**Overview**

If you want to find out about the impact of a strategy or intervention you need to gather information or evidence about what has changed.

There are two main types of evidence you might collect. One is *qualitative* and the other is *quantitative*.

**Qualitative Evidence**. This is information that can’t be measured but provides descriptive information based on the experiences and perceptions of individuals.

**Quantitative**. This is information collected through measuring things usually recorded in a numerical form or a form that can be used to provide direct comparisons, such as in charts or graphs.

Both types of information provide important data, and both are equally relevant.

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| **Examples of Sources of Qualitative Information** | |
| Teacher observations in: | * classroom * school building * playground * other |
| Feedback from others (verbal or written) | * staff * pupils * parents * visitors * focus groups * comments in surveys/ questionnaires * minutes of meetings |

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| **Examples of Sources of Quantitative Information** | |
| Teacher records | * rating scales/ questionnaires * time sampling * audits |
| School records | * attendance * referrals * reports and statistics. |

The table overleaf provides more detail about different ways of collecting your information.

|  | **Suggestions** | **Definition / Purpose** |
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| **☺** | **Case Study**  Individual or comparison between cases. | 1. A process or record of research into the development of a particular person, group, or situation over a period of time.   This involves observation in real context to fully understand or depict and individual’s experience. |
| **🗁** | **Documents and Records Review**  Examples   * Data from attendance at school * Data from attendance at clubs * Action plans * Improvement Plans * Plan, Do, Study, Act (PDSA) Records * PRD Records * CLPL Records * Minutes from meetings * Samples of pupils’ work * Reports and statistics | Used to Trace history and current status in relation to a theme / topic.  To trace participation rates.  To monitor test of change process and measure fidelity to change process. |
| **👂** | **Interview**  Types   * Individual Interview * Formal / Informal * Group Interview * Focus Group | A flexible tool for data collection enabling the use of verbal, nonverbal, spoken and heard.  Individual interview has the possibility of eliciting in depth information.  Group interview / focus group can yield further information as participants are encouraged to contribute by listening to comments from others and by the support from the group members. |
| **🗫** | **Multi-method research** using acombination of different research methods**.**  **Example**   * The Mosaic Approach *(Clark and Moss, 2001)* Comprises of various listening tools that are both verbal and visual.   Includes Interviews, photo books, tours and map making. | To obtain a more holistic view; useful when measuring more than one paradigm, using more than one methodological tool or data collection method in the same study.  This is an inclusive approach and can useful for gathering data pertaining to young children. |
| **👁** | **Observation**  Examples   * Non-participant observation * Participant observation * Time sampled observation * Think out loud technique (participant verbalizes thoughts and perceptions whilst engaged in an activity or task.) | To gather information about language, behaviour or how a program works.  Observations can be captured using a range of methods   * Film * Make Audio recording * Transcript * Take notes at the time or later * Use coding to analyse notes. |
| **🖹** | **Questionnaire or survey (including online)**  Examples   * Quantitative data (numerical) from closed-ended questions * Qualitative data using open-ended questions | To quickly and easily collect a lot of information in a non - threatening way from people about their demographic characteristics, opinions, choices, preferences, attitudes, beliefs, motivations etc. |
| **0⭰⭲5** | **Likert Scale** | Contains several statements that address the concept under examination with an interval scale, prepared by the researcher. |
| **🡘** | **Semantic differential Scales** | To measure knowledge, understanding and attitudes towards a given issue using an interval scale with several opinions set up at extreme ends (e.g. useful–useless) |
| **📬** | **Voting and Ranking Processes**  Examples   * Ballot * Secret box * Tokens * Visual / pictorial * Diamond Nine Ranking | To quickly capture views on a range of options.  Good for gaining anonymous opinions. |
| **✍** | **Written Comments**  Examples   * Speech bubbles * Comment slip * Post it * Display board * Written comments on pupil’s work * Diary or Journal entries | To capture feedback, opinions, suggestions and ideas. |
| **🗒** | **Profiling or Assessment Tools**  **Examples**   * The Boxall Profile * Goodman’s Strengths and difficulties questionnaire * Audit Tools in Ed Scotland Framework Applying Nurture as a Whole School Approach | To audit current practice.  To identify baseline scores in relation to children’s development, behaviour and health and wellbeing. |
| **☑** | **School assessment and tracking data**  **LA attainment data** |  |

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| **Applying Nurture as a Whole School Approach Framework by Education Scotland**  Appendix 1 (a): Whole school Readiness Checklist  Appendix 1 (b): Individual Readiness Checklist  Appendix 2: Attunement Profile  Appendix 3 (a): Observation Profile – the classroom  Appendix 3 (b): Observation Profile – the playroom  Appendix 3 (c): Observation Profile for the school environment  Appendix 4 (a): Teacher and Early Years Practitioner Staff Questionnaire  Appendix 4 (b): Non-Teaching Staff and Support Staff Questionnaire  Appendix 5 (a): Children and young people Focus Group discussion prompts  Appendix 5 (b): Early Years Focus Group discussion prompts  Appendix 6: Parent/Carer Questionnaire |

**References**

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