

# Accessible data analysis in inclusive disability research methods:

**a systematic technique for increasing rigour**

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# Background

- People with cognitive disability are increasingly involved in conducting research about their lives and into significant social policy questions.
- Growing field of inclusive disability research (& evaluation)
  - ‘research that changes the dynamic between research/researchers and the people usually researched: it is conceived as research *with, by,* or sometimes *for* them, and in contrast to research *on* them. (Nind, 2014, p.3)
- However, finding accessible ways to conduct rigorous data analysis remains challenging for inclusive research teams.

# Our study

- Aims to improve knowledge, policy and practice concerning the role of relationships with paid support workers in strengthening the rights and wellbeing of young people with cognitive disability.
- Conceptually framed by recognition theory, social geography



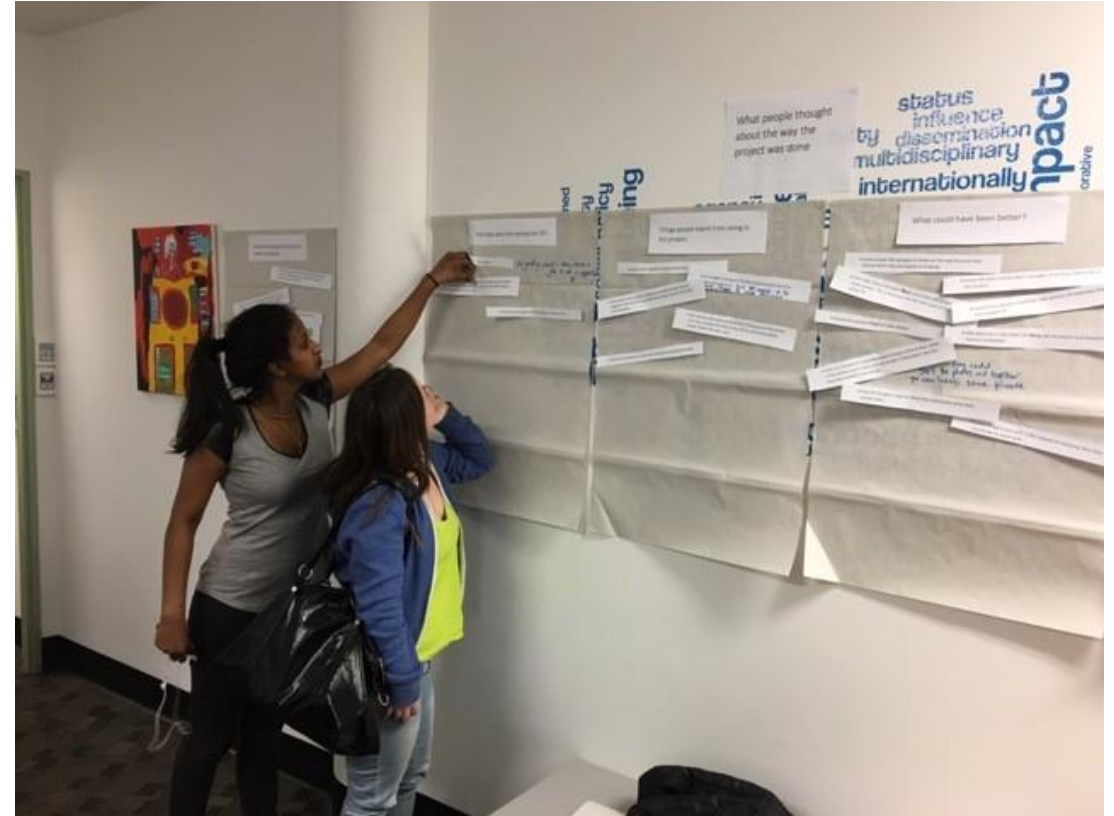
# Methods

- We have used inclusive research methods.
- Young people are part of the research as team members, advisors, and research participants.
- The methods connect to the theory behind the project:
- Photo rich qualitative phase with 42 pairs of young people & support workers; followed by surveys.



# Method for accessibly analysing the data

- Neale's (2016) iterative categorisation process
- Adapted for
  - Increasing transparency
  - Team-sharing
  - To be accessible to young people with cognitive disability who were involved in analysing data from the project fieldwork.



# Process

- We applied IC to the methodology codes in our data in NVIVO and thematised
- We completed a descriptive analysis (standard for IC)
- We simplified the text
- We asked the YPAG to consider the codes and allocate to the themes (researcher identified) as they saw fit
- We asked our Community Researcher Jaimsie to review, once completed
- We moderated the YP's findings on the data with the research team's findings and discussed alignment and distinctions

# Effect

- IC scaffolded young people's participation into the analysis of the fieldwork data in a transparent and measurable way.
- It allowed us to thematically analyse, confirm and moderate coding.
- It also provided a structure for the research to hold the advice from the lived experience of the young people but not conflate it with the project data.



# Implications

- Using this qualitative data analysis method is a transparent and achievable way for inclusive research teams to demonstrate an accessible analytical approach.
- It brought lived experience expertise into the analytical process, informing findings and implications arising from the research.
- This may be helpful in adding depth and rigour to the developing field.

# For more information

The project website:

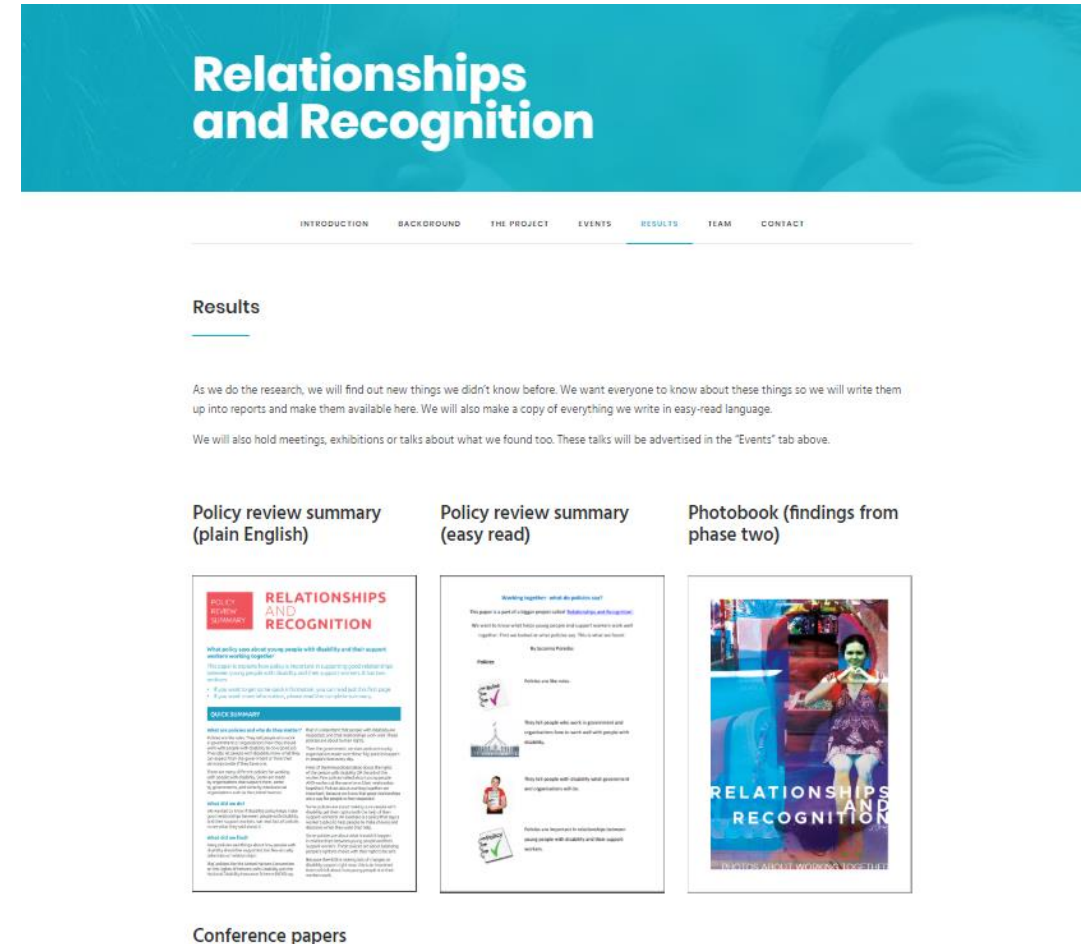
[www.rcypd.edu.au/projects/r/](http://www.rcypd.edu.au/projects/r/)

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The screenshot shows the website for the Relationships and Recognition project. The header is a teal banner with the title "Relationships and Recognition" in white. Below the banner is a navigation menu with links for INTRODUCTION, BACKGROUND, THE PROJECT, EVENTS, RESULTS, TEAM, and CONTACT. The "RESULTS" tab is currently selected. The main content area is titled "Results" and contains the following text:

As we do the research, we will find out new things we didn't know before. We want everyone to know about these things so we will write them up into reports and make them available here. We will also make a copy of everything we write in easy-read language.

We will also hold meetings, exhibitions or talks about what we found too. These talks will be advertised in the "Events" tab above.

Below the text are three columns of links:

- Policy review summary (plain English)
- Policy review summary (easy read)
- Photobook (findings from phase two)

At the bottom of the screenshot, there is a section for "Conference papers".

# References

- Neale, J. (2016) Iterative categorization (IC): a systematic technique for analysing qualitative data. *Addiction Methods and Techniques*, 111, 6, 1096-1106
- Nind, M. (2014) *What is inclusive research?* Bloomsbury, London