

Data Collection Methods

Below are examples of outcomes that your playground might generate and suggestions for the sorts of tools you could use to collect evidence in support of these outcomes. It's important that you consider the time, resource and person power your AP has. You will see that it's possible to collect evidence for lots of different outcomes through the same tool. Try to keep things simple and feasible.

Outcome Indicator	Data Collection Methods
<p>CYP experience a more inclusive play environment</p> <p>Non-disabled and disabled children play together more frequently</p>	<ul style="list-style-type: none"> • Written reflections/session evaluations/observations from playworkers (prompt for examples of inclusive behaviour e.g. children playing together who might not usually; examples of CYP being open-minded to difference) • Interview CYP about who they play with • Photographs of disabled and non-disabled CYP playing together
<p>Non-disabled children and their families better understand the needs/potential of disabled children</p>	<ul style="list-style-type: none"> • Interview parents/carers/siblings of disabled users about how their understanding of their child's needs/potential has changed • Informal discussions with parents/carers/siblings about their understanding of the SU's needs/potential • Parent/carer/sibling questionnaire asking them what impact the AP has had on their understanding of their child's/sibling's needs/potential
<p>SUs and CYP can express their needs/feelings/likes / dislikes more clearly</p> <p>Children will share achievements and feelings</p> <p>CYP have improved emotional intelligence</p>	<ul style="list-style-type: none"> • Participatory games to elicit SU's needs/feelings/likes/dislikes (see Markfield manual) • Art Mural by SUs/CYP that illustrates their needs/feelings/likes/dislikes • Blob Tree to help SUs/CYP identify their mood • Session evaluations/written reflections/observations (prompt for notable examples of SUs and CYP expressing their needs/feelings/likes/dislikes) • Case studies of SUs who have most obviously developed ways to express their needs/feelings/likes/dislikes more clearly • Emoji wall
<p>Disabled SUs feel more confident in speaking or using their communication system effectively</p>	<ul style="list-style-type: none"> • Interview CYP or their families • Observations/session evaluations/written reflections prompt for examples of CYP demonstrating increased confidence in communications • Case studies of CYP who have demonstrated increased confidence in communication

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<p>CYP engage in a greater range of play experiences (they can try something new)</p> <p>CYP's lives are enriched</p>	<ul style="list-style-type: none"> • Map how CYP use the playground in different ways (you could use the Play Types here) • CYP questionnaire enquiring into the variety of play experiences CYP engage in • Audio/video recordings of CYP playing • Photographs of CYP playing in different ways • Photo-elicitation Show CYP photographs of the playground and ask them what new things they have tried in each space • Video recordings of CYP engaging in different kinds of play • Interview CYP about their play experiences • Observations/session evaluations/written reflections (prompt for examples of Sus trying something new)
<p>CYP have more opportunities to make their own decisions</p> <p>CYP voices and ideas have more impact on staff decisions</p>	<ul style="list-style-type: none"> • Observations/session evaluations/written reflections of CYP making decisions e.g. choosing how and where to play/adapting their environment • Audio recordings of CYP making decisions • Dot voting • Minutes from consultation meetings with CYP
<p>CYP feel more confident</p> <p>Children will feel more confident to take on new challenges</p>	<ul style="list-style-type: none"> • Informal discussions with parents and carers about CYP's confidence • CYP questionnaire asking them what impact the AP has had on their confidence • Observations by playworkers of CYP taking a lead in activities/testing personal boundaries/taking more risks • Participatory photography e.g. CYP record activities or equipment that has helped increase their confidence levels
<p>CYP are better able to manage risk</p>	<ul style="list-style-type: none"> • Case studies of CYP for who have most obviously developed ways to assess and manage risk • Written reflections, observations/session evaluations by playworkers (prompt to identify examples of CYP demonstrating increased ability to manage risk) • Map how CYP manage risk in different areas of the playground • Interview CYP about how they manage risk • CYP questionnaire asking them what impact the AP has had on their ability to identify/manage risk

Outcome Indicator	Data Collection Methods
<p>CYP become more independent</p> <p>CYP will be less reliant on their parents/carers</p>	<ul style="list-style-type: none"> • Case studies of CYP who have most obviously developed greater independence since attending the playground • Map how CYP demonstrate autonomy in different areas of the playground (e.g. when they initiate their own play) • Interview CYP about how independent they feel in the AP compared with other environments • CYP questionnaire asking CYP about how independent they feel in the AP compared with other environments • Parent and carer interview asking about changes in child's independence at home and/or respite time for them as family • Parent and carer questionnaire asking about changes in child's independence at home and/or respite time for them as family
<p>CYP have increased social skills</p> <p>CYP make new friends</p> <p>CYP have better relationships</p> <p>CYP will be more supportive of one-another</p> <p>Children will have more opportunities to interact with others</p> <p>CYP feel a greater sense of belonging</p>	<ul style="list-style-type: none"> • Case studies of CYP who have most obviously improved their social skills or friendships (consider both verbal and non-verbal development) • Written reflections/observations/session evaluations from playworkers (prompt for notable examples of CYP developing social skills or forming/sustaining/navigating friendships) • Map how CYP interact with each other in different areas of the playground (e.g. note incidents of CYP supporting each other) • Interview CYP about their relationships (with staff and peers) • CYP questionnaire asking about their relationships with staff and peers
<p>CYP better able to manage stress and/or anxiety</p>	<ul style="list-style-type: none"> • Case studies of CYP who has most improved their ability to manage stress or anxiety since attending the AP • Written reflections/observations/session evaluations from playworkers (prompt for examples of effective or improved stress/anxiety management – e.g. a situation that would have caused stress now not) • Interview CYP about their thoughts on how their stress/anxiety management has improved or changed since attending the playground • CYP questionnaire asking about ways in which the AP has helped them better regulate stress or anxiety

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<p>CYP/SU feel happier/experience greater enjoyment</p> <p>CYP will experience improved mental and emotional well-being</p> <p>CYP observed to show less challenging behaviour and aggression</p>	<ul style="list-style-type: none"> • Interviews with CYP and SU's and/or parents/carers asking how the AP affects their (or their child's) mood • Observations/session evaluations/written reflections by playworkers identifying changes in CYP and SU's mood and examples of happiness, both short-term (before and after each session) and over time, and/or instances of challenging behaviour or aggression (or a lack thereof) • Case studies focusing on CYP/SU's whose mood/emotional/mental wellbeing has improved since attending the AP • Mood scale • Photographs of CYP displaying positive emotional wellbeing • Peer-to-peer interviews asking how the AP affects their mood • Audio/Video recordings of CYP displaying positive emotional wellbeing • Written documentation from other professionals such as teachers or social workers, describing how the AP has contributed to changes in CYP's emotional wellbeing
<p>CYP/SU have a more positive opinion of themselves</p> <p>CYP/SU has increased self-esteem</p>	<ul style="list-style-type: none"> • Interviews with CYP and SU's and/or parents/carers asking how the AP affects their (or their child's) self-esteem • Observations/session evaluations/written reflections by playworkers identifying changes in CYP and SU's self-esteem, and/or examples of SUs and CYP demonstrating positive self-esteem • Case studies focusing on CYP/SU's whose self-esteem has significantly improved since attending the AP • Written documentation from other professionals such as teachers or social workers, describing how the AP has contributed to changes in CYP's self-esteem
<p>SU/CYP demonstrated increased resilience when facing challenging situations</p>	<ul style="list-style-type: none"> • Interviews with CYP and SU's and/or parents/carers asking how the AP affects their (or their child's) resilience (their ability to 'bounce back'; or persist following failure) • Observations/session evaluations/written reflections by playworkers identifying examples of CYP and SU's demonstrating resilience • Case studies focusing on CYP/SU's whose self-esteem has improved since attending the AP • Written documentation from other professionals such as teachers or social workers, describing how the AP has contributed to changes in CYP's resilience

Outcome Indicator	Data Collection Methods
<p>Increased positive adult responses towards playful interactions across the community</p> <p>This was specifically in relation to WCAP's training programme for lunchtime supervisors</p> <p>The wider community will better understand the benefits of play</p> <p>Improved reputation of the APG</p>	<ul style="list-style-type: none"> • Observations by playworkers of adults responding to CYP playing • Informal discussions with adults and/or CYP about changes in adults' response to playful interactions • Video recordings of adults and children at play • Photographs of adults with children at play • Record of local volunteers • Record staff responses to external queries/questions about play from the community • Questionnaire
<p>Adults better understand CYP play and behaviours</p> <p>Improved attitudes among parents and carers about the benefits of play for their C/yp</p> <p>Parents and carers will demonstrate increased support for the playground</p>	<ul style="list-style-type: none"> • Photographs of adults with children at play • Interviews with adults asking how their understanding of CYP's play has changed (since AP's training/intervention) • Informal discussions with adults and/or CYP about changes in adults' understanding of CYP's play and behaviours/attitudes to the playground • Observations by playworkers of moments and spaces demonstrating improved adult understanding of CYP's play and behaviours • Questionnaires (before and after) training for adults • Record number of complaints from parents
<p>Children will have increased opportunities for playing across their community</p>	<ul style="list-style-type: none"> • Informal discussions with CYP and adults to elicit examples of increased opportunities for play across the community • Case studies identifying examples of where opportunities for play in the community have increased • Observations of CYP playing in their community • Map changes in where CYP play in their community
<p>Reduced stress in families</p> <p><i>NB. This is less appropriate for families of new users, as this outcome will emerge over time</i></p>	<ul style="list-style-type: none"> • Interviews with parents/carers asking how stress levels/respice time/sleeping patterns change as a result of their child attending the APG • Informal discussions with parents/carers about their stress levels/respice time/sleeping patterns at home • Questionnaires for parents/carers asking how stress levels/respice time/sleeping patterns change as a result of their child attending the APG

Outcome Indicator	Data Collection Methods
<p>Staff have increased knowledge about play</p> <p>Staff will develop improved understanding of playwork</p>	<ul style="list-style-type: none"> • Observations/session evaluations/written reflections by playworkers regarding decisions to intervene and/or allow CYP to take risks (could also be peer:peer) • Questionnaires (e.g. Play Way) before and after training • Workshop evaluation forms • Story telling method • Playworker diary records CPD (e.g. conferences, collaborative learning)
<p>Children will be more physically active in the playground</p>	<ul style="list-style-type: none"> • Voluntary pedometers • Mapping physical activities/games around the playground • Photo-elicitation Show CYP photographs of the playground and ask them what physical activities they do in each
<p>Children will try new things</p>	<ul style="list-style-type: none"> • Observations/session evaluations/written reflections by playworkers identifying CYP who have tried something new • Informal discussions with CYP about new things they've tried • Questionnaires for CYP asking them what new activities or experiences the APG has provided them with • Map showing play area in AP and 'types of play' it allows • Photo-elicitation Show CYP photographs of the playground and ask them what new things they have tried in each space
<p>Parents and carers will be inspired to play more freely with their children</p>	<ul style="list-style-type: none"> • Informal discussions with parents/carers about the way they play with their child • Questionnaires for parents • Photographs of parents/carers engaging in the play sessions with their child
<p>Improved community cohesion</p>	<ul style="list-style-type: none"> • Photographs of community events at the APG • Interviews with local community members at events
<p>Staff increase the impact of the playground</p>	<ul style="list-style-type: none"> • Informal discussions with parents/carers and CYP about the impact of staff • Questionnaires for CYP about the role of the playworkers • Photographs of playworkers engaging and supporting CYP • Case studies demonstrating how playworker/s have increased impact on CYP

