

EVALUATION PROTOCOL – ADDENDUM

RCT-centre evaluation of the Positive Pathways programme

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Protocol Addendum; Wellbeing Top Up

Trial Name	RCT-centred evaluation of the Positive Pathways programme
Delivery Partner	Ingeus
Evaluation PI	Ben Willis and Dr Josephine Booth
Funding Organisation	Youth Endowment Fund
Link to Original Trial Protocol	https://youthendowmentfund.org.uk/wp-content/uploads/2024/07/Positive-Pathways-Evaluation-Cover-October-2024.pdf
Wellbeing measures used	<i>ONS Wellbeing Scale (Dolans & Metcalfe, 2012; ONS, 2018)</i>

About the What Works Centre for Wellbeing

The UK government has a long-lasting interest in the wellbeing of citizens, with the UK being one of the first countries to systematically measure subjective wellbeing at the population level, and to commit to using it, alongside economic data, in shaping policy decisions. The What Works Centre for Wellbeing (WWCW) was established in 2014 to help government understand how to best improve people's lives by ensuring that our policies and practices positively contribute to people's wellbeing.

The WWCW closed on 30th April 2024, following the end of multi-year grants from The National Lottery Community Fund. Between 2014 and 2024 the WWCW made a significant contribution to government, including work on methods, and specifically the Green Book guidance on wellbeing.

About the Youth Endowment Fund

The Youth Endowment Fund (YEF) is a charity with a mission that matters. We exist to prevent children and young people becoming involved in violence. We do this by finding out what works and building a movement to put this knowledge into practice.

Children and young people at risk of becoming involved in violence deserve services that give them the best chance of a positive future. To make sure that happens, we'll fund promising projects and then use the very best evaluation to find out what works. Just as we benefit from robust trials in medicine, young people deserve support grounded in the evidence. We'll build that knowledge through our various grant rounds and funding activity. And just as important is understanding children and young people's lives. Through our Youth Advisory Board and national network of peer researchers, we'll ensure they influence our work and we understand and are addressing their needs. But none of this will make a difference if all we do is produce reports that stay on a shelf.

Together we need to look at the evidence and agree what works, then build a movement to make sure that young people get the very best support possible. Our strategy sets out how we'll do it. At its heart it says that we will fund good work, find what works and work for change. You can read it [here](#).

About the Wellbeing Top-Up Fund.

The WWCW Wellbeing Top Up Fund will explore the impact that policy interventions can have on people's wellbeing across a range of policy areas by funding additional wellbeing data collection on 10 existing studies. This approach will begin to develop a step change in our understanding of the wellbeing impacts of various policy interventions through a low-cost programme that can 'piggyback' on trials that are already in the field.

Background

Many studies have provided evidence for the efficacy of outdoor education in the development of responsibility, leadership, self-reliance & self-awareness (Bobilya et al., 2011). Other studies have shown outdoor education as being effective in developing a sense of resilience, a concept that includes perseverance, self-awareness, social support, confidence, & responsibility to others. The working assumption is that increased levels of resilience represent

a protective factor, supporting learners in their educational journeys (Ewert & Yoshino, 2011). Further, many meta-analyses of outdoor education have pointed to the largely positive impact on young people's attitudes, beliefs & self-perceptions (including self-concept, confidence, self-esteem, locus of control and coping strategies) & interpersonal skills (including communication skills & teamwork). However, reasons why outdoor education works in improving such non-cognitive skills is not fully clear (Hattie et al. 1997; Martin & Leberman, 2005).

There is an emerging body of work in this area, with meta-analyses confirming the notion that outdoor education has positive benefits on children and young people's fitness, motor skills, self-confidence, self-esteem, & relationship with adults, which finds widespread accord in the literature (Fiennes et al., 2015). A particular type of outdoor learning - adventure or wilderness therapy, found predominantly outside the UK - claims to offer successful clinical interventions with older young people, families & adults, and to have positive outcomes in terms of self-concept (Bowen & Neill, 2013). There is some recognition in the literature that many of the concepts outlined above are imprecise and definitions vary from study to study, making the study of their development & that of any non-cognitive outcomes a difficult process (Leather, 2013). Furthermore, the YEF (Mohan and White, 2022) identifies adventure & wilderness therapy as likely having a low impact on violent crime but more encouragingly a moderate impact on reoffending. However, there is evidence of challenges presented by the issue of rural racism (Garland & Chakraborti, 2006) and in addition potential perceptions of 'not belonging' or discomfort for some young people. Holman and McAvoy's (2005) study identified the potential of inclusive wilderness adventure experiences to enhance young people's understanding of people with disabilities and 'difference' and to be more trusting and understanding of others. However, there remain concerns about access to the countryside and rural areas for outdoor recreation (Burns et al. 2009, Burns et al, 2013). Warren et al (2014) identify significant gaps in the current social justice and practice related to Outdoor Adventure Learning related to gender, race and SEND.

There is evidence of promise relating to how community-based mentoring can positively influence 'at risk' young people (Goldner and Ben-Eliyahu, 2021) including Lakshminarayanan et al.'s (2022) systematic review that reported a 14% reduction in youth offending based on 37 evaluations of mentoring programmes, and a 21% reduction in violent behaviour based on eight evaluations. However, at an overall level the evidence base to justify the use of mentoring remains inconclusive and is categorised by the YEF Toolkit as having a 'moderate' impact on violent crime. There are several factors that feed into this uncertainty, including the significantly varied forms 'mentoring' can take, especially in relation to duration and the extent to which formal mentoring is standalone or as a feature of a broader intervention. Goldner & Ben-Eliyahu (2021) for example advocate that '*a balanced approach consisting of recreational, emotional, and catalysing aspects has been reported as essential for mentoring success*' (p.1).

This protocol describes the study to be undertaken to evaluate a programme that combines adventure/outdoor learning with mentoring, initially via an internal pilot and, if promise is evident, through an efficacy trial. The Positive Pathways programme is targeted at young people aged 15-17 in the East and West midlands who are either at risk of involvement in violent crime or are already in the Youth Justice system. The programme Theory of Change is provided in Appendix 1.

The study will include an impact evaluation using a two-armed Randomised Control Trial (RCT) with both primary and secondary outcome measures. Data for this will be collected at start of the programme, at onboarding and at end point. This data will be analysed to see

whether the intervention has led to statistically significant changes in the responses of participants versus the control group.

An Implementation Process Evaluation (IPE) will run alongside the Impact Evaluation. This will use a combination of surveys, interviews/focus groups and observations to gather rich data to help understand how the intervention has been realised in practice, and how this has affected the participants (both in the intervention and control group) and other stakeholders, including the mentors, those referring young people to the programme, and programme deliverers. This aims to help uncover perceptions and feelings about the programme, the extent to which it has fulfilled its stated objectives and how this may have come about. Should the programme or its outcomes not have been fully realised as intended, the IPE will seek to uncover why.

About the intervention

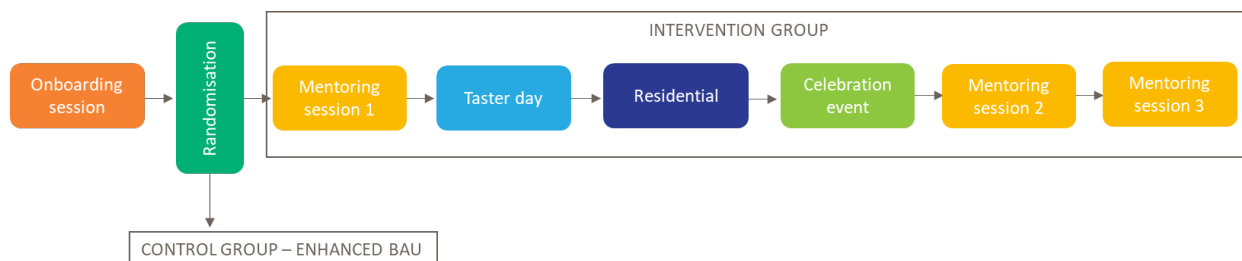
The Positive Pathways programme is organised and run by Ingeus, a global provider that begun offering services in the UK from 2002. The Positive Pathways programme itself draws heavily upon their well-established National Citizenship Scheme (NCS) residential wilderness project and continued partnership with Inspiring Learning. It is a referral group-based adventure programme to be delivered across the East and West Midlands, aimed at 15–17 year-olds who are at risk of violent offending or are already involved in the Youth Justice System.

The programme (Figure 1) consists of

- an initial onboarding session
- an outdoor taster session to be held locally
- an initial mentoring session
- a residential adventure week, with outdoor activities and input from speakers with lived experience
- a graduation/celebration event
- two follow-up mentoring sessions to take place a month apart
- opportunity for young people to contact their mentor via telephone or email informally outside of scheduled inputs to discuss concerns or to check-in on anything related to the programme.

Each wave of the programme will consist of four groups of 15 young people (i.e. 60 young people per wave). From start to finish, the programme will last a total of between 5-7 months – with the slight variation factored in to accommodate the rolling nature of recruitment. Young people will wait no more than four weeks between one input/activity to the next. Furthermore, young people are encouraged to contact mentors outside of formal sessions as required through email or telephone. Ingeus will also schedule additional sessions if they identify specific needs required for the young people to be able to access the programme.

Figure 1. Positive Pathways programme



The programme and evaluation will always be aware of, and responsive to, racial and cultural sensitivities during recruitment, programme implementation and data collection.

Throughout inception discussions, Ingeus have signalled an awareness of the potential barriers to engagement in Adventure Learning and the Positive Pathways programme more broadly. They are confident that by drawing upon their prior significant, nationwide experience in the field – that their recruitment of mentors, training processes and marketing of the programme can be fully inclusive. Drawing upon existing practice examples, Ingeus outlined their commitment (and that of Inspiring Learning¹ the Adventure Learning delivery partner) to making reasonable adjustments to the programme, to respond to the needs of different young people. These would be fully considered in a bespoke way during the onboarding phase and in consultation with the young people themselves, their guardians, and other linked professionals (as appropriate) but would draw on the principles outlined in Dillenschneider’s 2007 paper. Furthermore, Ingeus are committed to actively working with SHU, their Youth Voice Group and YEFs Race Equity Associate to design Positive Pathways related documentation and further refine processes where appropriate.

Timings

The delivery of the Internal pilot will start in July 2024, following randomisation. The programme starts with an initial mentoring session within four weeks of onboarding. No more than four weeks later the young person will have a taster day experience, before completing a residential run by Inspiring Learning in North Devon taking place over the October half term. Ideally within a fortnight of completing the residential (but no longer than four weeks), the young people will attend a face-to-face celebration for the wave. Delivery culminates with two 1-2-1 follow up mentoring sessions shortly which will be completed before the end of December 2024. These will be organised in a time and place convenient to the young person. Ingeus recognise the need for standardisation but are also mindful of the need for some flexibility around scheduling owing to the rolling nature of recruitment. The overall window of the programme is between 5-7 months from start to finish, but there will be a maximum wait of four weeks between key inputs – in addition where required further mentoring sessions may be delivered to better accommodate the needs of individuals. Alongside this, throughout the course of the programme, young people are invited to contact their mentor through email or telephone communication.

Communication with young people

At a minimum, young people in the intervention group will have a ‘touch point’ with their mentor every four weeks while they are on the programme i.e. initial engagement, mentoring within four weeks, taster in next four weeks, residential in following four weeks, celebration within

¹ <https://www.inspiring-learning.com/>

four weeks, two follow-up mentoring sessions within eight weeks. In addition, they will be able to contact their mentor at any point via email/phone call/ face-to-face e.g. if they are anxious about any aspect of the programme, need reassurance or have a change in circumstances. Communication via social media will not be permitted due to safeguarding concerns. This two-way communication throughout the programme aims to ensure the young people's continued engagement with the programme and that their wellbeing is paramount. Ingeus' Customer Relationship system (CRM) will be used to record all communications between young people and mentors.

Taster days

These will be run by multiple organisations across differing locations (e.g. National Water Sports Centre, Ackers Adventure, Snowdome, Kingswood), throughout the East and West Midlands, depending upon the geographical spread of participants. The taster days, scheduled after their first mentoring meeting, provide the opportunity for young people to experience these activities in a group context, with 15 young people on each of the taster days. They also involve the young people spending time with their mentor, and to build this relationship further. Please note these taster days (or any other activity) will **not** be undertaken before the young people have completed their baseline data and been randomised to the intervention group.

These taster days will be delivered flexibly on both weekdays and weekends, depending upon the requirements of the young people. The taster days also support Ingeus in recognising and supporting the needs of individuals as they move through the programme.

Residentials

Ingeus has been delivering large scale, inclusive residential trips for diverse groups of young people for over 12 years. Positive Pathways residentials will consist of a mixture of activity sessions, and more reflective sessions. The latter will include guided active reflection sessions facilitated by Ingeus staff with lived experience of the criminal justice system (from the Ingeus Lived Experience Academy). These are integrated into the residential programme and will take place daily in an allocated time slot. In the sessions young people will be asked to think about activities that they have undertaken, particularly those that may have been out of their comfort zones. Young people will be encouraged to think about how they felt in these situations, how they coped with them and moved through various steps to get to the end point. These sessions aim to help young people see how they might relate these experiences to their lives and challenges that they might face, and how they can transfer learning from the Positive Pathways programme. There will also be the opportunity for informal contact with mentors to 'touch base' on how the young people are feeling and reacting to both the adventure activities and being part of a new community.

Typically, there will be four groups of 15 young people in each residential 'wave', with all activities taking place in these groups of 15, to build relationships between the young people. All residentials, will take place at a North Devon (Kingswood) run by Inspiring Learning. This site is fully accessible. Ingeus (working closely with Inspiring Learning) will accommodate additional needs, dedicating extra resource where necessary, for example where young people may have both diagnosed and undiagnosed mental health or learning needs. Ingeus will take an inclusive, tailored approach in terms of any religious requirements (e.g. prayer rooms), dietary requirements (e.g. Kosher or Halal foods) and medical needs (e.g. refrigerated medicines).

Core residential dates (e.g. in school holidays) will be booked as soon as the programme is approved by YEF, in order to give certainty as to dates for young people and referral routes. This will mitigate common barriers identified by referral bodies in other evaluations involving outward bound residentials, namely a lack of certainty regarding dates and concerns about the scheduling taking up school (or equivalent) time (or closeness to exam periods).

However, Ingeus has flexibility built into their delivery model and will be able to accommodate flexibility in the dates of residentials, and as such can accommodate changes to dates should a wave of young people prefer an alternative week. The delivery of the residential will be consistent across the programme, as far as is possible given seasonal considerations.

Mentoring sessions

An extra mentoring session before the residential has been added to the programme following discussions during the co-design phase, meaning that there will be a total of three mentoring sessions for each young person. This will involve the same mentor throughout to facilitate the building and maintaining of the mentor/mentee relationship. Should this relationship break down, a new mentor will be assigned to the young person. Mentoring sessions will last around 60 minutes each, however, should the young person have additional needs or need more support on an issue, the length/number of the sessions will be extended as necessary.

All mentoring sessions will have a standardised approach, starting from a diagnostic base, with a young person led approach. While the mentoring approach will be consistent across the programme, topics will be identified by the young person, supported by their mentor, and approach in order of importance as decided by the young person. Questions will be used as prompts but will be tailored to needs and situation.

The first mentoring session will take place before the taster day and will introduce the young person to the purpose and aims of the mentoring and enable them to start building a relationship with their mentor. In this session the young people will be able to ask questions about the programme and discuss any 'hopes and fears' around participation and start discussing the idea of how and why reflection on experiences is important. Young people be asked to set goals and areas where they would like to develop themselves, and what they would like to change, with young people being set a 'task' to think about what they would like to do after the programme ends. They will be given a learning diary/logbook to record these tasks/aims and their progress. This allows the young people and their mentor to establish a 'golden thread' of aims, desired outcomes and thoughts about the future that will be returned to throughout the programme, both in reflection sessions and informal contact during the residential and in the two follow up mentoring sessions towards the end of the programme. Young people will work with mentors to overcome issues related to anxiety related to possible rural racism or feeling that the countryside areas are 'not for them'.

The second of the sessions will look at the distance travelled for the young person since they started on the programme, reflect on the residential and what was learned, and solidify this by reflecting on learning, perceptions, and triggers for certain behaviours, and how they could overcome these. Young people will reflect on the reasons why they were referred to the programme, what behaviours made them eligible. They will be encouraged to think about how they can apply what they have learned on the programme (for example, how they felt before and after completing a challenge or how they overcame certain feelings) and relate this to these behaviours and their everyday lives and to record these thoughts in the logbook/diary.

To support this learning and reflection on 'distance travelled' and changes made, resources and links to resources will be provided and young people will be supported to start looking forward to beyond the programme and to what comes next. They will be asked to think about their strengths and will review their 'task' set in the first session. The mentor will then support the young person to start to research and consider possible options and support for the future to ensure that the young person does not feel like the programme has dropped them 'off a cliff' as it comes to an end.

The third and final session will be used for reflection on how far the young person has come, where they are versus where they were, their 'task', learning and how/what they have changed and developed across the programme. There will be a focus on soft skills and emotional and wellbeing literacy. The young person and their mentor will discuss any perceived barriers to progress and meeting their goals and will establish a plan for their next steps including referral to other services or programmes.

Throughout these sessions and the less formal interactions on the residential, the young people will be both supported and presented with challenge at an appropriate level for them, with the aim that the desired outcomes and aims established in the initial mentoring sessions are kept in mind. The lived experience of the young people will be at the forefront of all mentoring that takes place in the Positive Pathways programme, with mentoring approach and sessions being tailored to their needs, and further support being given where appropriate, for example, meetings with parents/carers to ensure young people get the most out of the programme, address any concerns and maintain their attendance.

Mentoring will take place at a time and place that is convenient to the young person. This might be at a referral organisation, an Ingeus office, a locally hired venue, coffee shop etc. The venue will always be agreed with the young person, and it will be ensured it is an environment conducive to mentoring.

Mentoring sessions will be recorded on Ingeus' CRM system. Mentoring progress will be discussed with managers for quality and continuous improvement purposes, and to address any concerns and issues as they arise. Appendix 2 gives examples of the materials that will be used by mentors as part of the sessions.

Celebration events

These will take place within four weeks of each wave of 60 completing the residential, in order to keep the young people engaged with the programme. These will be delivered in person and consist of a celebration, and group reflection on distanced travelled with the option of the young person inviting a "plus one" (e.g. a parent/carer or friend) to showcase their experiences. These events will be designed with input from the Ingeus' Youth Voice panel and the young people themselves.

Mentor recruitment and training

It is anticipated that six new members of staff will be recruited for the Positive Pathways programme. Ingeus have a department (Talent and Acquisitions) that work exclusively in this area. Mentors will be sought that have -

- Experience of youth mentoring
- Be based in, and familiar with the East and West Midlands context
- Have appropriate youth work qualifications and associated experience
- Lived experience of criminal justice system
- Qualifications in providing Information Advice and Guidance to young people

Mentors will be upskilled where necessary. The comprehensive mentor training provided by Ingeus lasts for 37.5 hours over a two-week period. Details of the training programme can be found in Appendix 3. Mentors will be supported through their training and as the programme progresses. Training will be staggered as necessary to support candidates differing notice periods.

Matching mentors with young people

In matching mentors and young people Ingeus will consider the needs of young people in terms of mentor experience, skills and qualities and how these relate to the individual young person e.g. lived experience of CJS, involvement in the care system. Mentors will also be matched to mentees based on geographical area, this will make meeting at mentoring sessions easier and means that mentors will be familiar with the young person's social context. While a young person's preferences will be considered it is important to note that mentoring can contribute to breaking down barriers and promoting social cohesion. As noted previously should the mentor/mentee relationship breakdown, a new mentor will be allocated.

While mentoring sessions will be scheduled for an hour, extra time and resources will be allocated to young people should this be needed, for example, if the young person has additional needs, or is facing particular challenges.

Safeguarding

The safety of young people and staff is a key concern. Ingeus has well established and comprehensive safeguarding procedures in place which will be utilised throughout the recruitment, screening and onboarding of participants and delivery of the Positive Pathways programme. In addition, the narrowing of the levels of need to be included in the programme has reduced possible safeguarding issues around a blended cohort. Mentors will receive safeguarding training.

Ingeus will follow internal safeguarding policy and procedures, which are used to keep members of staff and participants safe across all Ingeus contracts. All safeguarding incidents will be logged and followed up with both the participant and other affected parties. Consideration will be given to the context of the incident and any triggers and responses experienced. Any relevant referrals will be made, and support provided to all parties.

Young people, and their referral route, in partnership with an Ingeus Youth Engagement Mentor, will complete a young person risk assessment (RA) before joining the programme i.e. at the onboarding stage. The staff members have been extensively trained in this process and on risk management and safeguarding. This will be a 'functional' meeting, aiming to capture information on, for example, any medical conditions, mental health issues², learning

² for example, chronic conditions such as Schizophrenia (plan with parents/carers, medication, safe words and places), depression or anxiety where this may lead to self-harm, or suicide.

or physical challenges faced, dietary or other requirements, possible triggers and possible gang affiliations. Where a young person has been a ‘perpetrator’ of a crime, their initial risk assessment will assess their eligibility and assess any factors that might exclude them from the programme. The RA will capture each young person’s medical, mental health and support needs as well as noting, convictions, risk taking and violent behaviours and the context in which they took place. It will be shared with mentors so that they are aware of the young person’s needs and understand the support required. While this may present a challenging conversation, it is necessary for safeguarding purposes, for the young person, other participants and staff. Should a young person’s RA indicate that they cannot be supported on the programme, they will not be offered a place. The whistle blowing process will be shared with young people so that they can raise concerns confidentially. Any such concerns will be investigated by Ingeus in line with their policy.

The Residential activity provider (Inspiring Learning) will follow their own safeguarding policies and Ingeus will provide support to ensure these meet national standards and minimum expectations for this contract. Ingeus will provide safeguarding governance for the contract, with a DSL on call at all times to provide support. The Ingeus safeguarding escalation process will be shared with all partners and a bespoke package of safeguarding resources and referral pathways will be provided.

Ingeus’ Head of Risk and Compliance is the company-wide Designated Safeguarding Lead (DSL). Ingeus’ Youth Pillar has its own dedicated DSL who is a Level 6 safeguarding lead with 20 years’ experience in the safeguarding sector and who will have accountability for Safeguarding across the YEF Programme. There are 132 Designated Safeguarding Officers across the Ingeus UK business.

Trial design

Trial design, including number of arms		<i>Two-arm Random Controlled Trial with randomisation at the individual (young person) level.</i>
Unit of randomisation		<i>Individual participant</i>
Stratification variables (if applicable)		<i>Referral route and evidence of criminal activity</i>
Primary outcome	variable	<i>Volume of self-reported offending behaviours (Self-Report Delinquency Scale SRDS, Volume Score, see Smith & McVie, 2003).</i>
	measure (instrument, scale, source)	<i>SRDS, Volume Scale [0 to 198]</i>
Secondary outcome(s)	variable(s)	<i>SRDS, Variety Scale Smith & McVie, 2003) Strengths and Difficulties Questionnaire (SDQ) total difficulties and pro-social scales, hyperactivity, conduct problems, emotional problems and peer problems subscales (Goodman, 2005) ONS Wellbeing Scale (Dolans & Metcalfe, 2012; ONS, 2018)</i>

Wellbeing measurement

The measure of personal wellbeing (ONS4) was developed for use in population surveys by the Office for National Statistics (ONS) for a range of population-based surveys (see Dolan's & Metcalfe, 2012). This was selected as it was a very brief measure (only four items) and measures various aspects of personal wellbeing. Being developed for a range of population-based surveys ensures that it is appropriate for use with the participants in the proposed intervention. The items and scaling for the four items are indicated in the table below, taken from the ONS Personal-well-being user guidance pages (available [here](#)):

The four well-being items are designed to measure life satisfaction, feeling worthwhile, happiness and anxiety. Each of these are measure on a 11-point scale ranging from 0 'not at all' to 10 'completely'. The details of the items are presented below in Table 1.

Table 1: Four measures of personal well-being (ONS4 User Guide)

Next I would like to ask you four questions about your feelings on aspects of your life. There are no right or wrong answers. For each of these questions I'd like you to give an answer on a scale of 0 to 10, where 0 is "not at all" and 10 is "completely".

Measure	Question
Life Satisfaction	Overall, how satisfied are you with your life nowadays?
Worthwhile	Overall, to what extent do you feel that the things you do in your life are worthwhile?
Happiness	Overall, how happy did you feel yesterday?
Anxiety	On a scale where 0 is "not at all anxious" and 10 is "completely anxious", overall, how anxious did you feel yesterday?

Source: Office for National Statistics

In their guidance the ONS have identified a range of thresholds for the well-being dimensions. For the life satisfaction, worthwhile and happiness scores the thresholds are:

- 0 to 4 = Low
- 5 to 6 = Medium
- 7 to 8 = High
- 9 to 10 = Very high

For the anxiety dimension the cut-offs are:

- 0 to 1 = Very low
- 2 to 3 = Low
- 4 to 5 = Medium
- 6 to 10 = high

These thresholds were established with a sample of participants with ages ranging from 16 to 65+, with a third of participants being in the 16 to 19 age range. We will use these thresholds for contextual comparisons only.

Analytical approach

The analytical approach adopted for ONS4 follows the same as for the other outcomes. However, we would need to undertake separate analyses for each of the wellbeing items from the ONS4 as the ONS advise that it is not appropriate to form total wellbeing scores for these individual items.

The quantitative data analysis will start with descriptive statistics and be followed by linear regression analysis.

A descriptive analysis will consist of percentages of:

- The total count of CYP enlisted in the trial by stratification variables (referral route & evidence of criminal behaviour), age, sex, ethnicity, SEND and LAC.;
- The total count of trial participants with baseline data by referral route and the percentage of complete records by referral route and overall;
- The total number of CYP in the positive pathways intervention who withdrew before its completion, by referral route and overall;
- The total count of CYP withdrawing from the trial, by arm and referral route;

The linear regression analysis will be conducted with the post-test outcome (for each of the ONS4 items) as the dependent variable and the following variables as independent variables:

- a CYP-level dummy variable indicating treatment (1=positive pathways, 0=control),
- the pre-test ONS4 outcome measure
- and a dummy variable for each stratifying variable

This is described by the equation below:

$$ONS4_i = \beta_0 + \beta_1 T_i + \beta_2 X_i + \varepsilon_i$$

Where for each item of the ONS4, the $ONS4_i$ term above is the post-test response for CYP i , T_i is a binary indicator assuming '1' if the CYP is within the intervention arm and '0' otherwise. Moreover, β_1 is the estimated average causal effect of the intervention, X_i is the pre-test outcome covariates of student i and ε_i is the regression residual/error term.

The estimated Hedges g effect size will be obtained by dividing the treatment coefficient (β_1) by the standard deviation pooled for the intervention and control groups.

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