## BRIEF CONTENTS

List of Displ	lays		xii
Preface to t	he F	ourth Edition	xvi
Acknowledg	gme	nts vision	xix
About the A	utho	irs (	XX
PARTI	•	THE SUBSTANTIVE START	
Chapter 1		Introduction	3
Chapter 2	•	Research Design and Data Management	13
Chapter 3	•	Ethical Issues in Analysis	49
Chapter 4	•	Fundamentals of Qualitative Data Analysis	61
PART II	tet	DISPLAYING THE DATA	
Chapter 5		Designing Matrix, Network, and Graphic Displays	103
Chapter 6	19 0	Methods of Exploring	119
Chapter 7		Methods of Describing	155
Chapter 8	el Q	Methods of Ordering	189
Chapter 9		Methods of Explaining	221
Chapter 10		Methods of Predicting	255
		and Other Novice Resperchers	11
PART III	•	MAKING GOOD SENSE	
Chapter 11	•	Drawing and Verifying Conclusions	273
Chapter 12	•	Writing About Qualitative Research	315
Chapter 13	•	Closure	331
Appendix: A	n Ar	nnotated Bibliography of Qualitative Research Methods Resources	337
References		tion and Rationate	359
Index			365

## DETAILED CONTENTS

	-(B'I		
LIST	of Displays		xiii
Pre	face to the Fourth Edition		xvii
	A Note on This Revision		xvii
Ack	nowledgments		xix
ADC	out the Authors		xxi
PA	RT I • THE SUBSTANTIVE START		
70	Dall 2000 and Carlos		
Cha	apter 1 • Introduction		3
	The Purpose of This Book		3
	The Nature of This Book		4
	Audiences		4
	Our Orientation		5
	An Approach to Qualitative Data Analysis		6
	Analytic Methods: Some Common Features		1
	The Nature of Qualitative Data		7
	General Nature		7
	Strengths of Qualitative Data		7
	Our View of Qualitative Data Analysis		8
	Data Condensation		8
	Data Display		9
	Drawing and Verifying Conclusions		9
	Suggestions for Readers		10
	Students and Other Novice Researchers		11
	Experienced Researchers	Intervention and Advocacy	11
	Teachers of Qualitative Research Methods		12
	Closure and Transition	Ownership of Data and Condusions Use and Misuse of Results	12
Cha	pter 2 • Research Design and Data Mana		13
Cito		Strice Advice	
	Introduction		14
	Loose Versus Tight Research Designs		14
	Displaying the Conceptual Framework	iter 4 - Fundamentals of Qualitative	15
	Description and Kationate		15
	Other Examples		
	Conceptual Framework Advice	Description	20
	Methodologies (Genres) of Qualitative Researc		20
	Formulating Research Questions		
	Description and Rationale		22
	Example Research Question Advice		22
	Defining the Case		24
	Description and Rationale  Examples		24
	Case Advice		26
			AND DESCRIPTION OF THE PERSON NAMED IN

	Sampling: Bounding the Collection of Da	ta	26
	Description and Rationale		26
	Key Features of Qualitative Sampling		27
	General Sampling Strategies	DETAILED CO	27
	Within-Case Sampling		28
	Multiple-Case Sampling		29
	Sampling Advice		30
	Instrumentation		30
	Description and Rationale		30
	Example Instrumentation Advice		33
			34
	Linking Qualitative and Quantitative Data		35
	Approaches to Mixed Methods Design	s Authors	35
	Examples Mixed Methods Advice		36
		L	
	Data Management Issues Bearing on Ana Data Management	AT 1 * THE SUBSTANTIVE STARIES	39 39
	Computer and Software Use		40
	CAQDAS		41
	Staffing and Time Planning		46
	Closure and Transition		47
Ch	apter 3 • Ethical Issues in Analysis		49
CIII			
	Introduction		49
	Agreements With Study Participants		50
	Agreement Advice		51
	Ethical Issues		53
	Worthiness of the Project		53
	Competence		53
	Informed Consent		53
	Benefits, Costs, and Reciprocity		54
	Harm and Risk		55 55
	Honesty and Trust Privacy, Confidentiality, and Anonymi		56
	Intervention and Advocacy	Experienced Researchors	57
			57
	Ownership of Data and Conclusions		58
	Use and Misuse of Results		59
	Ethical Conflicts and Dilemmas	apter 2 . Research Design and Data Manag	59
	Ethics Advice		60
	Closure and Transition		60
Cha	apter 4 • Fundamentals of Qualitative		61
	Introduction		62
	First Cycle Codes and Coding		62
	Description		62
			64
	First Cycle Coding Examples		64
	Descriptive Coding		65
	In Vivo Coding		65
	Process Coding		66
	Concept Coding Emotion Coding		66
	Values Coding		67
	ratues county	Examples	0,

	Evaluation Coding		68
	Dramaturgical Coding		68
	Holistic Coding		69
	Provisional Coding	iter 6 . Methods of Exploring	69
	Hypothesis Coding		70
	Protocol Coding		70
	Causation Coding		70
	Attribute Coding		71
	Magnitude Coding		71
	Subcoding		72
	Simultaneous Coding		72
	Themeing the Data		73
	Coding Craft and Design		74
	Levels of Coding Detail		74
	A Priori Codes		74
	Revising Codes		75
	Structure and Unity in Code Lists		75
	Definitions of Codes		77
	Second Cycle Coding—Pattern Codes		79
	Description		79
	Applications		79
	Examples		80
	From Codes to Patterns		82
	Narrative Description		83
	Matrix Display		83
	Network Display		04
	Graphic Display		85
	Coding Advice		86
	Jottings		86
	Analytic Memoing		88
	Description and Rationale		88
	Examples		89
	Memoing Advice		90
	On Visual Data		91
	Hypotheses, Assertions, and Propositions		93
	Within-Case and Cross-Case Analysis		95
	Purposes of Cross-Case Analysis		95
	A Key Distinction: Variables Versus Cases		95
	Strategies for Cross-Case Analysis		96
	Closure and Transition		99
A	RT II • DISPLAYING THE DATA		
RI	D. Moting the Autotines Italyanan Variables	Ordering by Time	
ha	pter 5 • Designing Matrix, Network, and G	raphic Displays	103
	Introduction		103
	Display Format Options		104
	Matrices		105
	Networks		109
	Graphics		110
	Timing of Display Design		115
	Entering Matrix, Network, and Graphic Data		116
	Making Inferences and Drawing Conclusions Fro Network, and Graphic Displays	Ordering by Cases	116

	The Methods Profiles		118
85	Closure and Transition		118
98	Toy or receive a make the families		
Cha	apter 6 • Methods of Exploring		119
	Introduction		119
	Exploring Field Work in Progress		120
	Data Accounting Log		120
	Contact Summary Form		122
	Case Analysis Meeting		125
	Interim Case Summary		128
	Partially Ordered Meta-Matrix		131
	Exploring Variables		135
	Code Frequency Table		135
	Checklist Matrix		137
	Content-Analytic Summary Table	Revising Codes	142
	Contrast Table		144
	Two-Variable Case-Ordered Matrix		140
	Exploring Reports in Progress		148
	Prestructured Case		140
	Sequential Analyses		151
59	Closure and Transition		153
Ch	enter 7 a Methods of Describing		155
Cha	apter 7 • Methods of Describing		
	Introduction		155
	Describing Participants		156
	Demographics and Attributes Table		156
	Role-Ordered Matrix		157
	Context Chart		161
	Positionality Graphic		164
	Describing Variability	Description and Rationale	166
	Concept Table		166
	Conceptually Clustered Matrix		168 173
	Folk Taxonomy		176
	Thematic Array	politieses, Assertions, and Propositions	
	Describing Action		100
	Vignettes		183
	Poetic Display Cognitive Networks		185
	Closure and Transition		188
	Closure and Transition		
Cha	apter 8 • Methods of Ordering		189
	Introduction		189
			190
	Ordering by Time  Qualitative Timeline		190
	Event Listing Matrix		100
	Growth Gradient		195
	Time-Ordered Matrix		198
	Ordering Processes		202
	Decision Modeling		202
	Process Mapping		201
	Event-State Network		207
	Composite Sequence Analysis		207
	Ordering by Cases		212

Case-Process Comparison		212
Case-Ordered Descriptive Meta-Matrix		215
Closure and Transition		220
Observed Marked of Frank State		
Chapter 9 • Methods of Explaining	11, Replicating a Finding	221
Introduction	12. Checking Dut Rival Explanations 13. Gotting Feedback From Participants	221
Antecedent Conditions, Mediating Variables	and Outcomes	222
On Explanation and Causation	sandards for the Quality of Conclusions candards on cardens	224
Explaining Interrelationship	Reliability/Dependability/Auditability	225
Variable-by-Variable Matrix		225
	External Validity/Transferability/Fittifign	230
Explanatory Matrix		230
Outcomes Matrix		232
Case Dynamics Matrix		234
Explaining Causation		237
Causal Chains		237
Causal Network: Within-Case Analysis		238
Causal Network: Cross-Case Analysis		
Closure and Transition		254
Chapter 10 • Methods of Predicting		255
Introduction		255
Methods of Predicting		256
Making and Testing Predictions	Vriting Examples and Recommendations	256
Predictor-Outcome-Consequences Matr Causal-Prediction Model	"A tike and Quantitistrantial Asint priffin W	261
Causal-Prediction Model		265
		070
Closure and Transition		270
Closure and Transition		
Closure and Transition  PART III • MAKING GOOD SENSE		
Closure and Transition  PART III • MAKING GOOD SENSE  Chapter 11 • Drawing and Verifying Conclu	"Being There"  Analytic staryfelling with bliggley more raditional Presentation Modes  regressive Presentation Modes  In Theses and Dissertations	273
Closure and Transition  PART III • MAKING GOOD SENSE  Chapter 11 • Drawing and Verifying Conclude Introduction	"Being There" Analytic Starytelling With Birglays raditional Presentation Modes The Control of t	<b>273</b> 274
Closure and Transition  PART III • MAKING GOOD SENSE  Chapter 11 • Drawing and Verifying Conclude Introduction Tactics for Generating Meaning	Being There  Analytic staryfetting with intelled more actional Presentation Modes  register Presentation Modes  In Theses and Dissertations  Support and Supervision  Writing Fundamentats	<b>273</b> 274 274
Closure and Transition  PART III • MAKING GOOD SENSE  Chapter 11 • Drawing and Verifying Concluding Introduction Tactics for Generating Meaning 1. Noting Patterns, Themes	"Being There"  Analytic staryfelling with bliggley more raditional Presentation Modes  regressive Presentation Modes  In Theses and Dissertations	273 274 274 274
Closure and Transition  PART III • MAKING GOOD SENSE  Chapter 11 • Drawing and Verifying Concluding Introduction Tactics for Generating Meaning 1. Noting Patterns, Themes 2. Seeing Plausibility	Being There  Analytic staryfetting with intelled more actional Presentation Modes  register Presentation Modes  In Theses and Dissertations  Support and Supervision  Writing Fundamentats	273 274 274 274 275
Closure and Transition  PART III • MAKING GOOD SENSE  Chapter 11 • Drawing and Verifying Concluded Introduction  Tactics for Generating Meaning  1. Noting Patterns, Themes  2. Seeing Plausibility	Reing There Analytic stary fetting with birelays and transition Modes register Presentation Modes register Presentation Modes as another Supervision Writing Fundamentats tor 13 a Closure	273 274 274 274 275
Closure and Transition  PART III • MAKING GOOD SENSE  Chapter 11 • Drawing and Verifying Concluding Introduction  Tactics for Generating Meaning  1. Noting Patterns, Themes  2. Seeing Plausibility  3. Clustering  4. Making Metaphors  5. Counting	"Being There"  Analytic staryletine with Displays manalytic staryletine with Displays manalytic staryletine with Displays manalytic manalytic staryletine manalytic staryletine and Supervision erawine and Transition  ter 13 • Closure	273 274 274 274 275 276
Closure and Transition  PART III • MAKING GOOD SENSE  Chapter 11 • Drawing and Verifying Concluding Introduction  Tactics for Generating Meaning  1. Noting Patterns, Themes  2. Seeing Plausibility  3. Clustering  4. Making Metaphors  5. Counting	Reing There  Analytic staryfettine ware interleve in a control of the control of	273 274 274 274 275 276 277 279 280
Closure and Transition  PART III • MAKING GOOD SENSE  Chapter 11 • Drawing and Verifying Conclude Introduction  Tactics for Generating Meaning  1. Noting Patterns, Themes  2. Seeing Plausibility  3. Clustering  4. Making Metaphors  5. Counting  6. Making Contrasts, Comparisons  7. Partitioning Variables	Reing There  Analytic staryfelder with Displays and Analytic staryfelder with Displays and Displays and Dispertation works.  Support and Supervision crawfed and Transition ter 13 c Closure  Unstitutive Analysis at a Glance deflections of the Indiana formation and Advice metamorates at a Glance deflections of the Indiana formation of the Indiana formation of the Indiana formation of the Indiana formation of the Indiana formations of the Indiana formation formations of the Indiana formations of the Indiana formation formatio	273 274 274 274 275 276 277 279 280 281
Closure and Transition  PART III • MAKING GOOD SENSE  Chapter 11 • Drawing and Verifying Concluding Introduction  Tactics for Generating Meaning  1. Noting Patterns, Themes  2. Seeing Plausibility  3. Clustering  4. Making Metaphors  5. Counting  6. Making Contrasts, Comparisons  7. Partitioning Variables  8. Subsuming Particulars Into the General	Reing There Analytic stary fettine with bireflays and Analytic stary fettine with bireflays and presentation Modes regressive Presentation Modes support and Supervision erawfloc 2.4 Writing Fundamentats to Surre and Transition ther 13 a Closure beflections deflections d	273 274 274 274 275 276 277 279 280 281 281
PART III • MAKING GOOD SENSE  Chapter 11 • Drawing and Verifying Concluding Introduction  Tactics for Generating Meaning  1. Noting Patterns, Themes  2. Seeing Plausibility  3. Clustering  4. Making Metaphors  5. Counting  6. Making Contrasts, Comparisons  7. Partitioning Variables  8. Subsuming Particulars Into the General Particular Into the General	Being There  Analytic staryfetting with thingley and the control of the control o	273 274 274 275 276 277 279 280 281 281 282
Closure and Transition  PART III • MAKING GOOD SENSE  Chapter 11 • Drawing and Verifying Concluding Introduction  Tactics for Generating Meaning  1. Noting Patterns, Themes  2. Seeing Plausibility  3. Clustering  4. Making Metaphors  5. Counting  6. Making Contrasts, Comparisons  7. Partitioning Variables  8. Subsuming Particulars Into the General Processing  9. Factoring  10. Noting the Relations Between Variables	Reing There  Analytic staryfetting want brighted month of the property of Michael Presentation enwited Presentation Presentati	273 274 274 274 275 276 277 280 281 281 282 283
Closure and Transition  PART III • MAKING GOOD SENSE  Chapter 11 • Drawing and Verifying Concluding Introduction  Tactics for Generating Meaning  1. Noting Patterns, Themes  2. Seeing Plausibility  3. Clustering  4. Making Metaphors  5. Counting  6. Making Contrasts, Comparisons  7. Partitioning Variables  8. Subsuming Particulars Into the General Processing  10. Noting the Relations Between Variables  11. Finding Mediating Variables	Being There  Analytic staryfetting with thingley and the control of the control o	273 274 274 274 275 276 277 279 280 281 281 282 283 285
Closure and Transition  PART III • MAKING GOOD SENSE  Chapter 11 • Drawing and Verifying Conclude Introduction  Tactics for Generating Meaning  1. Noting Patterns, Themes  2. Seeing Plausibility  3. Clustering  4. Making Metaphors  5. Counting  6. Making Contrasts, Comparisons  7. Partitioning Variables  8. Subsuming Particulars Into the General Subsuming Particulars Into the General Subsuming Particulars Into the General Subsuming Mediating Variables  11. Finding Mediating Variables  12. Building a Logical Chain of Evidence	Reing There Analytic stary fetting with bineleys and Analytic stary fetting with bineleys and presentation Modes regressive Presentation Modes Support and Supervision Writing Fundamentate Cosure and Transition  The 13 o Closure  The 13 o Closure  The 13 o Closure  The 14 o Closure  The Advice material and analytic at a Grance  The Advice material and billography of Qualifications  The Analytic and Country of Cualifications  The Analytic and Country of Countr	273 274 274 274 275 276 277 280 281 281 282 283 285 286
Closure and Transition  PART III • MAKING GOOD SENSE  Chapter 11 • Drawing and Verifying Concluding Introduction  Tactics for Generating Meaning  1. Noting Patterns, Themes  2. Seeing Plausibility  3. Clustering  4. Making Metaphors  5. Counting  6. Making Contrasts, Comparisons  7. Partitioning Variables  8. Subsuming Particulars Into the General Proceeding Sections  9. Factoring  10. Noting the Relations Between Variables  11. Finding Mediating Variables  12. Building a Logical Chain of Evidence  13. Making Conceptual/Theoretical Cohe	Reing There Analytic stary fetting with bineleys and Analytic stary fetting with bineleys and presentation Modes regressive Presentation Modes Support and Supervision Writing Fundamentate Cosure and Transition  The 13 o Closure  The 13 o Closure  The 13 o Closure  The 14 o Closure  The Advice material and analytic at a Grance  The Advice material and billography of Qualifications  The Analytic and Country of Cualifications  The Analytic and Country of Countr	273 274 274 274 275 276 277 279 280 281 281 282 283 285 286 287
Closure and Transition  PART III • MAKING GOOD SENSE  Chapter 11 • Drawing and Verifying Concludation  Tactics for Generating Meaning  1. Noting Patterns, Themes  2. Seeing Plausibility  3. Clustering  4. Making Metaphors  5. Counting  6. Making Contrasts, Comparisons  7. Partitioning Variables  8. Subsuming Particulars Into the General Proceedings  10. Noting the Relations Between Variables  11. Finding Mediating Variables  12. Building a Logical Chain of Evidence  13. Making Conceptual/Theoretical Coherts	Reing There was interested with interest and Analysis of Presentation Modes regressive Presentation Modes from Example of Modes Support and Supervision Writing Fundamentats Assure and Transition  teer 13 a Closure Inal Advice regularization of Analysis at a Giance Resources  ence	273 274 274 274 275 276 277 280 281 281 282 283 285 286 287 289
Closure and Transition  PART III • MAKING GOOD SENSE  Chapter 11 • Drawing and Verifying Concluded Introduction  Tactics for Generating Meaning  1. Noting Patterns, Themes  2. Seeing Plausibility  3. Clustering  4. Making Metaphors  5. Counting  6. Making Contrasts, Comparisons  7. Partitioning Variables  8. Subsuming Particulars Into the General Section of Particular Section of Evidence  10. Noting the Relations Between Variable of Section of Evidence  13. Making Conceptual/Theoretical Cohe of Tactics for Testing or Confirming Findings  1. Checking for Representativeness	Reing There was interested with interest and Analysis of Presentation Modes regressive Presentation Modes from Example of Modes Support and Supervision Writing Fundamentats Assure and Transition  teer 13 a Closure Inal Advice regularization of Analysis at a Giance Resources  ence	273 274 274 274 275 276 277 279 280 281 281 282 283 285 286 287
PART III • MAKING GOOD SENSE  Chapter 11 • Drawing and Verifying Concludation  Tactics for Generating Meaning  1. Noting Patterns, Themes  2. Seeing Plausibility  3. Clustering  4. Making Metaphors  5. Counting  6. Making Contrasts, Comparisons  7. Partitioning Variables  8. Subsuming Particulars Into the General Subsuming Particulars Into the General Subsuming Mediating Variables  10. Noting the Relations Between Variables  11. Finding Mediating Variables  12. Building a Logical Chain of Evidence  13. Making Conceptual/Theoretical Cohe  Tactics for Testing or Confirming Findings  1. Checking for Representativeness  2. Checking for Researcher Effects	Reing There are presented in Mark Intelligent of Control of Contro	273 274 274 274 275 276 277 280 281 281 282 283 285 286 287 290
Closure and Transition  PART III • MAKING GOOD SENSE  Chapter 11 • Drawing and Verifying Concludation  Tactics for Generating Meaning  1. Noting Patterns, Themes  2. Seeing Plausibility  3. Clustering  4. Making Metaphors  5. Counting  6. Making Contrasts, Comparisons  7. Partitioning Variables  8. Subsuming Particulars Into the General Subsuming Particulars Into the General Subsuming Mediating Variables  12. Building a Logical Chain of Evidence  13. Making Conceptual/Theoretical Cohe  Tactics for Testing or Confirming Findings  1. Checking for Representativeness  2. Checking for Researcher Effects	Reing There was included with included the control of the control	273 274 274 274 275 276 277 279 280 281 282 283 285 286 287 289 290 291
Closure and Transition  PART III • MAKING GOOD SENSE  Chapter 11 • Drawing and Verifying Concludation  Tactics for Generating Meaning  1. Noting Patterns, Themes  2. Seeing Plausibility  3. Clustering  4. Making Metaphors  5. Counting  6. Making Contrasts, Comparisons  7. Partitioning Variables  8. Subsuming Particulars Into the General Substantial Particulars Into the General Substantial Particulars Into the General Substantial Particulars Into the General Into Into Into Into Into Into Into Into	Reing There was included with included the control of the control	273 274 274 274 275 276 277 280 281 282 283 285 286 287 290 291 293

7. Following Up Surprises		297
8. Looking for Negative Evidence		298
9. Making If-Then Tests		298
10. Ruling Out Spurious Relations		299
11. Replicating a Finding		301
12. Checking Out Rival Explanations		302
13. Getting Feedback From Participants		303
Standards for the Quality of Conclusions		304
Objectivity/Confirmability		305
Reliability/Dependability/Auditability		305
Internal Validity/Credibility/Authenticity		306
External Validity/Transferability/Fittingr		307
Utilization/Application/Action Orientation		308
Analytic Documentation		308
The Problem		308
Examples		310
Closure and Transition		314
Chapter 12 • Writing About Qualitative Res	earch hassad-second showtelf leausd	315
Introduction		315
		316
Audiences and Effects		316
The Reader and the Writer		
Types of Effects		
Voices and Styles		100
Writing Examples and Recommendations		319
Writing the Abstract		319
Writing About Methodology and Methods		321
"Being There"		
Analytic Storytelling With Displays		324
Traditional Presentation Modes		326
Progressive Presentation Modes		327
On Theses and Dissertations	ter 11 * Drawing and Verifying Conciu	328
Support and Supervision		328
Writing Fundamentals		329
Closure and Transition		330
are weather		
Chapter 13 • Closure		331
Qualitative Analysis at a Glance		331
072		333
Reflections		
Final Advice		334
Appendix: An Annotated Bibliography of Qualit	tative Research	
Methods Resources		337
		359
References		
		365
PBS These Ordered Matrix		

## LIST OF DISPLAYS

Transformative Prigram of Prison Inmete Mospice Velunteen Service

113

Display 1.1	Components of Qualitative Data Analysis: Interactive Model	10
Display 2.1	A First-Draft Conceptual Framework for a Case Study Teacher and the Influences on Her Practice	16
Display 2.2	Major Influences on a Language Arts Teacher's Practice	17
Display 2.3	A Conceptual Model of Students' Intention to Pursue a Sales Career	19
Display 2.4	Conceptual Model That Presents HCWs' Perceived Limitations in the Application of MTB Infection Control Measures in Clinical Praction Influencing the Decision–Making Process and Resulting in the "Knowledge–Action" Gap	ce,
Display 2.5	General and Special Research Questions Relating to the Adoption Decision (School Improvement Study)	23
Display 2.6	The Case as the Unit of Analysis	8. à valo 25
Display 2.7	Prior Instrumentation: Key Decision Factors	e.a yale 31
Display 2.8	Excerpts From Interview Guide, School Improvement Study	34
Display 2.9	Mixed Methods Data-Analytic Procedures	101.6 Val. 38
Display 2.10	An Excel Spreadsheet With Qualitative and Quantitative Data	42
Display 2.11	Network View Produced by ATLAS.ti	42
Display 2.12	A Model of Lifelong Confidence From High School Speech and Theat	re 43
Display 2.13	Word Clouds of Top 30 Most Frequent Words in the Mission (top), Vision (middle), and Values (bottom) Statements of the S&P 500 Comp	anies 45
Display 2.14	A Screenshot of Quirkos CAQDAS Software	45
Display 2.15	A Screenshot of Transana CAQDAS Software	46
Display 3.1	Sample Informed Consent Letter (1982 and Michigan Academic Academi	87.8 yslq 51 224
Display 4.1	Details of the Coding System	75
Display 4.2	Abbreviated Codebook	81.8 yell 77
Display 4.3	Matrix of Smoking Cessation Patterns at Months 1 and 6.	84
Display 4.4	A Network Model of Smoking Cessation Loss Transformation	05.3 yell 84
Display 4.5	Arts-Based Graphic Representation of Smoking Cessation at Months 1 and 6	12.4 ya 1410 22.4 ya 14.2
Display 4.6	Interview Transcript With Jottings	87
Display 4.7	A Residential Exterior From the West Side of Chicago, 2018	92
Display 4.8	The Hypothesis Process	94
Display 4.9	Categories of Acute Precipitants of Physical Elder Abuse	98
Display 5.1	Effects Matrix: Assistance Location and Types (Masepa Case)	106
Display 5.2	A Network Model of "Lifelong Impact" From High School	
	Speech Participation	109

Display 5.3	Percentage of 3,416 References Coded in NVIVO, Attributed to the Three Components of Sustainability	111
Display 5.4	A Sustainability Definition: (A) Classic Triple Bottom-Line Approach	444
	and (B) Proposed Representation Emphasizing Time and Trade-Offs	111
Display 5.5	Impact of Correctional Environment Upon Individual Women	112
Display 5.6	Transformative Process of Prison, Inmate Hospice Volunteer Service	113
Display 5.7	Axial Coding of the Six Primary SPELIT Environments of  Donald Trump's Campaign Speech	1.7 yel 113
Display 5.8	Characteristics of Systems Thinking Among Middle School Leaders	114
Display 5.9	Trajectory of Learning to Use Professional Judgment	115
Display 6.1	Data Accounting Log	121
Display 6.2	Contact Summary Form: Illustration (Excerpts)	122
Display 6.3	Contact Summary Form: Illustration With Themes/Aspects (Excerpts)	124
Display 6.4	Case Analysis Meeting Form	125
Display 6.5	Case Analysis Form: Exhibit With Data	127
Display 6.6	Summary-Aided Approach to Analysis	128
Display 6.7	Interim Case Summary Outline: Illustration	129
Display 6.8	Case-Level Display for Partially Ordered Meta-Matrix (Format)	131
Display 6.9	Case-Level Display for Partially Ordered Meta-Matrix:  Users' Second Year of Implementation at Lido	132
Display 6.10	Partially Ordered Meta-Matrix: Users' Feelings/Concerns and Other Variables (Format)	133
Display 6.11	Partially Ordered Meta-Matrix: Users' Feelings/Concerns and Other Variables (Lido Data)	133
Display 6.12	Time-Ordered Meta-Matrix (Format)	134
Display 6.13	Summary Table: Individual and Institutional Concerns During Later Implementation	135
Display 6.14	Summary of Memorable Messages of Social Support	136
Display 6.15	Code Landscaping of "Lifelong Impact" Survey Responses	137
Display 6.16	Checklist Matrix: Conditions Supporting Preparedness at Smithson School, Banestown Case	138
Display 6.17	Checklist Matrix on Preparedness (Alternative Format 1)	141
Display 6.18	Checklist Matrix on Preparedness (Alternative Format 2)	142
Display 6.19	Checklist Matrix on Preparedness (Alternative Format 3)	142
Display 6.20	Content-Analytic Summary Table: The Content of Organization Change	es 143
Display 6.21	Contrast Table: Summary of Contextual Factors Shaping Political Styl	
Display 6.22	Two-Variable Case-Ordered Matrix: Relationships Between User Practice Stabilization and Local Continuation	3.5 ve 147
Display 6.23	Prestructured Case Outline: Abbreviated Version	149
Display 6.24	Traditional Analysis Sequence Compared With Prestructured Case	151
Display 0.24	Categories of Acute Precipitants of Physical Elder Abuse	
Display 7.1	Participant Family Profiles	156
Display 7.2	Role-Ordered Matrix: First Reactions to the Innovation	1.8 yel 158
Display 7.3	Context Chart for Tindale East High School and District	162
Display 7.4	Predominant Response Types of Cases	165
Display 7.5	Lifelong Impact: Variability of Influence	167

Display 7.6	Conceptually Clustered Matrix: Motives and Attitudes (Format)	169
Display 7.7	Conceptually Clustered Matrix: Motives and Attitudes of Users, Nonusers, and Administrators at Masepa	if.V valgal
Display 7.8	A Folk Taxonomy of the Ways Children Oppress Each Other	174
Display 7.9	A Principal's Experiences and Views on Creating Collaborative Learning Among Teachers	177
Display 7.10	Nursing Professional Dignity Perceived as an Achievement	178
Display 7.11	Theory of Influences on Women Early Career Psychologists' [WECP] Career Adjustment	01 Value 179
Display 7.12	Social Media Seesaw: Positive and Negative Affect Influences	179
Display 7.13	A Model in Progress of HIV Test Anxiety	185
Display 8.1	River School District [RSD] Timeline Showing 18 Years of Linear Change	190
Display 8.2	Event Listing, Banestown Case	193
Display 8.3	Event History of a Case Study	196
Display 8.4	Growth Gradient for ECRI Innovation, Masepa Case	197
Display 8.5	Time-Ordered Matrix: Changes in the CARED Innovation (a Work Experience Program)	199
Display 8.6	Summary Tables for Verifying and Interpreting a Time-Ordered Matrix: Changes in the CARED Innovation	201
Display 8.7	A Decision Model for Evening Dinner Choices	203
Display 8.8	A Process Map of a Chaos Narrative About Cancer	205
Display 8.9	Event-State Network, Banestown Case (Excerpt)	208
Display 8.10	Composite Sequence Analysis: Career Trajectory Data for 11 Cases	210
Display 8.11	Model of Instructional Decision Making for Two Physics Instructors	213
Display 8.12	Ordered Meta-Matrix: Format for Student Impact Data	216
Display 8.13	Case-Ordered Descriptive Meta-Matrix (Excerpt): Program Objectives and Student Impact (Direct, Meta-Level, and Side Effects)	218
Display 9.1	The Antecedents, Contingencies, and Follower Outcomes of the Interplay of the Emotion-Related Behaviors of Nonprofit Leaders and Nonprofit Organizational Display Norms	224
Display 9.2	Variable-by-Variable Matrix: Coping Strategies and Problems, by Case	226
Display 9.3	Summary Table: Typical Consequences of Coping, by Case	229
Display 9.4	Explanatory Matrix: Ongoing Assistance	231
Display 9.5	Outcomes Matrix: Organizational Changes After Implementation of the ECRI Program	232
Display 9.6	Case Dynamics Matrix: The IPA Innovation as a Force for Organizational Change in the District and Its Schools	235
Display 9.7	Causal Chain: Illustration	237
Display 9.8	Causal Chain: Illustration	238
Display 9.9	Causal Fragment: Mastery of a New Educational Practice	239
Display 9.10	Excerpt From a Causal Network: Perry-Parkdale School	242
Display 9.11	Excerpt From an Event-State Network: Perry-Parkdale School	242
Display 9.12	List of Antecedent Conditions, Mediating Variables, and Outcomes: School Improvement Study	243
Display 9.13	Causal Network for Perry-Parkdale CARED Program	245

Display 9.14	Narrative for Causal Network: Perry-Parkdale CARED Program	247
Display 9.15	Subnetwork: Variable Streams Leading to High Job Mobility,	
	Perry-Parkdale Case	249
Display 9.16	Subnetwork for Job Mobility, Calston Case	251
Display 9.17	Subnetwork for Job Mobility, Banestown Case	252
Display 9.18	Subnetwork for Job Mobility, Plummet Case	252
Display 10.1	Prediction Feedback Form	256
Display 10.2	Factors Supporting "Institutionalization" Prediction	259
Display 10.3	Factors Working Against "Institutionalization" Prediction	259
Display 10.4	Filled-Out Response Form From Case Informant for "Institutionalization" Prediction	260
Display 10.5	Predictor-Outcome-Consequences Matrix: Antecedents and	Display 8.1
	Consequences of Assistance	263
Display 10.6	Causal-Prediction Model Tracing User Practice Changes	266
Display 10.7	Predictor-Outcome Matrix: Predictors of Magnitude of User Practice Change	267
Display 11.1	Reasons Given for Adoption by Users	279
Display 11.2	Two-Variable Relationship	285
Display 11.3	Two-Variable Relationship With Mediating Variables	285
Display 11.4	Example of a Chain of Evidence Supporting an Observed Outcome	286
Display 11.5	Possible Explanation of Spurious Relationship	300
Display 11.6	Display for Testing Explanations in Display 11.5	300
Display 11.7	Analysis of Data, Categories, and Emergent Themes	313
Display 12.1	Elements That Influence Nursing's Professional Respect: Summary of the Analysis	325
Display 12.2	Professional Respect for Nurses in Hospital and Community Settings	326
Display 13.1	Overview of Qualitative Data Analysis Processes	332 × 332

Display 5.17 Sapaiva ismeigramon pagigate naconiquo accidente va sidente va s

splay 5.7 Causal Chain: Illustrations between canitud acad between cs. a yelding splay 5.8 Causal Chain: Illustrations between consupad elayland isnoitibant 25.6 yelding splay 9.8 Causal Fragment: Mastery of a New Educational Practice 239

aplay 9.11 Excerpt From an Event-State Welliam or gargette school wild State of Stat