

TakeTen data analysis: Colin Schools, Belfast June 2014

Conducted by

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Analysis based on over 500 children in 19 classes from four schools. Two schools acted as the intervention group (and therefore received the TakeTen programme), and 2 schools acted as the control group (who did not receive the programme).

The sample includes 293 children in the control group, and 225 in the intervention group.

NB: analysis is a comparison of mean scores at pre- and post-test (using independent samples t-tests as children are not matched at pre- and post test), and does not control for pre-test scores or take account of clustered nature of the data.

	Control			Intervention		
	Pre-test mean score	Post-test mean score	% change	Pre-test mean score	Post-test mean score	% change
SDQ subscales						
Emotional symptoms	1.95	2.25*	+ 15%	1.64	1.42	- 13%
Conduct problems	1.10	1.12	+ 2%	0.84	0.61*	- 27%
Hyperactivity	3.70	4.19	+ 13%	3.18	2.72	- 14%
Peer problems	1.26	1.31	+ 4%	1.11	0.81*	- 27%
Prosocial behaviour	7.40	7.45	+ 1%	7.53	8.27**	+ 10%
Total difficulties	8.00	8.88	+ 11%	6.77	5.56*	- 18%
PKBS subscales						
Social Cooperation	31.36	31.47	< 1%	31.82	33.29**	+ 5%
Social Interaction	26.19	26.81	+ 2%	25.70	27.67**	+ 8%
Social Independence	27.69	27.72	< 1%	28.10	29.45**	+ 5%
Total Social Skills	85.38	85.96	< 1%	85.93	90.50**	+ 5%

*Indicates post-test score significantly different from pre-test score at level $p < 0.05$

** Indicates post-test score significantly different from pre-test score at level $p < 0.005$

Results show a significant increase in all outcomes reflecting social skills (SDQ Prosocial behaviour and all PKBS scales), for the intervention group only. Emotional symptoms (SDQ) increased significantly for children in the control group and decreased for the intervention group (although this did not reach significance). Conduct problems (SDQ), peer problems (SDQ) and total difficulties (SDQ) all decreased significantly for children who received the intervention.