30am to 5pm
Mullingar	Child and Family Centre, St. Loman's Mullingar, Co. Westmeath	Tel: (044) 93 84450	9.30am to 5pm
<b>Wexford</b>			
Ferrybank	Ely House, Ferrybank, Co. Wexford	(053) 912 3522 Ext 201	9am - 5pm Monday - Friday
New Ross	Hospital Grounds, New Ross, Co. Wexford	Tel: (051) 421445	9am - 5pm Monday - Friday
Enniscorthy	Millpark Road, Enniscorthy, Co. Wexford	Tel: (053) 9233465	9am - 5pm Monday - Friday
<b>Gorey</b>	Hospital Grounds, Gorey, Co. Wexford	Tel: (053) 9430100	9am - 5pm Monday - Friday
<b>Wicklow</b>			
Wicklow Town	Seafront, Wicklow Town, Co. Wicklow	(0404) 60800	9am - 5pm Monday - Friday
Bray	The Civic Centre, Main Street, Bray, Co. Wicklow	(01) 274 4180 / 4100	9am - 5pm Monday - Friday
Kildare/West Wicklow	Swan Centre, Fairgreen Street, Naas ,Co Kildare	(045) 882 400	9am - 5pm Monday - Friday
Delgany	Delgany Health Centre, Delgany, Co. Wicklow	(01) 287 1482	9am - 5pm Monday - Friday

Organisation	Address	Telephone	Office Hours
<b>Children's Phone Line</b>			
Childline	<a href="http://www.childline.ie">www.childline.ie</a>	1800 66 66 66	24 hours a day, 365 days a year
<b>Parenting</b>			
Parentline	Carmichael House, North Brunswick St, Dublin 7	1890 92 72 77	Monday – Thursday 10 a.m. – 9. 30 p.m. and Friday 10 a.m. – 4.30 p.m.
Treoir	Custom House Sq, IFSC, Dublin 1	(01) 670 0120	
<b>Family Support Services</b>			
Health Service Executive	Oak House, Millennium Park, Naas, Co. Kildare	<b>1850 24 1850</b>	8am to 8pm, Monday to Saturday.
Barnardos	Christchurch Square, Dublin 8	1850 222 300	Phone line open 24 hours
ISPCC	20 Molesworth Street, Dublin 2	(01) 679 4944	
<b>Abuse</b>			
CARI (Children at Risk in Ireland)	110 Lwr Drumcondra Rd, Dublin	1890 924 567	Monday to Friday 9:30am to 5:30pm
Rape Crisis Centre	70 Lower Leeson St, Dublin 2	1800 778 888	Mon - Fri - 8.00am to 7.00pm Sat - 9.00am - 4.00pm
Women's Aid	Everton House, 47 Old Cabra Road, Dublin 7	1800 341 900	
<b>Bullying</b>			
National Parents Council (Primary)	12 Marlboro Ct, Dublin 1	(01) 887 4034	Mon – Fri – 10.00am to 12.30pm
<b>Depression</b>			
Aware	72 Leeson St. Dublin 2	1890 303 302	seven days a week from 10am-10pm.
Samaritans	112 Marlborough St, Dublin 1	1850 60 90 90	Phone line open 24 hours
<b>Bereavement</b>			
Solas Child Bereavement Counselling Service	Christchurch Square, Dublin 8	(01) 473 2110	Phone line open 24 hours
<b>Eating Disorders</b>			
Bodywhys	PO Box 105, Blackrock, Co. Dublin	1890 200 444	
<b>Drugs</b>			
Drug/HIV Helpline		1800 459 459	Phone line open 24 hours
NA (Narcotics Anonymous)	4-5 Eustace St, Dublin 2	(01) 672 8000	
<b>Crime</b>			
Victim Support	Halliday House, 32 Arran Quay, Dublin 7	1850 66 17 71	
<b>Alcoholism</b>			
Al-Anon Information Centre	5/6 Capel Street, Dublin 1	(01) 873 2699	
Alcoholics Anonymous	109 South Circular Road, Dublin 8	(01) 453 8998	
<b>Counselling</b>			
Irish Association for Counselling and Therapy	8 Cumberland St, Dun Laoghaire, Co. Dublin	(01) 230 0061	
<b>Gambling</b>			
Gamblers Anonymous	Carmichael House, North Brunswick St, Dublin 7	(01) 872 1133	
<b>Financial Services</b>			
Financial Information Service Centre	83 Pembroke Road, Dublin 4	(01) 637 7361	
<b>Legal Advice</b>			
Free Legal Advice	13 Lower Dorset St, Dublin 1	(01) 874 5690	
<b>Literacy</b>			
National Adult Literacy Association	76 Lower Gardiner Street, Dublin	1800 20 20 65	



Growing Up in Ireland  
- The National Longitudinal Study of Children  
in Ireland

Technical Report on the 9-Year Cohort  
Qualitative Data

Appendix 3:  
Irish Qualitative Data Archive (IQDA)  
Anonymisation Protocol

November 2009





## Anonymisation Guidelines

(Version 5, February 2008. This document is a draft and subject to revision.)

The purpose of anonymisation is to ensure that the confidentiality, privacy, and good name of interviewees, or of any other named parties or individuals, are not violated in any public presentation of archived data.

This document provides guidelines based on previous experience with archiving qualitative data.<sup>1</sup> However, no anonymisation procedure should be treated as an absolute rule, since the nature, type and extent of anonymisation required will depend on a range of project-specific issues, including the research topic, consent secured, and so on. In general, the guidelines refer to the anonymisation of textual data, such as interview transcripts or field notes. However, care must also be taken to ensure that confidentiality and privacy are preserved when archiving data in other formats, including where multiple forms of data are available for particular individuals, groups or organizations.

The key to success is to arrive at an *appropriate level* of anonymisation that will not lessen the use-value of the data.

### 1. General Approach:

- Remove major identifying data (real names, place and company names)
- Remove all identifying details (names, street-names, real names, occupational details)
- Replace with descriptions that reflect the significance of the original text within the context of the transcript
- Keep a tracking table to record all changes and to link real names with pseudonyms (see 3. below)

### 2. Flagging Anonymised Text

It is desirable to indicate where anonymisation has occurred, both to inform secondary researchers and to facilitate checking and proofing the process of anonymisation itself.

We recommend the following approach. At the start of the text to be anonymised, use the punctuation marks @@. At the end of the text, use the marks ##. These characters are unlikely to appear for any other reason in the text.

For example: "My mother's name was Mary Brown" becomes "My mother's name was @@Ann Smith##."

<sup>1</sup> Thanks to Timescapes at the University of Leeds and the *Life History and Social Change Project* at NUI Maynooth for allowing us to draw on their in-house guidelines in preparing this document.

### 3. Keeping Track of Anonymisation

All changes should be noted in a table similar to the example provided below. This aids review of the anonymisation process by yourself and/or other members of the research team, and helps ensure consistency across documents.

It is also a good idea to note any named person or place even if you decide *not* to anonymise them. Make sure you use the same spelling in the table as in the transcript.

Line number name first occurred	Name in transcript	Nature of individual or place (e.g.interviewee, husband of, place of work, etc.)	Anonymised name	Special alerts or queries
(Ensure line numbers are continuous in the document)				

### 4. What to Anonymise:

#### a) Names of people

Describe according to the person's significance within the context of the transcript: 'female/male friend,' 'father,' 'teacher,' etc.

It is usually desirable to use a pseudonym, especially if the person is referred to more than once in the transcript.

"I was talking to my neighbour, Mary, and I said" would become "I was talking to my neighbour, @@Sarah##, and I said".

Pseudonyms should be consistent within the document. In other words, if you change Mary to Ann, ensure that in every instance where Mary is mentioned, it is changed to Ann.

It may not always be necessary to disguise the names of high-profile individuals. For example: "I remember, De Valera was president at that time."

#### b) Names of places

The kinds of placenames that should be anonymised will depend on context and may include: countries, cities, towns, villages, rural areas, schools and universities, places of work. The key question to be considered is whether or not there is a significant or long term attachment that would link an individual clearly to that place?

Describe the anonymised place according to its significance within the context of the transcript:

"We had the reception at Ballymascanlan hotel"  
"We had the reception at @@a local hotel##."

Where possible and appropriate, include information about the broad regional area when anonymising placenames. For example, "I was brought up in Killarney" becomes "I was brought up in @@Kilkeely, in the South-West##." IQDA recommends using the NUTS 3 regional divisions where possible and appropriate.

#### Nuts 3 Regional Divisions

1. Border: The counties of Cavan, Donegal, Leitrim, Louth, Monaghan, Sligo
2. West: The counties of Galway, Mayo and Roscommon
3. Midland: The counties of Laois, Longford, Offaly and Westmeath
4. Mid-East: The counties of Kildare, Meath and Wicklow
5. Dublin Region: the city of Dublin, and the counties of Dun Laoghaire-Rathdown, Fingal and South Dublin
6. South-East: The counties of Carlow, Kilkenny, South Tipperary, Waterford and Wexford
7. South-West: The counties of Cork and Kerry
8. Mid-West: The counties of Clare, Limerick and North Tipperary
9. Northern Ireland

If there is mention of more than one place, the most desirable solution is to use a range of pseudonyms, keeping them consistent within a document. An alternative solution is to use numbered place identifiers. For example, "I was brought up in Killarney" becomes "I was brought up in @@South-Western Town 1##. However, this may make it more difficult to track placenames across the anonymised transcript, and make the transcript itself less easy to read.

In some circumstances it may be necessary to add additional information that indicates other significant aspects of the place in question. For example:

For example: "I went to The High School in Rathgar" becomes "I went to @@a private secondary school in Dublin##"

In some cases it may not be necessary to anonymise places. For example, you may decide that in the case of universities, it may be necessary only to anonymise the dates of attendance: Thus: "I went to Trinity in 1953" becomes "I went to Trinity in @@the early fifties##." However, this decision must be taken in the context of other information provided within the transcript.

#### c) Names of organisations

It may be necessary to anonymise these depending on context. The key question to consider is whether or not the organisation is unique enough for individuals to be identified through their association with it.

If you do anonymise the name of an organisation, do so by referring to its broad category e.g. @@Church choir##, or @@local football club##, and include an alert in the Anonymisation Table. As with names and places, provide sufficient information in your description to reflect the significance of the organisation in the context of the whole transcript.

#### d) Names of occupations

In some instances occupational data alone will not identify people. For example, many women worked as nurses in Ireland.

Where an occupational title is likely to identify individuals, replace with a more general description. For example: "I was the third secretary in the Department of Foreign Affairs" becomes "I was @@a senior civil servant## in the Department of Foreign Affairs"

Similarly, employers' names can be replaced by a more general category. Thus, "I worked as a waitress in Bewleys on Westmoreland Street" becomes "I worked as a waitress in @@a café in Dublin##."

#### e) Other potentially identifying information

In some contexts, information about nationality or ethnicity may easily reveal identity, e.g. "the Lithuanians who took over the shop." This can be changed simply to "the @@people## who took over the shop."

Other examples of information that may identify individuals under certain circumstances include names of countries, subjects studied at school or college, model of car driven, and so on. As a general rule, judgement must be exercised about whether or not any particular item in the transcript must be altered in order to preserve confidentiality and privacy.

#### 5. Highly sensitive information

Under some circumstances it may be necessary to excise sections from transcripts, or to withhold individual transcripts from within a project, for example where sensitive text might expose participants to legal action, or "place them at risk of harm, scandal or ridicule" (Corti et al. 2000 [31]).

Other strategies for dealing with sensitive data may include:

- Closure of materials for a specified period, agreed with the depositor
- Restricted access, where certain materials are only available to particular kinds of researchers, and/or where requests for access are vetted by the depositor

Please consult the management team at IQDA if you have any concerns or queries about the suitability of particular data or sections of data for archiving.

#### 6. Useful additional reading:

Corti, Louise, Annette Day and Gill Blackhouse. 2000. "Confidentiality and Informed Consent: Issues for Consideration in the Preservation of and Provision of Access to Qualitative Data Archives." *FQS Forum: Qualitative Social Research/Sozialforschung* 1, 3, Art. 7.  
<http://www.qualitative-research.net/index.php/fqs/article/view/1024/2208>





Growing Up in Ireland  
- The National Longitudinal Study of Children  
in Ireland

Technical Report on the 9-Year Cohort  
Qualitative Data

Appendix 4: NUTS 3 Regional Divisions

November 2009



### **NUTS 3 Regional Divisions**

1. **Border:** The counties of Cavan, Donegal, Leitrim, Louth, Monaghan, Sligo
2. **West:** The counties of Galway, Mayo and Roscommon
3. **Midland:** The counties of Laois, Longford, Offaly and Westmeath
4. **Mid-East:** The counties of Kildare, Meath and Wicklow
5. **Dublin Region:** the city of Dublin, and the counties of Dun Laoghaire-Rathdown, Fingal and South Dublin
6. **South-East:** The counties of Carlow, Kilkenny, South Tipperary, Waterford and Wexford
7. **South-West:** The counties of Cork and Kerry
8. **Mid-West:** The counties of Clare, Limerick and North Tipperary
9. **Northern Ireland**