



**EVALUATION REPORT FOR KHULISA
ON TEN *FACE IT* PROGRAMMES DELIVERED BY
CATALYST IN COMMUNITIES 2012 - 2013**

August 2013

INTRODUCTION	3
FACILITATOR FEEDBACK	5
STAKEHOLDER VIEWS	7
YOUNG PEOPLE VIEWS	9
CONCLUSION AND RECOMMENDATIONS	13
ANNEX A – RESPONSE TO KHULISA PRE AND POST QUESTIONNAIRES	16
ABOUT THE AUTHORS	22

Introduction¹

This is an independent evaluation of ten *Silence the Violence/Face It* Programmes (STV/FI) delivered by Catalyst In Communities (CIC), a community partner under contract to Khulisa. The report is based on a summary of data from the delivery at the following venues:

The table shows venue, target audience, project delivery, date and output and outcome data.

Venue	Description	Date	Number of attendees at start ²	Number of attendees at finish	Retention Rate	No. Who made significant improvement (finishers)	No. Who made noticeable improvement (finishers)	No. Who Showed no improvement
Lammas School, Waltham Forest, London	Mainstream Secondary School. Group made up of pupils facing exclusion (either due to behavioural issues or non-attendance)	20th – 24th February 2012	9	5	56%	2 (40 %)	3 (60%)	0
NEWHAM COLLEGE – NEWLap, Newham, London	Alternative Educational Provision for pupils who have arrived to the UK late in the school year or those who don't have a place in a mainstream school due to permanent exclusion.	4th, 5th, 10th, 11th & 12th April 2012	10	8	80%	4 (40%)	4 (40%)	0
EDUCATION LINKS – Queens Rd Community Centre, Newham, London	Alternative Educational Provision for year 9-11 pupils permanently excluded from mainstream school.	18th – 22nd June 2012	11	8	73%	3 (38%)	4 (50%)	1 (12%)
YOUNG STARS – Woodrow High House, Bucks	Group of gang affected young people based in Stratford. Formed a youth group .	14-16th December 2012	8	8	100%	2 (25%)	6 (75%)	0
Sisterhood1 Woodrow High House, Bucks	Group of gang affected young female teenagers from Barking and Dagenham	18-20th Jan 13	10	10	100%	6 (60%)	4 (40%)	0
NEWHAM COLLEGE – NEWLap, Newham,	Alternative Educational Provision for pupils who have	18-22nd Feb 13	13	13	100%	8 (62%)	4 (38%)	0

¹ This evaluation s based on the data made available to us

² Counted as attending the first whole day

London	arrived to the UK late in the school year or those who don't have a place in a mainstream school due to permanent exclusion.							
Sisterhood2 Woodrow High House, Bucks	Group of gang affected young female teenagers from Barking and Dagenham	22-24th Feb 13	7	7	100%	2 (29%)	5 (71%)	0
Newham YOT	Group of young offenders considered to have perpetrated or be at risk of perpetrating sexual crime	2-5th April 13	6	6	100%	3 (50%)	2 (40%)	1 (10%)
Education Links Chandos East community Centre, Stratford	Alternative Educational Provision for year 9-11 pupils permanently excluded from mainstream school.	22-26 April 13	10	10	100%	6 (60%)	3 (30%)	1(10%)
Young Stars2 Woodrow High House, Bucks	Group of gang affected young people based in Stratford. Formed a youth group . Joined by others from Waltham Forest and Lambeth	27-31st May 13	17	17	100%	14 (82%)	3 (18%)	0

The delivery was to a variety of groups that included, young offenders (ranging from low end crime to gang related violence / high end offenders), gang affected young people and young people who had been excluded from schools.

Some of the groups were mixed i.e. female and male. This had the advantage that the females encouraged the males to take part in role plays etc.

CIC also ran two female only groups that had all been gang affected and most had been impacted to a greater or less degree by gang related sexual violence. These are typical quotes from those groups.

'Badly –used and abused – sexually, mentally and physically'

'Been affected by gangs - quite a lot – drugs, beaten up – affects where I travel. Boys took phone and asked for sexual favours in return'

'Abuse has happened to friends mainly on BBM / Facebook – blokes always like to shout stuff out'

'Gang boys do not take 'no' for an answer'

As the table above shows, the retention rate is excellent for this type of work. Typically you might expect to retain 50% with these cohort types. The figures suggest that the retention rate was over 90%, with seven out of 10 programmes achieving 100%. The figures also indicate that there are already signs of improvement for 98% of the participants. However these results reflect the immediate impact only. For long term and quantitative measures the attendees would need revisiting in the future. These results suggest over half of participants make significant progress i.e. have recognised their issues, shown behaviour changes and made plans to improve their future and another 40% made noticeable improvement i.e. have recognised their issues and have begun to show behaviour changes. Recent examples include:

Significant Progress

- Participant openly acknowledged and discussed their drug use and behavioural issues and their experiences of domestic violence in the home during the programme. Then subsequently manage to attend school on time for a whole week and gives up smoking cannabis and does not get in to any trouble in school after the programme
- Participant shows significant improvements to overall attitude and behaviour that is noticed, verified and acknowledged by the staff at the host agency or by professionals engaging with the young person.

Noticeable Improvement

- Participant manages to complete the Khulisa programme (whereas they normally are excluded from any courses / activities) and admits to having an issue that they would like to address to improve their own situation.
- Participant shows a desire to address their issues and seeks further support from professionals working with the young person.

The following sections give further insight drawing data from facilitators, participants and stakeholders.

Facilitator Feedback

Each group was led by a lead facilitator and supported by another facilitator both approved by Khulisa to deliver STV / Face It. All the programmes were delivered successfully. The following were learning points fed back by the facilitators.

- The more challenging groups were those delivered in the community where the participants felt they had to attend rather than being complete volunteers, for example young people permanently excluded from schools and those on community reparation orders. This led to disruptive behaviour, which was managed by the facilitators. In a couple of cases where the participants were felt to be too disruptive or were not ready or able to engage with the programme, they were removed from the group. This was done for the greater good of the group as the disruption alters the level of participation, the energy and group dynamic and significant time is spent attempting to get the group back to the level of depth, disclosure and group bond /

dynamic that they were at prior to disruption. Facilitators only ever ask participants to leave as a last resort, and always ensure they still have support (if required) outside of the group setting.

- Delivering in the community also has the disadvantage that if participants want to remove themselves from the programme they can just walk out. Obviously this option is not as easily available if the programme is run in prison or at a residential. The residential programmes were particularly successful as they allowed participants longer to dwell on the subject matter and to bond together as a group outside of the actual STV / Face It sessions.
- More experienced facilitators are required for community settings as the participants can be more disruptive and there is less control over them. This means the facilitators have to be more flexible with the programme material than in a more stable group setting and use activities as appropriate, as the course develops. The programme content is easier to deliver in more controlled circumstances such as prisons.
- Breaking the programme over the weekend should be avoided as it set the participants back by at least half a day and can lead some of them to being vulnerable over the weekend.
- Mobile phones if kept by participants are a continual disruption and temptation
- Staff known to the participants, who took part in the programme alongside the young people tended to find it difficult to stop intervening and disrupting the engagement and trust building process.
- Mixed groups³ i.e. male and female was advantageous as the females encouraged some of the more reluctant males to take part in activities such as role-play and generally provide more balance in the room

The programme material used is shown in the column of the next table. The scores in the second column are based on the facilitator feedback and give an indication of the success of each session. The scale was from 1 equalling poorly understood minimal engagement to 3 that was fully understood and maximum engagement. This suggests the most successful areas are the three levels of violence and the road ahead. The least successful is making amends. This is an area that Khulisa might need to work on – perhaps by tailoring the activities and worksheets to more closely reflect the needs of the young people participating and / or the stated aims and objectives of the host agency e.g. if (as with Lammas), many of those referred were due to regular Truancy, we would not then include the ‘making amends’ or ‘the language of apology’ elements. However, it may also reflect that several of the groups contained more participants who might be labelled as ‘victims’ rather than ‘perpetrators’.

It is also interesting to note that the start and end of programmes are scored strongly which indicates that even if the victim impact/amends parts were not fully understood/enjoyed that the participants remained engaged in programme and motivated. This was also reflected in the retention rates for the programme as a whole as indicated in the first table in the report.

SESSION	UNDERSTANDING & ENGAGEMENT
Three Levels of Violence	3
Theory of Violence	2
Two Sides of Yourself	2.5

³ When appropriate i.e. not when dealing with gang sexual violence for example

Wisdom Circle	2
Personal Value System and Self Esteem	2.5
Loss of Innocence	1.5
Victim Impact	1.5
Making Amends	1
Integration of Theory	2.5
The Road Ahead	3

Stakeholder Views

Wherever possible the facilitators obtain views of stakeholders who work with the participants some time after the programme to get their views of the programme impact. All the stakeholders thought that STV was a great success. Some recognised that they now knew how the programme worked themselves and would be in a better position to support STV in the future. For example with a better selection of participants, applying no mobile phone rules and working with or removing the few individuals who were not engaging and / or disrupting the programme for others.

The following are Stakeholder representative quotes from a sample of the programmes delivered: – **comments collected approximately 3 months after programme delivery**

Lammas – Secondary School

‘The Khulisa programme was a resounding success for our group. For a few key pupils, this programme has totally turned them around! – One young man was hardly ever at school before (because he was either excluded or not attending) and since the programme he has not had any behavioural incidents at all, his attendance is now 95% and he has received a Jack Petchey Award for his improvements!’

– Deputy Head Teacher

‘None of the pupils who attended the programme have been reprimanded for any behavioural issues at all since the course was completed!’

– Senior Learning Mentor

‘From what I’ve seen, the biggest learning for our group seems to have been that they are now taking responsibility for their own actions – they realise that it is their choice to behave in certain ways and they understand the impact this will have on their futures. We’ve seen around a 10% improvement in attendance on average and a vast reduction in behavioural problems from the pupils who participated.’

- Head of Year

NewLAP - College

'The programme has had a deep impact on several of the students. It has opened a bit of a Pandora's Box for some students and is just the beginning of a process that the students will need continued support with...

- College Principle

'The project gave new skills to try in order to focus on the future... Provided knowledge in breaking cycles / patterns of behaviour...'

- Class Teacher

'We have learnt more about the Khulisa programme and the process now and we will ensure that our next programme is even more successful.'

- Inclusion Manager

Education Links – Alternative Educational Provision

'I was impressed with the Khulisa programme. It allowed the participants to make choices about their own behaviour which promotes them taking responsibility for themselves.'

- Learning Support Mentor

'For the young people who got fully engaged, the programme was a real turning point for them!'

- Learning Support Mentor

'We have noticed some definite and clear improvements in several of the pupils who participated in the Khulisa Programme. One (who has never ever completed a whole week at school previously) has not missed a single day of school since the programme. Another (who previously found it impossible to stay in a classroom for a whole lesson) has become far calmer and less ready to rise to others' bait. He can now spend all day in lessons without any arguments or fights!'

- Student Development Manager

'I've been with Links for years & you've made the biggest change I have ever seen in a young person!'

- Behavioural Support Lead

'I would like to book Khulisa again, so that we can build a long-term partnership. This would allow us to offer the Face It programme to a wider group of young people and also to monitor the longer term effects the programme has on pupils.'

- Student Development Manager

Young Stars – Youth Campaign

‘Many of the Young Stars, (including ex-gang members and also victims of gang related crime), are changed people – reviewing their own values and beliefs in a positive manner leading to real change. Thank you Khulisa!’

- Young Stars’ Programme Facilitator

Sisterhood – Catch 22

‘It was youth driven but delivered in a safe neutral atmosphere’

- Development Manager

‘The girls have started developing critical life skills’

- Youth Worker

‘Provided ‘real’ information on issues that mattered to them

- Social Worker

‘Built trust, girls began to develop life skills so lets hope it’s kept up!’

- Personal Advisor

Young Peoples’ Views⁴

On completion of the programme young people were asked to rate the programme. Those results are shown below and all indicate exceptionally good outcomes suggesting the programme is meeting their needs and the facilitators engaged well and delivered appropriately for them.

Rating Question	Average Rating
Overall Programme Score - 1 being Bad and 5 being Excellent	4.3
Overall Rating of Facilitators - 1 being Bad and 5 being Excellent	4.8
Overall Rating of Participant’s Own Engagement - 1 being Bad and 5 being Excellent	4

Each participant is also asked to complete an externally assessed pre and post questionnaire on attitudes and behaviour (the Aggression Questionnaire (AQ Buss & Perry, 1992) and the Coping Styles Questionnaire (CSQ 3 Roger, Jarvis & Bahman, 1993).

⁴ The quantitative data is the average overall and is based on a partial picture as not all data forms were completed fully by all the groups

The average responses are shown in Annex 1. The following two tables show responses that showed significant changes in the young people.

The first table (taken from AQ) asked participants to rate themselves on a scale from 1 (it never/hardly ever happens to me) to 5 (very often/always happens to me). **The responses suggest significant changes in anger management and conflict resolution.**

Question	Pre Programme Rating	Post Programme Rating	Change
I sometimes feel like a bomb ready to explode	2.9	1.9	1
When frustrated I let my irritation show	4.1	2.3	1.8
I feel so mad I have broken things	3	2	1
Is somebody hits me, I hit back	3.9	2.5	1.4

The next table (taken from CSQ-3) asked participants how they react to different stress situations on a scale of Always (1) to Never (4). Again most of the responses **show significant changes in anger management and conflict resolution** i.e. they are less likely to pretend nothing is the matter, more likely to be clear headed, less likely to be irritable and less likely to give the situation their full attention

Question	Pre Programme Rating	Post Programme Rating	Change
Pretend nothing's the matter, even when people ask?	2.3	2.6	0.6
Feel completely clear-headed about the whole thing?	2.8	2.2	-0.6
Become irritable or angry?	2.6	3.3	0.6
Give the situation my full attention?	2.5	3.1	0.6

In some cases we had additional information⁵, which reinforces the results shown above. For example the table below from the Sisterhood programmes shows that, in particular, confidence, communication and conflict resolution skills have improved.

⁵ This information was from 1:1 Assessment sessions were undertaken by CIC staff with participating young people prior to programmes and within 3 months of completion of the programme. The 1:1 sessions are conducted in private and are confidential.

On a scale from 1 to 5 with 1 being no change and 5 being a great improvement how much has the course improved your:	
Anger control	3.6
Confidence	3.9
Communication skills	4.1
Behaviour Improved	4
School/College attendance has improved	3.3
If you found yourself in a conflict situation on a rating from 1 to 10 with 1 being very poor and 10 being excellent how confident are you that you could deal with the situation safely now?	
8.1	

The following are representative quotes from the young people reflecting their thoughts on the course and their future now. In particular they emphasise that the participants engage and enjoy the activities, would appreciate more control on those disrupting the programme, recognise their personal challenges and behaviour changes made and planned.

Lammas - Secondary School – participants mainly male (2 female)

'The mask has shown me I have a little bit of life in me (to have hope for) even when I'm angry'

'The artwork made us think about the future'

'The role-play taught me to how to cope with family issues'

'To be able to control my temper more, and to focus on the light and breathing when I feel the heat'

Education Links (Queens Rd) - Alternative Education Provision (Mixed Group)

'If I'd done this course when I was little, I would never have got a criminal record'

'I know what is important to me now – it's my mum – not the streets!'

'I don't know what it was.... Things are just different now. I know what I need to do and I can't expect any one else to do it for me.'

'Now that I can block out others, I can focus on what I want to do in my life'

NEWlap – Year 10 & 11 Stream within local F.E College

'Awesome experience, a total different life'

'I am planning to get closer to my family and hope to fulfil my dreams'

'Focusing more on my goals and dreams - to stop my violence I need to stop smoking weed'

'Try to pass on what I have learnt to others and be the best person I can be at all times - if I believe in myself, anything is possible.'

'Think about the consequences before I do anything'

YoungStars – Youth Led Peace Campaigning Group

'I have learnt that the most important thing in my life is my son.'

'I am viewed differently to how I see myself - I learnt that all of us have emotions going on all the time & I need to remember that about others'

'I've made a lot of mistakes that I can't change now – but I can make up for them!'

'The Masks & Hats & Lifeline made me think about the future & make real plans'

'I'm going to talk to my mum again about what my dad did to her before he went to prison'

Sisterhood – Catch 22 – Girls and Gangs Group

'I liked how they gave us tips and information that we will use in the future that will help everyone.'

'It taught us a lot about life - I learnt how to open up and I can calm down effectively now'

'I learnt a lot about me - 'I will break my cycle of violence now.'

'It's important to forgive others - it's ok to make mistakes as long as you learn from them.'

Education Links – (Chandos East Community Hub) - Alternative Education Provision (Mixed Group)

“I like that the course has helped me to change & will help me more in the future.”

“I learned how to open up - I have learnt that I am responsible for me”

“I learnt about the 3 levels of violence & feeling Superior / Inferior / Equal”

“I am in control of my life & I wont let anyone hold me back form what I want.”

Conclusion and Recommendations

The results of this evaluation report indicate that the STV / Face It programmes have had and are having a significant impact on some young people within every group. **Over 90% of participants show improvement in behaviour and aspiration**, with around 50% showing significant improvements and another 40% showing noticeable or meaningful improvements. The largest changes are increased confidence and improved skills in communication, anger management and conflict resolution. In addition, the staff from the host agencies indicated that improvements in attitude, participation, engagement, behaviour and attainment are all directly attributable to this increase in self-confidence and the self-awareness that comes from the young people taking responsibility for their own actions.

Areas to note include:

- Control of disruptive students (and staff where necessary!) needs to be an explicit part of the pre-programme set up process to clarify which roll Khulisa team / host agency team have and to define host agency’s policies / procedures relating to this. Ideally, this ought to be part of the SLA i.e. a written agreement between Khulisa and host agency. Factors to cover should include how to deal with disruption, use of mobile phones, removal from course etc.
- Focus / approach of ‘Face It’ element versus ‘Silence The Violence’ needs to be explicit so that all host agencies properly understand the differences between the full on / therapeutic process and the less process led ‘Face It’ approach. This would suggest that for Face It programmes it may be more appropriate to have facilitators who are more experienced and youth work orientated rather than therapeutically focussed. This is particularly important when delivering in more ‘community’ settings where the control of participants is less regimented and facilitators have to be far more adaptable at managing both the programme content and the participants themselves.

- Healthy light lunch in the delivery room (for all participants including young people and staff) needs to be agreed and made more explicit within the SLA. On all programmes CIC has delivered to date, host agencies have agreed to this at pre-planning stage. However, when we begin, sometimes delivery arrangements have altered and participants have had to leave the room to eat. Thereby, reducing the opportunity for informal reflection, engagement and bonding outside of the core programme – which greatly helps the process to embed when it does happen. On a few occasions, the lunch provided was inadequate and this led to the participants leaving the premises to buy ‘junk food’ locally. This potentially leads to chemically induced behavioural issues – particularly for those young people with attention deficit related conditions.
- Course needs to be delivered on consecutive days to have meaningful, ‘process led’ impact.
- If participants know each other and get on engagement is quicker. An induction session can also aid this bonding process.
- Delivering at a residential visit means the programme is more focussed as the participants carry on 24 hours a day, rather than just for the few hours of delivery on the normal programme.
- The residential, combining teambuilding events and classroom-based activities was particularly popular with the young people. It enabled them to bond and gain trust between the group members and being away added a focus on goals that would not have been easy to achieve with a weekly session in their own area. As all learning tends to take place ‘outside one’s comfort zone, being physically outside their comfort zones helped the participants to engage effectively with the learning process.

The evaluators suggests that, as part of the set up phase, host agencies should aim to target groups of around 15-17 in order to select a final group of 10 to 12 participants. Khulisa team members should make the final selection of participants (rather than the host organisations) after an initial introductory group session and pre-programme 1:1s. This would improve the chances of participants following the preferred participant profile and would further enhance engagement and impact. This would also further improve the retention rate with the more challenging groups and the likelihood of significant impact on the participants. In addition we would discourage host organisation staff / stakeholders from taking part with the young people in the programme unless they have been carefully screened because, at the best, they become a distraction and, at worst, they are a significant disruption. If they have been screened and commit fully to the participation process they can be an advantage in providing continuity and support after the programme and being present in the case of any disclosures, etc. However, we also recognise that for some young people selected for the programmes evaluated herein, the only reason they agreed to attend the sessions was because their ‘key worker’ was going to be present. We suspect that this level of need is indicative of participants with diagnosable conditions such as Asperger Syndrome or Autism.

The favourite activity seems to be the mirrors, masks and hats; indicating that perhaps Khulisa ought to design further art based activities to enhance the experience for those participants who find it harder to engage. The most successful areas were the three levels of violence and the road ahead. Areas that could need further attention in engagement and understanding are loss of innocence, victim impact and making amends.

In conclusion the programmes have:

- Fostered a more tolerant attitude towards 'others' among the young people who were involved.
- Helped them to recognise what and what is not 'normal' behaviour especially in sexual, violent and gang situations.
- Built their life skills, confidence and problem coping strategies so that they will reduce the risk of them becoming a victim.
- Provided a safe environment (free from peer pressure/daily worries) for the participants to openly discuss their fears/experiences and hopes for the future.
- Enabled the participants to develop their own positive ideas and attitudes towards other young people that are not tied in to violent, gang and 'post code' mentalities.
- Empowered the participants to allow them to return to their respective areas free from the restrictive views that they previously held.
- Helped prevent violence by promoting a culture within youth society that no longer tolerates such criminal and anti-social behaviour.

But we leave the 'last word' to the young people:

'We are now people that's on their way to a good life!'

'Want to be a better me - the best me'

'It's up to me to make the most of my life'

'I have to make choices about who I hang about with that are good for me.'

*'Thank you for everything, I really appreciate all the effort you put in for younger people just for the sake of our future. I'm grateful for the experience and you guys are doing a wonderful job and please keep on going and spread the message!
THANK YOU!'*

Annex A – Response to Khulisa Pre and Post Questionnaires

The tables below show the average pre, post and change in scores for the externally assessed questionnaires (Aggression Questionnaire and Coping Styles Questionnaire) used by Khulisa. Significant changes are highlighted in yellow in the tables

AQ

Instructions

Below are a number of statements about how people might behave. You are asked to rate yourself in relation to each one according to the scale below. For each question, try not to think too long about your response – there is no ‘right’ or ‘wrong’ answer. Just circle the one you feel is the closest to the way you **usually** behave.

1	2	3	4	5
Never/hardly ever applies to me	Usually does not apply to me	Sometimes applies to me	Often applies to me	Very often/always applies to me

						Average Scores		
	Pre	Post	Change					
1. I get into fights a little more than average person	1	2	3	4	5	2.0	1.5	-0.5
2. There are people who push me so far that we end up fighting	1	2	3	4	5	2.7	1.9	-0.8
3. Sometimes I lose my temper for no good reason	1	2	3	4	5	2.5	2.1	-0.4

4. I can't think of a good reason to ever hit someone	1	2	3	4	5	2.6	2.8	0.2
5. I often disagree with people	1	2	3	4	5	2.9	2.5	-0.4
6. Some of my friends think I'm a hothead	1	2	3	4	5	2.3	1.8	-0.5
7. If I'm provoked, I may hit another person	1	2	3	4	5	2.6	1.9	-0.6
8. I am sometimes eaten up with jealousy	1	2	3	4	5	1.9	2.0	0.1
9. I have threatened people I know	1	2	3	4	5	2.3	1.7	-0.7
10. When people are especially nice to me, I wonder what they want	1	2	3	4	5	3.4	3.2	-0.2
11. When people annoy me, I may tell them what I think of them	1	2	3	4	5	3.4	2.5	-0.9
12. I am suspicious of overly friendly strangers	1	2	3	4	5	3.4	3.4	0.0
13. Other people always seem to get the lucky breaks	1	2	3	4	5	3.3	2.4	-0.9
14. I get angry quickly but get over it quickly	1	2	3	4	5	2.9	2.7	-0.3
15. If I have to resort to violence to protect my rights, I will	1	2	3	4	5	3.4	3.1	-0.3
16. I wonder why I feel so bitter about things	1	2	3	4	5	2.3	2.6	0.2
17. I sometimes feel like a bomb ready to explode	1	2	3	4	5	2.9	1.9	-1.0
18. I know that friends talk about me behind my back	1	2	3	4	5	3.2	2.5	-0.7
19. I am a calm person	1	2	3	4	5	3.3	4.1	0.8
20. I tell my friends when I disagree with them	1	2	3	4	5	4.0	3.7	-0.4

21. When frustrated I let my irritation show	1 2 3 4 5	4.1	2.3	-1.8
22. I have trouble controlling my temper	1 2 3 4 5	2.4	1.8	-0.6
23. When people disagree with me I usually get into an argument with them	1 2 3 4 5	2.6	2.3	-0.3
24. At times I feel I have gotten a raw deal out of life	1 2 3 4 5	2.7	2.0	-0.7
25. I sometimes feel that people are laughing at me behind my back	1 2 3 4 5	2.8	2.4	-0.4
26. Once in a while I can't control the urge to hit another person	1 2 3 4 5	2.5	2.4	-0.1
27. I have become so mad that I have broken things	1 2 3 4 5	3.0	2.0	-1.0
28. My friends say I can be argumentative	1 2 3 4 5	2.6	1.8	-0.9
29. If somebody hits me, I hit back	1 2 3 4 5	3.9	2.5	-1.4

Coping Styles Questionnaire

Instructions

Although people may react in different ways to different situations, we all tend to have typical way of dealing with things that upset us. How would you describe the way you usually react to stress? **Don't think too long about your answer, just circle your first response.**

For each statement circle:

ALWAYS (A), OFTEN (O), SOMETIMES (S) or NEVER (N)⁶

					Average		
					Pre	Post	Change
1. Feel overpowered and unable to control the situation	A	O	S	N	3.1	3.3	0.1
2. Work out a plan for dealing with what has happened.	A	O	S	N	2.3	2.1	-0.2
3. See the situation for what it is and nothing more.	A	O	S	N	3.0	2.7	-0.4
4. Become miserable or depressed	A	O	S	N	2.7	3.3	0.7
5. Feel that no one understands me.	A	O	S	N	2.5	2.8	0.2
6. Do not see the problem or situation as a threat.	A	O	S	N	2.7	2.7	0.0
7. Feel lonely or isolated.	A	O	S	N	3.1	3.0	-0.1
8. Take action to change things.	A	O	S	N	2.4	2.2	-0.2
9. Feel helpless- there is nothing I can do about it.	A	O	S	N	3.2	3.6	0.4

⁶ For the analysis we have assigned scores of Always = 1, Often = 2, Sometimes = 3, Never = 4

10. Try to find out more information to make a decision about things.	A	O	S	N	2.7	2.3	-0.4
11. Keep things to myself and not let others know how bad things are.	A	O	S	N	2.4	3.1	0.7
12. Feel detached from the situation.	A	O	S	N	2.9	3.3	0.4
13. Do nothing and hope it all goes away.	A	O	S	N	3.0	3.3	0.2
14. Take my frustrations out on those close to me.	A	O	S	N	3.0	3.2	0.1
15. Resolve the issue by not taking it personally.	A	O	S	N	2.8	3.0	0.2
16. Respond calmly to the situation.	A	O	S	N	2.4	2.0	-0.4
17. Pretend nothing's the matter, even when people ask.	A	O	S	N	2.3	2.9	0.6
18. Keep things in perspective – nothing is really that important.	A	O	S	N	2.8	3.0	0.2
19. Believe that somehow things will sort themselves out with time.	A	O	S	N	2.6	2.7	0.1
20. Feel completely clear-headed about the whole thing.	A	O	S	N	2.8	2.2	-0.6
21. Try to keep a sense of humour – laugh at myself, or the situation.	A	O	S	N	2.4	2.0	-0.4
22. Keep thinking it over and hope that it will go away.	A	O	S	N	2.6	2.9	0.3
23. Believe that I can cope with most things without too much fuss.	A	O	S	N	2.4	2.2	-0.2
24. Daydream about things getting better in the future.	A	O	S	N	2.3	2.2	-0.1
25. Try to find a reasonable way of explaining the situation.	A	O	S	N	2.3	2.2	-0.1

26. Decide it's useless to get upset and just get on with things.	A	O	S	N	2.2	2.1	-0.1
27. Feel worthless and unimportant.	A	O	S	N	3.1	3.4	0.3
28. Trust in fate – things will somehow work out for the best.	A	O	S	N	2.7	2.3	-0.5
29. Use my past experiences to try to deal with the situation.	A	O	S	N	2.3	2.4	0.1
30. Try to forget the whole thing has happened.	A	O	S	N	2.6	2.3	-0.2
31. Become irritable or angry.	A	O	S	N	2.6	3.3	0.6
32. Give the situation my full attention.	A	O	S	N	2.5	3.1	0.6
33. Just take one step at a time.	A	O	S	N	2.5	2.2	-0.4
34. Criticise or blame myself.	A	O	S	N	2.6	3.0	0.4
35. Pray that things will just change.	A	O	S	N	2.4	2.3	-0.2
36. Think or talk about the problem as if it did not belong to me.	A	O	S	N	2.8	2.7	-0.1
37. Talk about it as little as possible.	A	O	S	N	2.5	2.4	-0.1
38. Prepare myself for the worst possible outcome.	A	O	S	N	2.4	2.3	-0.2
39. Look for sympathy from people.	A	O	S	N	3.2	2.9	-0.3
40. See it as a challenge that must be met.	A	O	S	N	2.4	2.4	0.0
41. Be realistic in my approach to the situation.	A	O	S	N	2.5	2.3	-0.1



This report was written by Dr Tim Pascoe for Griffin Research and Consultancy Ltd.

Dr Pascoe has been a Community Safety Researcher and Criminologist for over 20 years carrying out qualitative and quantitative research and evaluation investigating crime prevention and crime reduction issues. He has an international reputation in the area of Designing and Managing Out Crime.

Recent projects include:

- Delivering crime prevention training to the Metropolitan Police
- Delivering community safety programmes to various London Boroughs covering gangs, sexual violence and high risk offenders
- Focus group research on gangs for the Metropolitan Police
- Delivered Problem solving Training to Police and Police Consultative Group Chairs in London.
- Provided strategic advice on the police Secured by Design Scheme and the Governments New Schools for the Future for CABA Space
- Delivered the Community Safety evaluation and strategy for the New Cross Gate New Deal/Trust for Communities Project.
- Undertook the Graffiti evaluation and strategy for Transport for London
- Undertook community evaluation for PREVENT in Hackney
- Assessed and advised on the risk to 'key' ICONIC sites under the anti terrorism PROTECT programme for Haringey
- Assessed the impact of various projects under the anti terrorism PREVENT programme for Haringey.
- Reviewed the influence of the Urban Environment on the Night Time Economy for the Nottingham BIDS

- Undertook evaluation and provided strategic advice on (1) the impact of the Mayors Cycle Hire Scheme on community Safety and (2) the impact of alcohol associated violence and drinking for Camden

Professional and Academic Posts

- Director of Griffin Research and Consultancy
- Co-Director of Catalyst In Communities a social enterprise Company
- Director of Project BRACE a youth led social enterprise Company
- Director of Caribbean Crime Prevention International
- Trustee for the Through Unity Charity
- Sits on the Advisory Board of the Design Against Crime Centre, University of the Arts London
- Advisor to an all-Part Parliamentary Child and Youth Crime Group
- Sits on the Advisory Board of the Global Bio Technology Company.
- A Design Council/Commission for Architecture and the Built Environment Space Enabler.
- Serves on BSI working groups on crime
- UK nominated expert to serve on European CEN Standards Prevention of Crime
- Director of the International CPTED Association
- Chairman of the UK Design Out Crime Association

Griffin Research & Consultancy Ltd

7 Highover Way

Hitchin SG4 0RF

www.griffinrc.co.uk

enquiries@griffinrc.co.uk