

# Conducting Research with Children and Adolescents

5

Design, Methods and Empirical Cases

Julie Tinson

## Contents

Introduction	2
Preparing to Research	3
Disclosure and Access	3
Consent	5
Gatekeepers	7
Location of Study	9
Providing Additional Information	10
Sampling	12
Contingencies	14
The Role of Incentives	16
<b>Reflective Questions</b>	18
Research Plan Checklist	19
References	19
Index	21

 Published by Goodfellow Publishers Limited, Woodeaton, Oxford, OX3 9TJ  
<http://www.goodfellowpublishers.com>

Copyright © Julie Tinson 2009

All rights reserved by Goodfellow Publishers Limited. The text of this publication, or any part thereof, may not be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, storage in an information retrieval system, or otherwise, without prior permission of the publisher.

 Design and setting by P.K. McBride

# 5 Planning the Fieldwork for Research with Children and Adolescents

## Objectives

- To explore the concepts of disclosure, access and consent in the context of research planning
- To suggest the design of a consent form and determine the amount of additional information that it may be necessary to provide to the gatekeeper(s) or young person taking part in the research
- To identify how to sample for a research study with young people and where best to conduct the research with children
- To consider how and why it is necessary to have a contingency plan
- To explore the role of incentives.

## Introduction

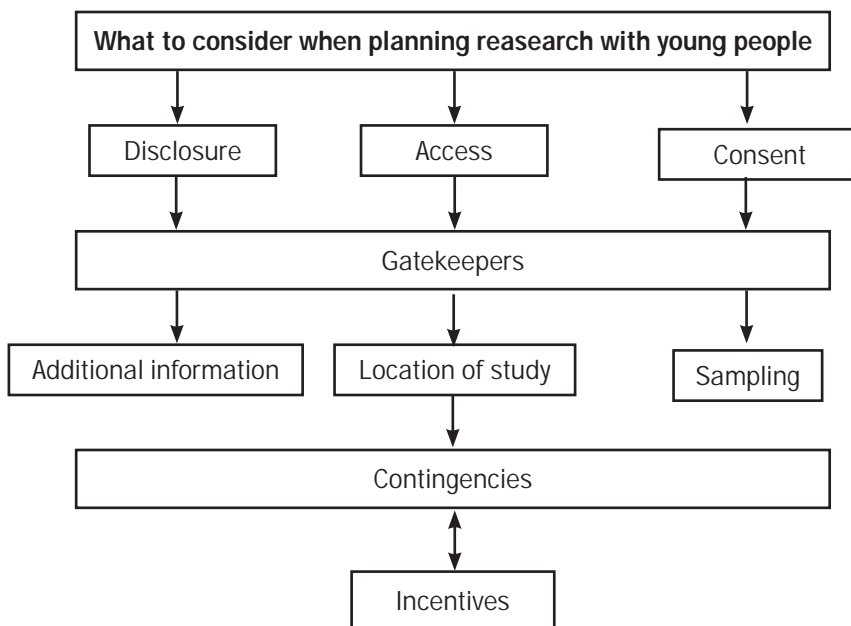
The previous chapters discussed the importance of an ethical approach to researching with children and illustrated a variety of methods and techniques that could be adopted and adapted for children and adolescents. The aims and objectives of the research project needs to be fully understood and addressed before the planning phase can begin. If you are reading this chapter, you will already have thought about the nature of your topic (e.g. sensitive, engaging, etc.), the age group of the children you will be researching with and the most appropriate research method to use. This chapter is designed to ensure that your proposed study is successful in its execution. Without adequate planning, researching with children is ill-fated. As many, if not all, projects have a time frame, a clear plan with a time line will be an effective aid to the successful completion of your project.

## Preparing to Research

Timing is imperative to ensure that the research you are conducting with children has a positive outcome. Any plan (but particularly a plan that involves researching with young people) ought to consider what needs to be achieved but a contingency plan (see 'Contingencies' below) should also be considered in case of circumstances outside the researcher's control. Do not focus on what could go wrong but do retain a sense of flexibility in your overall approach. The checklist at the end of this chapter outlines what you need to include in your plan of research and the key people who will be involved in the plan you should prepare. Each aspect of this checklist is discussed in depth in this chapter and all of these items should be considered before your research project is conducted. Figure 5.1 summarises what needs to be considered when preparing to research with young people.

## Disclosure and Access

Chapter 2 outlined the need for an ethical approach to researching with children and the first item on a plan that involves researching with children is securing access to young people. *Do not* underestimate how long this process will take. Researching with children is very rewarding but it is essential that access, consent and disclosure are in place *before* any research commences. 'Access' to children varies across disciplines. Chapter 2 discusses best practice *across* disciplines but it is important to note here that depending on the type of project you are proposing (e.g. health, education, busi-



**Figure 5.1:** Summary of what to consider when preparing research with young people

**Chapter extract**

**To buy the full chapter, and for copyright  
information, click here**

[http://www.goodfellowpublishers.com/academic-publishing.php?promoCode=&partnerID=&content=story&st](http://www.goodfellowpublishers.com/academic-publishing.php?promoCode=&partnerID=&content=story&storyID=205)

[oryID=205](http://www.goodfellowpublishers.com/academic-publishing.php?promoCode=&partnerID=&content=story&storyID=205)



All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recorded or otherwise, without the written permission of Goodfellow Publishers Ltd

All requests should be sent in the first instance to

[rights@goodfellowpublishers.com](mailto:rights@goodfellowpublishers.com)

[www.goodfellowpublishers.com](http://www.goodfellowpublishers.com)