

Additional File 1

Standards for Reporting Qualitative Research (SRQR)

No.	Topic	Item	Manuscript page no.
Title and abstract			
S1	Title	Concise description of the nature and topic of the study identifying the study as qualitative or indicating the approach (e.g., ethnography, grounded theory) or data collection methods (e.g., interview, focus group) is recommended	1
S2	Abstract	Summary of key elements of the study using the abstract format of the intended publication; typically includes objective, methods, results, and conclusions	1
Introduction			
S3	Problem formulation	Description and significance of the problem/phenomenon studied; review of relevant theory and empirical work; problem statement	2-7
S4	Purpose or research question	Purpose of the study and specific objectives or questions	
Methods			
S5	Qualitative approach and research paradigm	Qualitative approach (e.g., ethnography, grounded theory, case study, phenomenology, narrative research) and guiding theory if appropriate; identifying the research paradigm (e.g., positivist, constructivist/interpretivist) is also recommended	7-12
S6	Researcher characteristics and reflexivity	Researchers' characteristics that may influence the research, including personal attributes, qualifications/experience, relationship with participants, assumptions, or presuppositions; potential or actual interaction between researchers' characteristics and the research questions, approach, methods, results, or transferability	8-9
S7	Context	Setting/site and salient contextual factors; rationale	2, 12-15
S8	Sampling strategy	How and why research participants, documents, or events were selected; criteria for deciding when no further sampling was necessary (e.g., sampling saturation); rationale	9-10
S9	Ethical issues pertaining to human subjects	Documentation of approval by an appropriate ethics review board and participant consent, or explanation for lack thereof; other confidentiality and data security issues	11
S10	Data collection methods	Types of data collected; details of data collection procedures including (as appropriate) start and stop dates of data collection and analysis, iterative process, triangulation of sources/methods, and modification of procedures in response to evolving study findings; rationale	10

S11	Data collection instruments and technologies	Description of instruments (e.g., interview guides, questionnaires) and devices (e.g., audio recorders) used for data collection; if/how the instrument(s) changed over the course of the study	10-11
S12	Units of study	Number and relevant characteristics of participants, documents, or events included in the study; level of participation (could be reported in results)	16
S13	Data processing	Methods for processing data prior to and during analysis, including transcription, data entry, data management and security, verification of data integrity, data coding, and anonymization / deidentification of excerpts	10-11
S14	Data analysis	Process by which inferences, themes, etc., were identified and developed, including researchers involved in data analysis; usually references a specific paradigm or approach; rationale	11-12
S15	Techniques to enhance trustworthiness	Techniques to enhance trustworthiness and credibility of data analysis (e.g., member checking, audit trail, triangulation); rationale	7
Results/Findings			
S16	Synthesis and interpretation	Main findings (e.g., interpretations, inferences, and themes); might include development of a theory or model, or integration with prior research or theory	12-23
S17	Links to empirical data	Evidence (e.g., quotes, field notes, text excerpts, photographs) to substantiate analytic findings	12-23
Discussion			
S18	Integration with prior work, implications, transferability, and contribution(s) to the field	Short summary of main findings; explanation of how findings and conclusions connect to, support, elaborate on, or challenge conclusions of earlier scholarship; discussion of scope of application/generalizability; identification of unique contribution(s) to scholarship in a discipline or field	23-28
S19	Limitations	Trustworthiness and limitations of findings	23 & 28
Other			
S20	Conflicts of interest	Potential sources of influence or perceived influence on study conduct and conclusions; how these were managed	7 & 34
S21	Funding	Sources of funding and other support; role of funders in data collection, interpretation, and reporting	34

Additional File 2

Information Sheet LGBTI+ YuPP☺ Project



Young People's Information Sheet (Youth Advisory Group members)

Introductory statement: This study is being led by Ms. Nerilee Ceatha, a SPHeRE scholar with UCD.

Topic and title of the research: LGBTI+ YuPP☺: Young People's Panels, Youth Perspectives and Priorities on wellbeing

What is this research about? The study hopes to collaborate with young people from the Youth Advisory Group for the *LGBTI+ National Youth Strategy* to explore LGBTI+ youth wellbeing. The *LGBTI+ National Youth Strategy* highlights that LGBTI+ young people can flourish when they are visible, valued and included. At the moment, we do not know much about the positive factors that protect and promote LGBTI+ youth wellbeing. We hope to gain insights of youth perspectives and priorities that may be useful in policy and practice.

Why I am doing this research? This study is linked to the objectives of the *LGBTI+ National Youth Strategy*, including developing research on factors that support positive mental health and exploring the data from Growing Up in Ireland (GUI). We have analysed GUI and for the first time we know that one-in-ten young people identify as lesbian, gay, bisexual, transgender, questioning, asexual or describe their gender as other. The research is really exciting and to really understand the results and findings we want to involve young people.

Why have you been invited to take part? We discussed the project with other YAG members and they suggested that you might have a unique contribution and could provide insights on YAG involvement in the *LGBTI+ National Youth Strategy*. We wanted to make sure that everyone who participated on the YAG has the same information about the project. We hope you may be interested in taking part in the LGBTI+ YuPP☺ online consultations and collaborating with researchers through sharing your insights. You may also be interested in doing an online interview about your experience of being on the YAG. You do not have to take part but we hope that you will.

How will your data be used? To make sure that our research is relevant to LGBTI+ youth we want to give young people a say in how the project is run. We are inviting LGBTI+ youth to be involved in LGBTI+ YuPP☺ to:

- Help us to understand LGBTI+ wellbeing from a youth perspective
- Comment on the findings from a scoping review of the literature
- Discuss the results from GUI and help us interpret the study findings
- Advise on the protective factors that can promote LGBTI+ wellbeing
- Collaboratively develop a topic guide for peer interviews on YAG involvement in the development of the *LGBTI+ National Youth Strategy*

- Participate in an interview
- Help to develop a policy brief and or infographic of recommendations for the engagement, involvement and inclusion of youth in participatory policy-making.

The information we produce together will help to ensure the LGBTI+ YuPP[©] study is relevant in reports and presentations and to make recommendations.

What will happen if you decide to take part in this research study? If you take part in LGBTI+ YuPP[©] online consultations you will be asked to attend up to 3 online meetings for up to 1½ hours via Zoom. These meetings will involve short presentations from the research team and ask about your perspectives and priorities. With your permission, the discussion will be recorded so that it can be typed up.

How will your privacy be protected? The other YAG members who chose to take part will know what you tell us as well as the researchers and the others attending the online. You will be not be asked about your personal experience in the online consultations. Because you have been invited to take part as a member of the Youth Advisory Group, you may be identifiable. This means that there is a limit to maintaining your confidentiality. To address this, as a group we will discuss and agree on whether names, an alias or no identifying information should be used when reporting the research findings. Anything you share may become part of the research, so we will check that the information is accurate. All recordings and typed data will be stored securely. We will not include your name on anything you share without your permission in reports or presentations. No other personal information about you will be published.

What are the benefits of taking part in this research study? This project will support your rights as a young person and give you an opportunity to have a say on an issue that directly impacts your own life. This is a good chance for you to be involved in a research project and have your say on something that directly impacts LGBTI+ youth. It may feel good to talk about LGBTI+ youth wellbeing and know that you are being listened to. LGBTI+ wellbeing is an important issue and you have a unique contribution.

What are the risks of taking part in this research study? There are few risks involved in this study. Talking about LGBTI+ youth wellbeing might make you feel upset. There may be experiences from the YAG that are upsetting. In the event that these discussions are upsetting, you can talk to a researcher and they will make sure that you get help. Information about supports is available and will be offered to all young people (see attached). If you tell us something that leads us to believe that you or another person is at risk, we will have to report this. If this happens, I will discuss this with you first.

Can you change your mind at any stage and withdraw from the study? Please consider whether you would like to take part in the LGBTI+ YuPP[©] online consultations. You can decide to withdraw from the study at any time, without consequence. However, it may not be possible to extract your data from typed notes, once identifying information has been removed. It will not be possible to withdraw from the study after the data has been written up.

How will you find out what happens with this project? The findings will be used in publications and presentations to share the information with researchers, policy makers, practitioners and the LGBTI+ communities. The results of the study will be presented to you and all the young people who

participated in the LGBTI+ YuPP😊 project in the form of a research article, policy brief, poster or infographic.

Contact details for further information If you want to ask any questions about the study, please contact Nerilee.

Her contact details are:

Nerilee Ceatha (researcher)



nerilee.ceatha@ucdconnect.ie

Additional File 3

Online Technology Information Sheet LGBTI+ YuPP☺ Project



Online Technology Information Sheet

LGBTI+ YuPP☺: Young People's Panels, Youth Perspectives and Priorities on wellbeing

How will the online consultations and interviews take place?

All online consultations will use Zoom, the software tool approved for use in UCD. As a PhD student, Nerilee Ceatha has been granted Zoom access via Graduate Studies.

Zoom meetings will be held by invitation only. Meeting IDs will not be posted in public and a new access code will be generated for each meeting. This will be password protected so that only people who have signed in to the meeting will be able to attend. There will be a waiting room so that the research team can make sure that those who are not invited cannot attend. The private chat function will be disabled.

Zoom default settings will ensure that screen sharing is limited to the researcher who is the host. If the researcher determines that screen sharing by participants is needed, sharing by "one participant at a time" will be selected.

What privacy protections will be put in place for the online consultations and interviews?

Everyone attending a Zoom meeting, with the research team, will be given options including:

- using a virtual background if they do not want to have their surroundings visible
- attending without using the camera, by muting the video
- attending without using the microphone, by muting their audio
- providing responses and asking questions using the text chat window

What recording technology will be used for the online consultations and interviews?

The research team will use Zoom, a software application to record parts of the online consultation and interviews. Zoom provides an automatic message informing participants that recording has commenced and inviting them to continue or leave the meeting. The audio recording provides a written transcription which can be reviewed to correct any errors or missing segments.

What privacy protections will be put in place for the audio recording of online consultations and interviews?

All online consultations and interviews will include *unrecorded* time throughout, to give participants an opportunity to discuss topics or ask questions that they do not wish to have recorded. The research team will verbally inform participants if any part of the meeting is to be recorded. People will be offered the opportunity to opt out of the meeting, without consequences.

At the beginning of each recorded consultation the research team will:

- Remind participants about the purpose of the study and that participation is voluntary
- Make sure that participants are clear about what to expect and have the opportunity to ask questions
- Review limits to confidentiality
- Ensure assent is given before commencing recording

Participants will be reminded that they will not be asked about their personal experience of wellbeing; rather they will be asked about their general views and to give feedback on the research findings. This approach is designed to ensure that young people can make informed choices on the information they choose to share.

The researcher will specifically ask for meeting participant permission to capture audio recordings and save sessions. Participants will be asked to confirm they agree to the use of audio recording, with consent recorded via Zoom.

Contact details for further information If you want to ask any questions about the study, please contact Nerilee. Her contact details are:

Nerilee Ceatha (researcher)



nerilee.ceatha@ucdconnect.ie

Additional File 4

Joint conference presentation for the Social Policy Association International conference (online), 2021 by Nerilee Ceatha, Ayrton Kelly and Tara Killeen

Front and Centre: Prioritising youth involvement in the Irish *LGBTI+ National Youth Strategy*

Nerilee Ceatha, Tara Killeen, Ayrton Kelly

Social Policy Association Conference 08/07/2021
Symposium: Bringing LGBT+ Lives into Social
Policy



SPHeRE

Structured Population and
Health-services Research Education



Health
Research
Board



*“Diversity is
being invited to
the party.
Inclusion is
being asked to
dance”.*

- Vernā Myers

VP Inclusion Strategy, Netflix Inc.



Who are we?



NERILEE CEATHA
(she/they)

SPHeRE PhD SCHOLAR
(University College Dublin)

Oversight Committee
Sub-Group Lead

 @NerileeCeatha



AYRTON KELLY
(he/him)

GRADUATE
(University College Dublin)

Oversight Committee
Youth Advisory Group
Sub-Group Member

 @ayrtonkelly



TARA KILLEEN
(she/her)

B.SOC.SCI STUDENT
(Maynooth University)

Youth Advisory Group
Sub-Group Member

 @TaraKilleen1

LGBTI+ acronym used in Irish policy context

One-in-ten youth in Ireland: **LGBTI+**
Lesbian, **G**ay, **B**isexual, **T**ransgender,
Questioning, **A**sexual, **G**ender **O**ther



LGBTI+

sexual orientation



gender identity



sex development

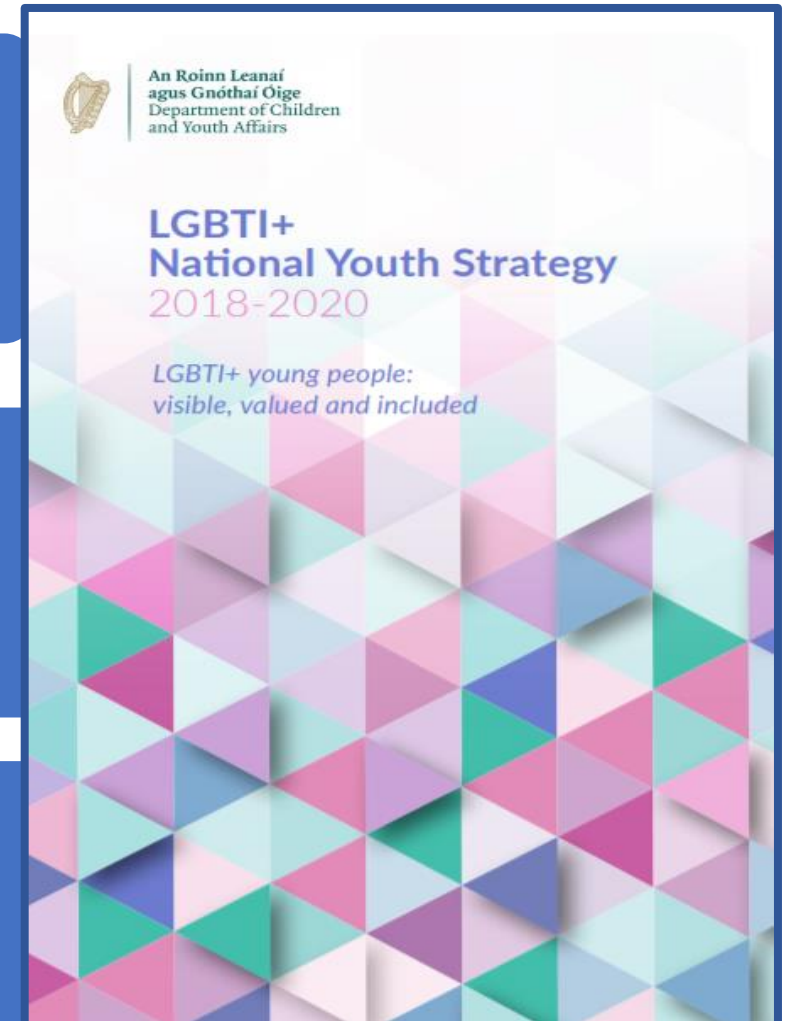


LGBTI+ National Youth Strategy Goals

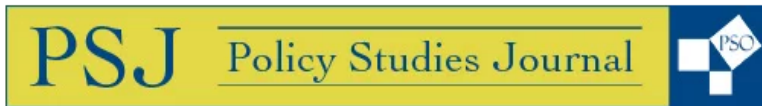
1. Create a safe, supportive, inclusive environment

2. Improve LGBTI+ youth physical, mental & sexual health

3. Develop the research and data environment to better understand the lives of LGBTI+ young people



Multiple Streams Approach (MSA)



Article

Kingdon's Multiple Streams Approach: What Is the Empirical Impact of this Universal Theory?

Paul Cairney, Michael D. Jones

First published: 17 June 2015 | <https://doi.org/10.1111/psj.12111> | Citations: 86

[Read the full text >](#)

PDF TOOLS SHARE

Abstract

While John Kingdon's Multiple Streams Approach (MSA) remains a key reference point in the public policy literature, few have attempted to assess MSA holistically. To assess its broader impact and trends in usage, we combine in-depth analysis of representative studies, with comprehensive coverage of MSA-inspired articles, to categorize its impact. We find that Kingdon's work makes two separate contributions. First, it has contributed to the development of "evolutionary" policy theories such as punctuated equilibrium. Second, it has prompted a large, dedicated, and often empirical, literature. However, most MSA empirical applications only engage with broader policy theory superficially.

<https://onlinelibrary.wiley.com/doi/10.1111/psj.12111>

"...attention lurches to a policy problem..."

PROBLEM

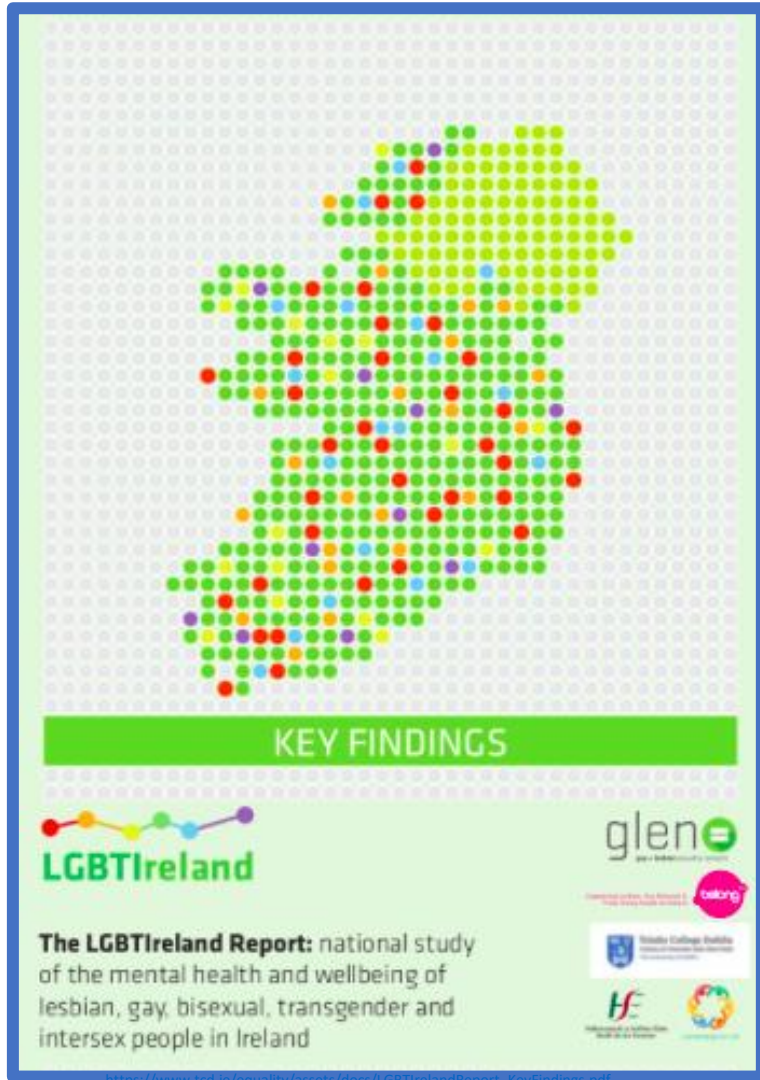
"...develop widely accepted solutions in anticipation of future problems..."

POLICIES

"...policymakers have the motive and opportunity to turn it into policy..."

POLITICS

MSA **problem** stream: *LGBTI+ Youth Strategy initiation*



*“Compared to the **My World** National Youth Mental Health Study, **LGBTI young people** in the study had:*

- **2 times** the level of **self-harm**
- **3 times** the level of **attempted suicide**
- **4 times** the level of severe/extremely severe **stress, anxiety and depression.**”

PROBLEM

MSA **policy** stream:

LGBTI+ Youth Strategy initiation



<https://www.irishtimes.com/opinion/it-s-up-to-society-now-to-put-a-stop-to-lgbti-bullying-1.2585700>

*“This scholarly report is as **essential** and **revealing** as it is **horrifying**. The **ongoing damage** is **undeniable**. That it involves so many **young people** is **tragic**. That it is **solvable** is the **good news**.”*

(Mary McAleese, launching the LGBTIreland Report)

POLICIES

<https://www.hse.ie/eng/services/list/4/mental-health-services/connecting-for-life/publications/lgbt-ireland-pdf.pdf>

MSA **politics** stream:

LGBTI+ Youth Strategy initiation



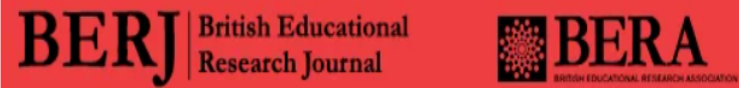
http://merrionstreet.ie/en/News-Room/Releases/Homophobia_to_be_challenged_in_first_National_LGBT_Strategy_for_Young_People_.html

*“The **LGBTIreland Report** published recently identified **barriers to good mental health** ... The report shows **higher levels of self-harm and suicidal behaviour among LGBT teenagers** ... As a **Government** we **must respond**.”*

(Irish Government News Service)

POLITICS

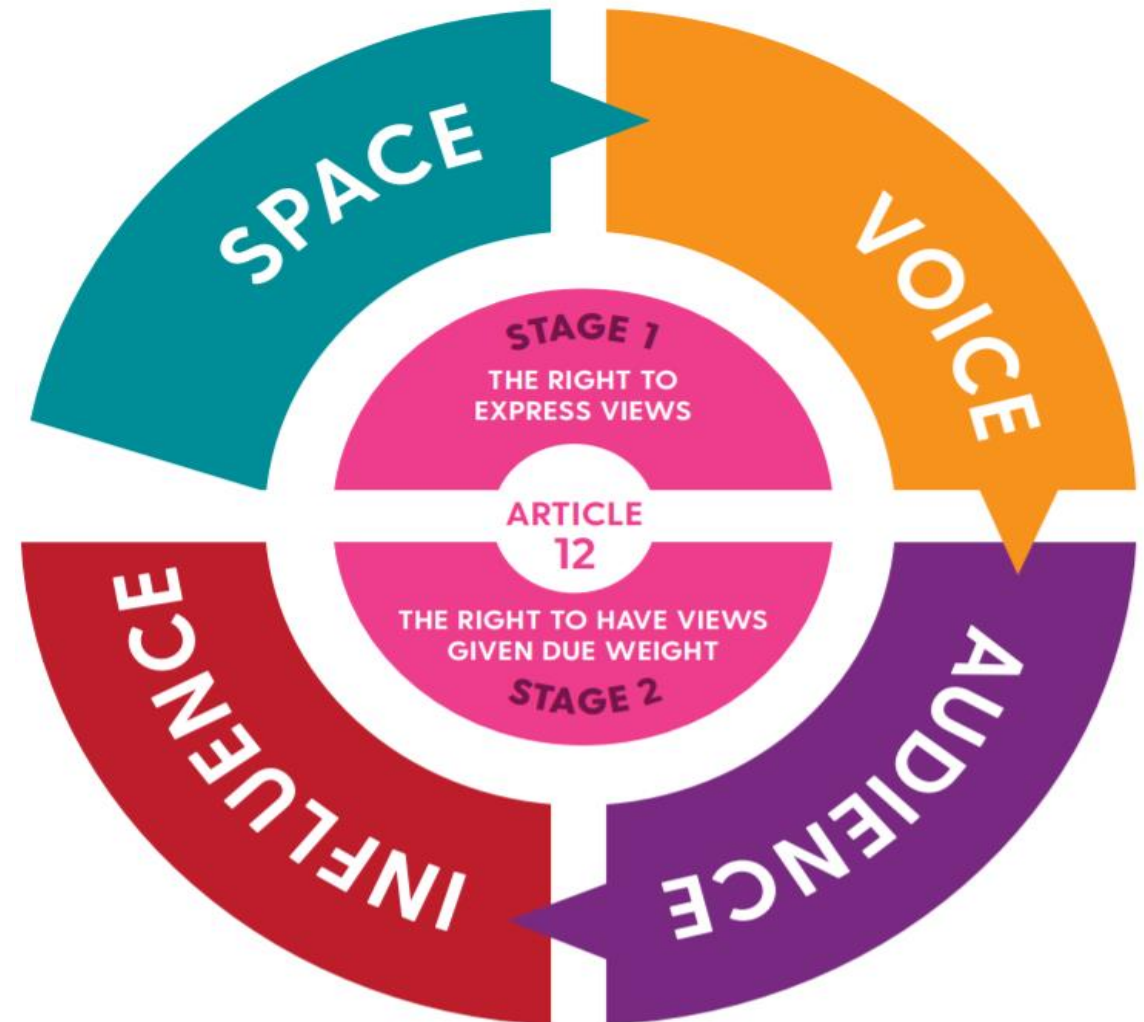
The Lundy Model of Participation

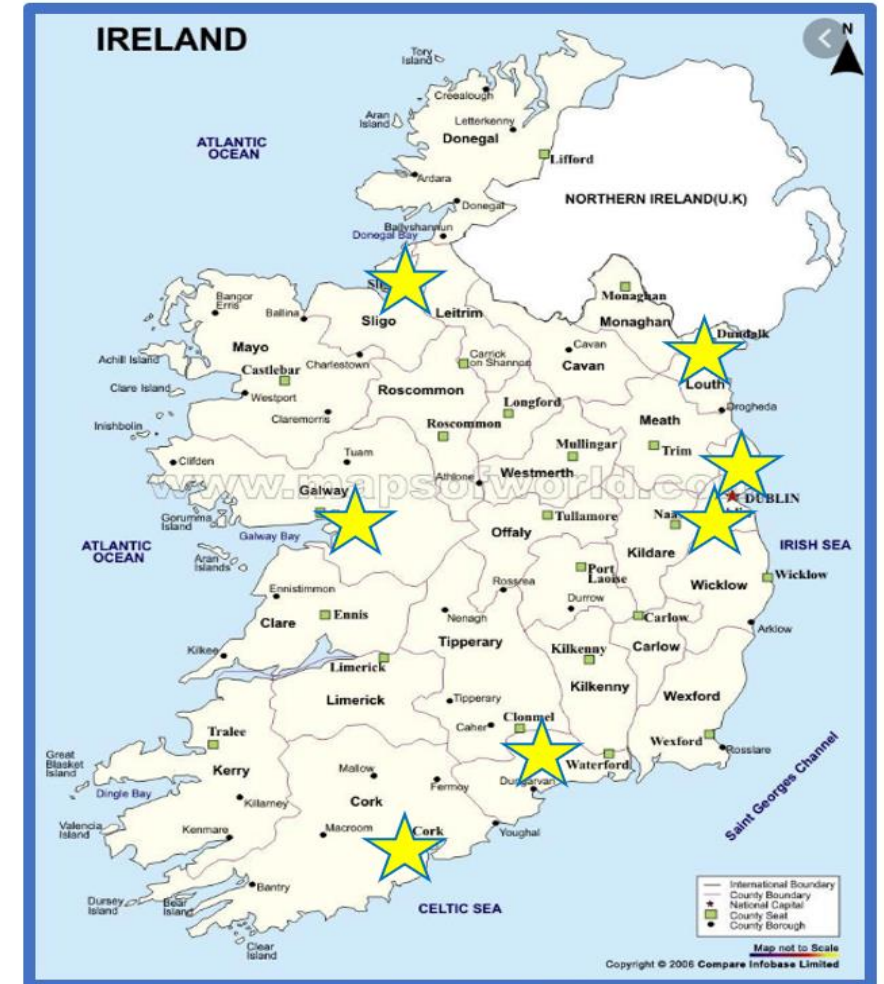
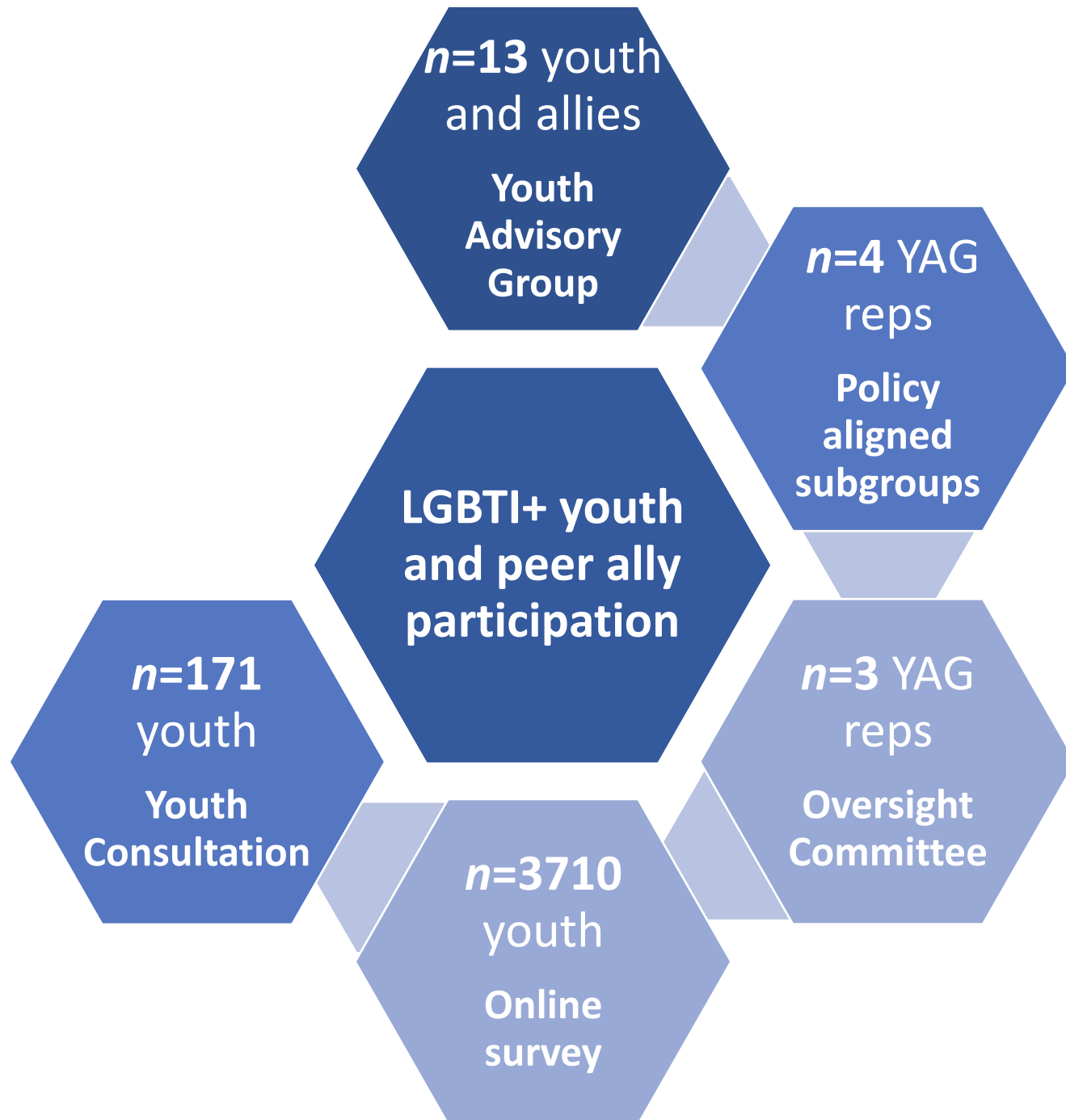


'Voice' is not enough: conceptualising Article 12 of the United Nations Convention on the Rights of the Child

Laura Lundy

First published: 02 January 2013 | <https://doi.org/10.1080/01411920701657033> | Citations: 541





(1) Space



*"So, it was **nice** to have the **meetings** in the **Youth Centre** and it was **nice** to be in a **familiar setting**..."*

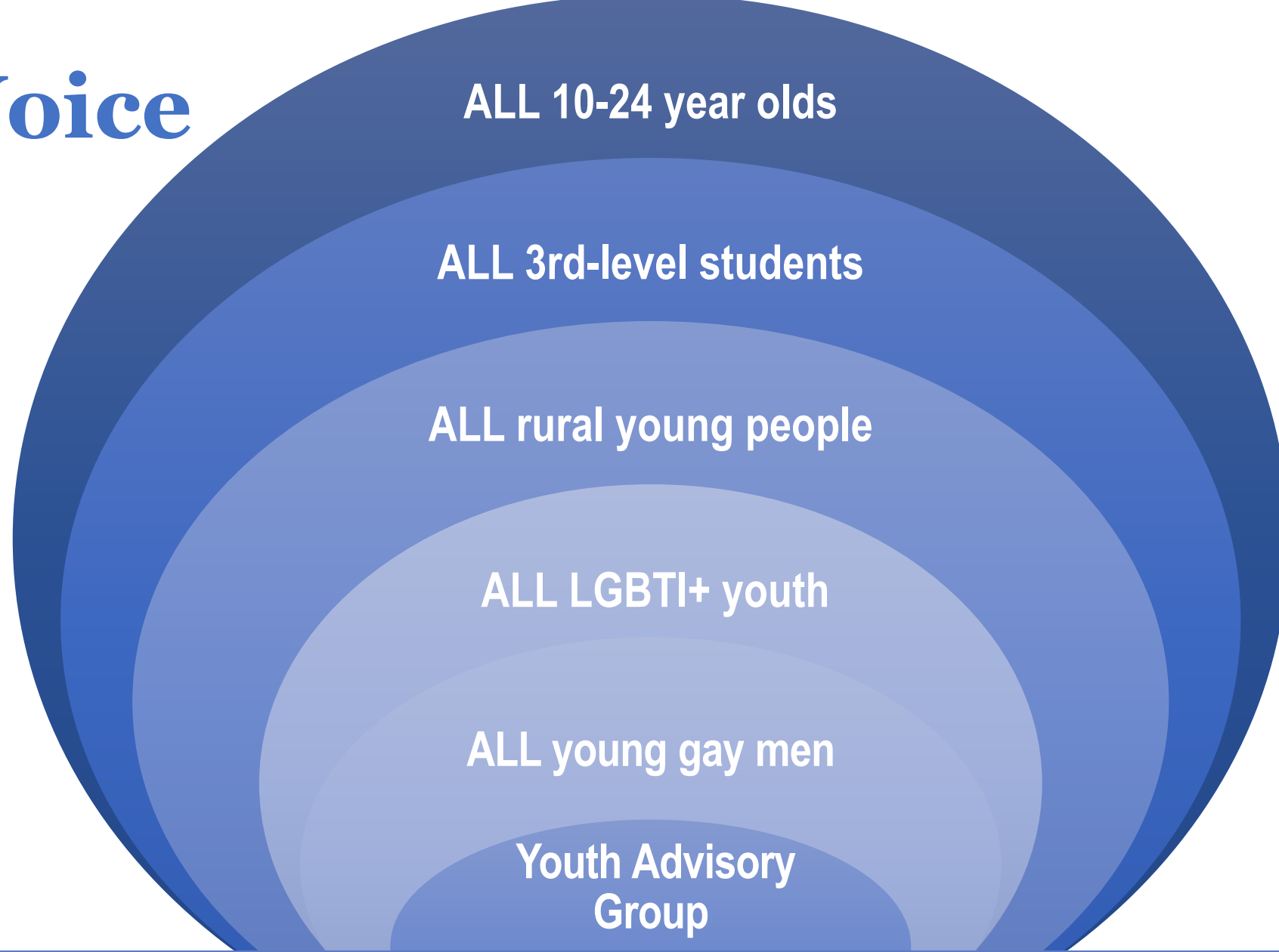
*"I think, **having people** in **your space** and the atmosphere of the space definitely **affects** **how you contribute**..."*

**BETTER
OUTCOMES
BRIGHTER
FUTURES**

The national policy framework
for children & young people
2014 - 2020

<https://assets.gov.ie/23796/961bbf5d975f4c88adc01a6fc5b4a7c4.pdf>

(2) Voice



Department of Children & Youth Affairs
Strategy / Oversight Committee / Sub-Group

(3) Audience



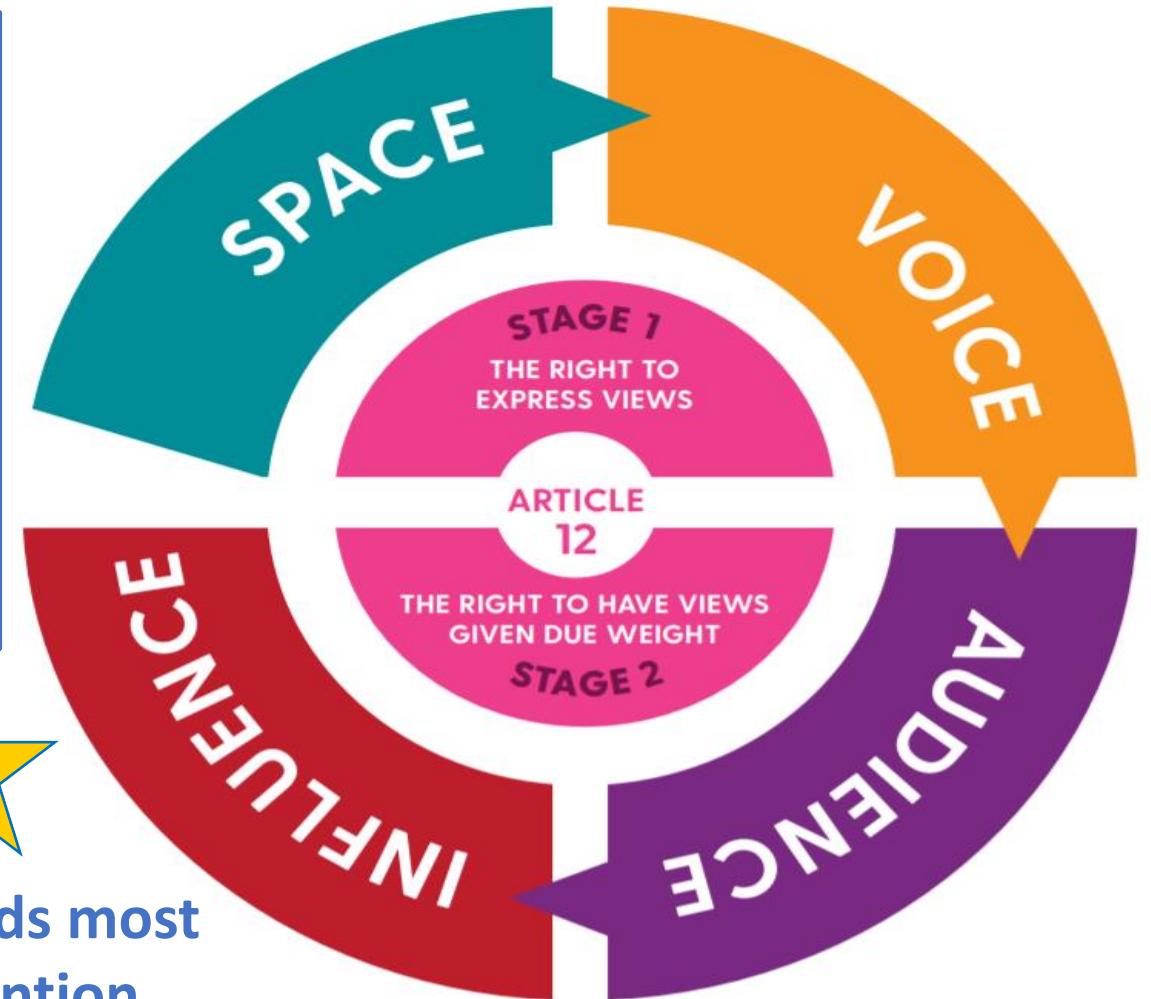
(4) Influence

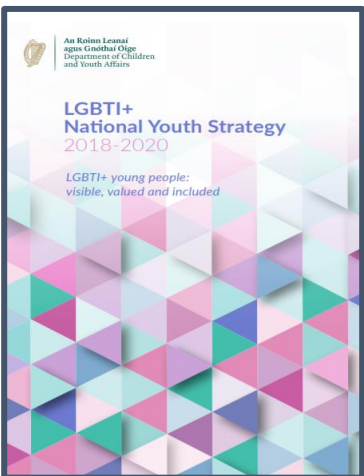


- **F**ull
- **F**riendly (youth)
- **F**ast
- **F**ollowed up



needs most
attention

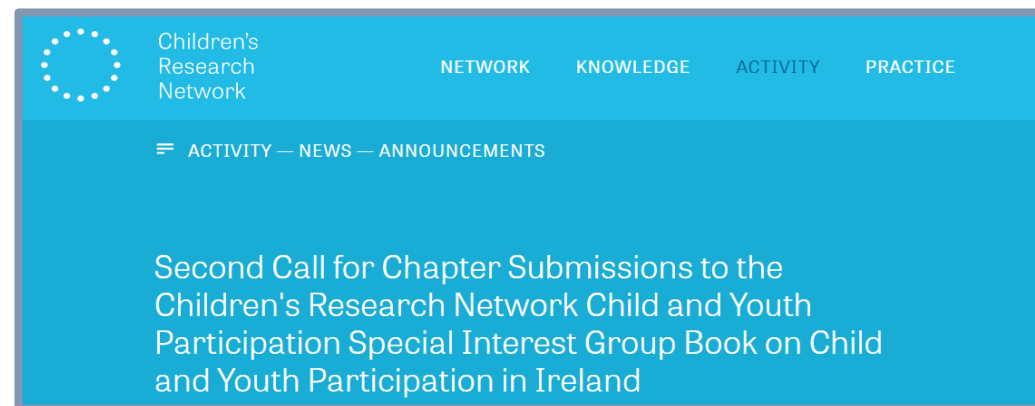




“The LGBTI+ National Youth Strategy **showcases** the potential of **creative policy-making processes** underpinned by **child-centred, rights-based** approaches.”

“I think we were definitely **visible** and **valued** as young people... And then included, I think yeah, we were **included**...”

“The chapter concludes with an appeal to **strengthen dialogue and feedback**, enhancing the influence of seldom-heard youth.”



Ceatha, N., Kelly, A. and Killeen, T.
Visible, valued and included: Prioritising youth participation in policy-making for the Irish LGBTI+ National Youth Strategy. In D. Horgan and D. Kennan (Eds.) *Child and Youth Participation: Policy, Practice and Research Advances in Ireland*.



Key message:

Participation has powerful potential

Disrupts unintended negative consequences of top-down policy initiation

- Ensures policy-making speaks directly to young people's interests and concerns

Aligns with rights-based approaches

- Strengthen dialogue and feedback, enhancing the influence of seldom-heard youth
- Research-informed policy has the potential for transformative service delivery.

Facilitates 'learning *with*' seldom-heard young people through:

- Addressing practicalities
- Discussing representation
- Carefully considering expectations
- Balancing forms of expertise



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Structured Population and
Health-services Research Education

