Room 4 – Fisherwick – AM
Chaired by Michaela Glover
Health & Social Care Board

6th Annual Social Work &
Social Care Research in Practice
Conference
EXPLORING RISK AND RIGHTS IN THE CONTEXT OF PERSONAL EDUCATIONAL PLANNING: AN EXPLORATORY STUDY REGARDING THE EFFECTIVENESS AND EXPERIENCES OF PERSONAL EDUCATIONAL PLANS FOR CHILDREN IN CARE IN NORTHERN IRELAND


Patricia Nicholl
Third year Doctorate in Childhood Studies QUB
Background and Rationale for the study

Overwhelming national and international evidence that the educational outcomes of children in care are poor in comparison to their peers (O’Higgins et al., 2015; Mannay et al 2017)

74% of Children in Care attained five or more GCSE at grades A* to G; this compared with 99% of the general school population in 2016/17;

• 48% attained 5 or more A* - C or equivalent GCSEs, compared to 85% of peers;
• 78% at Key stage 1 attained Level 2 English, compared with 88% of the general school population
• 78% attained Level 2 Maths compared with 89% of the general school population
• 70% attained Level 4 English compared with 79% peers at Key Stage 2
• 61% attained Level 4 Maths or above, compared with 80% general school population

**significant differences in educational attainment emerge at Key Stage 3**

• 37% at Key Stage 3 attained Level 4 English, compared with 76% of the general school population
• 31% attained Level 5 maths compared with 76% of peers(DoH 2018)
DENI Circular 2011/24 introduced Personal Education Plans in respect of children in care. Aiming to:

- support the educational needs of children in care;
- enhance multi-agency working; and
- promote the voice of the child in the Personal Education Plan process.

Introduction of Virtual School Head in England and Wales and Piloting of LAC Champion in Northern Ireland

Strategic context of Northern Ireland LAC Strategy

Children and Young Peoples Strategy

Cooperation Act NI 2015
Plans

• Issues of availability (Perry, 2014b)
• variation in their quality (OFSTED, 2012)
• confusion with other planning processes (Fletcher-Campbell et al, 2003)
• poor involvement of children in PEP processes (Hayden (2005))
• bureaucratic burdens of the PEP process (Woodland, 2010)
• lack of clarity amongst participants about personal education planning (Jelfs 2015).
• variation in practice and how used to hold school performance to account. (Le Grande and Chater 2006)
• professional discontent with PEP processes, (Nicholl and Bagnall, 2017, Limited examination of the experience of engaging in the process (Woodland, 2010)
• exacerbate professional power imbalances and limiting children’s participation Parker. (2017)
AIMS OF THE STUDY

To explore the effectiveness of the law, policy and practices regarding Personal Education Plans

and to explore the views and experiences of professionals and children in care of Personal Education Plans
OBJECTIVES OF THE STUDY

- To assess the policies, procedures and processes associated with Personal Education Plans;
- explore the views and experiences of professionals and children in care regarding Personal Education Plans;
- evaluate whether the development a more child rights attuned Personal Education Plan framework could help enhance inter-professional practice and educational outcomes for children in care.
Research Design

Qualitative interpretive inquiry Ontological realism (the nature of reality) - real world that exists Independently of our perceptions and theories.

epistemological constructivism (the nature of knowledge)
- Our understanding of this world is created by human interaction and understood within that human construction (Bettis & Gregson, 2001).

1) The researcher’s experiential knowledge;

2) existing theory and research;

3) exploratory narrative research, and eliciting of rich detail;

4) thought experiments (Ravitch & Riggan, 2011).
Evidence/what works

Change management

Implementation science

Voice/participation

UNCRC Childrens education rights

Current risk oriented

Education policy

Trauma

Attachment

Stigma

Labelling

Social exclusion

Individual Responsibility

Capability

Strengths

Systems

Corporate parent

Child in care

Individual

Responsibility

Practice

Policy

Conceptual Framework
Methodology

• A children’s rights based approach is adopted,

• Children’s Research Advisory Group established (Lundy & McEvoy, 2012b)

• Retrospective file analysis of Personal Education Plans (35)

• Capacity building and children’s education rights awareness raising

• Focus group eliciting the views and experiences of children in care

• semi-structured interviews elicit the views and experiences of professionals

• semi-structured interviews elicit the views and experiences of stakeholders
Current position and next steps

- Proposal accepted August 2018
- Draft OREC ethics application submitted January 2019
- Draft participant instructions and consent documents completed January 2019
- Search Strategy completed December 2018
- Literature Review being completed (March 2019)
- Methodology being completed (April 2019)
- Sampling strategy completed (March 2019)
- OREC approval/ QUB ethics Committee
- Trust research governance approval
FINDINGS

• Crag participation
• Transcription of data
• Thematic coding
• Analysis and conclusions
• Report
• Recommendations for policy and practice transforming something that has inadequacies to something that works well (Ball, 2008)
Thank You for your interest!
Does a Practice Learning Opportunity increase a Student Social Workers Emotional Intelligence?

Robby Nelson
South Eastern Health & Social Care Trust
Senior Social Worker – Training and Development
Background

Work closely within both regional universities in relation to preparing social work students for practice

Work as Practice Teacher, supervising social work students on placement within the South Eastern Trust

Lead professional responsible for Newly Qualified Social Workers within the South Eastern Trust undergoing their Assessed Year in Employment

Work with professional social workers within the post qualifying framework including IPD, Specialist awards and IAR
Social Work and Emotional Intelligence

In Croisdale-Appleby’s review of Social Work education (2014) he stated that social workers required both intellectual and emotional intelligence to successfully carry out their professional roles.

He concluded from his findings that there was a need to include ‘structured learning’ that enabled social work students to develop skills in self-awareness, self-confidence and self-reflection.
Emotional Intelligence is…. ‘one of the strongest predictors of resilience in social work students’

(Grant et al 2014)
Systematic Narrative Review

‘The effectiveness of Structured Learning in the development of Emotional Intelligence in Social Work Education’

Main Message

1. EI was a key protective factor for social workers
2. EI contributes to resilience and stress management
3. EI supports relationship building and communication skills
4. EI supports the development of self-awareness in social workers
Findings

- Emotional Intelligence and Resilience are not fixed attributes and as such can be taught/developed.
- There is a clear need to develop interventions in the social work degree pathway to enhance emotional intelligence and resilience.
- Planned interventions can enhance the development of EI and reflective ability.

What exactly is Emotional Intelligence and how could we develop it?
Components of Emotional Intelligence

- Self-awareness
- Managing emotions
- Motivating Oneself
- Empathy
- Social Skill

(Goleman 1998)
Not perfectionists
They understand that 'perfection is impossible'

Empathetic
They understand people can relate to them

Self aware
They know what they’re good at & what they still have to learn

Aren’t afraid of change
They understand change is a necessary part of life.

Balanced
They maintain a good work-life balance & recognise its importance

Curious
They ask questions & are keen to explore possibilities, they don’t judge

Gracious
They feel good about their own lives and give thanks easily

Emotional Intelligence
7 attributes

Copyright © 2016

@Impact Wales

Inspired by Rhett Power

Contact us enquiries@impact.wales for bespoke support & resources
The Research Question

There were a number of identified ‘interventions’ within the systematic review – to consider the impact of these interventions I needed to focus on one...

Practice Learning Opportunity

Exposure to service users and experienced practitioners
Method

Pre- and Post-questionnaires for RGR students who were going on PLO for the 1st time (QUB and UU)

**Hypothesis** – *there will be a measurable increase in the emotional intelligence of RGR students after PLO*

Control Group – UGR students (QUB and UU) who had not been on PLO and during the measurement period would only receive classroom teaching
Questionnaire

- Based on Goleman’s 5 components
- 50 questions
- 5-point Likert scale
- Time scale 10-15 minutes to complete
- Matched pairs - pre results with post results
- Data analysed using SPSS
Matched Pairs

RGR = 56 students took part

UGR = 22 students took part
# Findings

<table>
<thead>
<tr>
<th>Median Scores</th>
<th>Control (n=22)</th>
<th>Measured (n=56)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre</td>
<td>Post</td>
</tr>
<tr>
<td>Self-Awareness</td>
<td>36.5</td>
<td>38.0</td>
</tr>
<tr>
<td>Managing Emotions</td>
<td>33.0</td>
<td>32.5</td>
</tr>
<tr>
<td>Motivating Oneself</td>
<td>35.0</td>
<td>36.0</td>
</tr>
<tr>
<td>Empathy</td>
<td>38.5</td>
<td>39.0</td>
</tr>
<tr>
<td>Social Skills</td>
<td>36.5</td>
<td>39.0</td>
</tr>
</tbody>
</table>
Discussion

There has been a median value increase across the majority of components in both RGR and UGR students.

UGR – ‘managing emotions’ decreased

RGR – ‘motivating oneself’ remained the same

Importantly – after completing SPSS Data analysis it was found that the ‘empathy’ component of the RGR students had demonstrated a statistically significant increase after the PLO intervention.
Findings

RGR students – exposure to service user issues and opportunity to work with experienced practitioners

UGR students – engaged in modules which included psychology and preparation for practice

Both interventions appeared to have resulted in an increase in students emotional intelligence!!
**Future development**

- Need for further longitudinal research in relation to elements of PLO, such as the placement setting, the practice teacher skills, the strength of the supporting relationship between the student, on-site and the practice teacher, and the opportunities offered to the student.

- Is there a need or an opportunity to standardise PLO opportunities, supervision processes and practice sites.

- Practical Interventions have proven to be successful in developing emotional intelligence through the degree program – could there be the opportunity to introduce standardised ‘interventions’ such as SHADOWBOX™ or the PREPaRE™ model.

- Follow up on current research findings being undertaken in relation to the STEEP program. (Dr Andrew Whittaker)
Any Questions?
NSPCC

Keeping Safe

EVERY CHILDHOOD IS WORTH FIGHTING FOR

Department of Education
www.education-ni.gov.uk
Cluster randomised controlled trial of ‘Keeping Safe’ – a ‘whole school’ child abuse prevention programme in primary schools in Northern Ireland: Evidence after 1 year of implementation

Mc Elearney, A., Adamson, G., Murphy, C., Stephenson, P. and Monaghan, M.

5TH Annual Social Work and Social Care Research in Practice Conference, Belfast, 2019

EVERY CHILDHOOD IS WORTH FIGHTING FOR
The presentation will include:

- Key features of the Keeping Safe RCT
- Results from interim analyses of child outcome data after 1 year of programme implementation in schools.
- Methodological challenges along the way
Welcome to Keeping Safe

Welcome to Keeping Safe. We hope you find the resource useful for teaching keeping safe in your school.

You will be able to access all the resource you need to implement Keeping Safe in your school. This includes:

- Classroom resources
- Assembly resources
- Parents resources

To ensure that the interactive content is displayed on your chosen device, please enable popups.

Lesson Plans

Here you can access all the resources for teaching your class.

Acknowledgements

© 2016 NSPCC. All rights reserved. Registered charity numbers 216451 and SC037717. Designed and developed by Future Learning.
Evaluating Keeping Safe

64 RCT schools, 5 Ambassador, 5 special

3 Outcomes; for children, parents and teachers

3 Time points; Baseline June 2016, Time 1 June 2017, Time 2 June 2018

1 = largest RCT in this area in the world

Child surveys; 4,029, 3,875, 3,823

Parent surveys; 6,868, 3,020, 3,159

Teacher surveys; 351, 265, 317

(ClinicalTrials.gov: NCT02961010)
Outcome

Children’s knowledge and understanding of Appropriate and Inappropriate Touch as measured by the Children’s Knowledge of Abuse Questionnaire (CKAQ)
<table>
<thead>
<tr>
<th>Appropriate Refusal</th>
<th>Inappropriate Touch</th>
<th>Inappropriate Touch in Familiar Relationships</th>
<th>Appropriate Touch</th>
</tr>
</thead>
<tbody>
<tr>
<td>C6. It’s OK to say “no” and move away if someone touches you in a way you don’t like.</td>
<td>C1. You always have to keep secrets.</td>
<td>C8. Even hugs and tickles can turn into bad touches if they go on too long.</td>
<td>C2. It’s OK for someone you like to hug you.</td>
</tr>
<tr>
<td>C7. Even if someone says that they know you, if you don’t know them, they’re a stranger.</td>
<td>C3. You can always tell who’s a stranger - they look mean.</td>
<td>C16. Some touches start out feeling good, then turn confusing.</td>
<td>C4. Most children like to get a kiss from their parents before they go to bed at night, so, for them, that would be a good touch.</td>
</tr>
<tr>
<td>C10. If someone touches you in a way you don’t like, you should tell someone you trust.</td>
<td>C5. Sometimes it’s OK to say “no” to a grown-up.</td>
<td>C20. Even someone you like could touch you in a way that feels bad.</td>
<td>C9. If you fell off your bike and hurt your private parts, it would be OK for a doctor or nurse to look under your clothes.</td>
</tr>
<tr>
<td>C13. If you don’t like how someone is touching you, it’s OK to “no”.</td>
<td>C11. If your friend says he won’t be your friend anymore if you don’t give him your last piece of candy, then you should give it to him.</td>
<td>C24. Sometimes someone in your family might touch you in a way you don’t like.</td>
<td>C17. You can trust your feelings about whether a touch is good or bad.</td>
</tr>
<tr>
<td>C23. If someone touches you in a way that does not feel good, you should keep on telling until someone believes you.</td>
<td>C12. If someone touches you in a way you don’t like, it’s your own fault.</td>
<td>C25. Boys don’t have to worry about someone touching their private parts.</td>
<td>C18. It’s OK to have a hug from a grown-up you like.</td>
</tr>
<tr>
<td></td>
<td>C14. Strangers look like ordinary people.</td>
<td>C27. If a friend’s dad asks you to help him find their lost cat, you should go right away with him and help.</td>
<td>C21. A pat on the back from a teacher you like after you’ve done a good job at school is a good touch.</td>
</tr>
<tr>
<td></td>
<td>C15. If a grown-up tells you to do something you always have to do it.</td>
<td>C31. If your baby-sitter tells you to take off all your clothes but it’s not time to get undressed for bed, you have to do it.</td>
<td>C26. If you’re walking down the street with your mother and she starts talking to a neighbour you have not met before, it’s OK to talk with them too.</td>
</tr>
<tr>
<td></td>
<td>C19. If a mean child at school orders you to do something you had better do it.</td>
<td>C32. If someone walks in while you are having a bath, and you feel uncomfortable, you should just keep quiet.</td>
<td>C28. If you won a competition for drawing the best picture in your school and a neighbour you liked gave you a quick hug to congratulate you then that would be a good touch.</td>
</tr>
<tr>
<td></td>
<td>C22. You have to let grown-ups touch you whether you like it or not.</td>
<td></td>
<td>C29. Most people are strangers and most strangers are nice.</td>
</tr>
<tr>
<td></td>
<td>C25. Boys don’t have to worry about someone touching their private parts.</td>
<td></td>
<td>C33. If you get separated from your parents in a shopping centre, it’s OK to ask a sales clerk or a security guard to help, even if they are strangers.</td>
</tr>
<tr>
<td>Appropriate Refusal</td>
<td>Inappropriate Touch</td>
<td>Inappropriate Touch in Familiar Relationships</td>
<td>Appropriate Touch</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------</td>
<td>---------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>C6. It’s OK to say “no” and move away if someone touches you in a way you don’t like.</td>
<td>C1. You always have to keep secrets.</td>
<td>C8. Even hugs and tickles can turn into bad touches if they go on too long.</td>
<td>C2. It’s OK for someone you like to hug you.</td>
</tr>
<tr>
<td>C7. Even if someone says that they know you, if you don’t know them, they’re a stranger.</td>
<td>C3. You can always tell who’s a stranger - they look mean.</td>
<td>C16. Some touches start out feeling good, then turn confusing.</td>
<td>C4. Most children like to get a kiss from their parents before they go to bed at night, so, for them, that would be a good touch.</td>
</tr>
<tr>
<td>C10. If someone touches you in a way you don’t like, you should tell someone you trust.</td>
<td>C5. Sometimes it’s OK to say “no” to a grown-up.</td>
<td>C20. Even someone you like could touch you in a way that feels bad.</td>
<td>C9. If you fell off your bike and hurt your private parts, it would be OK for a doctor or nurse to look under your clothes.</td>
</tr>
<tr>
<td>C13. If you don’t like how someone is touching you, it’s OK to “no”.</td>
<td>C11. If your friend says he won’t be your friend anymore if you don’t give him your last piece of candy, then you should give it to him.</td>
<td>C24. Sometimes someone in your family might touch you in a way you don’t like.</td>
<td>C17. You can trust your feelings about whether a touch is good or bad.</td>
</tr>
<tr>
<td>C23. If someone touches you in a way that does not feel good, you should keep on telling until someone believes you.</td>
<td>C12. If someone touches you in a way you don’t like, it’s your own fault.</td>
<td>C30. Someone you know, even a relative, might want to touch your private parts in a way that feels confusing.</td>
<td>C18. It’s OK to have a hug from a grown-up you like.</td>
</tr>
<tr>
<td></td>
<td>C14. Strangers look like ordinary people.</td>
<td></td>
<td>C21. A pat on the back from a teacher you like after you’ve done a good job at school is a good touch.</td>
</tr>
<tr>
<td></td>
<td>C15. If a grown-up tells you to do something you always have to do it.</td>
<td></td>
<td>C26. If you’re walking down the street with your mother and she starts talking to a neighbour you have not met before, it’s OK to talk with them too.</td>
</tr>
<tr>
<td></td>
<td>C19. If a mean child at school orders you to do something you had better do it.</td>
<td></td>
<td>C28. If you won a competition for drawing the best picture in your school and a neighbour you liked gave you a quick hug to congratulate you then that would be a good touch.</td>
</tr>
<tr>
<td></td>
<td>C22. You have to let grown-ups touch you whether you like it or not.</td>
<td></td>
<td>C29. Most people are strangers and most strangers are nice.</td>
</tr>
<tr>
<td></td>
<td>C25. Boys don’t have to worry about someone touching their private parts.</td>
<td></td>
<td>C33. If you get separated from your parents in a shopping centre, it’s OK to ask a sales clerk or a security guard to help, even if they are strangers.</td>
</tr>
<tr>
<td></td>
<td>C27. If a friend’s dad asks you to help him find their lost cat, you should go right away with him and help.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appropriate Refusal

C6. It’s OK to say “no” and move away if someone touches you in a way you don’t like.
C7. Even if someone says that they know you, if you don’t know them, they’re a stranger.
C10. If someone touches you in a way you don’t like, you should tell someone you trust.
C13. If you don’t like how someone is touching you, it’s OK to “no”.
C23. If someone touches you in a way that does not feel good, you should keep on telling until someone believes you.

### Inappropriate Touch

C1. You always have to keep secrets.
C3. You can always tell who’s a stranger - they look mean.
C5. Sometimes it’s OK to say “no” to a grown-up.
C11. If your friend says he won’t be your friend anymore if you don’t give him your last piece of candy, then you should give it to him.
C12. If someone touches you in a way you don’t like, it’s your own fault.
C15. If a grown-up tells you to do something you always have to do it.
C19. If a mean child at school orders you to do something you had better do it.
C22. You have to let grown-ups touch you whether you like it or not.
C25. Boys don’t have to worry about someone touching their private parts.
C27. If a friend’s dad asks you to help him find their lost cat, you should go right away with him and help.
C31. If your baby-sitter tells you to take off all your clothes but it’s not time to get undressed for bed, you have to do it.
C32. If someone walks in while you are having a bath, and you feel uncomfortable, you should just keep quiet.

### Inappropriate Touch in Familiar Relationships

C8. Even hugs and tickles can turn into bad touches if they go on too long.
C16. Some touches start out feeling good, then turn confusing.
C20. Even someone you like could touch you in a way that feels bad.
C24. Sometimes someone in your family might touch you in a way you don’t like.
C30. Someone you know, even a relative, might want to touch your private parts in a way that feels confusing.

### Appropriate Touch

C2. It’s OK for someone you like to hug you.
C4. Most children like to get a kiss from their parents before they go to bed at night, so, for them, that would be a good touch.
C9. If you fell off your bike and hurt your private parts, it would be OK for a doctor or nurse to look under your clothes.
C17. You can trust your feelings about whether a touch is good or bad.
C18. It’s OK to have a hug from a grown-up you like.
C21. A pat on the back from a teacher you like after you’ve done a good job at school is a good touch.
C26. If you’re walking down the street with your mother and she starts talking to a neighbour you have not met before, it’s OK to talk with them too.
C28. If you won a competition for drawing the best picture in your school and a neighbour you liked gave you a quick hug to congratulate you then that would be a good touch.
C29. Most people are strangers and most strangers are nice.
C33. If you get separated from your parents in a shopping centre, it’s OK to ask a sales clerk or a security guard to help, even if they are strangers.
After 1 year: Children's knowledge and understanding of appropriate and inappropriate touch for P4-6, aged 7-9
Children’s personal safety skills to identify, refuse, escape, tell and report in situations of sexual abuse as measured by What If Situations Test (WIST)
**WIST Scenarios**

Teacher, Parent, Doctor, Nurse, Neighbour, Man, Babysitter, **Online**, Other Child, Cousin

**What if someone online started sending you messages about your body and how you look. Then they sent you one about your private parts.**

<table>
<thead>
<tr>
<th>Identify</th>
<th>Refuse</th>
<th>Escape</th>
<th>Tell</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would it be OK for this <strong>person online</strong> to send you messages about your private parts?</td>
<td>What would you say to this person?</td>
<td>What would you do?</td>
<td>Would you tell anyone that this person online sent you messages about your private parts?</td>
<td>L5. What would you tell that person?</td>
</tr>
</tbody>
</table>
**WIST Scenarios**

Teacher, Parent, Doctor, Nurse, Neighbour, Man, Babysitter, **Online**, Other Child, Cousin

**What if someone online started sending you messages about your body and how you look. Then they sent you one about your private parts.**

<table>
<thead>
<tr>
<th>Identify</th>
<th>Refuse</th>
<th>Escape</th>
<th>Tell</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would it be OK for this <strong>person online</strong> to send you messages about your private parts?</td>
<td>What would you say to this person?</td>
<td>What would do?</td>
<td>Would you tell anyone that this person online sent you messages about your private parts?</td>
<td>L5. What would you tell that person?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Group</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Group</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Group</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>.00</td>
<td>12.00</td>
<td>9.5499</td>
<td>2.30872</td>
<td>2.00</td>
<td>.00</td>
<td>12.00</td>
<td>9.3501</td>
<td>2.13208</td>
<td>1.00</td>
<td>.00</td>
<td>16.00</td>
<td>13.8207</td>
<td>3.36697</td>
<td>2.00</td>
<td>.00</td>
<td>16.00</td>
<td>13.6525</td>
<td>3.5622</td>
</tr>
<tr>
<td>2.00</td>
<td>.00</td>
<td>12.00</td>
<td>9.3501</td>
<td>2.13208</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.00</td>
<td>.00</td>
<td>16.00</td>
<td>13.7028</td>
<td>3.67644</td>
<td>2.00</td>
<td>.00</td>
<td>16.00</td>
<td>13.6453</td>
<td>3.74344</td>
<td>1.00</td>
<td>.00</td>
<td>8.00</td>
<td>6.0178</td>
<td>2.64414</td>
<td>2.00</td>
<td>.00</td>
<td>8.00</td>
<td>5.8715</td>
<td>2.63581</td>
</tr>
<tr>
<td>2.00</td>
<td>.00</td>
<td>16.00</td>
<td>13.6453</td>
<td>3.74344</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.00</td>
<td>.00</td>
<td>16.00</td>
<td>11.3166</td>
<td>5.89473</td>
<td>2.00</td>
<td>.00</td>
<td>16.00</td>
<td>10.9877</td>
<td>5.93514</td>
<td>1.00</td>
<td>.00</td>
<td>16.00</td>
<td>11.3166</td>
<td>5.89473</td>
<td>2.00</td>
<td>.00</td>
<td>16.00</td>
<td>10.9877</td>
<td>5.93514</td>
</tr>
</tbody>
</table>
After 1 year: Children’s personal safety skills for Primary 5 and 6, aged 8-9

N= 1557

<table>
<thead>
<tr>
<th></th>
<th>Estimate</th>
<th>S.E.</th>
<th>Est./S.E.</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identify ON GROUP</strong></td>
<td>0.675</td>
<td>0.248</td>
<td>2.717</td>
<td>0.007</td>
</tr>
<tr>
<td><strong>Refuse ON GROUP</strong></td>
<td>0.346</td>
<td>0.369</td>
<td>0.937</td>
<td>0.349</td>
</tr>
<tr>
<td><strong>Escape ON GROUP</strong></td>
<td>0.741</td>
<td>0.376</td>
<td>1.972</td>
<td>0.049</td>
</tr>
<tr>
<td><strong>Tell ON GROUP</strong></td>
<td>0.432</td>
<td>0.205</td>
<td>2.112</td>
<td>0.035</td>
</tr>
<tr>
<td><strong>Report ON GROUP</strong></td>
<td>1.006</td>
<td>0.463</td>
<td>2.174</td>
<td>0.030</td>
</tr>
</tbody>
</table>

Group (Con=1/Int=2)

<table>
<thead>
<tr>
<th></th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T1_Identify</strong></td>
<td>1.00</td>
<td>12.00</td>
<td>9.9183</td>
<td>2.04628</td>
</tr>
<tr>
<td><strong>T1_Refuse</strong></td>
<td>1.00</td>
<td>16.00</td>
<td>12.8575</td>
<td>2.78547</td>
</tr>
<tr>
<td><strong>T1_Escape</strong></td>
<td>1.00</td>
<td>16.00</td>
<td>14.3477</td>
<td>2.95530</td>
</tr>
<tr>
<td><strong>T1_Tell</strong></td>
<td>1.00</td>
<td>8.00</td>
<td>6.7792</td>
<td>2.06062</td>
</tr>
<tr>
<td><strong>T1_Report</strong></td>
<td>1.00</td>
<td>16.00</td>
<td>12.9871</td>
<td>4.86940</td>
</tr>
</tbody>
</table>
After 1 year: Children’s personal safety skills for Primary 4, aged 7-8

MODEL RESULTS

<table>
<thead>
<tr>
<th>Group</th>
<th>MINIMUM</th>
<th>MAXIMUM</th>
<th>MEAN</th>
<th>STD. DEVIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1_Identify</td>
<td>1.00</td>
<td>12.00</td>
<td>3.6432</td>
<td>2.69842</td>
</tr>
<tr>
<td>T1_Refuse</td>
<td>1.00</td>
<td>16.00</td>
<td>10.2112</td>
<td>1.94094</td>
</tr>
<tr>
<td>T1_Escape</td>
<td>1.00</td>
<td>16.00</td>
<td>13.9231</td>
<td>2.55949</td>
</tr>
<tr>
<td>T1_Tell</td>
<td>1.00</td>
<td>16.00</td>
<td>14.6423</td>
<td>2.60339</td>
</tr>
<tr>
<td>T1_Report</td>
<td>1.00</td>
<td>16.00</td>
<td>9.3546</td>
<td>5.55203</td>
</tr>
</tbody>
</table>

Two-Tailed

<table>
<thead>
<tr>
<th>Estimate</th>
<th>S.E.</th>
<th>Est./S.E.</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify ON GROUP</td>
<td>1.055</td>
<td>0.485</td>
<td>2.176</td>
</tr>
<tr>
<td>Refuse ON GROUP</td>
<td>0.894</td>
<td>0.578</td>
<td>1.547</td>
</tr>
<tr>
<td>Escape ON GROUP</td>
<td>1.438</td>
<td>0.795</td>
<td>1.808</td>
</tr>
<tr>
<td>Tell ON GROUP</td>
<td>1.341</td>
<td>0.375</td>
<td>3.578</td>
</tr>
<tr>
<td>Report ON GROUP</td>
<td>2.682</td>
<td>0.765</td>
<td>3.504</td>
</tr>
</tbody>
</table>

N = 670
After 1 year: Children’s personal safety skills for Primary 2 and 3, aged 5-6

<table>
<thead>
<tr>
<th>Group</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1_Id123</td>
<td>1.00</td>
<td>6.00</td>
<td>4.6829</td>
<td>1.36616</td>
</tr>
<tr>
<td></td>
<td>2.00</td>
<td>6.00</td>
<td>5.0386</td>
<td>1.22018</td>
</tr>
<tr>
<td>T1_Ref123</td>
<td>1.00</td>
<td>4.00</td>
<td>3.6584</td>
<td>.86400</td>
</tr>
<tr>
<td></td>
<td>2.00</td>
<td>4.00</td>
<td>3.7000</td>
<td>.76556</td>
</tr>
<tr>
<td>T1_Esc123</td>
<td>1.00</td>
<td>4.00</td>
<td>3.3786</td>
<td>1.11557</td>
</tr>
<tr>
<td></td>
<td>2.00</td>
<td>4.00</td>
<td>3.6250</td>
<td>.92142</td>
</tr>
<tr>
<td>T1_Tell123</td>
<td>1.00</td>
<td>2.00</td>
<td>1.0539</td>
<td>.91355</td>
</tr>
<tr>
<td></td>
<td>2.00</td>
<td>2.00</td>
<td>1.4498</td>
<td>.78640</td>
</tr>
<tr>
<td>T1_Rep123</td>
<td>1.00</td>
<td>4.00</td>
<td>1.8465</td>
<td>1.82725</td>
</tr>
</tbody>
</table>
|        | 2.00    | 4.00    | 2.4934 | 1.72344        

**MODEL RESULTS**

<table>
<thead>
<tr>
<th>Value</th>
<th>Estimate</th>
<th>S.E.</th>
<th>Two-Tailed Est./S.E.</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify ON GROUP</td>
<td>0.356</td>
<td>0.180</td>
<td>1.973</td>
<td>0.048</td>
</tr>
<tr>
<td>Refuse ON GROUP</td>
<td>0.043</td>
<td>0.093</td>
<td>0.463</td>
<td>0.644</td>
</tr>
<tr>
<td>Escape ON GROUP</td>
<td>0.242</td>
<td>0.101</td>
<td>2.390</td>
<td>0.017</td>
</tr>
<tr>
<td>Tell ON GROUP</td>
<td>0.410</td>
<td>0.094</td>
<td>4.353</td>
<td>0.000</td>
</tr>
<tr>
<td>Report ON GROUP</td>
<td>0.635</td>
<td>0.196</td>
<td>3.235</td>
<td>0.001</td>
</tr>
</tbody>
</table>

N= 972
Growing an NSPCC evidence based programme

NSPCC evidence-based programmes: six stages from idea to dispersal

We **amplify** what the NSPCC does by taking our **evidence-based programmes** to scale and working **in partnership** with external organisations to help many **more children**
Methodological challenges

- Adapting/ using standardised measures to meet the needs of children at different ages and stages of development
- Collecting sensitive outcome data from young children
- Securing parental and child consent across 3 timepoints and 2 years
- Processing a large volume of data, collecting survey data online
- Compliance with GDPR; Legitimate Interests Assessment
- Conduct of complex trials within a busy work environment
<table>
<thead>
<tr>
<th>Class/ age group</th>
<th>Terminology used</th>
<th>Number of Q</th>
<th>Example of question</th>
</tr>
</thead>
</table>
| Primary 5-7 (9-11) | Domestic abuse | 10 | Sometimes children are the cause of their parents’ abusive behaviour/fights  
A fight can clear the air and settle things. Domestic abuse happens in a lot of families  
Alcohol or drugs cause domestic abuse  
Domestic abuse is more than hitting and slapping. It is also calling names, threatening to hurt the other person or break their things or kissing them even if they say "no" |
| Primary 4 (8-9) | Fighting that happens in families or in the home | 5 | Sometimes, mums do things they deserve to be hit for  
Children are to blame if dad hits mum  
Children should try to stop parents from fighting |
| Primary 3 (7-8) | Fighting that happens in families or in the home | 2 | Some fighting and hitting between a dad and a mum is OK  
It is OK to hit another person |
| Primary 1 /2 (4-6) | 0 | 0 | 0 |
# Children’s sample across 3 timepoints

<table>
<thead>
<tr>
<th>Class/Time-point</th>
<th>p1</th>
<th>p2</th>
<th>p3</th>
<th>p4</th>
<th>p5</th>
<th>p6</th>
<th>p7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time 0</strong></td>
<td>yellow</td>
<td>orange</td>
<td>purple</td>
<td>red</td>
<td>blue</td>
<td>XXXXXXXX</td>
<td></td>
</tr>
<tr>
<td><strong>Time 1</strong></td>
<td>XXXXXXXX</td>
<td>yellow</td>
<td>orange</td>
<td>purple</td>
<td>red</td>
<td>blue</td>
<td>XXXXXXXX</td>
</tr>
<tr>
<td><strong>Time 2</strong></td>
<td>XXXXXXXX</td>
<td></td>
<td>orange</td>
<td>purple</td>
<td>red</td>
<td>blue</td>
<td></td>
</tr>
</tbody>
</table>
Questions, discussion...

Dr Aisling Mc Elearney
aisling.mcelearney@nspcc.org.uk

Phyllis Stephenson
phyllis.stephenson@nspcc.org.uk