



Follow-Up Data Analysis Report



REaDAPt Follow-Up Data Analysis Report

Introduction

In the UK strand of the REaDAPt project, follow-up data were collected where possible from young people who had received the *Relationships without Fear* programme (i.e. the intervention group). Data were collected approximately three months after the programme finished and the participants had completed the post-test questionnaire. It should be noted that it was not possible to collect follow-up data from all of the intervention schools, and in particular this was an issue with the secondary schools. Due to prior commitments of the secondary schools during the period when the follow-up questionnaires were due, it was often not possible for the young people to complete the questionnaire. In addition to this, the year 6 children who completed *Relationships without Fear* in the summer were due to complete the three-month follow-up in the new school year, by which point they had left their primary schools and were dispersed across a number of secondary schools.

The research reported here refers to data collected at follow-up using the NOBAGS questionnaire and ADV questionnaire. The report also makes reference to pre-test and post-test findings and therefore, the reader is referred to the first evaluation report for further details:

<http://www.readapt.eu/sites/default/files/documents/First%20Complete%20Research%20Report.pdf>

Primary School Follow-Up Findings

NOBAGS: Retaliation Beliefs

In total, the number of primary school children who fully completed the Retaliation Aggression subscale of the NOBAGS questionnaire in all three questionnaires (i.e. pre-test, post-test and follow-up), and thus, are included in the analyses, was 235. Within this, 96 were boys and 139 were girls. Their mean total scores are listed in Table 1, and presented in Figure 1

Table 1

Mean total pre-test, post-test and follow-up scores for boys and girls on the NOBAGS retaliation aggression scale

	Pre-test	Post-test	Follow-up
Boys	17.86	17.25	17.84
Girls	16.16	15.12	16.22

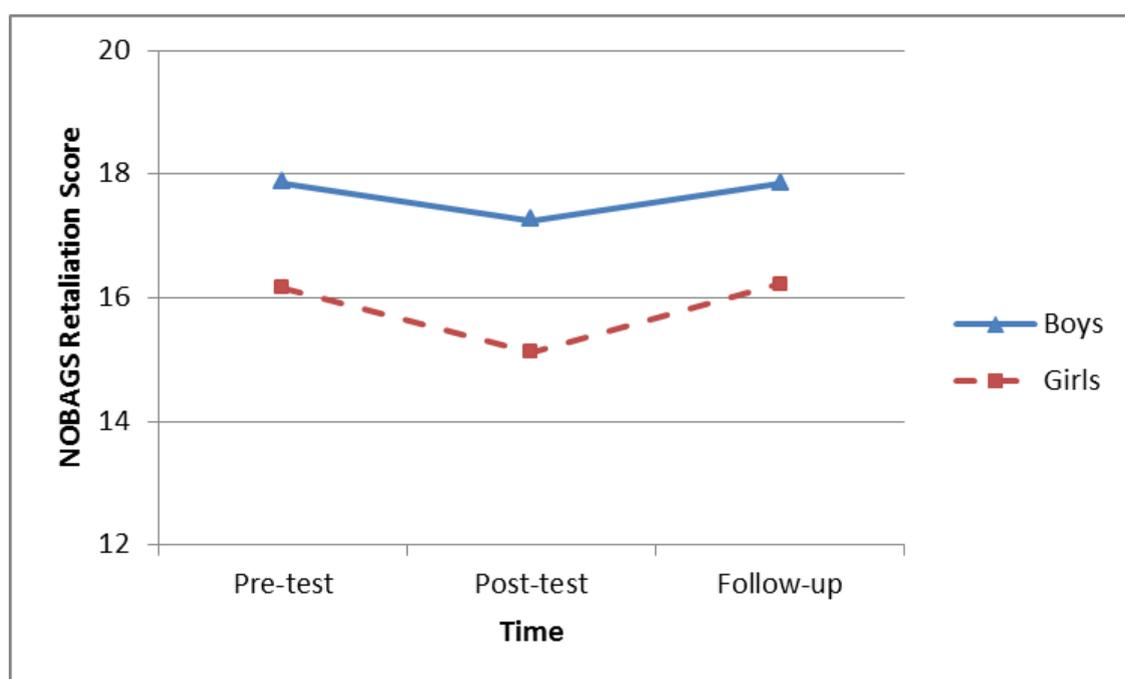


Figure 1. Mean total pre-test, post-test and follow-up scores for boys and girls on the NOBAGS retaliation aggression scale

Figure 1 indicates that for boys and girls, their scores decreased from pre-test to post-test (indicating less acceptance of retaliation from before to after the programme). However, the boys' and girls' scores increased from post-test to follow-up. This suggests that the lower acceptance of retaliation aggression that was found immediately after programme completion was not maintained at follow-up. Instead, after three months, children's attitude scores returned to baseline.

These changes were analysed for statistical significance. The First Evaluation Report for the REaDAPt project (see www.readapt.eu) examined the children's scores from before to after the programme. Statistical analysis showed that there was a significant difference between the pre-test and post-test scores for boys and girls, indicating they became significantly less accepting of retaliation from before to after the programme. This was also the case in the sample of children referred to here (i.e. those who completed all three questionnaires).

Statistical analyses using the follow-up data showed that there was a significant difference between the post-test scores and follow-up scores for boys and girls. However, there was no difference between pre-test scores and follow-up scores. Thus, the children's follow-up scores had increased from post-test (they had become more accepting of retaliation from post-test to follow-up). Moreover, their follow-up scores did not significantly differ from their pre-test scores.

Taken together, these findings show that in the short term *Relationships without Fear* can significantly reduce primary school children's acceptance of retaliation aggression, and that on completion of the programme a change in their attitudes can be found. However, on a medium-term basis – three months after the programme – these attitudes are not maintained. In the case of both boys and girls, there is no significant difference between the attitudes they held before the intervention, and the attitudes they held three months afterwards.

NOBAGS: General Beliefs

In total 211 primary school children completed the pre-test, post-test and follow-up general beliefs subscale of the NOBAGS questionnaire. Within this, 123 were girls and 88 were boys. The mean total scores are listed in Table 2, and presented in Figure 2.

Table 2

Mean total pre-test, post-test and follow-up scores for boys and girls on the NOBAGS general beliefs scale

	Pre-test	Post-test	Follow-up
Boys	9.38	9.48	9.32
Girls	8.81	8.85	8.92

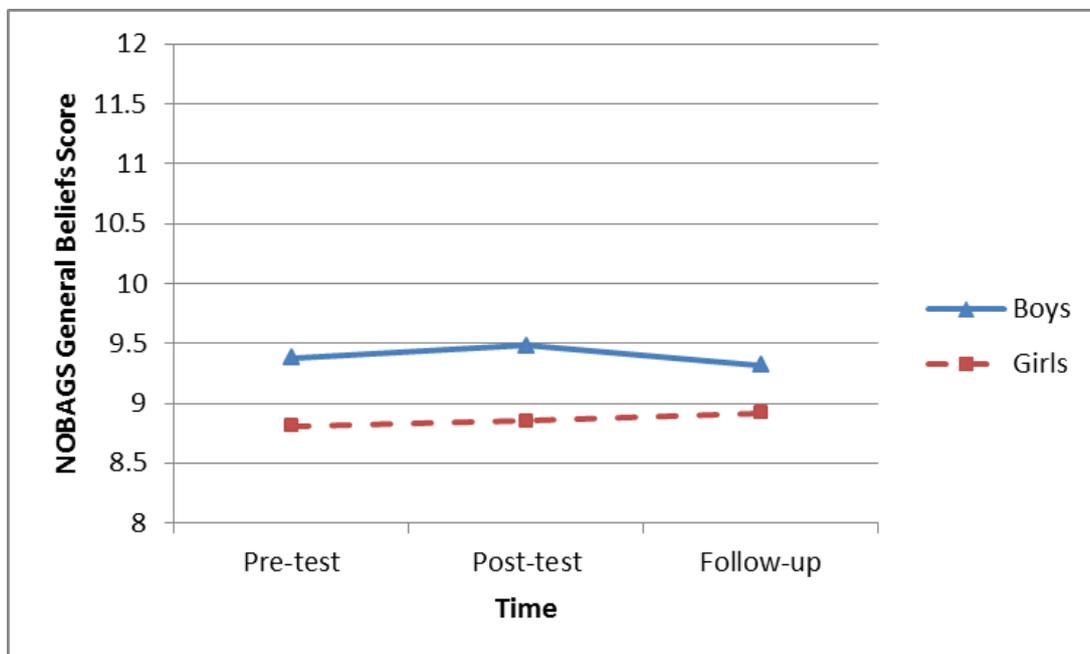


Figure 2. Mean total pre-test, post-test and follow-up scores for boys and girls on the NOBAGS general beliefs scale

In the First Evaluation Report, statistical analysis showed that there was no significant difference in boys' general belief scores and girls' general belief scores from pre-test to post-test. This was also the case in the sample of children who completed the follow-up questionnaires. Statistical analysis performed including the follow-up data also showed there was no significant difference between post-test and follow-up scores for girls and boys. Thus, across the three time points the programme had no impact on children's general beliefs about aggression.

Attitudes towards Domestic Violence

In the primary school sample, the Attitudes towards Domestic Violence Questionnaire was completed by year 6 pupils only. As mentioned, year 6 children who received the intervention in the summer did not complete the follow-up questionnaire because they had moved to secondary school when it was due. This situation applied to a large proportion of the sample. Thus, only 29 children completed the pre-test, post-test and follow-up ADV (19 boys and 10 girls). The findings from these children are reported here, but it should be noted that these findings need to be interpreted with caution because the sample size is so small. The findings reported here may not be representative of what would have been found using a larger sample. The mean scores are listed in Table 3, and presented in Figure 3.

Table 3.

Mean pre-test, post-test and follow-up scores for boys and girls on the ADV

	Pre-test	Post-test	Follow-up
Boys	1.43	1.26	1.43
Girls	1.41	1.20	1.41

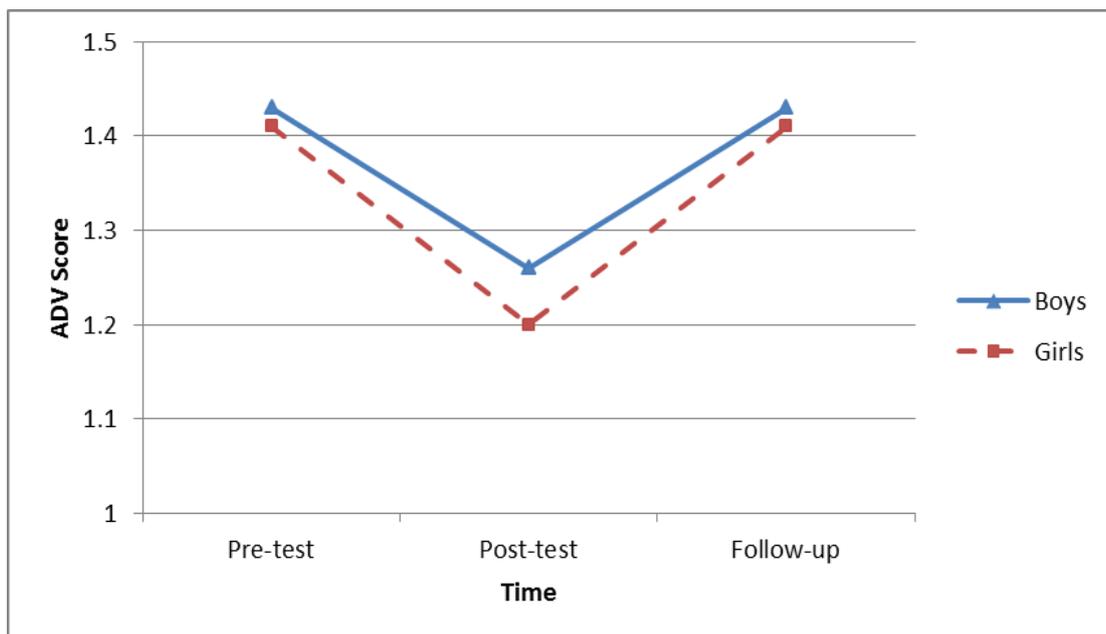


Figure 3. Mean pre-test, post-test and follow-up scores for boys and girls on the ADV

Figure 3 shows that the children's ADV scores decreased from before to after the programme (that is, they became less accepting of domestic violence), whereas from post-test to follow-up they became more accepting of domestic violence, and their attitudes returned to baseline. In the REaDAPt First Evaluation Report there was a statistically significant difference between boys' and girls' pre-test and post-test ADV scores, and this was also the case with these 29 children. Statistical analysis with the follow-up data also showed a significant difference between boys' and

girls' post-test and follow-up scores. However, there was no significant difference between their pre-test and follow-up scores.

Overall, these findings show that the children became less accepting of domestic violence from before to after the programme. However, three months later, their attitudes had become more accepting of domestic violence (in comparison to post-test), and they displayed the same level of acceptance as they did before receiving *Relationships without Fear*. Thus, the programme only has a short term impact on their attitudes, and not a medium-term impact.

Help seeking

In total 266 children completed the help seeking question (114 boys and 152 girls). Figure 4 indicates that at pre-test and post-test the scores are very similar. In The REaDAPt First Evaluation Report, no significant differences were found between pre-test and post-test scores for boys and girls. Statistical analyses using the children who completed the follow-up questionnaire, also showed that there was no significant difference between the children's pre-test and post-test scores. That is, the likelihood of children seeking help if someone was not being nice to them remained the same from before to after the programme. However, when the statistical significance of post-test to follow-up changes was explored, a significant interaction between gender and time was found. The analysis showed that there was a significant difference between the post-test and follow-up scores for girls (they became more likely to seek help from post-test to follow-up), but there was no significant difference in the boys' scores from post-test to follow-up.

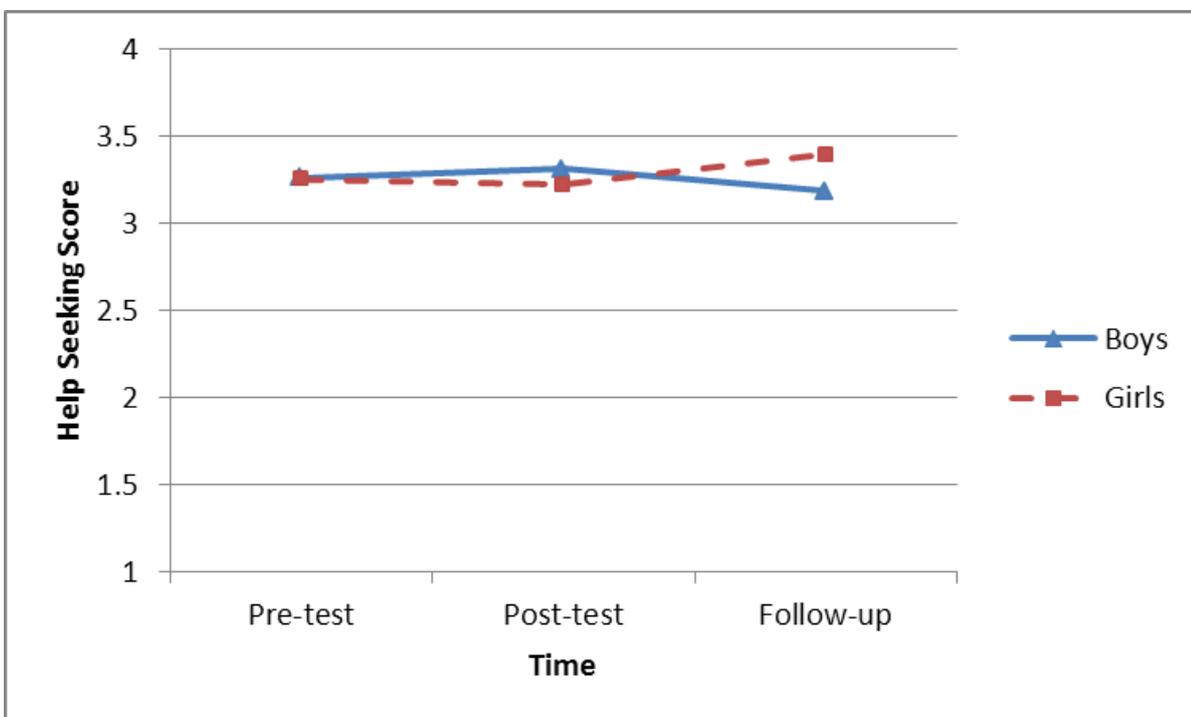


Figure 4. Help seeking scores at pre-test, post-test and follow-up for boys and girls

Secondary School Follow-Up Findings

Attitudes towards Domestic Violence

As discussed, only a small proportion of the secondary school follow-up data were collected because schools had prior commitments that prevented the young people from completing the follow-up questionnaires. Twenty-four secondary school students completed all three phases of data collection (11 boys and 13 girls), and their results are reported here.

Figure 5 shows that across the three time points the ADV scores for boys and girls are similar. In the REaDAPt First Evaluation Report, statistical analysis using the pre-test and post-test scores showed that boys and girls became significantly less accepting of domestic violence from before to after the programme. However, in this much smaller sample of young people (i.e. those who completed all three questionnaires), there was no significant difference between the boys' and girls' pre-test and post-test ADV scores. Statistical analyses using the follow-up data also showed that there was no significant difference between the post-test and follow-up scores, and also the pre-test and follow-up scores. Taken together, the findings show that for this sample of young people there is no change in their attitudes across the three time points. However, again it should be noted that the sample size is very small, and that at all time points the scores are low.

Table 4.

Mean pre-test, post-test and follow-up scores for secondary school boys and girls on the ADV

	Pre-test	Post-test	Follow-up
Boys	1.29	1.32	1.21
Girls	1.30	1.29	1.25

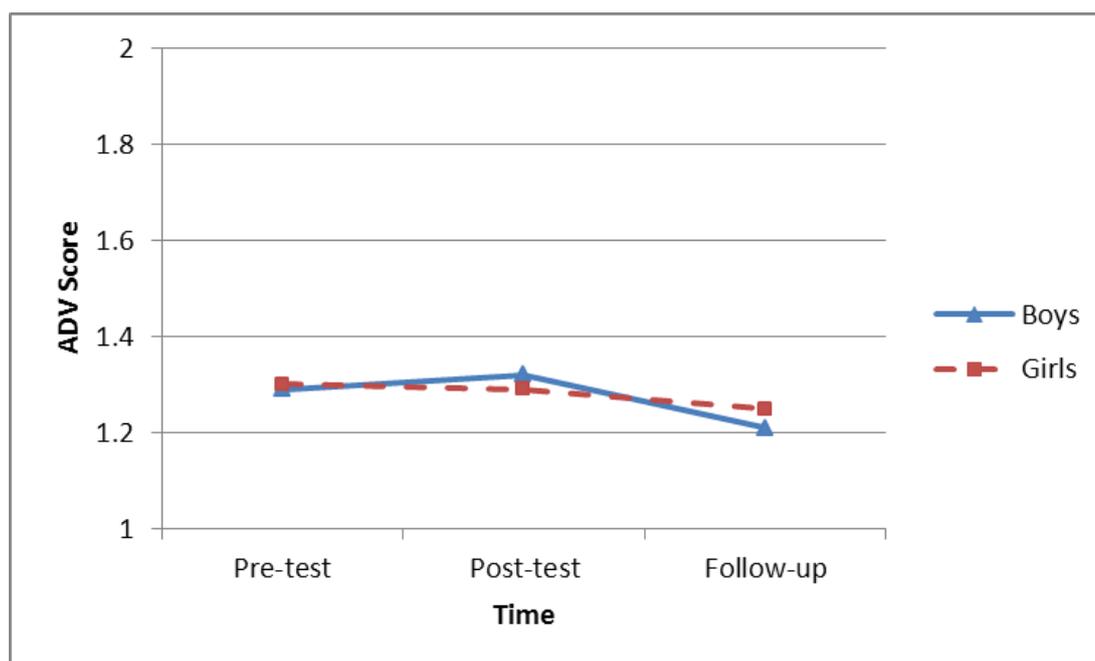


Figure 5. Mean pre-test, post-test and follow-up scores for boys and girls on the ADV

Help Seeking (1)

Secondary School students were asked two help seeking questions. Help seeking question 1 asked: *Suppose a boyfriend/girlfriend ever hit you, how likely would you be to seek help from an adult?* Figure 6 shows the mean pre-test, post-test and follow-up scores of the 18 students (9 girls, 9 boys) who provided data for this question. The pre-test, post-test and follow-up scores are very similar and statistical analyses revealed that there were no significant differences between any of the times points for boys and girls. This resonates with the findings reported in the REaDAPt First Evaluation Report where no significant differences between the pre-test and post-test scores for boys and girls were found on this help seeking question. Overall, this shows that help seeking in this situation remained the same from before to after the programme, and the students' level of help seeking was maintained at three month follow-up.

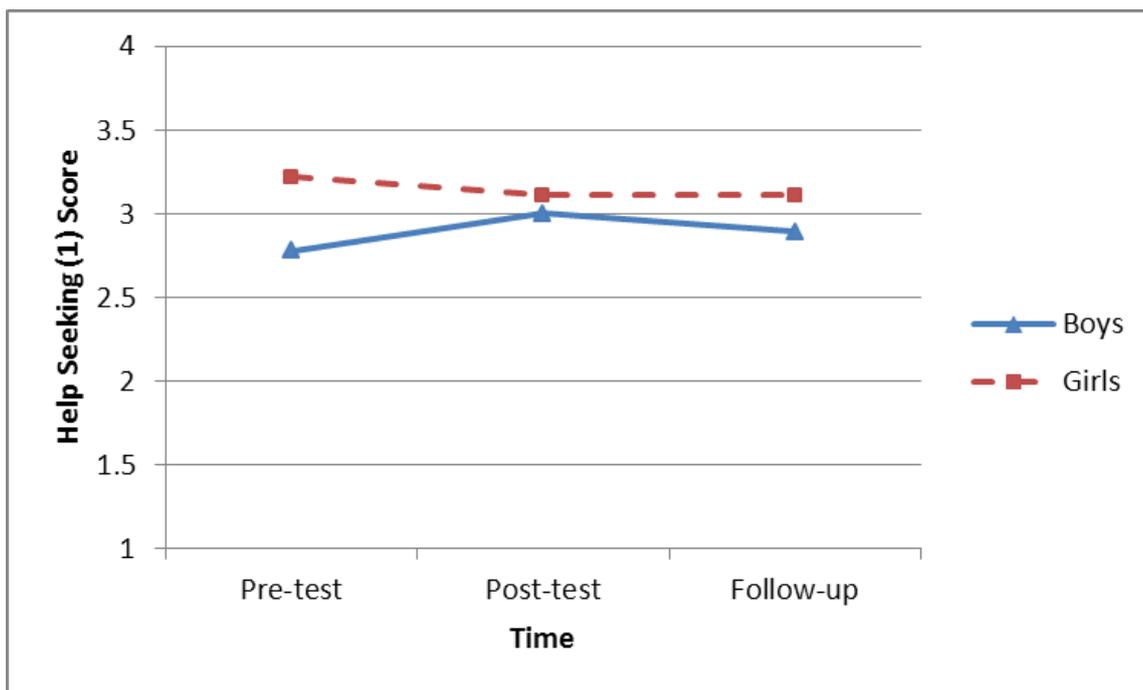


Figure 6. Mean pre-test, post-test and follow-up scores for boys and girls on the Help Seeking (1) question

Help seeking (2)

Secondary school pupils were asked a second help seeking question: *Suppose you found out that an adult who looks after you was being hit by their partner, how likely would you be to seek help from an adult outside of your friends and family (e.g. a teacher, school nurse, social worker)?* As before, 18 young people answered this question on the pre-test, post-test and follow-up questionnaires. Figure 7 indicates that help seeking increased slightly from before to after the programme (the scores have increased). Girls' scores continued to increase from post-test to follow-up, while boys' scores returned to baseline at follow-up. However, statistical analysis revealed that these changes were not significant. That is, across all three time points, for boys and girls, there were no significant differences in their scores, suggesting that the programme did not impact on the likelihood of them seeking help in this situation.

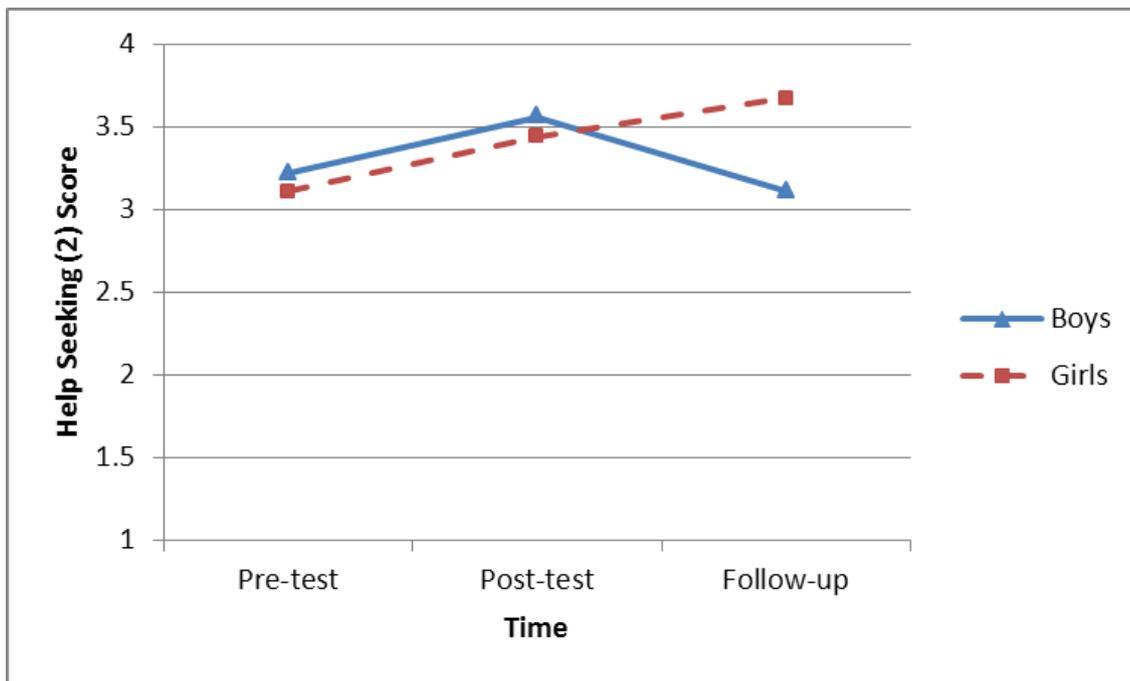


Figure 7. Mean pre-test, post-test and follow-up scores for boys and girls on the Help Seeking (2) question

Conclusion

In summary, the results showed that primary school children became significantly less accepting of retaliation aggression from before to after the programme. However, these attitudes were not maintained at follow-up. In particular, the children's scores returned to baseline, showing that three months after the programme their attitudes were the same as they were before completing *Relationships without Fear*.

A similar pattern was found for the results of the year 6 children who completed the Attitudes towards Domestic Violence questionnaire. It should be noted that the sample size of year 6 children who completed the follow-up questionnaire was very low. The results for these 29 children showed that they became less accepting of domestic abuse from before to after the programme. Whereas from post-test to follow-up, they became more accepting of domestic violence. In particular, the children's follow-up scores were the same as their pre-test scores. This shows that three months after the programme, their attitudes towards the acceptability of domestic violence had returned to baseline.

Children's general beliefs about aggression remained the same at all three time points. Boys' help seeking scores also remained the same at all three time points. Whereas for girls the likelihood of seeking help remained the same from before to after the programme, however from post-test to follow-up, they became significantly more likely to seek help.

The results from the secondary school pupils show that across all three time points there is no change in their attitudes towards domestic violence. However, this is likely to be influenced by the small sample size, and that the findings may not be representative of the results that would be obtained from a larger sample. For example, in the REaDAPt First Evaluation Report, secondary

school pupils became significantly less accepting of domestic violence from before to after the programme. However, this was not found in the small sample of students who also provided follow-up data. Examination of the help seeking questions also revealed that scores across the three time points were not significantly different, showing that the programme did not have an impact on the likelihood of young people seeking help. Again, it should be noted that this analysis was performed on a very small number of students ($n = 18$). That said, the results of the REaDAPt First Evaluation (using a larger sample) also showed that there was no significant difference in help seeking from before to after the programme.