



Research Toolkit

The Attitudes towards Domestic Violence Questionnaire

Evaluating domestic abuse prevention programmes using focus groups

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Those using the materials and guidance in this toolkit are kindly requested to acknowledge their source by referencing it as REaDAPt (2012) Research Toolkit, Newcastle under Lyme: Keele University.

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REaDAPt Research Toolkit

Introduction

The REaDAPt project (Relationship Education and Domestic Abuse Prevention Tuition) is a DAPHNE III project, funded by the European Commission's DAPHNE III violence prevention programme. The project involves seven partner organisations in six countries (UK, Spain, Malta, France, Sweden and Belgium). The project aims to support and enhance the resilience of young people so that they are able to cope with the effects of domestic violence. This includes parent/step-parent perpetrated domestic violence and violence in their own dating relationships.

This research toolkit was developed by the UK research team working on the REaDAPt project. The aims of this toolkit are to provide practitioners with materials and guidance to evaluate the effectiveness of programmes that address relationship education and domestic abuse prevention tuition. The toolkit is specifically aimed at teachers, teaching assistants, social workers, academics, researchers, policy makers and any other organisations who are seeking to evaluate the effectiveness of a relationship education and domestic abuse prevention tuition programme.

The toolkit consists of 2 sections. The first section presents the Attitudes towards Domestic Violence Questionnaire (ADV), an evaluation tool, which was developed by Dr Claire Fox and Prof David Gadd, in close collaboration with Arch. The guidance in this document outlines to the reader how to conduct an evaluation using this framework, which was utilised by the REaDAPt team when they were evaluating domestic abuse prevention programmes in the UK, France, Spain and Malta.

The second section contains information and guidance on how to conduct focus groups to evaluate relationship education and domestic abuse prevention programmes. The researchers in the UK, France and Spain carried out focus groups with young people who had received the programmes. This enabled the researchers to gain a better understanding of what the young people thought about the lessons, and how the programme could be amended to facilitate the interest and engagement of young people who participate in these types of programmes. The guidance in this toolkit will enable practitioners to conduct their own focus groups and includes information on how to prepare for them, step by step guidance on how to conduct the focus group, as well as outlining an accessible approach to analysis.

Section 1:

Attitudes towards Domestic Violence Questionnaire (ADV): Instructions for Use

Background

The Attitudes towards Domestic Violence Questionnaire (ADV) was developed by Dr Claire Fox and Prof David Gadd, in close collaboration with the charity Arch, based in North Staffordshire. It was created to provide an evaluation tool to assess the effectiveness of Arch's *Relationships without Fear* programme using a pre-test post-test design. In developing this measure the authors drew inspiration from the Normative Beliefs about Aggression Scale – NOBAGS, developed for elementary age children (Huesmann & Guerra, 1997). The ADV questionnaire is being used in a 2 year project, called REaDAPt, funded by the European Commission's DAPHNE III violence prevention programme to evaluate *Relationships without Fear* in the UK as well as to evaluate similar programmes in France, Spain and Malta. One of the outcomes of the REaDAPt project is a research toolkit, comprising the ADV questionnaire.

The REaDAPt Project

The REaDAPt project (Relationship Education and Domestic Abuse Prevention Tuition) commenced in March 2011 and is a 2 year project funded by the European Commission's DAPHNE III violence prevention programme. Seven partner organisations in six countries (UK, Spain, Malta, France, Sweden and Belgium) are collaborating for this project. The aims of the project are to:

- Identify how best to support and enhance the resilience of young people to cope with the effects of domestic violence (parent / step-parent perpetrated domestic violence as well as violence in their own dating relationships).
- Conduct a robust evaluation of 3 grassroots preventative programmes in the UK, France and Spain by looking at the level of attitudinal change in children and young people receiving the programmes designed by each project (see figure 2 for information on the programmes).
- Assist Malta to develop new interventions.
- Establish and share good practice guidance with the assistance of Sweden and Belgium.
- Produce training packs and toolkits to enable practitioners to learn from the experiences of the project and evaluate the effectiveness of their own interventions.

Figure 1: Overview of the aims of the REaDAPt project

Questionnaires are frequently used by researchers who are seeking to assess people's attitudes towards something. As Field (2005) highlights, where something cannot be measured directly (like attitudes towards domestic violence) numerous questions need to be asked to tap into all aspects of the construct. Thus administering the ADV (rather than just asking a single question about whether or not people think domestic violence is wrong) is necessary to conduct a rigorous evaluation. Statistical analyses are then applied to examine the 'internal reliability' of the scale – this establishes how well the items are correlated, i.e. they 'go together' to measure the construct we are interested in. 'Factor analysis' is then often used by researchers to determine how many variables are being measured within the questionnaire. For example, two factors could be identified

which would suggest that the questions should be separated into two different sub-scales, measuring slightly different variables.

The ADV questionnaire was initially created in English and piloted in 9 primary schools and 2 secondary schools in England using 542 children and young people. It has also been piloted in French and Spanish. Factor analysis performed on the English data indicated a clear single factor scale with an acceptable internal reliability coefficient of .85. This suggests that the questionnaire items are measuring a single construct – children’s attitudes towards domestic violence (i.e. there are no sub-scales within it). The pilot study also found that almost two thirds (66.2%) of children aged 9–14 years old reported that hitting a partner was ‘perfectly OK’ or ‘sort of OK’ in at least one of the items. Three quarters of boys (75.2%) answered ‘OK’ to at least one of these situations compared to 56.8% of girls. The pilot study also showed that children’s attitudes became less accepting of domestic violence from before to after the 6 week programme (boys and girls), and that girls are less accepting of domestic violence overall compared to boys.

The Programmes

All of the programmes involved in the REaDAPt aim to:

- Challenge children’s attitudes and the stigma surrounding domestic abuse.
- Give children the knowledge, skills and advice needed to enable them to recognise an abusive relationship and seek help.
- The sessions typically focus on what abuse is, the different types of abuse, how it makes people feel, the difficulties in leaving an abusive relationship, how to break out of an abusive relationship and what support is available.

UK

The programme REaDAPt evaluated in the UK is called ‘*Relationships without Fear*’, and is an established anti-violence education programme developed by the Arch *Relationships without Fear* team. Arch work with children aged from 8 to 16 years of age and the programme is tailored to each individual year group. The programme is delivered by the project team who work closely with teachers. For each year group, one hour sessions are delivered once a week for six weeks

France

The programme REaDAPt evaluated in France is called *Filles et Garçons, en route pour l'Égalité* (*Girls and Boys, Let's go to Equality*). It is delivered by Du Côté des Femmes de Haute Garonne, in Muret. Du Côté des Femmes de Haute Garonne will be developing an existing programme during the REaDAPt programme. The programme spans a broad age-range, being delivered to those aged 13-25 years of age. Sessions are tailored to the specific age groups and the programme is provided in schools, vocational training centres and information centres. It is delivered by the project team who work closely with teachers and consists of a one-off session.

Spain

The Spanish programme is called ‘*La Máscara del Amor*’ (*Masks of Love*) and is delivered in Murcia to young people aged 14-16 years of age, by Dirección General de Prevención de la Violencia de Género y Reforma Juvenil. Dirección General de Prevención de la Violencia de Género y Reforma Juvenil will be developing an existing programme. In contrast to the other two programmes, the *Masks of Love* is delivered by teachers who take part in a 2 day training session prior to developing and delivering their own sessions. The sessions last for 2 hours and there are 6 sessions in total.

Figure 2: Overview of the programmes being evaluated for the REaDAPt project in the UK, France and Spain

Structure of the ADV

The ADV contains 12 items, split into six situations which ask respondents to indicate the extent that it is right or wrong for a man or woman to respond to the particular situation by hitting their partner. For each of the six situations, respondents are asked about this situation in relation to a man hitting his wife/partner, and a woman hitting her husband/partner. Responses are given using a four point likert scale: “it’s really wrong”, “it’s sort of wrong”, “it’s sort of OK” and “it’s perfectly OK”.

Half of the items are worded so that the participants are asked if this situation is “wrong” and the response options are ordered “it’s really wrong” to “it’s perfectly OK”. The other half of the items are worded so that respondents are asked if this situation is “OK” and the response options are ordered “it’s perfectly OK” to its “it’s really wrong”. Figure 3 illustrates this with examples of the two different question/response formats.

Do you think it is OK for a man to hit his partner/wife if HE is drunk?			
[]	[]	[]	[]
It's perfectly OK	It's sort of OK	It's sort of wrong	It's really wrong
Suppose a woman hits her partner/husband, do you think it is wrong for HIM to hit HER?			
[]	[]	[]	[]
It's really wrong	It's sort of wrong	It's sort of OK	It's perfectly OK

Figure 3: Extract from the ADV questionnaire showing the 2 different question formats and corresponding order of responses

The reason for variations in the question phrasing (i.e. is the situation ‘OK’ or ‘wrong’) and the corresponding variation in response order, is to counter the tendency of participants to respond the same way to each question without fully processing what they are being asked (known as ‘response bias’). Please see Appendix 2 for an overview of the questions and corresponding order of response.

Questionnaire responses and coding

A high score on this measure indicates an attitude that is more accepting of domestic violence. This means that questions 3, 4, 5, 6, 9, and 10 (where the questions are asking if something is wrong) are given values 1 = it’s really wrong, 2 = it’s sort of wrong, 3 = it’s sort of OK, 4 = it’s perfectly OK. In the case of questions 1, 2, 7, 8, 11 and 12 (where the questions are asking if something is OK and the response scale is presented in the reverse order) the values are assigned in the order: it’s perfectly OK = 4, it’s sort of OK = 3, it’s sort of wrong = 2, and it’s really wrong = 1.

Practitioners can either apply the reversed codes (values) directly to questions 1, 2, 7, 8, 11 and 12 or using SPSS (or PASW) they can code all questions in the same direction and then recode the

reversed items¹. For those who intend on applying the reversed values directly to questions 1, 2, 7, 8, 11 and 12, please see appendix 3 for an example of a completed questionnaire and how it is coded. If you need to enter data for a large number of questionnaires (and are using SPSS), it is easier and there is less room for error, if you originally score each response scale from 1 to 4 and then recode once the data are in SPSS (i.e. 1 becomes 4, 2=3, 3=2, and 4=1).

Questionnaire Analysis

A mean score should be calculated for each respondent's questionnaire and this will range from 1 (indicating less acceptance of domestic violence) to 4 (indicating more acceptance of domestic violence).

If you are interested in the breakdown of responses, then percentages can be calculated. For example, the percentage of young people who thought it was OK (i.e. sort of OK and perfectly OK combined) to hit their partner in each of the situations. You may also want to compare the percentages for boys with those for girls.

The overall mean score obtained in the pre-test questionnaires can be compared to the overall mean score obtained in the post test questionnaire. This can be done using statistical analyses in Excel², or SPSS e.g. t-tests to calculate if there is a significant difference between the means. Alternatively creating a graph in Excel can be used to provide an indication of attitude change. An example is given below. Using the overall pre-test mean score and overall post-test mean score for boys and girls, a line graph can be created. The graph can show the difference between boys and girls (in this example, girls are less accepting of domestic violence than boys), as well as showing the difference between pre-test and post-test scores (in this example, for both boys and girls their attitudes have become less accepting of domestic violence from before to after the programme – that is, their mean scores have decreased).

¹ SPSS (Statistical Package for the Social Sciences) refers to a statistical software package that can be used to set up a database of questionnaire responses and enables both simple and complex analyses to be performed. For further information see: <http://www-01.ibm.com/software/uk/analytics/spss/products/statistics/>

Those familiar with SPSS will be aware that all questions can be coded in the same direction, 1 to 4. Then questions 1, 2, 7, 8, 11 and 12 that present responses in the reverse order are then recoded for analysis so that they are coded consistently with the remaining questions (thus ensuring that a high score equates to an attitude that is more accepting of domestic violence).

² Excel is available from Microsoft and can be used to set up a database of questionnaire responses. Through the use of the formulae functions on Excel it is also possible to perform simple analyses of the data.

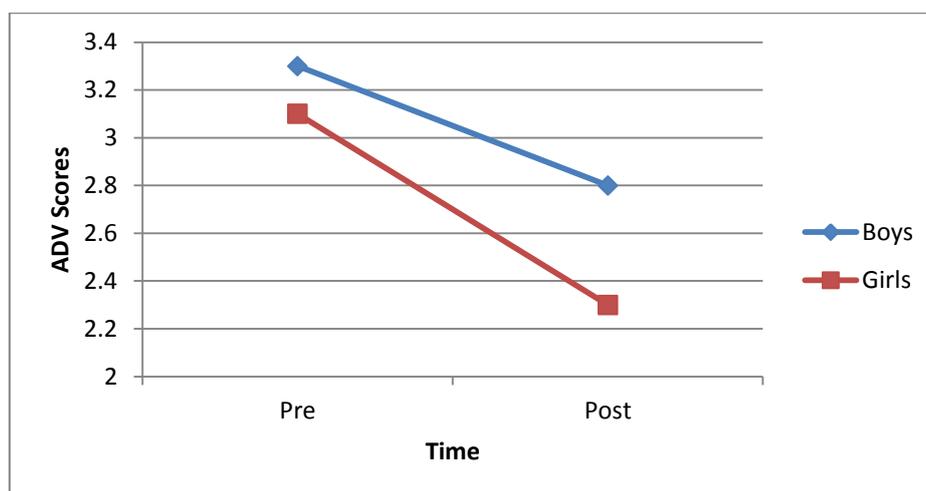


Figure 4: An example line graph to show mean ADV scores from before to after the intervention, for boys and girls

Suitability of the questionnaire for young people

Pilot work with young people aged 9-16 years using the ADV questionnaire has highlighted that the questionnaire is appropriate for children aged 11 years and over. The Flesch³ reading ease score for the 12 items is 83.9, which is US grade 6 (11-12 year olds) according to the Flesch Kincaid Grade Level test. For this reason the questionnaire should be used with caution with younger children.

Administration

The ADV questionnaire should be used twice in a pre-test post-test design. The pre-test refers to the questionnaire being completed before the intervention to provide children's baseline attitudes. The post-test refers to the questionnaire being completed after the intervention. The post-test scores can then be compared with the pre-test scores to determine if there is any change in young people's attitudes from before to after the intervention and whether these changes indicate their attitudes have become more or less accepting of domestic violence. The ADV can also be used a third time for follow up evaluation (e.g. three months after the programme has been delivered to assess endurance of attitude change). Inferential statistics refer to statistical tests which infer whether differences or relationships between samples of data are 'significant', i.e. whether they reflect real effects in the population (Coolican, 1999, pg. 23). Therefore inferential statistics can then be used to compare scores at pre-test, post-test and three month follow-up to indicate the extent of attitude change.

The questionnaire takes young people aged 11-12 years old approximately 15 minutes to complete, with a slightly reduced completion time needed for young people who are a little older than this. Time should also be allocated to deliver a preamble to the questionnaire where an

³ The Flesch readability tests are designed to assess the comprehension difficulty of a passage of English text. They take into account the number of words, syllables and sentences to produce a score from 0-100; the higher the score, the more readable the text. The scores correspond with grade levels.

explanation of how to complete the questionnaire is given, as well as details of other relevant issues (e.g. confidentiality of data – see ethical issues).

The UK research team on the REaDAPt project give the following instructions to young people before they complete the ADV questionnaire:

[The ADV questionnaire] is not a test. There are no right or wrong answers. It is very important that you answer the questions in silence and that you keep your answers to yourself. You will all have different ideas about what is okay in relationships. Remember, we want to know what YOU think. Do not look at what the person next to you is doing. I want you to use your arm to cover up your answers and keep them private. I want you to think about each question very carefully before you give a response. If at any time you do not understand what a question means, have any questions, or are worried about anything then just put your hand up and I will come over and speak to you.

These instructions should be given to participants before they start filling in the questionnaire. In addition to this, practitioners who are using the questionnaire for a pre-test post-test design should be aware that it is acceptable to tell participants that they will be asked to complete another questionnaire at a later date. However, participants should not be informed of the reason for this or what the practitioners are expecting to find (i.e. the young people should not be told that the questionnaire is being administered before and after the intervention to determine how their attitudes have changed). We acknowledge that some participants will probably be able to work this out for themselves, but it is advisable that practitioners are not seen to be influencing their responses.

Research conducted for the REaDAPt project has indicated that the preamble to the questionnaire and explanation of the ethical guidelines we are following takes approximately 5-10 minutes. Therefore it is recommended that approximately 30 minutes is allocated to the preamble and administration of the questionnaire in total.

Matching the pre-test and post-test questionnaires

The UK REaDAPt team asked pupils to put their names on the cover sheet of their pre-test and post-test questionnaires so that the two versions completed by each pupil could be matched together (see appendix 1). The cover sheets were removed as soon as possible and replaced with a 'participant number' to ensure the completed questionnaires were stored in an anonymous format. To carry out this process the researcher:

1. Created a database of pupil names and participant numbers in Excel (see Figure 5)
2. When the researcher received pre-test questionnaires she added the pupil names to the database and assigned each pupil a participant number. The participant number was hand written on the cover sheet and on the first page of the questionnaire (i.e. the page that commences "*here are some questions about things that can happen between an adult couple.....*")
3. The cover sheets on the pre-test questionnaires were then removed and stored securely and separately from the questionnaires.

4. The post-test questionnaires also had a cover sheet which pupils put their names on. When the researcher received the post-test questionnaires, she used the database to match each pupil's name with their participant number from their pre-test questionnaire.
5. The researcher wrote the relevant participant number on the post-test cover sheet and on the first page of the post-test questionnaire.
6. The post-test cover sheet was then removed from the post-test questionnaire, and like the pre-test cover sheets, stored securely and separately from the questionnaires.
7. It is also important to note that the database with the pupils' names was also stored securely.
8. The Spanish team on the REaDAPt project did not ask for pupils' names and instead asked each pupil to answer two questions:
 - What month were you born in?
 - What are the last 3 digits of your home telephone number?
9. These questions were asked on the pre-test and post-test questionnaires, and the pupils' answers to these two questions were used to match each pupil's pre-test questionnaire with their post-test questionnaire.
10. Practitioners who do not want to ask young people for their names and would prefer to use answers to questions like the Spanish team did, are advised to think very carefully about the questions they ask. Questions should elicit the same response on both questionnaires, either because the answer will not change (e.g. what month were you born in?). Or because the answer is unlikely to change during the period between pre-test and post-test (e.g. what are the last 3 digits of your home telephone number). Do not ask young people a question where the response is likely to change from pre-test to post-test because the pupil has changed their opinion or forgotten their pre-test answer (e.g. what is your favourite film?). The Spanish team asked two questions, but a third question could be asked to help distinguish between pupils, especially as some young people do not give the last 3 digits of their home telephone number. Suitable questions include: what was your first pet's name? And what house number do you live in?

Participant Number	Name	Pre-test completed	Post Completed
293	Fred Smith	Yes	Yes
294	Maggie Jones	Yes	Yes
295	Percy Carter	Yes	No

The table indicates how a grid in Excel might look, and is an example of the format used by the REaDAPt research assistant. The first column consists of the participant number and in the next column is the participant's name. This enables the researcher to allocate the correct participant number to the post-test questionnaires when they are received. The research assistant also kept a record of the questionnaires each participant completed as shown in the third and fourth column. The participant number is hand written onto the cover page and first page of the questionnaire, and once this is done the cover sheet (which has the participant's name on) is detached and stored separately from the questionnaire.

Figure 5. An example of an extract from an Excel database with participant numbers and names

Ethical Issues to Consider

The REaDAPt project is funded by the European Commission's DAPHNE III violence prevention programme who highlight that research relating to violence in relationships can pose a number of risks by interacting with individuals who perpetrate or are subject to violent acts (DAPHNE III Toolkit, 2010). They advise that ethical issues must be considered carefully. The ethical guidelines outlined below relate to using the ADV questionnaire for research purposes. Practitioners using the questionnaire for evaluation purposes are also encouraged to consider these ethical guidelines when using the questionnaire. The researchers on the REaDAPt project have ensured the followed ethical guidelines have been followed when administering the ADV questionnaire:

- *Gaining consent*: the nature of the content of the questionnaire is explained to the young people, and they are asked if they would like to complete it. Only those who give their consent to take part are given a questionnaire. Practitioners should also note that it may be necessary to inform the parents of the young people about the research and seek parental consent for young people to complete the questionnaire. This is done by the REaDAPt research team using an opt-out method (see appendix 4 for example parent letter). Those using the questionnaire need to decide if this is necessary for the particular populations they are researching before organising any fieldwork.
- *The right to withdraw*: potential participants are informed that their participation is voluntary, and that they can omit questions.
- *Confidentiality*: participants are assured of the confidentiality of their data, that their data will be securely stored and that only the research team will have access to this data.
- *Sources of support*: participants are also advised of sources of emotional and social support, for example speaking to their teacher, a parent or contacting a helpline.

Section 2:

Evaluating domestic abuse prevention programmes using focus groups

Background

In addition to the Attitudes towards Domestic Violence Questionnaire (ADV), the REaDAPt team also conducted focus groups with young people to explore their views and experiences of the programmes in more depth. Focus groups were conducted with school pupils in the UK, France and Spain. Amongst other things, pupils were asked to discuss what they liked about the programme, what they disliked, what they thought facilitated (and prevented) their own and their peers' engagement with the programme, and how the programme is appropriate to other young people. A full list of the focus group questions is provided in appendix 8. This section of the toolkit will provide instructions on how researchers and practitioners can also conduct focus groups alongside the use of the ADV, as part of their own evaluation.

It is crucial when conducting an evaluation, not to focus purely on the outcome (Robson, 2011). For example, in the REaDAPt project it was important that the research team did not focus solely on the objectives of the programme (i.e. whether or not pupils' attitudes, as measured by the ADV, had become less accepting of aggression from before to after the programme). Instead, Robson (2011) discusses the need to consider both the process and the outcome of research with the 'process' examining what actually happens in the programme; for example the elements of the programme that young people enjoyed, what messages they took from the programme and the impact of these factors on their attitudes (as well as elements of the programme that were ineffective). Focus groups with those young people subject to the educational interventions provided the REaDAPt team with an opportunity to explore young people's views and experiences in more detail. This helped us to interpret the findings from the ADV with a greater level of sophistication.

Conducting focus groups as part of an evaluation which includes the use of the ADV will help to provide insight into the data collected using the questionnaire. Imagine, for example, the ADV reveals a large change in attitudes from before to after the programme for girls but not for boys. This would be difficult to explain using the statistical dataset alone. However, by comparing the responses of boys and girls through focus group discussions, more light can be shed on the issue. Furthermore, as pupils are the recipients of the programme, focus groups provide a good opportunity to give them a voice on what they think is effective and ineffective about the programmes. Subsequently the rich data collected from the focus groups can be used to inform any changes made to the curriculum.

This section of the toolkit provides detailed guidelines about how to conduct focus groups with school pupils as part of an evaluation to assess relationship education and domestic abuse prevention programmes. The guidelines outline how to prepare and set up a focus group, including how to recruit pupils (participants) to take part and the role of the person(s) conducting the focus group. Step-by-step guidance on how to conduct the focus group is provided, followed by information about recording, transcribing and analysing the discussions.

Preparation

When conducting a focus group to evaluate a domestic violence prevention programme, it is recommended that the group should consist of approximately 5–8 young people (participants). In addition to this, you will have a facilitator (sometimes referred to in the literature as a ‘moderator’) who will lead the focus group as well as a co-researcher (or ‘scribe’) who assists the facilitator. The focus group would usually be expected to last 30-60 minutes depending on the number of questions asked, and also the amount of discussion between the participants. Maintaining young people’s interest in such discussions beyond an hour can be quite difficult.

Recruiting participants

Potential participants should be recruited by explaining to them what a focus group is and informing them of the topics that will be discussed. They should also be made aware of what their participation in the focus group would involve. This is to ensure that those who agree to participate are giving their informed consent. This is especially important when children and young people are taking part, as they may be nervous about participating and/or unsure of what to expect in a focus group. Every effort should be made to ensure that the young people are given as much information as possible. Please see appendix 6 for the information sheet used by the REaDAPt research team in the UK.

As well as enabling the children to give informed consent, the purpose of the information sheet was to ensure that ethical guidelines were followed. Thus we would encourage other researchers and practitioners to construct an information sheet that highlights that:

- The young person’s participation in the focus group discussion is voluntary.
- They are free to leave the focus group at any time, without giving any reason.
- The discussion will be recorded and a transcript made.
- The recording of the discussion will only be accessible to the research team.
- The identity of the young people who participate and anyone they discuss will be kept confidential (i.e. names will be changed in the transcript).
- The young people need to treat each other with respect and not discuss what was said during the focus group discussion with others outside the group. (Note: the young people also need to be aware that despite instructing them of this, there is still a risk that the others in the focus group will discuss information more widely after the focus group discussion and therefore participants should only discuss information that they feel comfortable to share with others).
- Young people should seek support from an adult if they are upset about anything (they can talk to the facilitator if they want guidance on who they could talk to).
- The young people should also be made aware that if they disclose something to the facilitator which suggests that they are at risk of harm then the facilitator may not be able to keep this confidential and will need to follow this up.

Information sheets need to be given to participants before the focus group begins, and sufficient time allowed for them to read it carefully. The facilitator can also talk them through the sheet. This is particularly pertinent when researching younger age groups of children. In such instances, the facilitator should read through the information with the children and ensure they understand everything. In the REaDAPt project, once all participants had read the information sheet, they were asked to sign a consent form to confirm they were happy to participate (see appendix 7).

Immediately before the focus group begins, the facilitator needs to reiterate the key points from the information sheet (see points 6 and 7 in 'conducting the focus group' section below).

The role of the facilitator

The role of the facilitator is to welcome the children or young people (participants) to the focus group and introduce the topic to be discussed (the programme they received). The facilitator will generate discussion by asking the main questions, for example, 'which lesson did you like the most/least?' He/she has to keep the momentum of the focus group discussion going and ensure the participants progress through the questions at a reasonable pace which allows both detailed discussion but also ensures all topics are covered in the time allocated. However, the facilitator needs to ensure they make minimal contributions to the discussion because the discussion needs to be between the participants.

Consideration should be given to who is the most appropriate person to be the facilitator. For example, where possible the facilitator should not be the person who delivered the programme, because the young people may not want to give negative feedback to this person. It would be better to have someone who is independent of the programme as the facilitator, in order to avoid biased responses from the participants. It is probably also advisable not to have a facilitator who has a role in teaching and/or disciplining the participants in other contexts. Children may be less willing to reveal that they did not comply with the aims of the intervention to a teacher who, in other contexts, is responsible for evaluating their behaviour in school.

The role of the co-researcher

The co-researcher is there to assist the facilitator and often does not interact much with the facilitator or participants during the focus group discussion. Instead they usually sit slightly away from the group and take notes on the discussion. They make notes on what was said by each participant – this aids transcription and can also be useful if there are any problems with the recording of the focus group discussion. The co-researcher should also make notes about the interaction between participants and any non-verbal cues like body language.

Conducting the focus group

1. Arrange the room in order to facilitate discussion e.g. arrange the chairs in a circle, so all participants are facing one another.
2. The facilitator should ensure they have a short list of questions to ask participants. Note that easier questions should be asked first because these will be more likely to gain responses from all participants and also make the participants feel more relaxed. More challenging and/or sensitive questions should come towards the end.
3. The facilitator must be familiar with the questions beforehand, but also have a copy of the questions with them during the discussion.
4. The facilitator should greet the participants and distribute the information sheet at the outset.
5. Once participants have read the information sheet and signed the consent form, the focus group is ready to begin, and the participants should be sat down and ready to start. The

facilitator can then reiterate some of the important details from the information sheet and ensure participants understand and agree with this information.

6. This is achieved when the facilitator reminds the participants of the 'ground rules' of the focus group:
 - a. The participants should respect each others' opinions;
 - b. They should refrain from talking over one another;
 - c. They should only discuss information they feel comfortable talking about;
 - d. Participants should not repeat things that are discussed during the focus group to other people after the focus group.
7. Then the facilitator must highlight to participants that the focus group discussion will be recorded, and ensure they gain each person's permission to do this.
8. The facilitator can then introduce the co-researcher and explain what their role is (i.e. that they will be taking notes during the focus group discussion, but will not say anything during the discussion)
9. The facilitator should also explain to the participants what the role of a 'facilitator' is in a focus group (i.e. that facilitators are not active members of focus groups). Participants should be informed that this is because facilitators are keen to learn from the participants and interested in participants' views.
10. At this point the facilitator should turn the recording equipment on.
11. Each participant needs to introduce themselves – e.g. first name, age, school. Introductions are an important part of the focus groups, and for the REaDAPt project, the introductions were recorded (names were changed in the transcripts). Even if participants already know each other, this information is useful to the facilitator, co-researcher and the person who does the transcription. Additionally it provides each young person with the experience of contributing something so that when they comment in the discussion it is not the first time they have said something to the group and will hopefully ensure they feel less apprehensive about that.
12. The facilitator then asks the first question.
13. Facilitators should encourage all participants to respond and/or ask participants to elaborate on their answers where appropriate. Facilitators should also be aware of participants who seem reluctant to talk, perhaps because they are too shy or do not understand what has been asked. These participants may look like they want to say something but are unable to interrupt. In these situations, the facilitator can invite this particular person(s) to give their views, or can go round the whole group and ask each person to comment on something.
14. The facilitator should always monitor their own contributions to the discussion and be mindful that they are not saying too much themselves. It is crucial to ensure that the participants do most of the talking.
15. The focus group questions do not have to be strictly adhered to. Participants may start to discuss other relevant topics – this is fine - and/or they may start to discuss topics which were anticipated to be discussed at a later stage of the focus group. This is also fine, and the

facilitator should maintain their role as a facilitator of the participants' discussion, rather than being an active member of the discussion. If participants do start deviating from the specific focus group questions, the facilitator can allow this discussion to develop (if it is perceived as relevant). He/she will then need to judge when to draw these discussions to an end and can refocus the participants by asking one of the questions on the focus group guide.

16. The facilitator will monitor the time and ensure that the focus group discussion finishes within the time allocated.
17. Once the focus group has finished, the facilitator must thank the participants for taking part. The research team on the REaDAPt project also provided the young people with information about sources of support they could approach once the discussion had concluded.
18. The focus group recording can then be transcribed and analysed (see 'transcription and analysis section')

Recording the focus group

Focus groups are usually recorded with a digital voice recorder. As highlighted, it is important that participants give their permission for this. If anyone in the group does not want to be recorded they can withdraw themselves from the focus group, and are best asked to leave the room. To ensure a high quality recording and that everybody's comments are heard clearly, the focus group needs to take place in a quiet room. The recording equipment should be placed in the centre of the group. Also ensure the recording equipment is powerful enough to record everyone's voices. The co-researcher should take notes on what each participant says to assist with the transcription, and/or in case the facilitator needs to recap on what has been said. The co-researcher may also take notes on non-verbal cues, like someone nodding in agreement, as well as taking notes on facial expressions and the interaction between participants.

Ethical issues to consider

As highlighted in the 'Recruiting Participants' section and in the content of the information sheet (see appendix 6) there are a number of ethical issues to consider when conducting a focus group with young people.

Gaining consent: the information sheet issued to young people explains the focus groups in detail and enables them to give informed consent to take part. Practitioners should also note that it may be necessary to inform the parents of the young people about the research and seek parental consent for young people to participate in the focus group. This is done by the REaDAPt team using an opt-out method (see appendix 5 for an example of a parent letter).

The right to withdraw: As highlighted in the information sheet (appendix 6), young people are informed that their participation is voluntary and that they can leave the focus group at any time and do not have to answer any questions they do not want to answer.

Confidentiality: Young people are assured that no one apart from the research team will hear the recording, and only the research team will have access to the transcript. They are assured that their names and the names of anyone they mention during the discussion will be changed. They are also asked not to disclose the content of the discussion to anyone else after the focus group

has finished. Despite asking participants this, some of them may still tell other people what was said in the discussion. For this reason you should ask the young people to only talk about opinions and experiences they feel comfortable sharing with others.

Sources of support: young people are advised of sources of emotional and social support, for example, speaking to their teacher, a parent or contacting a helpline.

Some problems that can occur

- *Shy and/or reluctant people.* As outlined, you can encourage this particular person(s) to give their views, appealing to them by name, or can go round the whole group and ask each person to comment on something
- *Young people who dominate the discussion:* you should try to encourage other members of the group to speak, and show all participants that their contributions are of equal value. You could do this by acknowledging the dominant person's comments and then inviting the other participants to discuss what they think. Or you could ask the dominant person to 'hold their thoughts' for a few minutes whilst the other young people speak, and then they can add their thoughts afterwards.
- *Young people who are distracted.* The participants may become distracted and have their own private conversations, or appear inattentive to what is being discussed. You can engage these participants by directing some questions towards them, or take a few minutes break.
- *Participants who give very short answers.* Avoid closed questions where the participant can give simple 'yes' or 'no' answers. Instead ask open questions that require longer answers, and ask the participants to elaborate. For example "Did you like the lessons?" is a closed question that the participant may simply respond to with a "yes" answer. However "What did you like about the lessons?" is an open question because participants have to provide some explanation. The young people might respond that they liked a particular activity or style of teaching, and if appropriate you can ask them to elaborate on their points.

Transcription

The recording should be transcribed verbatim (i.e. word by word, exactly as the participants talk during the discussion). There is free software available to aid transcription called Express Scribe and this can be downloaded from: <http://www.nch.com.au/scribe/index.html>

The recording should be transcribed into a word document, using line numbers for example:

1	Interviewer: Any other ideas about whether or not these lessons should be given to young people in other schools?
2	
3	Boy 1: Don't give them to immature people.
4	Boy 3: It sort of raised awareness.
5	Interviewer: OK
6	Girl 2: I don't think younger people should have it because
7	Boy 2: They don't need it.
8	Girl 2: It's like, yeah, it's about like money and everything and if you are younger
9	and you get taught about it then, I suppose it would help them, because it would
10	stop them being vulnerable when they're younger but they still wouldn't like get it
11	as much as we would, with it being to do with like money and abuse and that lot.
12	Interviewer: OK, what about older pupils?
13	Boy 2: They'll enjoy it more than us.
14	Boy 3: I think they'll get easily distracted.
15	Boy 2: No they won't.

The names of the participants and any names they mention should be changed or removed, to protect their identities.

Once the recording has been transcribed, you need to check it is accurate by listening to the recording again and comparing it with the transcript for omissions and inaccuracies.

Analysis

The aim of analysis is to organise and summarise all the information that is contained in a transcript. For the REaDAPt project, analysis was conducted using the research questions as a framework, which led into a more thematic analysis. This section of the toolkit outlines a small number of stages that you can work through in order to analyse the transcripts with reference to the research questions. Detailed guidance on thematic analysis is provided by Braun and Clarke (2006).

1. Firstly you need to read and re-read the transcripts to familiarise yourself with them.
2. Then begin the analysis using the research questions as a guide of what to look for. The research questions used in the REaDAPt project were:
 - a. What do young people think about the programme they received – in terms of both the content of the programme and the way it was delivered (i.e. the teaching methods that were used)?
 - b. What suggestions are given by young people about how the programme can be improved?

To address research question (a) the researchers went through the transcript and made notes on what the young people liked and disliked about the programme, including any comments about the topics they were learning about and the activities they completed. Where pupils identified ways that the programme (or any of the activities) could be changed or improved – these suggestions were noted because they were addressing research question (b).

3. Ensure when you are completing stages 1 and 2, that you gather together the range of different responses from the young people
 - a. So look at the more frequent responses – for example, what do the young people frequently say they like or dislike. Are there any other comments that one or more of the young people repeatedly say?
 - b. Also look at the less frequent responses. This is essential, because a more common or frequent response does not necessarily mean it is more important. So any unusual, infrequent or conflicting opinions also need to be included in the analysis and report.
4. Consider who says what. Does the person who offers the minority viewpoint for one question, continue to offer minority viewpoints throughout? What seems to be driving their view? Are they consistent in their view, or are they consistent in agreeing or disagreeing with the view point of another participant?
5. After you have worked through these stages and made some notes about each, you should ensure that your notes link to what the pupils have said in the focus groups, and that your summaries are a good representation of what they discussed. You do this by re-reading your summaries and the transcript and ensure that they correspond to one another. If the summaries do not relate well to the actual discussions that took place during the focus group, then you need to re-do the analysis.

Writing up the analysis

When writing about the findings in reference to the research questions, the REaDAPt team split the report into 3 sections:

- What did the young people like about the programme.
- What did the young people dislike about the programme.
- Improvements that can be made to the programme.

For example, for the section *What did the young people like about the programme*, included:

- The things listed in the researcher's notes from stage 2 of the analysis.
- Whether these responses were frequent (perhaps all the young people liked one particular activity) or whether there were some activities that just one or two of the young people enjoyed (the less frequent responses).
- The use of quotes from the young people to support points that were made.

Whenever you make a point, you should support it with an extract from the focus group. This is a short quote – one or two sentences to illustrate the point that you are making. So for example, if you said that girls enjoyed the activity more than boys, you would include a quote from a girl where she said she enjoyed the activity, along with a quote from a boy where he says he disliked the activity. This provides evidence in your report. Subsequently the reader knows you have not assumed these things, and that you are writing your report on the basis of actual things that were said by the young people.

Further Information

If you would like further information or guidance on the Attitudes towards Domestic Violence Questionnaire or conducting focus groups to evaluate an education programme of this nature, please contact the Research Assistant on the REaDAPt project – Becky Hale, and she will be happy to assist you. She can be contacted on telephone +44 (0)1782 734402 or by email: r.l.hale@ilcs.keele.ac.uk. Contact details for the rest of the team can be found at www.readapt.eu.

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- Further reading**
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Appendices

ADV Resources

Appendix 1: Attitudes towards Domestic Violence Questionnaire (including the cover sheet)

Appendix 2: Summary Table of ADV

Appendix 3: Example of how to code a completed questionnaire

Appendix 4: Example letter to inform parents and carers about the ADV

Focus Group Resources

Appendix 5: Example letter to inform parents and carers about the focus groups

Appendix 6: Focus group information sheet

Appendix 7: Focus group consent form

Appendix 8: Focus group questions

Appendix 1: Attitudes towards Domestic Violence Questionnaire
(Cover Sheet)

Relationships Questionnaire

Name:(FIRST NAME AND LAST NAME)

Before we look at your questionnaire we will take off this front sheet so that your name will not be attached to your questionnaire. We need your name so that we can match up your answers with the answers you give to the same questions at another time.

Relationships Questionnaire

Here are some questions about things that can happen between an adult couple. For each question please think about whether you think it is really wrong, sort of wrong, sort of OK or if it is perfectly OK. For each question please tick just one box to indicate your response. Please be as honest as you can. What do YOU think?

1) Do you think it is OK for a man to hit his partner/wife if HE says he is sorry afterwards?

 It's perfectly OK It's sort of OK It's sort of wrong It's really wrong

2) Do you think it is OK for a woman to hit her partner/husband if SHE says she is sorry afterwards?

 It's perfectly OK It's sort of OK It's sort of wrong It's really wrong

3) Suppose a woman cheats on her partner/husband with another man, do you think it is wrong for HIM to hit HER?

 It's really wrong It's sort of wrong It's sort of OK It's perfectly OK

4) Suppose a man cheats on his partner/wife with another woman, do you think it is wrong for HER to hit HIM?

 It's really wrong It's sort of wrong It's sort of OK It's perfectly OK

5) Suppose a woman really embarrasses her partner/husband, do you think it is wrong for HIM to hit HER?

 It's really wrong It's sort of wrong It's sort of OK It's perfectly OK

Please turn over

6) Suppose a man really embarrasses his partner/wife, do you think it is wrong for HER to hit HIM?

It's really wrong It's sort of wrong It's sort of OK It's perfectly OK

7) Do you think it is OK for a man to hit his partner/wife if HE thinks SHE deserves it?

It's perfectly OK It's sort of OK It's sort of wrong It's really wrong

8) Do you think it is OK for a woman to hit her partner/husband if SHE thinks HE deserves it?

It's perfectly OK It's sort of OK It's sort of wrong It's really wrong

9) Suppose a woman hits her partner/husband, do you think it is wrong for HIM to hit HER?

It's really wrong It's sort of wrong It's sort of OK It's perfectly OK

10) Suppose a man hits his partner/wife, do you think it is wrong for HER to hit HIM?

It's really wrong It's sort of wrong It's sort of OK It's perfectly OK

11) Do you think it is OK for a man to hit his partner/wife if HE is drunk?

It's perfectly OK It's sort of OK It's sort of wrong It's really wrong

Please turn over

12) Do you think it is OK for a woman to hit her partner/husband if SHE is drunk?

[]
It's perfectly OK

[]
It's sort of OK

[]
It's sort of wrong

[]
It's really wrong

Thank you

Appendix 2: Summary Table of ADV

The table below shows the six conditions (divided by the gender of the aggressor) and the corresponding response direction.

	Condition / situation	Male hitting female	Female hitting male
**Worded “do you think it is OK”	Saying sorry afterwards	Do you think it is OK for a man to hit his partner/wife if HE says he is sorry afterwards?	Do you think it is OK for a woman to hit her partner/husband if SHE says she is sorry afterwards?
	Being drunk	Do you think it is OK for a man to hit his partner/wife if HE is drunk?	Do you think it is OK for a woman to hit her partner/husband if SHE is drunk?
	Partner / spouse deserves it	Do you think it is OK for a man to hit his partner/wife if HE thinks SHE deserves it?	Do you think it is OK for a woman to hit her partner/husband if SHE thinks HE deserves it?
*Worded “do you think it is wrong”	Cheating on spouse / partner	Suppose a woman cheats on her partner/husband with another man, do you think it is wrong for HIM to hit HER?	Suppose a man cheats on his partner/wife with another woman, do you think it is wrong for HER to hit HIM?
	Embarrasses their spouse / partner	Suppose a woman really embarrasses her partner/husband, do you think it is wrong for HIM to hit HER?	Suppose a man really embarrasses his partner/wife, do you think it is wrong for HER to hit HIM?
	If hit by partner / spouse first	Suppose a woman hits her partner/husband, do you think it is wrong for HIM to hit HER?	Suppose a man hits his partner/wife, do you think it is wrong for HER to hit HIM?

* Response direction: it's really wrong → it's perfectly OK, and values that are assigned to each response: 1 = it's really wrong, 2 = it's sort of wrong, 3 = it's sort of OK, 4 = it's perfectly OK

** Response direction: it's perfectly OK → it's really wrong, and values that are assigned to each response are: 4 = it's perfectly OK, 3 = it's sort of OK, 2 = it's sort of wrong, 1 = it's really wrong.

Appendix 3: Example of how to code a completed questionnaire

Note that:

- Questions 1, 2, 7, 8, 11 and 12 are scored 4 → 1
- Questions 3, 4, 5, 6, 9, and 10 are scored 1 → 4

1) Do you think it is OK for a man to hit his partner/wife if HE says he is sorry afterwards?

It's perfectly OK It's sort of OK **It's sort of wrong** It's really wrong

→ **Scores 2**

2) Do you think it is OK for a woman to hit her partner/husband if SHE says she is sorry afterwards?

It's perfectly OK It's sort of OK **It's sort of wrong** It's really wrong

→ **Scores 2**

3) Suppose a woman cheats on her partner/husband with another man, do you think it is wrong for HIM to hit HER?

It's really wrong **It's sort of wrong** It's sort of OK It's perfectly OK

→ **Scores 2**

4) Suppose a man cheats on his partner/wife with another woman, do you think it is wrong for HER to hit HIM?

It's really wrong **It's sort of wrong** It's sort of OK It's perfectly OK

→ **Scores 2**

5) Suppose a woman really embarrasses her partner/husband, do you think it is wrong for HIM to hit HER?

It's really wrong It's sort of wrong It's sort of OK It's perfectly OK

→ **Scores 1**

6) Suppose a man really embarrasses his partner/wife, do you think it is wrong for HER to hit HIM?

It's really wrong It's sort of wrong It's sort of OK It's perfectly OK

→ **Scores 1**

7) Do you think it is OK for a man to hit his partner/wife if HE thinks SHE deserves it?

It's perfectly OK

It's sort of OK

It's sort of wrong

It's really wrong

Scores 1

8) Do you think it is OK for a woman to hit her partner/husband if SHE thinks HE deserves it?

It's perfectly OK

It's sort of OK

It's sort of wrong

It's really wrong

Scores 4

9) Suppose a woman hits her partner/husband, do you think it is wrong for HIM to hit HER?

It's really wrong

It's sort of wrong

It's sort of OK

It's perfectly OK

Scores 3

10) Suppose a man hits his partner/wife, do you think it is wrong for HER to hit HIM?

It's really wrong

It's sort of wrong

It's sort of OK

It's perfectly OK

Scores 3

11) Do you think it is OK for a man to hit his partner/wife if HE is drunk?

It's perfectly OK

It's sort of OK

It's sort of wrong

It's really wrong

Scores 4

12) Do you think it is OK for a woman to hit her partner/husband if SHE is drunk?

It's perfectly OK

It's sort of OK

It's sort of wrong

It's really wrong

Scores 4

This example scored 29 in total. The mean score is: 2.42 (i.e. $29 \div 12$).

APPENDIX 4**Example of parent letter used by UK REaDAPt team to inform parents of ADV****DATE****Dear Parent /Guardian,**

I am writing on behalf of a team of researchers from Keele University to tell you about a piece of research that we are carrying out in schools across North Staffordshire and elsewhere in Europe. The research is looking into how good the Relationships without Fear programme run by Arch in Stoke-on-Trent is at educating children and young people about healthy relationships and to compare this programme with similar ones in other countries. To answer this question we are comparing the attitudes of pupils who have received *Relationships without Fear* with the attitudes of pupils in local schools where the programme has not yet been delivered. Your child's school will be receiving *the Relationships without Fear* programme and is assisting with the research. A letter attached gives further details of the programme.

Details of the research are given below. **If, after reading this information, you decide that you do NOT wish your child to take part in the research then please complete the reply slip and return it to the school by DATE.** If you do not complete the reply slip we will assume that you are willing for your child to participate in the research.

The research will involve approximately 800 pupils in Stoke-on-Trent and Newcastle under Lyme completing an anonymous questionnaire which measures young people's attitudes towards things that can happen within adult relationships, e.g. Do you think it is OK for a man to hit his partner/wife if HE says he is sorry afterwards?

Pupils will be asked to complete the questionnaire at three time points (after 5 weeks and then after 3 months), enabling us to compare their responses to those of pupils not receiving the *Relationships Without Fear* programme. **The answers they give will be fully anonymised and treated as completely confidential.** Anonymous numerical data from the questionnaires will be stored securely in an electronic database which will be made available for other researchers to use. The pupils will be told that they do not have to answer any questions they do not wish to answer. Your child will be informed about the study beforehand (as far as is possible), will also be told that they do not have to take part if they do not wish to and that they can withdraw their consent at any time. We do not expect the pupils to be upset after completing the questionnaire but they will be told to speak to a teacher or parent about it if they are. All pupils participating in the research will be fully debriefed about the study after they have completed the questionnaire and will be presented with a Child Line card which they can take away with them.

It is expected that the research will take place in your child's school on **DATE**. The final questionnaire will be completed in **DATE**. If you have any queries regarding this research please do not hesitate to contact Becky Hale, email: r.l.hale@ilcs.keele.ac.uk, tel: 01782 734402; who will be more than happy to talk with you about any queries you have.

If you have a concern about any aspect of this study, you should speak to Becky Hale (details above). If you remain unhappy about the research and/or wish to raise a complaint about any

aspect of the way that you have been approached or treated during the course of the study please contact: *Details of Research Governance Officer inserted.*

Yours faithfully,

Becky Hale

REPLY SLIP: Healthy Relationships Research **Please return to the school**

I **DO NOT** give permission for (child's name) _____ to take part.

Your child's year group: _____ Your child's form: _____

PRINT NAME: _____

SIGNED: _____

DATE: _____

APPENDIX 5

Example of parent letter used by UK REaDAPt team to inform parents of pupil focus groups

DATE

Dear Parent /Guardian,

Several weeks ago we wrote to you in relation to some research that we are carrying out in schools across North Staffordshire and elsewhere in Europe. The research is looking at how good the *Relationships without Fear* programme run by Arch in Stoke-on-Trent is at educating young people about healthy relationships and to compare this programme with similar ones in other countries. The first part of this research involved pupils completing a questionnaire and the second part is to invite some pupils to talk to us in small groups (focus groups) about the programme.

Details of the research are given below. **If, after reading this information, you decide that you do NOT wish your child to take part in the focus groups then please complete the reply slip and return it to the school by ENTER DATE.** If you do not complete the reply slip we will assume that you are willing for your child to participate in the research.

The focus group will involve asking your child to join a small group of about 4-7 pupils from their class/ year group to talk about the *Relationships without Fear* programme. The pupils will be asked to discuss questions such as:

- What activities from the programme did you like the most?
- What activities did you like the least?
- What could be done to make the lessons better?
- Do you think other young people should have these lessons?
- What have you learned from the *Relationships without Fear* programme?

We will select these participants from those pupils who have given their own consent to take part and whose parents have not indicated that they do not want their child to take part. Therefore, not all young people who are willing to take part will be selected to participate; we may not be able to involve all of the young people who volunteer.

Please note that the focus of the questions is to evaluate the programme and identify areas that pupils enjoyed, as well as areas that need to be improved. Pupils will not be asked to talk about their own experiences. Although the researcher will treat the content of the discussion confidentially, if a young person discloses something with a member of the research team that gives us good cause to believe that they or someone else is at risk of significant harm, then we will pass on our concerns to your child's school.

Your child will only be invited to take part in the focus group if they volunteer; they do not have to take part if they do not wish to. They will be told that they do not have to answer any questions they do not want to answer and they can leave the focus group and return to their class at any time. We do not expect the pupils to be upset after taking part in the focus group but they will be told to speak to a teacher or parent about it if they are.

Discussions will last approximately 30 minutes and will be facilitated by two researchers. We will be recording and typing up the focus groups so we have an accurate record of the issues the children raise and discuss. However, this recording and transcript will be kept in a secure place at Keele University, only the research team will have access to it and your child's name and any other names they mention will be removed from the transcript.

It is expected that the research will take place in your child's school on **ENTER DATE**. If you have any queries regarding this research please do not hesitate to contact the Research Assistant on this project – Becky Hale and she will be more than happy to talk with you about any queries you have. She can be contacted on 01782 734402 or email r.l.hale@ilcs.keele.ac.uk

If you have a concern about any aspect of this study, you should speak to Becky Hale (details below). If you remain unhappy about the research and/or wish to raise a complaint about any aspect of the way that you have been approached or treated during the course of the study please contact: *Details of Governance Officer inserted*

Yours faithfully,

Becky Hale

REPLY SLIP: Healthy Relationships RESEARCH **Please return to the school**

I **DO NOT** give permission for (child's name) _____ to take part.

Your child's year group: _____ Your child's form: _____

PRINT NAME: _____

SIGNED: _____ DATE: _____

Appendix 6: Information sheet

Preamble to information sheet - this is what will be said to children to introduce the focus group and information sheet:

*Last week you were asked by me if you would like to talk to me about the 'Relationships without Fear' lessons that you have been having with an Arch worker **INSERT NAME** over the last few weeks. You said you might like to take part by talking about these lessons in a small group with other children from your school. When people talk about something in a group like this, it is called a focus group.*

This is an information sheet about what happens in a focus group. I will read it through with you. Please tell me if you don't understand or you want me to go through something again.

INFORMATION SHEET FOR FOCUS GROUP PARTICIPANTS

What is the research about?

The research is about the Relationship without Fear lessons that you have been having with **INSERT NAME OF ARCH WORKER** who works for a charity called Arch. You have already completed a couple of questionnaires on the same topic, and now we would also like to have a chat with you about the lessons. We will ask you questions like:

- ★ What activities did you like the most and the least?
- ★ Do you think other children should have these lessons?
- ★ What would make these lessons better?

What is a focus group discussion?

A focus group discussion is a small group of about 5-8 people talking in a group about a topic and usually takes half an hour to an hour. Two researchers will ask a few questions to get people talking, but the researchers won't say very much apart from that. We will leave most of the talking to you. This is because we want to hear all your thoughts and ideas. We will record what you say so we can remember correctly what you have said.

What will happen?

Taking part in a focus group means you can share your views with other people. This helps us to find out about your favourite things about the lessons, and also things you did not like.

In focus groups, there is always a risk that other children in the group may talk about what they have heard with other people. For this reason, we will set two ground rules:

1. We ask everyone to treat each other nicely and with respect and not talk about what other children have said outside of the group.
2. We will only ask questions about what you think about your lessons on relationships, and not about things that have happened to you.

If you become unhappy in the focus group, or don't want to talk about a topic you can tell us, or stop taking part at any time.

Only we will listen to the recording that has been made. The recording is typed up and no one else will see this either. We will also take your names out and also anyone else's name that you say.

The researchers will not normally tell other people what anyone has said during the focus group. But, if someone said something to suggest that they or someone else was at risk of harm, we may not be able to keep it private / confidential and we would have to remind everyone of the group's ground rules.

After the focus group has ended, the person who has said they are at risk of harm would be encouraged to talk in private with a teacher or Arch worker.

Do I have to take part?

No, if you do not want to take part - please tell us and we tell your teacher who will find something else for you to do.

Remember: If you are upset about anything to do with the topics covered in your relationship lessons, you should talk to an adult you trust like a parent or teacher.

Appendix 7: Focus Group Consent form



K E E L E
UNIVERSITY

RESEARCH on RELATIONSHIP EDUCATION: CONSENT FORM FOR FOCUS GROUP PARTICIPANTS

Please read the following sentence. The person from Keele University has told us what she wants us to do and what the study is for. I understand that I have been asked to be a member of a small group to talk about the relationships lessons we've been having with the Arch worker.

If you agree with this AND you are happy to take part, please write your name in the space below and put today's date.

Name.....

Date:.....

Appendix 8: Focus Group Questions

ReADAPt research Focus Group Questions

The preamble to this focus group is the information sheet which will be read through with pupils and ensuring they understand.

Questions

1. To start with, can you tell me about what activities you have done in your relationships lessons over the last 5 weeks?

Note: Ask an easy question. You are looking for each child to say something here, to help relax them and ensure they integrate into the group and feel able to contribute throughout the discussion. At this point, if there is a child who has not added something, I would invite them to join in by asking – “How about you (name of child)? Do you have an activity that you want to mention, or that you think has been missed out?”

2. Now let us talk about what you thought of the relationships lessons. First of all, which activities did you like the most? What did you like about them?
3. Which activities did you like the least? What did you not like about them?
4. Let us talk about the lessons in a bit more detail:

- a. Content: What do you think about the topics that were covered in the lessons - interesting/boring? What (if any) important topics were missed out? Were there any topics that you thought you did not need to learn about?
- b. Teaching/learning methods: How about the way that the topics were taught, e.g. what do you think doing group work? And what do you think about the discussions you had? What about role plays? And worksheets? How comfortable did you feel during the lessons - Did any of the activities make you feel uncomfortable?
- c. Delivery (communication): Was there anything that you did not understand? In what way was it difficult to understand? What did you do – did you tell the person giving the session that you didn't understand or ask a question? Did that help you to understand any better?
- d. Other pupils: What about other boys and girls in the class. Did other boys and girls seem to like it/dislike it as much as you? Did they take it as seriously as you? What makes you say that? What do you think could be done to make it better for these children?
(With all these prompts, where appropriate, children will be encouraged to elaborate on answers given)

5. Have you got any ideas for ways to make the lessons better?
6. What have you learnt from these lessons on relationships?

Prompts:

- a. Did you learn anything new? What did you learn?
- b. Did you know some of it already? What did you already know?

7. Children in other schools may not have these sorts of lessons. Do you think children in other schools should have these lessons? Why? Why not?

Debrief:

- Remind children about the rule about keeping what is said within the group.
- Encourage children to speak to a teacher or the person delivering the intervention if they wish to talk further about some of the issues that were discussed in the group or other issues that it made them think about. Point out who is available after the session.
- Give each of them a helpline card. In the UK we gave out Childline. See www.childline.org.uk.