Table of Contents

		Page
Chapter 1	Introducing the Research	1 age
1.0	Introduction	1
1.1	Introducing the context of the study: The promotion of health	1
1.1.1	An innovative approach: Health assets and asset mapping	3
1.2	Introducing the theoretical framework of the study	5
1.2.1	Facilitating the gaze through the lens	8
1.2.2	The lens of Activities that I Enjoyq	9
1.2.3	Health assets and asset mapping	10
1.2.4	Childrence wellbeing	11
1.2.5	Summary: Justifying the study and the theoretical framework	13
1.3	The aim of the study	14
1.4	Objectives	14
1.5	Operational definitions	14
1.5.1	Child	14
1.5.2	Parent	14
1.5.3	Activities that I Enjoyq	15
1.5.4	Wellbeing	15
1.5.5	Asset	16
1.5.6	Asset mapping	16
1.6	The professional doctorate	16
1.7	Conclusion	17

Chapter 2	Reviewing the Literature	Page 19
2.0	Introduction	19
2.1	Literature searching strategies	19
2.1.1	Database searching	19
2.1.2	Supplementary literature searching strategies	20
2.2	Valuing Children	21
2.2.1	The concept of childhood	21
2.2.2	Involving children	23
2.2.3	Summary	25
2.3	A critical examination of health assets	25
2.3.1	Defining assets	25
2.3.2	Background	27
2.3.3	Types of health assets	29
2.3.4	Areas influencing the development of health assets	30
2.3.4.1	Salutogenesis	31
2.3.4.2	Developmental Assets	35
2.3.4.3	Community asset mapping	37
2.3.5	Public Health Assets Model	40
2.3.6	Utilisation of an asset-based approach	42
2.3.6.1	Assessing the presence of assets	42
2.3.6.2	Asset mapping within a health context	44
2.3.7	Strengths and weaknesses of Asset-based approaches	47
2.3.8	Summary	48
2.4	A critical examination of children swellbeing	49
2.4.1	Contextualising and defining wellbeing	49

2.4.2	Children¢ wellbeing	53
2.4.2.1	Childrence wellbeing indicators	53
2.4.2.2	Childrencs subjective wellbeing	56
2.4.2.3	Childrencs wellbeing: A qualitative perspective	58
2.4.3	Summary	69
2.5	Conclusion	69
Chapter 3	Conducting the Research: Methodological Approach and Data Collection Methods	70
3.0	Introduction	70
3.1	Qualitative research	70
3.2	Ethnography	71
3.2.1	Defining ethnography	71
3.2.2	Principles underpinning ethnography	74
3.2.3	Using ethnography with children	75
3.3	Data collection methods	76
3.3.1	Photography	76
3.3.2	Childrence group	78
3.3.3	Interviews	82
3.4	Recruiting participants for the study	83
3.5	Reflective diary	87
3.6	Conducting the Pilot Study	89
3.7	Conducting the interviews	92
3.7.1	Demographic pro forma	93
3.8	Ethical considerations	95

3.8.1	Children as participants in the research process	Page 95
3.8.2	Gaining informed consent	96
3.8.3	Maintaining confidentiality	99
3.8.4	Minimising participant and researcher discomfort	100
3.9	Conclusion	101
Chapter 4	The Use of Asset Mapping as a Data Analysis Process	102
4.0	Introduction	102
4.1	Qualitative Data Analysis	102
4.2	Transcription of the initial interviews	103
4.3	Challenges of analysing interview data from children	103
4.4	Selection of data analysis approach	105
4.4.1	Openqcoding	106
4.4.1.1	Using penocoding to facilitate stage 1 of asset mapping	107
4.4.1.2	Using penocoding to facilitate stage 2 of asset mapping	108
4.4.2	Axialqcoding	109
4.4.2.1	Using _axialqcoding to facilitate stage 3 of asset mapping	109
4.4.2.2	Using exial action of a cilitate stage 4 of asset mapping	110
4.4.3	-Selectiveqcoding	111
4.4.3.1	Using _s electiveq coding to facilitate stage 5 of asset mapping	111
4.5	∃rustworthinessq	113
4.5.1	Credibility	113
4.5.2	Applicability	115
4.5.3	Consistency	116
4.5.4	Confirmability	116

4.6	Reflecting on the analysis	117
4.7	Conclusion	117
Chapter 5	A presentation of the research findings	118
5.0	Introduction	118
5.1	Stabilising Asset: My Familyq Being a Family	118
5.1.1	Family Membership	119
5.1.2	Togetherness	126
5.1.3	Family Influence	128
5.1.4	Being Busy	132
5.1.5	Summary: My Familyq Being a Family	137
5.2	Core Individual Assets: Internal	137
5.2.1	Internal Asset: By Myselfq Self worth	138
5.2.1.1	Summary: By Myselfq Self worth	142
5.2.2	Internal Asset: ± Canq Being Physically Active	143
5.2.2.1	Summary: ± Canq Being Physically Active	145
5.2.3	Internal Asset: Practise, Practise, Practiseq Commitment	146
5.2.3.1	Summary: Practise, Practise, Practiseq Commitment	148
5.2.4	Internal Asset: £ unq Having Fun	149
5.2.4.1	Summary: £unq Having Fun	154
5.2.5	Internal Asset: ₩hen loγe Got Nothing To Doq Resourcefulness	154
5.2.5.1	Summary: ≜ When loγe Got Nothing To Doq Resourcefulness	156
5.2.6	Internal Asset: ±m Proudq Pride	157
5.2.6.1	Summary: ±qn Proudq Pride	164

5.2.7	Internal Asset: ±mm Growing Upq The Developing Child	165
5.2.7.1	Summary: ±m Growing upq The Developing Child	171
5.2.8	Internal Asset: ± Like Cubs; I Like Dancingq Self-Identity	172
5.2.8.1	Summary: ± Like Cubs; I Like Dancingq Self-Identity	174
5.3	Core Individual Assets: External	174
5.3.1	External Asset: ±oads of Stuffq Possessions	174
5.3.1.1	Summary: ±oads of Stuffq Possessions	185
5.3.2	External Asset: ±tos Nearo Community	186
5.3.2.1	Summary: ±tos Nearq Community	191
5.3.3	External Asset: My friendsq Friendships	192
5.3.3.1	Summary: My friendsq Friendships	194
5.4	±qm Goodq The Childrencs Asset Wheel	195
5.4.1	-Meq The Child	198
5.4.2	Eight Internal Assets	198
5.4.3	Three External Assets	198
5.4.4	One Stabilising Asset	198
5.4.5	Circular structure	199
5.4.6	The Title: ±qn Goodq Childrencs Asset Wheel	199
5.5	Conclusion	199
Chapter 6	Discussion	201
-		
6.0	Introduction	201
6.1	The children	201
6.2	The theoretical framework	202
6.3	Childrencs wellbeing	205

		Page
6.4	Examination of ±qn Goodq The Childrencs Assets Wheel [CAW] in relation to existing models	206
6.4.1	Bronfenbrennerc Ecological Model	207
6.4.2	Wellbeing models	209
6.4.3	Asset models	212
6.4.4	Potential strengths and challenges: ±qm Goodq The Childrenqs Wellbeing Assets Wheel	212
6.5	Core Individual Assets: Internal	213
6.6	Core Individual Assets: External	216
6.7	Stabilising asset: My Familyq Being a Family	218
6.8	Conclusion	220
Chapter 7	Conclusion	221
7.0	Introduction	221
7.1	Contribution to new knowledge and understanding	221
7.1.1	The development of a theoretical framework	221
7.1.2	The introduction of an asset mapping approach at an individual level	222
7.1.3	The development of the ±lqm Good: Childrenqs Asset Wheelq	222
7.1.4	The emergence of the assets	222
7.1.5	Assets: The inter-relationship	223
7.2	Dissemination of the study findings	223
7.3	Limitations	224
7.4	Suggestions for future research	225
7.5	Concluding remarks	226
	References	229

Tables within the text

		Page
Table 1.1	Key aspects of health promotion (Robertson and Minkler, 1994)	2
Table 1.2	Defining wellbeingq	15
Table 2.1	Key features of the paradigm of childhood (Prout and James, 1997: 8)	24
Table 2.2	Definitions of health assetsq	26
Table 2.3	Interpretation of asset levels (Morgan & Ziglio, 2007; Rütten et al, 2009)	30
Table 2.4	Central components of a sense of coherence (Antonovsky, 1987; 1996)	33
Table 2.5	Types of assets and stages of asset mapping (Kretzmann & McKnight, 1993)	39
Table 2.6	Benefits of an asset model and asset mapping, adapted from Kretzmann and McKnight (1993); Fuller et al (2002) and Morgan and Ziglio (2007)	47
Table 2.7	Potential challenges of an asset-based approach	48
Table 2.8	Definitions of ±vellbeingq	51
Table 2.9	Components of the wellbeing indicator (DEFRA and National Statistics (2010)	54
Table 2.10	Areas identified by children and young people in relation to wellbeing (Nic Gabhainn and Sixsmith, 2005) and children \$ wellbeing indicators (Hanafin and Brooks, 2005)	61
Table 2.11	Dimensions and themes from the work of Fattore et al (2009)	64
Table 2.12	Key themes that emerged from the study by Parry et al (2010)	68
Table 3.1	Types of ethnography	73
Table 3.2	Key areas underpinning an ethnographic approach and their relevance to this study	74
Table 3.3	Four approaches to photo elicitation (Hurworth, 2003)	77

Table 3.4	The benefits and challenges of photography and their relevance to the children reference group	79
Table 3.5	The use of photography in the proposed study	81
Table 3.6	The recruitment and data collection procedure	85
Table 3.7	Findings from the reference group that confirmed the feasibility of recruiting participants via school	87
Table 3.8	Application of reflective diary framework (Wall et al, 2005)	88
Table 3.9	Reasons for conducting pilot studies (from van Teijlingen & Hundley, 2002) and their applicability to this research	91
Table 3.10	Checklist of points for explanation prior to interview	92
Table 3.11	Family Affluence Scale (Currie et al, 2004)	94
Table 3.12	The right to fair treatment (adapted from Burns and Grove, 2005)	96
Table 3.13	Informed consent: Information to be given to participants (adapted from Burns and Grove, 2005)	98
Table 4.1	Strategies employed to enhance the representation of the child perspective throughout data analysis	104
Table 4.2	Types of Individual Assets	108
Table 4.3	Potential levels of comparison (from Boeije, 2002)	109
Table 4.4	Core Individual Assets	112
Table 4.5	The childrencs assets that emerged following data analysis	113
Table 4.6	Contexts to be considered in order to achieve transferability (adapted from Hinds et al, 1992)	116
Table 6.1	Similarities between the Dynamic Wellbeing Model (nef, 2011) and the Childrenc Wellbeing Asset Wheel	210

Figures within the text

		Page
Figure 1.1	The theoretical framework	7
Figure 3.1	<i>"I did them</i> [the photographs] <i>all myself</i> " (Emma): The disposable camera provided to each child	82
Figure 3.2	<i>"This is my house"</i> (Fleur): An example of the type of home that the children lived in	86
Figure 5.1	<i>"This is another one of the snowmen we made"</i> [Anna: 930]	121
Figure 5.2	This is my dog, our dog" [Anna: 89]	124
Figure 5.3	<i>"My cat"</i> [James: 418]	124
Figure 5.4	"That's our trampoline" [Sam: 590]	131
Figure 5.5	"We play football in the back garden" [Luke: 149]	131
Figure 5.6	Snowmen built by James, his dad and his sister	135
Figure 5.7	"I like reading Charlie Bone" [Joe: 107]	139
Figure 5.8	<i>"I took this photo because I like watching TV</i> +[Emma: 22- 23]	140
Figure 5.9	<i>This is Spongebob…one of my favourite programmes"</i> [Joe: 477-478]	141
Figure 5.10	Hannah practising her gym "nearly all day" [76-77]	145
Figure 5.11	<i>"We've got a big gazebo on our playground , look, they're all laying inside there, playing catch"</i> [Sam: 97-105]	153
Figure 5.12	<i>"When we went to this place in Northumberland…the sunset was really nice, it was like the sky was on fire"</i> [Bethany: 153-155]	156
Figure 5.13	"This is my bike, my blue bike" [Ben; 355]	159
Figure 5.14	"I've got all my like colouring stuff" [Emma: 278]	160
Figure 5.15	<i>"This is my</i> Lego" [Ben: 415]	161
Figure 5.16	"I just got that, the fire station" [James: 620]	161
Figure 5.17	<i>"A Lego train"</i> [Joe: 526]	162

Figure 5.18	"Lego, a Lego house I made" [Elouise: 94]	162
Figure 5.19	<i>"Well, just when I'm older I'll be a good mummy so I practise with my dollies."</i> [Petra: 99-100]	168
Figure 5.20	"Me playing pool" [James: 143]	170
Figure 5.21	<i>"That's stickers I've still got loads to collect"</i> [Elouise: 357-396]	173
Figure 5.22	<i>"I like the Wii, I like Wii Sport, the football one and the Olympics one"</i> [Ben: 542-543]	176
Figure 5.23	<i>"I took a photo of my PSP because that's one of the things that I usually play"</i> [Myan: 45-46]	177
Figure 5.24	"It's the WiiWii Sport" [Joe: 346]	178
Figure 5.25	Mulike riding my bike" [Elouise; 57]	180
Figure 5.26	<i>"I like playinglike on the swing and like going down the slide"</i> [Ben: 418-419]	181
Figure 5.27	"Gogos" [James: 31]	182
Figure 5.28	GogosThey're like little figures that you can flick atyou can play quite a lot of games with them" [James: 31-34]	182
Figure 5.29	"This is my favourite notebook" [Anna: 347]	184
Figure 5.30	Location of School 1 and the homes of fourteen children	187
Figure 5.31	Location of School 2 and the homes of six children	188
Figure 5.32	The theoretical framework	196
Figure 5.33	'I'm Good': The Children's Asset wheel	197

Appendices

Appendix 1	Literature searching strategies:Databases that were searched to facilitate literature retrieval	263
	 Application of McSweeney	
	 Search strategies used for the retrieval of grey literature 	
	Acquisition of literature	
Appendix 2	Potential benefits of involving children	267
Appendix 3	Involving children in research (Whiting, 2009)	268
Appendix 4	Camera guidelines	273
Appendix 5	Interview questions	276
Appendix 6	Semi-structured interviews: guidance for novice researchers (Whiting, 2008)	277
Appendix 7	Children sinformation sheet	283
Appendix 8	Parent/guardian information sheet	285
Appendix 9	Overview of participants	288
Appendix 10	Demographic pro forma	296
Appendix 11	Issues raised during the pilot work and amendments made	299
Appendix 12	Summary of research findings for child participants	300
Appendix 13	Consent form	303
Appendix 14	ABPN small research grant	304
Appendix 15	An example of the Individual Assets that were revealed following stage 2 of the data analysis and asset mapping process	305
Appendix 16	Dissemination strategies	312