

Data Collection Method Brief

Collecting Data from Children Ages 9-13

APPENDIX A: IN PERSON INTERVIEWS

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<http://www.lpfch.org/informed/facts/etr.html>

In-Person Interviews

How have in-person interviews been used for collecting information from children?

Researchers and practitioners use interviews to conduct clinical assessments and/or collect information (e.g., for surveillance or evaluation). Research suggests that children ages 6 and older have the cognitive and language abilities to be interviewed but that younger children may need visual as well as verbal stimuli to make issues concrete during the interview process.⁴ Most individual interviews are conducted by having an interviewer record participants' answers on paper. Some researchers use computer-assisted personal interviewing (CAPI); this involves having the interviewer record answers on a computer.

What are important considerations when using interviews with children?

- ✓ Investigators can use standard interview questions with children ages 11 and over, but the questions must be modified to reflect children's cognitive and language abilities, address issues of confidentiality of reporting certain behaviors, and ensure they are relevant to children's main social and cultural context (e.g., home or school)
- ✓ This type of data collection method is ideal for children with lower literacy skills.
- ✓ Interviews provide an opportunity to obtain more in-depth data than written surveys because they allow interviewers and participants to ask clarifying questions.
- ✓ It is important to include extra time when using interviews with children to develop rapport and get to know the children before the interview.
- ✓ It is critical to include interviewer training when using this approach because the quality of the data from interviews depends on the skills, experience, and interest of the interviewers.
- ✓ In general, school-based interviewing is more cost effective than in-home interviewing.¹²

What are the advantages of using this approach?

- Flexibility
- Privacy
- In-depth information

What the Research Says...

- ✓ Interviewers have greater control when asking questions of individuals than when facilitating focus group interviews.⁶
- ✓ Individual interviews are preferred over group interviews for complex and sensitive topics.⁷
- ✓ This approach eliminates the possibility of peer group influence.⁷
- ✓ Interviewers can cover more ideas and a greater range of themes in individual interviews than in group interviews.^{6,7}

What are the drawbacks of this approach?

- Preparation
- Data quality
- Cost

What the Research Says...

- ✓ Young children may find it difficult or uncomfortable to be interviewed by an unknown adult.³
- ✓ Children may need breaks during an individual interview (e.g., by drawing a picture or completing a puzzle); this is particularly important for longer interviews or those that might be emotionally or cognitively challenging.³
- ✓ Parents' presence during an interview may affect the data quality (e.g., parents may interject comments that could compromise the data or children may not

	<p>share certain information in the presence of their parents).⁸</p> <ul style="list-style-type: none"> ✓ Data quality also can be affected by children’s tendency towards compliance and suggestibility,¹⁰ and because children ages 6-14 (particularly those ages 12-14) tend to withdraw personal information from adults and edit their answers.^{11,12} ✓ Reliability and validity of individual interview data are affected by a number of factors (e.g., language comprehension, child’s development and gender, child’s willingness to articulate subjective experience, and the affective relationship between adult interviewer and child respondent).^{2,5,11,12} ✓ In-person interviews are costly to implement.¹²
<p>References</p>	<ol style="list-style-type: none"> 1. Bruck, M., Ceci, S. J., & Hembrooke, H. (1998). Reliability and credibility of young children's reports. From research to policy and practice. <i>American Psychologist</i>, 53(2), 136-151. 2. Claveirole, A. (2004). Listening to young voices: Challenges of research with adolescent mental health service users. <i>Journal of Psychiatric and Mental Health Nursing</i> 11(3), 253–260. 3. Coyne, I. T. (1998). Researching children: Some methodological and ethical considerations. <i>Journal of Clinical Nursing</i>, 7(5), 409-416. 4. Deatrck, J. A., & Ledlie, S. W. (2000). Qualitative research interviews with children and their families. <i>Journal of Child and Family Nursing</i>, 3(2), 152-158. 5. Docherty, S., & Sandelowski, M. (1999). Focus on qualitative methods: Interviewing children. <i>Research in Nursing & Health</i>, 22(2), 177 - 185. 6. Heary, C., & Hennessy, E. (2006). Focus groups versus individual interviews with children: A comparison of data. <i>Irish Journal of Psychology</i>, 27(1-2), 58-68. 7. Heary, C. M., & Hennessy, E. (2002). The use of focus group interviews in pediatric health care research. <i>Journal of Pediatric Psychology</i>, 27(1), 47-57. 8. Irwin, L. G., & Johnson, J. (2005). Interviewing young children: Explicating our practices and dilemmas. <i>Qualitative Health Research</i>, 15(6), 821-831. 9. Kortessluoma, R.-L., Hentinen, M., & Nikkonen, M. (2003). Methodological issues in nursing research: Conducting a qualitative child interview: methodological considerations. <i>Journal of Advanced Nursing</i> 42(5), 434-441. 10. Krähenbühl, S., & Blades, M. (2006). The effect of interviewing techniques on young children's responses to questions. <i>Child: Care, Health and Development</i>, 32(3), 321-331. 11. Parker, W. C. (1984). Interviewing children: Problems and promise. <i>Journal of Negro Education</i>, 53(1), 18-28. 12. Scott, J. (1997). Children as respondents: Methods for improving data quality. In L. E. Lyberg, P. Biemer, M. Collins, E. D. Leeuw, C. Dippo, N. Schwarz & D. Trewin (Eds.), <i>Survey Measurement and Process Quality</i> (pp. 331-350). New York: John Wiley & Sons, Inc.