

## **APPENDICES**

### **APPENDIX 1**

- A. Informed Consent Form – Study 1**
- B. Interview Topic Guide – Study 1**
- C. Debriefing Form – Study 1**
- D. Letter to teachers – Studies 2, 3 & 4**
- E. Headteacher Information Sheet – Studies 2, 3 & 4**
- F. Informed Consent Form – Studies 2, 3 & 4**
- G. Debriefing Form – Studies 2, 3 & 4**
- H. Questionnaire Pack – Studies 2, 3 & 4**

### **APPENDIX 2**

- A. Audio recordings**
- B. Completed Questionnaires**



## What I think of PYOP

### Informed Consent Form

My name is Lucy Wainwright and I am a student at the University of Portsmouth. I am being supervised by Dr Claire Nee.

The aim of this study is to see what young people who are taking part in PYOP really think of it. Other researchers have already seen that it is working in improving behaviour, but it is also important for us to understand what can be made better.

I would like to interview you about your opinion of PYOP. You will be asked questions about why you are involved and about what you would like to gain from the project. Also, which parts you think have worked for you and which parts have not been so good. If you can give any suggestions for the future of PYOP, this would be interesting to know.

If you don't mind, I would like to tape the interview so that I don't have to write it all down, but your name will not be in the interview and I will never reveal what you said personally. I will be writing up my research using everyone's views and I will not use people's real names so you can feel free to say what you think.

The tapes will only be heard by me and my supervisor and they will be kept in a locked cabinet until my work is completed. Then they will be destroyed.

It's absolutely fine if you don't want to be interviewed and there will be no comeback if you don't want to get involved.

If you agree to do the interview and feel you would like a break, please feel free to do so. Similarly, you can stop the interview at anytime. It is your decision whether to let me use the information given up to that point. I will give you a participant number and you can say at a later date if you don't want me to include your interview.

I may write up the results of this project and publish them. Do I have your permission to use some of what you said in the interview (but using a different name to yours?)

**Consent (please tick the boxes if you agree)**

I understand why the research is being done and I have asked and questions I have so that I understand.

I understand I can stop the interview at any time and can withdraw my data

I understand that I will be given a different name in the final report

I agree to participate in this research

**My participant number is .....**

**Date .....**

## Interview Topic Guide

- Why did you start coming to PYOP?
- What activities do you take part in at PYOP?
- What do you think is good about PYOP?
- What do you not like about PYOP?
- What would you like to see changed?
- Do you want to change your behaviour? Why?
- What is good about offending behaviour? What is not so good?
- What do you think you'll be doing when you leave school? Why?



## What I think of PYOP

### Debriefing Form

Thank you very much for taking the time to let me interview you

Your views and knowledge of PYOP are important so that the people who developed it can keep making it better and better.

Through your participation in this study, I am hoping that we can ensure more young people are stopped from getting into trouble with the law. I am hoping that this study can show how the thoughts and opinions of young people can contribute to a better understanding of how to create and deliver similar projects.

If you chose to withdraw anything you have told me, you are free to do so until September. Please contact me on my email address: [psy10072@port.ac.uk](mailto:psy10072@port.ac.uk). You can contact me if you want to discuss your interview too.

If you are upset about anything we have talked about, please do speak to your project worker or Rhona, the project coordinator.

Once again, thank you very much, you have been very helpful.

September 2010

Dear Mr XXX,


I am writing to you to inform you of a substantial research project, currently taking place in secondary schools across the Lambeth area which I sincerely hope you will consider being involved in. The research is funded by the prestigious Economic and Social Research Council and the children's charity Kids Company, and aims to explore offending behaviour from a developmental perspective. In doing this, it is hoped that contributions can be made to the ongoing efforts preventing young people getting involved in criminality.

Often, research in this field only targets those who are already taking part in anti-social behaviour. However, we consider it to be equally important to understand more about those who are able to resist this behaviour and to explore what it is that enables them to achieve this. This study aims to work with a large number of young people from 11 to 13 years old, from a diverse range of backgrounds, from those deeply entrenched in criminal behaviour to those who have never considered taking part. Other schools in Lambeth are taking part and as a secondary school in this region, I would like to invite you to be involved to ensure the views of your pupils are represented.

Specifically, the research aims to look at the problem solving skills of young people, as well as the development of their self-identity as the latter is known to be protective against involvement in crime. I attach a document which gives detailed information about what the data collection would entail but in essence entails completing a small number of paper-and-pencil tasks under the supervision of the researcher. Lucy Wainwright is the PhD student responsible for undertaking the research, under my supervision. She is a qualified therapist (and CRB-checked) and in return for your involvement, she would like to offer a short problem solving skills workshop to participating schools. We would also give you regular feedback on your school and are happy to present the research findings in their entirety with all schools anonymised.

If you think this is something your school could be part of, or have any questions about the aims or practicalities, please don't hesitate to contact myself or Lucy with the details at the bottom of the page. Lucy will be in contact in the near future to see if you would like to be involved in this important research.

Yours sincerely,



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Director of the International Centre for Research in Forensic Psychology.  
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07530 187297  
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## INFORMATION FOR SCHOOLS

The influence of cognitive deficits and children's sense of self identity on their likelihood to engage in criminal behaviour.

### AIM

I am a PhD student, studying offending behaviour from a developmental perspective, in collaboration with Kids Company. Together, we believe the PhD study will generate important information about helping children avoid getting involved in offending and also contribute to what we know about effective rehabilitation for all age groups.

### BACKGROUND

There is a lot of evidence to say that adults who offend have poorer problem solving skills than those who don't. This evidence forms the basis of most rehabilitative work in UK prisons, where offenders are taught thinking skills such as weighing up consequences and understanding other people's views. But these rehabilitative methods have received less than positive evaluations for decades and therefore more research is needed.

As this is the main risk factor currently targeted in adult offenders, it seems sensible to learn more about whether it is preventable. I want to know whether there are other factors which prevent some children from acquiring these skills and not others. I also want to know how relevant this risk is to offending behaviour in 2010 and whether other factors have a bigger impact on young people susceptible to committing crime. One of those factors could be their sense of self-identity.

I conducted some research several years ago which showed that those who have a strong sense of who they are and who they want to be in the future were much less inclined to get involved in crime. The development of a positive self-identity through structured interventions appeared to have a substantial impact on the number of young people who decided against offending behaviour. I think this is another important area to learn more about.

### METHOD

To research this area, I am looking for help from schools and organisations working with a variety of young people;

- Those already engaging in problematic/offending behaviour
- Those considered at-risk of offending (using established risk predictors from longitudinal studies)
- Those who do not fit in either of these groups (i.e. not offending or without substantial risk factors).

Ideally, this study will involve 11-13 year olds completing three written tasks to understand if there are any differences in the problem solving abilities of those who are offending and those who are not. Each of these tests takes between 10 and 15 minutes. To differentiate between those offending and those not, a short self-reported behaviour questionnaire is included.

During a pilot study conducted in Summer 2010, these tests were completed by each class over the course of one PSHE lesson. This yielded some excellent results, but some young people found it difficult to focus and concentrate on the tasks for the full hour. I am very flexible with how I collect data and am happy to discuss any options you think would work with your pupils.

I am also a trained Cognitive Behavioural Therapist and have devised a problem solving programme for young people which could be completed alongside the research if time was available for such an intervention.

On a different day, after the testing part of the study, I would like to interview a small sample of willing children to gain a more thorough understanding of their life and of what is and is not important to them. This would be on an individual basis and would take approximately 20 minutes, but would be dependent on how much the participant would like to discuss.

All research will be conducted ethically and with guidance from each school and Kids Company. I have full CRB clearance through Kids Company.

### CONTACT DETAILS

If you think this project is worthwhile and you think you would be able to get involved, please don't hesitate to contact me to discuss it further. I understand the needs of each school will be different and hope I can be accommodating to those needs.

Telephone: 01949 861 361  
Mobile: 07530 187 297  
Email: [lucy\\_wainwright@yahoo.co.uk](mailto:lucy_wainwright@yahoo.co.uk)





University of  
**Portsmouth**

## Why is it that some young people get into trouble and some don't?

### Informed Consent Form

My name is Lucy Wainwright and I am a student at the University of Portsmouth. I am being supervised by Dr Claire Nee.

About 30 years ago, some psychologists found that there were differences in the way young people solve problems and how they think about the future. They found that this was connected to whether they got into trouble or not.

I think it is important to look at this again now, in 2010, as it might not be the case anymore. To help me do this, I am asking for the help of about 300 young people like you.

I would like to ask you to complete the same two questionnaires as these psychologists used 30 years ago to understand how you solve problems, but also to complete another questionnaire which will tell me more about what you are like as a person. There is also an information sheet which asks about where you live, who you live with and if you've ever got in trouble in the past. All of the information you give is **COMPLETELY ANONYMOUS** and once you've posted it in the locked box at the front of the room I can never connect your answers with you as a person again. Altogether, these questionnaires will take about 40 minutes to do.

Before you start, I would like you to complete the sheet at the front as honestly as you can. Nobody but me and my supervisor Dr Claire Nee will know what you have written and you don't have to put your name on the sheet so it is totally private and confidential. Nobody will be identified in the report.

It's important that you know that you can choose to say no to taking part in this research and any services that you receive at this centre/school will not change.

If there's anything I've said that you don't understand, please put your hand up and let me know so that I will take time to explain.

At the end of the study, you can ask for a written summary of what I've found out if you would like one. I hope that I can also publish the results in order that other interested people may learn from what you have said. Again I would not identify you. If you would like a summary, please contact me on my email address: [lucy.wainwright@myport.ac.uk](mailto:lucy.wainwright@myport.ac.uk) and I will get back to you as soon as I can.

As part of this research, I would like to interview about 30 people on their own about their lives to understand more about what it is like to be a young person living in London right now. If you enjoy this sort of work, and would like to do a one to one interview with me later this year, please come and talk to me at the end of the lesson.

**Consent (please tick the boxes if you agree)**

I understand the purpose of this research and understand that if I take part I will be completing questionnaires for 2 PSHE lessons

I have had the opportunity to ask questions about it and any questions that I have asked have been answered so that I understand.

I consent voluntarily to participate in this study and understand that it will not affect my care at school in any way.

My participant number is .....

Date \_\_\_\_\_



## Why is it that some young people get into trouble and some don't?

### Debriefing Form

Thank you very much for helping me with this work

Using the information from the forms you have just filled out, I hope we can learn about whether people who get into trouble think in a different way to those who don't. Some psychologists looked at this about 30 years ago and what they found out helped them to think of ways to stop young people from getting into trouble.

Lots of things have changed in 30 years so we would like to see whether what they found is still the same now. Because lots of young people still get involved in crime, I think this is an important issue to think about and you have helped me by telling me how young people think in 2010.

One of the questionnaires you filled out asked you questions about what you think of your life and what you think of yourself. I would like look at this some more by interviewing some people who have completed these questionnaires on their own to talk about some of these issues. If you have enjoyed doing this work and would be interested in having an interview with me, please come and tell me your name or let your teacher know.

If you have any further questions about this project or would like a written summary of the findings, please feel free to contact me, Lucy Wainwright ([lucy.wainwright@myport.ac.uk](mailto:lucy.wainwright@myport.ac.uk)), or my research supervisor, Claire Nee ([claire.nee@port.ac.uk](mailto:claire.nee@port.ac.uk)).

If you feel upset by anything we have talked about today, there are people you can talk to. You can speak to a teacher or call ChildLine where there are people trained to advise and support you.



Once again, thank you very much, you have been very helpful.



Why is it that some young people get into trouble and some don't?

## Task 1 - How did that happen?

In this task, you'll be given the beginning and the end of a story about people, but not the middle of the story! Try to write a **creative** story to explain what happened to get to the end of the story.

Remember, there are no right or wrong answers but try to be as **imaginative** as you can!



1) Pheobe has just moved into the neighbourhood. She didn't know anyone and felt very lonely.

The story ends with Pheobe having many good friends and feeling at home in the neighbourhood.

What happens in between Pheobe's moving in and feeling lonely and when she ends up with many good friends?

You begin the story with Pheobe being in her room immediately after arriving in the neighbourhood...

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3) One day, George was standing around with some other people when one of them said something very nasty to George. George got very mad. George got so mad he decided to get even with the other person.



The story ends with George being happy because he got even.

You begin the story when George decided to get even.

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Jack's friends keep asking him to skip school with them to go to the park instead. Jack isn't sure if he likes the idea as he knows he will be in trouble. What can Jack do so that he can stand up to his friends?

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You've been busy problem solving since you started this questionnaire. Where have you learnt the problem solving skills you have just been using?

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## Can you tell me bit more about you....?

Are you: Male  Female

Which part of England are you from? (you can put a postcode or a place name)

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How old are you? .....

What is your ethnicity?

<b>White</b>		<b>Black &amp; Black British</b>	
British		Caribbean	
Irish		African	
Other White		Other Black	
<b>Mixed</b>		<b>Asian &amp; Asian British</b>	
White and Black Caribbean Mixed		Indian	
White and Black African Mixed		Pakistani	
White and Asian Mixed		Bangladeshi	
Other Mixed background		Other Asian background	
<b>Chinese</b>		<b>Other Ethnic Group (please state)</b>	
		.....	

Can you tell me about what it's like at home?

Who?	I live with this person most of the time?	This person goes to work?	If they go to work, what does this person work as?
Mum	Yes / No	Yes / No	
Dad	Yes / No	Yes / No	
Step - Mum	Yes / No	Yes / No	
Step - Dad	Yes / No	Yes / No	
Carer	Yes / No	Yes / No	
Sister	Yes / No	Yes / No	
If you've got a sister, how many have you got?			
Brother	Yes / No	Yes / No	
If you've got a brother, how many have you got?			
Other	Yes / No	Yes / No	
If there is someone else living at home, who is it?			

## Getting into trouble

The next few questions will help us to understand whether people your age are getting into trouble or not. It might be that nobody is!

It is really important to be as **honest** as you can be with these questions so that we can really understand what it is like to be a young person in 2010.

Please put a **tick** in the box you think is most true for you.

1) How often do you get into trouble with the following people?

Who?	Never	Hardly ever	Once a month	Once a week	Everyday
Family?	n/a				
Teachers?	n/a				
Police?					

2) Have you ever had these things happen to you?

What?	Yes	No
Been on report		
Been suspended		
Been excluded		

3) Do you have.....?

What?	Yes	No	If yes, do you think it affects you getting into trouble?
ADHD			
Dyslexia			

4) Has anyone you live with been in trouble with the police? (If you don't live with this person, please put a line through the spaces)

Who?	Never	Sometimes	Regularly	Everyday
Mum				
Dad				
Step-parents				
Brothers or sisters				





## Questions about your goals

### (Children's Hope Scale)

The 6 sentences below describe how you might think about yourself and how you might do things in general.

Read each sentence carefully. For each sentence, think about how you are in most situations.

Place a tick inside the circle that describes YOU the best. There are no right or wrong answers.

**1. I think I am doing pretty well.**

None of the time	A little of the time	Some of the time	A lot of the time	Most of the time	All of the time

**2. I can think of many ways to get the things in life that are most important to me.**

None of the time	A little of the time	Some of the time	A lot of the time	Most of the time	All of the time

**3. I am doing just as well as other kids my age.**

None of the time	A little of the time	Some of the time	A lot of the time	Most of the time	All of the time

**4. When I have a problem, I can come up with lots of ways to solve it.**

None of the time	A little of the time	Some of the time	A lot of the time	Most of the time	All of the time

**5. I think the things I have done in the past will help me in the future.**

None of the time	A little of the time	Some of the time	A lot of the time	Most of the time	All of the time

**6. Even when others want to quit, I know that I can find ways to solve the problem.**

None of the time	A little of the time	Some of the time	A lot of the time	Most of the time	All of the time

## You in the future!

Everyone has some idea of the kind of person they would like to be in the future and the kind of person they would not like to be like.

First, list below THREE possible selves that you most hope to describe you in the next year...		
	What are you doing to help you achieve this?	How confident are you?
<u>Hoped For You 1</u>		
<u>Hoped for you 2</u>		
<u>Hoped for you 3</u>		
Next list below THREE possible selves that you most fear or worry about being in the next year...		
	What are you doing to help you avoid this?	How confident are you?
<u>Feared you 1</u>		
<u>Feared you 2</u>		
<u>Feared you 3</u>		

Finally, have a think about what you expect to be like or expect to be doing when you leave school. Please write this down in the space below.

If you have time left over, and have completed everything, you could draw a picture of this underneath, or write about what this would be like.

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Thank you so much for helping me with my research!

You've been great!