Evaluation of the *Miss Spent* Programme
For: Clean Break
Final Report
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The *Miss Spent* programme had 6 main aims:

- To build on young women's strengths and identify and promote confidence, attitudes and behaviour which reduce risk,
- To utilise the performing arts to enable young women at risk of and caught up in offending to develop their self-esteem, confidence and life skills,
- To provide relevant opportunities for girls and young women at risk of offending/currently offending to re-engage in education and training,
- To meet the unique needs of female offenders and value and promote the female perspective,
- To empower girls and young women to reach their full potential, provide participants with choices, decision making opportunities and ownership of the work, within a series of structured sessions,
- To create a programme that can be replicated nationally.

PPRG were commissioned to evaluate the *Miss Spent* programme in January 2006 using a multi-method research design including interviews and focus groups and documentary analysis. 5 programme cycles working with 35 girls were evaluated. The evaluation considered:

- the impact of the project on participants;
- the contribution made to tackling offending behaviour and the causes of youth crime;
- the strengths and weaknesses of the arts methodologies used to achieve the project aims, and
- the impact of the project against the original aims.

Findings

The participants:

Where data was available, analysis indicated that the *Miss Spent* participants were most likely to be aged 15 or 16, to have been most recently convicted of a violent offence and to have no previous convictions. They were most likely to be experiencing problems with their living arrangements, family and personal relationships, lifestyle and thinking and behaviour.

The girls were as likely to have high self-esteem as low self-esteem and generally identified themselves as self-confident. This is an interesting area that merits further exploration. The girls described having anger management problems.

Meeting aims and objectives:

The evaluation found that the *Miss Spent* programme was successful in:

- Meeting its aims and objectives
- Providing clear and identifiable benefits to those who participated
- Providing identifiable benefits to YOTs and YOT staff who commissioned and facilitated the programmes

Indications are that the *Miss Spent* programme can lead to positive changes in levels of self-esteem and self-confidence, where these are low when participants begin the programme. The design, structure and content of the programme is congruent with good practice in both the fields of arts interventions in the criminal justice system and gender-specific programming.

Learning lessons for the future:

A number of lessons learnt/issues for the programme were identified during the evaluation period, these included:

- Getting sufficient numbers of referrals when the actual number of girls attending a Yot at any one time can vary widely.
- Minimising attrition once the programme begins.
- Maximising the input of programme tutors and ensuring they are given opportunities to feed into the development of the programme.
- Ensuring that sufficient signposting and post-programme support is in place for participants.
- Ensuring that sufficient background information is available on potential participants so that decisions around suitability and risk assessments are informed.
- Explicitly addressing offending behaviour (using whichever methods are preferred) so that participants and commissioners can clearly identify which elements of the programme have been designed to focus on attitudes to and consequences of offending behaviour.

Introduction

The *Miss Spent* programme draws on Clean Break's 25 years of experience in delivering arts based work to women offenders and ex-offenders in developing a gender specific intervention to meet the needs of young women involved in or at risk of offending. In particular, the programme builds on pilot work done in 2002-03 targeting young people both in juvenile secure and community settings.

The project aimed to build on the strengths of participants using the performing arts to provide opportunities to re-engage girls in education and training. It encouraged the girls to make decisions and take ownership of the programme, within Clean Break's wider aims of working from a female orientated perspective.

Much political and academic attention has been paid to the 'problem' of youth crime. Research with the general and offending population suggest deviant and antisocial behaviour are activities engaged in more widely by boys and young men and in recent years there has also been an increase in measures and interventions to tackle the perceived rising numbers of young offenders; work supported by a proliferation of research studies investigating why young people offend. The relatively lower number of young women engaged in offending has meant, however, that most research and expertise has been developed in response to male offending. Nonetheless, concern has grown that the number of females in the youth justice system has risen (Youth Justice Board Annual Statistics, 2005/06; and for example Chesney-Lind, 2001; Koons-Witt and Schram, 2003; Steffensmeier et al, 2005). Theories seeking to account for this range from those which suggest that as females become more emancipated they behave more similarly to men (Jackson 2002), to others that suggest that net-widening is taking place, with females being prosecuted for offences which would not previously have been pursued (Steffensmeier, et al 2005). Recent research also suggests that in the UK the growth in the number of young women in the youth justice system may simply be the result of demography; however what is also suggested is that the pattern of girls' offending may have changed (Arnull and Eagle, forthcoming).

There is also growing interest in the use of arts interventions in the criminal justice system, with a number of studies reviewing the evidence base and considering effective practice (Hughes, 2005; Arts Council England, 2005; Jermyn, 2004). Most recently, attention has been focused on how they might most effectively work with young people at risk of or engaged in offending behaviour. A small number of these studies have included information on or focused on interventions aimed at girls or women (Dunphy, 1999; Smith and Smith, 2005).

The literature indicates that arts interventions can have important benefits for participants, including improved self-confidence and self-esteem, pathways to education or employment, support networks and creative outlets. The literature also, however, highlights common problems with evidencing the impact of arts interventions.

The evaluation:

PPRG were commissioned to evaluate the *Miss Spent* programme in January 2006 using a multi-method research design. The programme worked with 35 girls over 5 evaluated project cycles[1] and the evaluation considered:

- the impact of the project on participants;
- the contribution made to tackling offending behaviour and the causes of youth crime;
- the strengths and weaknesses of the arts methodologies used to achieve the project aims, and
- the impact of the project against the original aims.

The evaluation included a literature review, documentary sources, interviews and focus groups. The documentary sources included detailed offence focused information on the girls (Asset forms); alongside a number of other questionnaires and self-assessment forms administered at intervals throughout the programme. The research team also undertook focus groups with participants, interviews with stakeholders and the programme manager, as well as a number of case study interviews undertaken over a year. The research methods and limitations are described in detail at Appendix 1.

The report structure:

The report is structured as follows:

- a discussion of the structure, content and delivery of the *Miss Spent* programme
- a profile of the participants
- a discussion of the impact of the programme
- case studies
- lessons learned and the future of the programme
- the programme in context: a brief review of the literature
- conclusions

A note on terminology:
Throughout this report, the term 'girls' is used; this is in line with Worrall's (2001) argument that where one is referring to young women under 18 it is appropriate to use the term 'girls'. Moreover, she argues there is an ideological reason for doing so: in the past the term 'young women' was adopted by workers and writers who wished to *'challenge the paternalistic (and maternalistic) use of the term 'girls' to demean women in subordinate positions, regardless of their age'*. She argues that the result of this, in terms of the criminal justice system, has been to *'render female children invisible and hide them – statistically and discursively – beneath an umbrella term which tends to refer in practice to young women over 18 years'* (Worrall,

[1] The programme was, in fact, delivered 7 times during the evaluation period due to additional commissions being secured. The programme worked with 48 girls in total.

2001:87). The research team concur with her view and have chosen to follow suit.

The Miss Spent programme

Aims and objectives

The *Miss Spent* programme had 6 main aims:

- To build on young women's strengths and identify and promote confidence, attitudes and behaviour which reduce risk,
- To utilise the performing arts to enable young women at risk of and caught up in offending to develop their self-esteem, confidence and life skills,
- To provide relevant opportunities for girls and young women at risk of offending/currently offending to re-engage in education and training,
- To meet the unique needs of female offenders and value and promote the female perspective,
- To empower girls and young women to reach their full potential, provide participants with choices, decision making opportunities and ownership of the work, within a series of structured sessions,
- To create a programme that can be replicated nationally.

Beyond these key aims, the objectives of the programme were to:

- Foster key skills such as co-operation and teamwork, respect for themselves and others and empathy,
- Give participants a sense of being part of an all-female group that is safe, respectful, tolerant and inclusive,
- Provide an opportunity to gain some accreditation through participation.

Overall, the aims of the programme remained unchanged throughout and were kept in mind when the sessions were being developed and delivered. However, the programme manager identified that recruiting sufficient numbers of participants and keeping them engaged in the programme became an unexpected aim.

Structure and content of the programme:

The *Miss Spent* programme was designed to be delivered over a minimum of 30 hours, the structure of which varied slightly across the 5 evaluated programme cycles:

- Group 1: 10 sessions delivered over 8 weeks. The first 15 hours were delivered over 3 consecutive days, the following 15 hours were delivered in weekly 3 hour sessions.
- Group 2: 7 sessions delivered over 4 weeks. The project ran 2 consecutive days a week for 3 weeks, with 6 hour sessions each day. In the fourth week, one 6 hour session was delivered. In total the programme was delivered over 36 hours.
- Group 3: 7 sessions delivered over two 2 week periods. In the first 2 weeks, 10.5 hours were delivered over 2 consecutive days. After a 1 week break, another 10.5 hours were delivered over 2 consecutive

days, with the final 5.25 hours being delivered a week later. In total the programme was delivered over 36.75 hours.

- Group 4: 6 sessions delivered over 2 days a week for 3 weeks. Each session was 6 hours long. In total the programme was delivered over 36 hours.
- Group 5: 8 sessions delivered over 2 days a week for 4 weeks. Each session was 6 hours long. The programme was delivered over 40 hours.

The structure of the programme allowed individual sessions to be delivered flexibly although the content of the programme across the 5 cycles remained virtually unchanged. It is possible, therefore, to compare the programmes.

The programme utilised a variety of arts methodologies:

- Visual arts and photography
- Drama
- Dance
- Music

Each session was devised, using one or more of the methods listed above to explore and achieve certain aims, such as: relationships with oneself and others, exploring conflict in relationships, understanding behaviours and motivation, building a positive body image, exploring offending behaviour, problem solving and exploring pressures facing young women.

The *Miss Spent* programme is underpinned by elements of several theory bases, primarily gender-specific/feminist, arts therapy, cognitive behavioural therapy and social learning theory. The influences of these are visible in the aims and content of the programme.

Each group set their own ground rules[2] in the first session of the programme. This was considered an important way to give participants some 'ownership' of the programme and an understanding that *'it's their programme and what they put in, they will get out'* (programme manager). The importance of this is also recognised by the research literature (Hughes, 2005). Despite the fact that each group set their own rules, there was convergence with the same rules being introduced across the groups:

- No 'bitching'/being abusive/talking behind peoples' backs
- Come to every session, try new things and take part
- Listen to each other and encourage one another
- Don't come to the group under the influence of drink or drugs

The rules were to be applied on the basis that one breach resulted in a reminder of the rules, a second in a warning and a third in expulsion from the group. It is understood that no participants were excluded from the group on the basis that they broke ground rules.

[2] Although 6 ground rules were set by Clean Break and were consistently applied across the groups including: 'what's said in the room stays in the room'; mobile telephones to be switched off/put on silent; being punctual; respecting each other.

Delivery:
The programme cycles were facilitated by the programme manager with professional arts tutors, staff from Clean Break and Youth Offending Team (YOT) staff. The programme manager undertook a range of roles including marketing the programme, facilitating/co-facilitating sessions, co-ordinating groups, recruiting tutors, overseeing the accreditation, interviewing and selecting participants, liaising with YOT staff and management, providing feedback to the YOTs and delivering the YOT staff training day. Prior to each group, YOT staff were invited to the Clean Break offices in London to undergo training on the aims and objectives, content and structure of the programme and to provide an opportunity to ask questions, meet tutors, clarify procedures, etc. All stakeholders interviewed were highly complimentary about the day and felt it had given them a very clear understanding of the *Miss Spent* programme.

In one area where the programme was delivered twice[3] it was decided that local arts tutors should be recruited due to geographical issues. It was not possible to recruit a drama tutor and so these sessions were co-facilitated by the programme manager and an enthusiastic member of YOT staff[4]; in general, however, YOT staff attended as support staff rather than facilitators. The research literature highlights that arts interventions can be instrumental in improving relationships between young people and their key workers (Hughes, 2005) and certainly both YOT stakeholders and participants commented that they had learnt something about and gained some understanding of each other.

It was noted, however, that where YOT staff were expected to manage a full caseload, assist with other group work programmes taking place simultaneously and attend *Miss Spent,* the level of support enjoyed by Clean Break staff was less than where some responsibilities of the YOT staff had been removed for the duration of the project. This would undoubtedly also impact on YOT staff's enthusiasm for and commitment to the *Miss Spent* programme[5]. Stakeholder interviews revealed, however, that YOT staff were more than happy to be asked to help with the groups, either because they saw it as a self-development opportunity or because they had an existing interest in gender-specific or arts-based work.

Recruiting YOTs and getting referrals:
Initial contact was made with all YOTs in England and Wales via email, alerting YOT managers to the existence of the programme; this was followed up with a phone call to operations managers, Intensive Supervision and Surveillance Programme managers and some Resettlement Aftercare Programme managers. This generated interest and the programme manager delivered presentations to 5 YOTs/management teams. The opportunity to

[3] It was delivered a third time after the evaluation period had passed.
[4] The programme manager noted that whilst the YOT worker did not possess some of the specialist skills a professional drama tutor might, she did bring a knowledge of the girls and of their needs and issues and there were other bonuses in terms of continuity of support for the participants.
[5] This accords with findings from a study carried out by Arnull and Eagle (forthcoming).

make a presentation at the YOT was seen as crucial by the programme manager, allowing for better understanding of the programme content and aims and familiarity between YOT staff and the Clean Break team. In general, the recruiting of YOTs/management teams was not seen as problematic and sufficient programme cycles were commissioned, in line with expectations.

Recruiting sufficient numbers of referrals, once the programme had been commissioned, proved to be more difficult than expected, however. In all but one cycle referrals were expected to come from the commissioning YOT only. Once referred, girls were invited to attend an interview with the programme manager to assess for suitability, motivation, primary needs, etc. In some cases, decisions about suitability were made with YOT staff. In the final group evaluated, numbers of referrals from the YOT were so low participants were encouraged to bring a friend to the first session to boost numbers[6]. This has potential implications, not only for the evaluation but for the participants themselves.

- Friends who attended were not necessarily known to the YOT, or indeed offending or at risk of offending themselves[7]. Given that the *Miss Spent* programme has been developed with the specific intention of targeting girls engaged in or at risk of offending, its relevance to these participants is questionable. This makes the assessment of overall impact of the programme on participants more difficult (especially given the overall small numbers of participants).
- The programme manager and stakeholders interviewed felt that, in an ideal world, referrals would have similar offending histories; that is, more established offenders would not be mixed with those who were at the very beginning of their offending careers. Given that it was not possible to gather significant information about the friends that attended, it is possible that girls with no prior history of offending could be mixed with those who had more ingrained offending behaviour and may, indeed, have committed some quite serious offences.
- No prior knowledge of the girls meant that all staff were 'working blind' and were not aware of any potential problems, needs and vulnerabilities, for example, one stakeholder commented that they could not foresee any potential disclosures.

Clearly, this situation was unexpected and brought about by the surprisingly low referrals for this group. It is probable the group would not have been able to proceed if the participants' friends had not attended. Plans for the future of the programme (discussed in detail later) might help to avoid this action being necessary. It should be noted, however, that the girls who attended in this group and were not known to the YOT appeared to gain from involvement with the programme. This may suggest that the *Miss Spent* programme would

[6] When the programme was commissioned, the YOT had a high number of girls in their caseload; within 6 weeks this had dropped substantially. Prior to opening the group to non-YOT individuals, the commissioning YOT asked neighbouring YOTs if they wished to make referrals; due to short notice, however, this was not possible.

[7] Whilst it appeared that in some cases that they were, in fact, engaged in offending behaviour, they were not subject to current supervision.

work well delivered as a preventative intervention to girls identified as at risk of offending and engaged with Youth Inclusion Projects – Clean Break may wish to explore this idea in future.

Suitable referrals:
Stakeholders interviewed explained why they made referrals to the programme and what they hoped participants would gain from it, this included:

- Raised self-esteem
- Taking them out of their comfort zone and getting them to try something new
- Build on protective factors by encouraging interest and skill in the arts
- Re-engaging them in education, training or employment
- A network of friends
- Female-focused activities not usually on offer through the YOT
- Motivation

The programme manager described suitable referrals as those girls who were interested in new experiences and being part of a group; who would be receptive to the group setting and working with tutors and who had enough self-confidence to *'take that first step'.* It was felt that participants of any one cycle needed to be within a 3 year age spread[8] and that they should generally have a similar offending history in terms of number and type of offences committed and interventions received[9]. Ultimately, however, because total referrals to each cycle were lower than anticipated/hoped for, it was not possible to be selective to this extent and some groups included girls of very mixed ages and offending histories. Figure 1 illustrates the number of referrals received at each cycle, the number assessed as suitable and the number who ultimately attended any sessions and the number who were deemed to have 'completed' the programme[10].

Figure 1: Referrals, acceptances, attendance and completion at each project cycle

Group	No. of referrals	No. interviewed	No. assessed as suitable	No. who attended	No. who completed
1	13	8	9[11]	7	4
2	12	8	8	6	5
3	11	11	11	9	6
4	9	7	6[12]	7	3
5	10[13]	8[14]	5	6[15]	3

[8] As indicated by the Asset analysis later, the age spread of participants was 5 years, with the youngest participant being 13 and the oldest 18.
[9] Again, Asset analysis indicates that whilst the majority of participants for whom Asset was provided had no previous convictions, a couple had as many as 8. Additionally, the range of offences committed was relatively broad, with violent offences being most common.
[10] Clean Break defined completion as having attended 70-75% of the programme sessions.
[11] According to figures provided, more young people were assessed as suitable than were interviewed in this group.
[12] 2 young women interviewed for this cycle did not attend and 2 who were not interviewed attended the programme.

Total	**55**	**42**	**39**	**35**	**21**

As highlighted by figure 1, there was substantial attrition between girls being referred to the programme, attending and completing. The programme manager highlighted the issue of drop out rates, the result being that, at times, the programme was being delivered to small numbers of participants (attendance records indicate that sessions were generally cancelled if fewer than 3 participants attended). This is not uncommon, it is highlighted by much of the research literature discussed later, and the programme manager noted that other organisations delivering arts interventions to comparable groups of young people had similar problems. Working with small numbers may not, in itself, be a problem, it allows for close working between staff and participants, sometimes on a one to one basis, which has been identified as popular with girls (Lanctot, 2003). However, as discussed later, the participants themselves appeared to prefer slightly larger groups and made particularly positive mention of those sessions where everyone joined in.

Attendance at the groups was voluntary for some participants, particularly in group 1, but compulsory for some who had existing YOT orders. In these cases, the participants might be informed that participation in sessions would be deducted from their reparation hours, or that participating in the group formed a condition of their order and that non-attendance could result in a breach and return to court[16]. This might have an impact on maintaining attendance rates, however information regarding voluntary/compulsory attendance was generated from focus groups with participants only and no further clarification was sought from YOTs, so this area cannot be fully understood but would be worthy of further exploration.

Accreditation:

Participation in the *Miss Spent* programme offered the opportunity to gain two thirds of a GCSE in Working with Others[17]. Gaining the accreditation was conditional on completing 2 particular sessions, so those participants who did not attend or complete activities on those days could not gain the accreditation; thus:

- 3 girls gained accreditation in group 2,
- 3 gained accreditation in group 3,
- 3 gained accreditation in group 4,
- 3 entered in group 5 (results still pending).

The purpose of the accreditation was to encourage participants to re-engage with or access education and training; the *'straightforward and basic nature'* of the accreditation was intended to give participants confidence and a sense of

[13] 8 girls were referred by the YOT, 2 girls self-referred themselves as friends of those attending the YOT.
[14] 6 YOT referrals were interviewed plus 2 self-referrals.
[15] One YOT referral was not interviewed but attended one session of the programme.
[16] Interestingly, one YOT worker interviewed felt that attendance on the programme needed to remain voluntary to be in keeping with the 'spirit of the programme'.
[17] This had not been established for group 1 participants but was available to all participants in groups 2-5.

achievement. Accreditation attainment by 9 participants can be viewed as evidence of the *Miss Spent* programme meeting its aim of providing opportunities for participants' re-engagement in education.

Research indicates that those interventions which encourage young people to achieve normal milestones (such as gaining qualifications, getting a job, supporting oneself financially) are most likely to have a positive impact (Lipsey, 1995).

The end of the project:
Marking the end of involvement in a project (for participants and staff) has been widely recognised as important (Arnull and Eagle, forthcoming, for example) as this provides a sense of closure, marks the professional rather than personal nature of the relationship between participants and staff and allows participants to celebrate their 'graduation' and achievements.

For participants in *Miss Spent*, the end of the programme was marked by a celebratory day at the end of the programme, usually involving either art or singing. Certificates were given to all participants (who attend the final session). The exact format of the final session is flexible and creative, one tutor brought wigs and costumes and the participants filmed an evaluation of the programme; participants of another group were taken for a meal and others were bought tickets for a theatre performance. Groups 3, 4 and 5 were given a high street shopping voucher if they attended the final session (on the condition that they had attended well throughout). This was primarily an incentive to attend exit interviews crucial to the evaluation.

Signposting onwards:
As highlighted later in the literature review, continuing support after an arts programme is seen as vital by many commentators, but is often missing and the level of individual support necessary to ensure participants will be able to continue their interest/skills in arts and education is not available (van Maanen, 2006; Hughes, 2005; Jermyn, 2004).

For *Miss Spent* participants, signposting to other arts opportunities would clearly be of value given that a number appeared never to have participated in such activities before and they obviously, as discussed later, enjoyed the new skills they learnt. However, it was clear that signposting and post-programme support were offered on a fairly ad hoc basis, largely determined by practical factors such as the programme manager's geographical proximity to the participants and whether participants' mobile telephone numbers remained the same or they stayed in contact with the YOT. The result of this is that some participants received very detailed signposting that continued for some time after the project whilst others received very little or even none at all. Where groups took place outside London, it was not part of Clean Break's remit to provide ongoing support and signposting to participants. It was not clear, however, that YOT staff either had the knowledge or the time to take on this task themselves. Furthermore, where YOT staff take up this task, contact with the young person and ongoing support and signposting is likely to come to an end when the young person's order does. An added difficulty identified

by the project manager was that in some geographical areas very little was available in terms of the arts.

It may be that if the project was to run in future, it would be beneficial to agree a strategy for post-programme support in relation to signposting with the commissioning YOT. This would ensure the best possible outcome for participants and would be in line with the programme's own aims and good practice highlighted by other research. If plans for the future mainstreaming of the programme are successful, YOT's/deliverers will certainly need a clear strategy for providing ongoing support to participants.

Marking the end of the project for the commissioning YOT:
A final debrief meeting is held on the final day or a short while after the end of each group. This was attended by a variety of parties at each site, including the YOT manager and relevant YOT staff and Clean Break staff. Additionally, daily feedback sessions with the programme manager and YOT staff took place during each group.

Marking the end of the project for tutors:
Tutors were generally not invited to feedback on the programme[18] as their involvement was seen as fairly peripheral – they delivered one or two sessions on a freelance basis. To some extent, the success of each programme rested with their delivery and many of them were clearly experienced in working with this target group. Given this they may have been able to usefully contribute to the debrief/group evaluation process and to ongoing consideration of the structure/content of the programme. The views and experiences of tutors were not sought during this evaluation but this may be an area worthy of some consideration.

Supervision and management:
The programme manager reported being well supervised and managed, receiving both a 'clinical' supervision from a trained drama therapist outside Clean Break and managerial supervision from within Clean Break. The clinical supervision was seen as particularly important and valuable in terms of understanding and unpicking issues such as group dynamics, transference and projection and working with the target group.

The programme manager did not identify any training needs in interview, feeling that the Cognitive Behavioural Therapy training she received in the development stage of the programme was sufficient.

Initially, the programme manager undertook supervision responsibilities for the tutors but this was seen as inappropriate as she saw herself as their co-worker rather than manager.

[18] They were invited to attend an evaluation meeting after the first cycle of the programme but this was not felt necessary subsequently. As tutors were employed on a freelance basis and paid hourly, inviting them to play a greater role in the evaluation of the programme would have cost implications for Clean Break.

Profile of participants

In total, 26 Asset[19] forms relating to participants on the Miss Spent programme were analysed. In 7 cases, Asset forms were not provided by the YOT; in 3 other cases the young women were not YOT clients[20].

The following discussion relates only, therefore, to the 26 participants for whom an Asset form was available and does not reflect the demographics or circumstances of all participants[21].

Age at participation in Miss Spent (n=26):
The youngest participants were aged 13, the oldest 18. The majority of participants were aged 15 or 16, which fits with the current peak age of offending for young women (Smith and McAra, 2004).

Age	Frequency
13	2
14	1
15	8
16	7
17	3
18	5

The majority of participants (19/26; 73%) were classified as White British; 3 were of mixed ethnicities, 2 were Asian and 2 were Black.

Current offence (n=26):
The offence for which the young women had been sentenced and were completing a court order at the point of participation was known in 19 of 26 cases. 10/19 (52%) had committed violence against the person, 3/19 (15%) had committed theft and handling, the same number had committed 'other' offences[22], 2/19 (10%) had committed robbery and 1/19 (5%) had committed criminal damage. Whilst theft and handling are generally thought to be the most prevalent offence committed by girls/women, a recent study by Arnull and Eagle (forthcoming) found that violent offences were the most common offence in a study of 285 Asset forms.

The majority of participants (where the information was provided) had no previous convictions, suggesting they were at the beginning of their criminal 'career', however, 2 participants were recorded as having 8 or more previous convictions[23]. 3 participants were recorded as having been convicted of

[19] Asset is a structured assessment tool to be used by YOTs in England and Wales on all young offenders who come into contact with the criminal justice system. It aims to look at the young person's offence or offences and identify a multitude of factors or circumstances – ranging from lack of educational attainment to mental health problems – which may have contributed to such behaviour (YJB website)
[20] See earlier discussion re: referrals and Appendix 1.
[21] See Appendix 1 for full discussion of methods.
[22] For example, perverting the course of justice and child abduction.
[23] Both of these participants were aged 15 when they undertook the Miss Spent? programme.

'schedule 1' offences – in these cases, offences of violence against a child under 16.

Needs and Criminogenic factors:
Asset highlights particular areas of need or concern in relation to the young person's offending behaviour. Practitioners provide a score[24] for each of the 12 'risk factors' covered. In line with the 'What Works?' agenda interventions should be targeted to risk factors highlighted through the assessment. It is possible to identify the primary needs of the 26 participants for whom Asset forms were available by calculating those areas where the highest number of girls were scored 3 or 4.

Figure 2: Risk factors and number/percentage of girls scoring 3 or 4 (n=26[25]):

Risk factor	**Number scoring 3 or 4**	**%**
Living arrangements*	9	40
Family and personal relationships*	12	48
Education, training and employment*	7	28
Neighbourhood	0	0
Lifestyle	9	35
Substance use*	1	4
Physical health	0	0
Emotional and mental health	6	23
Perception of self and others	5	19
Thinking and behaviour	10	38
Attitudes to offending	5	19
Motivation to change	4	15

Highlighted cells in figure 2 indicate that the perceived main areas of concern in terms of future offending were family and personal relationships, living arrangements, lifestyle and thinking and behaviour.

Living arrangements:
Data relating to previous care history is often poorly completed in Asset (Arnull et al, 2005); in this sample of 26 it was available for 18 girls. 6 girls were known to have had experience of being accommodated/in care. Only 1 girl was known to have had her name on the Child Protection Register. However, 12/18 had had other referrals to or contact with Social Services.

In terms of current living arrangements, 10 girls were (at the point of Asset completion) living with one birth parent and 5 were living with both – although not necessarily in the same house, some girls were recorded as dividing their time between two parental homes. 2 girls were living by themselves, 1 lived with friends, 1 was resident in a children's home. In 3 cases the girls were recorded as living with numerous different people over a short period of time. Arnull et al (2007) identified that the living arrangements of young offenders

[24] 0-4 with 0 indicating no link and 4 indicating a strong link between the area in question and the young person's risk of future offending.
[25] One Asset form did not contain scores for all 12 areas, therefore n=25 in some areas, marked with a *.

are often complex with young people moving from place to place, often without the knowledge of social workers or YOT staff so it is likely that, in some cases at least, the girls' living arrangements were not stable.

Additional problems with accommodation were also highlighted: 10 of the girls were considered to live in deprived households and 8 in disorganised households; 6 girls absconded from home frequently. 10 girls were thought to have other issues related to their living arrangements.

Family and personal relationships:
Asset indicated that a number of the girls had complex family relationships and had had negative experiences. 11 girls were known to have experienced significant bereavement, 10 experienced inconsistent supervision and boundary setting and 8 had adults who failed to communicate or show interest in them.

Experiences of abuse have been particularly linked with female offending although the extent to which and indeed whether this might be linked with their offending is not yet fully understood. In this sample, 5 of the girls were known to have experienced abuse and 6 had witnessed violence in the family context.

Lifestyle:
The biggest single identified problem for the 26 girls with Asset forms was not having anything to do in their spare time, which was the case for 20 girls. 16 were thought to associate with pro-criminal peers, 13 participated in reckless activities, 10 had an inadequate legitimate income and 8 lacked age appropriate friends. 13 were considered to have other unspecified problems in this area.

Thinking and behaviour:
This was also considered to be a highly problematic area for the girls. 19 were considered to be impulsive and the same number were aggressive towards others; 14 had poor control of their temper. 9 were considered to be manipulative, 8 needed excitement and 8 gave in easily to pressure. 10 lacked understanding of the consequences of their actions.

Education, training and employment:
At the time their Asset forms were completed 17 girls were of mandatory school age and 13 of those were at mainstream school. There was some evidence of non-attendance in 11 cases, including fixed term and permanent exclusions and truancy. Whilst non-attendance appeared problematic, none of the girls were registered with special educational needs and while 2 were thought to have problems with numeracy, only 1 was considered to have problems with literacy.

Being gainfully occupied appeared more problematic over the mandatory school age, with 5/9 being unemployed.

Substance use:

Levels of ever or recently having used tobacco, alcohol and cannabis use were high among the Asset sample with 20, 18 and 14 girls respectively having ever or recently used the substances. More serious substance use was rare, however, with only 2 girls recorded as ever having used cocaine, 1 having used amphetamines and 5 having used ecstasy. This is congruent with existing literature.

Emotional and mental health:
16/26 girls were said to be coming to terms with significant past events and 17/26 were struggling with current circumstances. 12 had concerns about the future. 7 had deliberately self-harmed in the past and 2 had attempted suicide previously. However, only 1 had received a formal diagnosis of an emotional or mental health issue and only 8 had received some referral to or contact with mental health services.

Perception of self and others:
10/26 girls were considered to have inappropriate levels of self-esteem (although Asset does not distinguish between too high or too low) and 8 had difficulties with their self-identity. 7 were thought to be generally mistrustful of others. Only 1 girl was recorded as perceiving herself to have a criminal identity but 5 saw themselves as victims.

Attitudes to offending:
Certain aspects of the girls' attitudes to offending appeared problematic. 10 lacked understanding of the effects of their offending on others, 9 denied the seriousness of their offence and 9 lacked remorse. However, only 2/26 thought further offending was inevitable.

More positively, however, 18/26 were thought to have an appropriate understanding of the problematic aspects of their behaviour and 17 showed evidence of wanting to change. 22/26 understood the possible consequences of further offending and 17 could identify clear reasons to stop offending. 18/26 were thought to be willing to co-operate with professionals to address their offending behaviour.

APIR:
Programme participants were also assessed using a framework adapted by the project leader from the Connexions APIR (see Appendix 2), which covers physical and mental health issues, drink and drugs, offending, accommodation, education, training and employment and relationships. It consists of a number of questions the answers to which are plotted onto a colour coded chart. There are 5 available colours ranked in terms of significance/importance, ranging from red (most significant/important) to blue (least significant/important). This assessment tool was completed with 30 participants at the pre-programme stage and allowed them the opportunity to identify areas they felt were of concern. The following highlights those areas that were viewed as particularly problematic (coding the answer to red or orange):

- 19/30 (63%) felt their offending had been problematic to other people,

- 16/30 (53%) felt their offending had caused significant problems for themselves,
- 15/30 (50%) were very unhappy with their current education, training and employment arrangements,
- 11/30 (37%) thought that other people considered their drink or drug use to be problematic,
- 10/30 (33%) were very unhappy with their current accommodation arrangements,
- 10/30 (33%) felt that their stress levels were a problem

Very low numbers of participants identified mental health issues or relationships as problematic.

Self-esteem, self-confidence and anger management

As part of the referral process, discussed earlier, it was intended that referrals undergo a one to one interview with the project leader prior to acceptance onto the project[26]. This interview contained components intended to measure or assess the girls' self-esteem (using the 10 point Rosenberg Self-esteem Scale), their self-confidence (drawing on questions formulated by Clean Break and used in previous evaluations of their work with adult women) and anger management (again drawing on questions used by Clean Break in a previous programme with adult women)[27].

The Rosenberg Self-esteem Scale:

The Rosenberg Self-esteem Scale (Rosenberg, 1965) was developed as an attempt to achieve a unidimensional measure of global self-esteem. The 10 item scale is popular because of its long history of use, its uncomplicated language and its brevity (Schmitt and Allik, 2005). Rosenberg developed the scale with four possible responses: strongly agree, agree, disagree, strongly disagree and scored results using a six-item Guttman scale illustrated below (MHSIP, undated)[28]:

- Item 1: questions 1-3 – positive score if 2 or 3 of the questions are answered positively.
- Item 2: questions 4-5 – positive score if both questions are answered positively.
- Item 3: questions 9-10 – positive score if both questions are answered positively.
- Items 4, 5 and 6: questions 6, 7 and 8 – positive responses counted individually.

The Rosenberg Scale includes both positively and negatively worded statements. For the negatively worded statements, responses that expressed disagreement (indicating high self-esteem) are scored as positives (MHSIP, undated).

[26] However, the questions were not asked of or are not available for all participants – see discussion in the methods section and discussion of referral and assessment processes – so the following relates to varying numbers of participants.

[27] The Rosenberg Self-esteem Scale and the additional questions are attached as Appendix 2.

[28] Literature appears to indicate a variety of methods of scoring the Rosenberg Scale.

In total, 31 participants completed the Rosenberg Scale prior to participating in the programme. Using the Guttman scale to score responses the following results are presented:

- 13 girls scored positively, indicating high self-esteem
- 12 girls scored negatively, indicating low self-esteem
- 6 girls scored an equal number of positives/negatives

In addition to using a Guttman scale, the responses of the 31 participants were also analysed to indicate particular questions on the scale that scored positively or negatively. Here, all positive responses (agree or strongly agree) and all negative responses (disagree or strongly disagree) were counted across the 31 participants:

- 26/31 (84%) agreed that they were a person of worth,
- 23/31 (74%) agreed that they were able to do things as well as most other people,
- 23/31 (74%) agreed that they had a number of good qualities,
- 19/31 (61%) agreed that, on the whole, they were satisfied with themselves,
- 18/31 (58%) agreed that they took a positive attitude towards themselves

However,

- 25/31 (81%) said they felt useless at times,
- 18/31 (58%) said they wished they could have more respect for themselves,
- 14/31 (45%) felt at times they were no good at all,
- 12/31 (39%) felt they did not have much to be proud of,
- 10/31 (32%) were inclined to feel they were a failure.

These findings indicate that self-esteem levels among girls who offend or are at risk of offending may be more varied and complex than often supposed. Given that one of the stated aims of the programme is to develop participants' self-esteem, this may be an important area for consideration. Sessions that aim to build self-esteem may not be appropriate for those girls with existing high levels of self-esteem. Clean Break may wish to consider how structured sessions can address and build on *appropriate* levels of self-esteem. The issue of self-esteem among young offenders is an underdeveloped area within the research literature, but, as these finding suggest, one that warrants further exploration.

Self-confidence:

Pre-programme self-confidence questions were available for 28 girls. This section contained 7 questions (see Appendix 2) with 4 possible answers: I am good at this, I am ok at this, I don't find this easy or I don't do this. Here, the number of positive responses and negative responses were calculated and girls' perceptions of their self-confidence were coded as either predominantly positive, predominantly negative or neither one nor the other:

- 23 girls were predominantly positive about their self-confidence

- 4 girls were predominantly negative about their self-confidence
- 1 girl responded with equal numbers of positive/negative responses

Individual questions posed were also analysed for particular trends:

- 16/28 (57%) said they did not do or did not find it easy to be watched by lots of people,
- 15/28 (54%) said that they did not do or did not find it easy to join a group of people who were already talking, however,
- 25/28 (89%) said they were ok or good at knowing what others were feeling,
- 16/28 (57%) said they were ok or good at telling someone how they felt,
- 27/28 (96%) said they were ok or good at understanding what other people were saying,
- 20/28 (71%) said they were ok or good at disagreeing with someone,
- 20/28 (71%) said they were ok or good at negotiating with someone about something.

These results indicate that the participants on the programme did not generally lack confidence, so when individuals' responses are aggregated they suggest most participants to have normal or even elevated levels of self-confidence. When group responses are considered it is clear that just over half of participants lack confidence in certain aspects – interestingly those one might associate with performance or 'being on show' - but generally report being confident in relationships with other people.

Anger management:

Participants were asked 4 questions about their levels of anger and anger management with 3 possible answers: yes, no and sometimes (see Appendix 2). Pre-programme responses are available for 28 girls:

- 13/28 (46%) said that they tried to stop getting angry but could not manage to; 14/28 (50%) said this was sometimes true of them.
- 14/28 (50%) said that they felt angry or lost their temper more than once a week; 6/28 (21%) said this was sometimes true of them.
- 13/28 (46%) said that they did crazy or dangerous things when they were angry that they later regretted; 9/28 (32%) said this was sometimes true of them.
- 6/28 (21%) said that they ever hurt someone enough to cause an injury; 11/28 (39%) said this was sometimes true of them.

These results indicate that anger/anger management was an issue for the majority of the sample, with 61% saying they ever hurt someone enough to cause injury.

Impact of the programme

In order to help to understand the possible impact of the *Miss Spent* programme, it was intended that all participants would undergo a final 'debriefing' interview shortly after completing the programme. This would

allow for the completion of programme evaluation questionnaires and the repeating of the Rosenberg Scale, self-confidence and anger questions.

However, it was not always possible to re-interview participants[29] and so the following discussion relates to only a small and varying number of participants.

Self-esteem:
14 participants completed the Rosenberg Self-esteem Scale at both the pre and post-programme stage. Their responses were again scored using a Guttman scale, detailed above, to allow for comparison. Analysis revealed that of those assessed twice:

- The self-esteem levels of 5/9 (55%) who began the programme with negative self-esteem improved, going from negative to positive;
- The self-esteem levels of 5/14 (35%) remained positive
- The self-esteem levels of 3/14 (21%) remained negative
- The self-esteem levels of 1/14 (7%) got slightly worse, going from an equal number of positives and negatives to negative

Confidence:
10 participants completed the confidence questions at both the pre and post-programme stage. Analysis indicates that of those assessed twice:

- The confidence levels of 3/3 (100%) who began the programme with low self-confidence improved, going from predominantly negative to predominantly positive
- The confidence levels of 6/10 (60%) remained the same (all of whom remained positive)
- The confidence levels of 1/10 (10%) got worse, going from predominantly positive to predominantly negative

Anger and anger management:
10 participants completed the anger/anger management questions at both the pre and post-programme stage. Analysis of these questions was perception-based to an extent, that is, if the participant answered 'yes' to a question at the pre-programme stage and 'sometimes' or 'no' at the post-programme stage that was taken to indicate an improvement. Analysis indicates that of those assessed twice:

- 3/10 (30%) reported improvements in their levels of anger/anger management
- 5/10 (50%) reported no improvements or deterioration in their levels of anger/anger management
- 2/10 (20%) reported a deterioration in their levels of anger/anger management

The above discussion indicates that between answering the questions at the pre-programme stage and post-programme stage, some participants did see improvements in their levels of self-esteem, self-confidence and anger/anger

[29] For example because the participant only attended one or two sessions and did not engage with the programme or because the participant failed to attend a specified interview slot.

management. In the case of self-esteem, half of those who began the programme with low self-esteem saw an improvement, however 28% of participants saw no improvement or, in fact, a deterioration in their levels of self-esteem. Given that the majority of participants perceived themselves as confident at the pre-programme stage there was not a great deal of scope for impact here, although all those who began the programme with low self-confidence reported improvements. The anger/anger management questions did not provide clear enough results to be analysed in any greater depth.

There is no discernible pattern of improvement/deterioration amongst the 10 participants who completed all three sets of pre and post-programme questions. However, as illustrated by figure 3 below, it is also true that there appears to be no discernible correlation between levels of self-esteem, self-confidence and anger/anger management amongst these participants, so a participant who has high self-esteem may have low self-confidence and high levels of anger, a participant with low levels of self-esteem may have high levels of self-confidence, and so on.

Figure 3: comparison of pre and post-programme results across the 3 question components (n=10)

Participant	**Rosenberg result**	**Self-confidence result**	**Anger/anger management result**
1	Improvement	Remained positive	Deterioration
2	Improvement	Remained positive	Remained the same
3	Remained positive	Remained positive	Improvement
4	Remained positive	Improvement	Improvement
5	Remained positive	Deterioration	Deterioration
6	Deterioration	Remained positive	Remained the same
7	Remained positive	Remained positive	Improvement
8	Improvement	Improvement	Remained the same
9	Remained negative	Improvement	Remained the same
10	Remained negative	Remained positive	Remained the same

The analysis might suggest participation on the Clean Break *Miss Spent* programme can have a positive effect on a proportion of those participants who begin the programme with low levels of self-esteem, self-confidence and anger/anger management. However, it is not possible to definitively link participation on the programme with the positive improvements noted because:

- The sample size is too small to be representative or generalisable, even to the population of *Miss Spent* participants.
- Data has not been collected on other variables which may have contributed to or in fact been the cause of the noted improvements, e.g. participation in other YOT group work, life changes, etc, occurring concurrently with participation in the *Miss Spent* programme.
- Aside from the Rosenberg Self-esteem Scale, the question components have not been tested for validity and reliability.

What did participants say about the programme?
All participants were given two opportunities to feed their views about the programme into the evaluation: through completion questionnaires and focus groups (see Appendix 1). 4 focus groups were conducted with participants during the programmes; the completion questionnaire was filled in by 20 participants either approaching the end of the programme or having completed the programme[30].

What they expected:
The focus groups revealed that the girls generally had low expectation of the *Miss Spent* programme and in particular, had expected the groups to be 'bitchy' because they were female-only. It appeared that relatively few had undertaken group work before and certainly few reported having undertaken gender-specific work previously.

Some participants had a reasonably clear idea of what the programme would entail, mentioning the initial assessment interview with the programme manager as having given them information about the activities on offer. Girls mentioned that *Miss Spent* provided the opportunity to meet new people and to try *'new challenges'*.

It was clear that some participants had been referred on the basis that they already enjoyed or were interested in arts activities such as dancing, drama or music – some had participated in such activities before and even hoped they might be able to pursue this as a career. Others explained that they wanted to come/had been referred because the alternative was to sit at home doing nothing, or to get a job. This was particularly true when the programme was run during school/college holidays. A very small number of girls mentioned that they were interested in the accreditation.

What they enjoyed:
Focus group participants generally agreed that the programme had been interesting and enjoyable, much more so than they had expected. Positive elements of the programme included:

- The fact that staff/tutors joined in the activities
- The chance to meet new people and listen to other people's views
- Doing activities together – and nobody laughed at anyone else

All focus group participants agreed that the programme structure and content meant that it felt very different from school and that they enjoyed it much more for this reason feeling that there was more flexibility, less criticism and that people *'have got time to listen and find out what's wrong and sort it out'*

Some groups did highlight aspects of the programme that had not worked so well:

- The venue
- Participants who would not contribute and were a distraction

[30] The completion questionnaire is attached as Appendix 3.

- Lack of punctuality of some participants
- Small numbers of participants and people not turning up for sessions

Some participants commented that the group had been harder than they anticipated, as one said: *'it's been harder than I thought, trying to be patient, building up my confidence, trying not to get bored easily, trying to keep it all up. I thought it was going to be a simple thing…'*.

The 20 participants who completed questionnaires nominated a variety of different sessions as their favourites. Overall, the most popular sessions were dancing, drama, singing and the 'Trisha' session. Sessions were generally nominated on the basis that they had been enjoyable. Other reasons given included increasing the participant's confidence, being led by a nice tutor and being interesting/teaching the participant something.

How the programme helped them to think about or address their offending behaviour:
In general, the participants' questionnaire responses and the focus groups indicated that they were not clear that the programme had addressed offending behaviour or which sessions had focused on this. Their responses suggested that they were also unclear whether the programme had made any difference to their attitudes to or likelihood of future offending.

Only 10 participant questionnaires provided examples of sessions that had made them think about getting in trouble with the police. The 'Trisha' session was mentioned by 7, with participants noting that it had:

- made us think about things and not want to get into trouble
- made me feel not to bully or fight people
- it helped me to think that there is no need to get in trouble with the police

Other sessions mentioned were 'the play about crime', the motivational speaker and the dance session. A number of participants either did not name any specific sessions that addressed offending behaviour or specifically stated that they did not know if any had or said that 'none' had. In one case the participant stated that she had never been in trouble and so this was not applicable.

A number of focus group participants agreed that attending the programme would make no difference to their offending/problematic behaviour, with one girl saying that *'after we finish we're just going to go back to the same things we usually* do'. However, some questionnaires gave more general comments about how the programme had made them think about or might help them to stay out of trouble. A few noted that they had already made the decision to stop offending and so the programme would have no impact on this. Where participants did recognise the programme might have/had had some impact on their attitudes to or likelihood of further offending they noted:

- the programme had made them think seriously about the consequences of offending,
- the programme had given them techniques to calm down,

- the programme had encouraged them to talk to someone about their problems,
- they had been introduced to the value of hobbies and interests,
- the programme had kept them busy and therefore unable to get in trouble.

One focus group participant noted that *'it depended what sort of person you are and whether you are affected by the session'*, explaining, for example, that the victim focused work might change your thinking if you were *'emotional'*.

This is an important area. Recent research by Arnull and Eagle (forthcoming) has highlighted the importance of addressing offending behaviour explicitly[31]. This is vital, not only in ensuring that gender specific programmes are given legitimacy within the youth justice system, but also because research evidence indicates that the risk factors for girls' offending are similar to boys and so programmes need to address the same factors, albeit using different methods and approaches. Addressing offending behaviour per se is not one of the *Miss Spent* programme's stated aims, however, the programme structure is clearly intended to explore and challenge this behaviour. Clean Break may wish to consider whether offending behaviour needs to be more explicitly targeted during the programme.

More general benefits to participation:
Most participants who completed questionnaires were able to identify how the programme had helped them in another area of their life, although they tended not to answer with specific sessions and talked more generally about the whole programme. Perceived benefits to participation included:

- Improved self-confidence
- Keeping out of trouble
- Making new friends
- Learning specific skills
- Being introduced to possible future career/hobby opportunities
- Learning to work with and value others
- Improved self-respect, and
- *'Realising my family love and need me.'*

Focus group participants were also asked about the wider impacts of attending the programme. One participant clearly felt attending had had a significant impact on her life because through the group she had been able to enrol on other arts courses, opportunities which had been signposted to her by the group leader. Another explained how attending the group had given her more confidence and maturity:

[31] 'Explicit' is meant in the sense that participants of the programme can recognise which elements/sessions of the programme are intended to focus on and explore offending behaviour. The methods used to do so, however, will be likely to vary considerably and, in the case of Miss Spent, may include a number of innovative arts methods.

> [I am] *more confident around girls and that, and strangers as well…it's hard to just sit down and go into groups and then manage to sit there, not knowing nothing about them and actually work with them. Actually working. I think it takes an adult to do that as well.*

One participant concluded that her experience with the *Miss Spent* programme meant that:

> *Before I ever do anything wrong again, I'll think about the sessions and the things we learnt and then I wont carry on going wrong, I'll carry things on right.*

YOT staff interviewed during the course of the evaluation were also asked about the benefits (and possible disadvantages) to participation and involvement. Generally they were very positive about the *Miss Spent* programme and all felt that the participants who attended regularly had benefited somehow, even if this was in terms of anecdotal observations rather than measurable outcomes. Benefits of participation included increased self-confidence, awareness raising of and motivation to take up new opportunities, strong support networks, new friendships[32], attention and enjoyment. Several YOT workers commented that if the girls had not enjoyed themselves they would not have returned day after day, especially when some of them had histories of breaching orders/non-engagement in the past.

One YOT worker was struck by the changes that took place in one of her caseload:

> *I remember looking across at her one day in the group and thinking, my God, she's not a tiddly little thing anymore! She just looked like she'd bloomed and blossomed and matured.*

All of these findings fit with what the programme manager hoped participants would gain from the experience and what she felt they actually did gain. She noted that for many, this was a unique experience of working in a wholly female environment, learning to work with and gain support from their female peers and also working quite closely with female YOT staff and professional arts tutors.

The programme manager was confident that the programme itself, its structure, content and methods of delivery were appropriate to meet the aims and objectives of the programme. She was able to pick out specific elements of the programme that were effective, some of which are congruent with the participants' feedback, including the 'Trisha' session. Whether or not the programme could have a marked difference on the participants was felt to be somewhat dependent on their age, other support available to them and their maturity/readiness to change. Furthermore, she felt that *Miss Spent* could

[32] Peer group influences are most commonly viewed negatively and are seen as an important risk factor for young people who offend. However, Worrall (2001) highlights the positive impact/influence of the peer group and the need for it to be recognised as such.

only work as one of a number of opportunities for change presented to the girls – and this is congruent with the research literature.

Interestingly, YOT staff were also able to identify benefits to the YOT and to themselves in being involved in the *Miss Spent* programme. Several mentioned that the YOT benefited because it did not offer any other gender-specific interventions and that, anyway, YOTs could always benefit from new and innovative programmes that engaged the young people. YOT staff felt that they had benefited from learning new ways of working and new skills. One mentioned that Clean Break had been open to sharing ice breaker activities and games with YOT staff, writing down instructions. One member of staff clearly felt invigorated by her time with Clean Break and expressed an interest in further work with them, another said that she had made new contacts, not just with Clean Break staff but also the tutors.

Case studies

As detailed in the Methods section, 6 girls were initially interviewed as case studies, however of those 6 only 4 were interviewed more than once and only 3 were interviewed the full 3 times[33]. The following case studies relate, therefore, to those 3 participants with whom 3 case study interviews were conducted. They provide a flavour of the types of backgrounds the participants came from and their needs and vulnerabilities and explore whether changes in their lives are as a result of participation in the programme, other factors, or a combination. The girls were asked general questions about their lives and also more specific questions about participating in *Miss Spent.* The case studies are not intended to represent the experiences of all participants; in fact, all three case studies began the programme with high levels of self-esteem and self-confidence, thus, their experiences may not reflect those of girls who attended with lower levels of confidence and self-esteem.

Participant A:
At first interview, A was a 15 year old, Black African girl living with her mother and siblings. Her father appeared to come into and out of her life, but supported her financially to an extent. None of her family had ever been in trouble with the police.

A was engaged in education, having recently moved to a new school after being excluded from her previous one. She said school was 'alright' although she admitted to playing truant at least once a week, generally missing a couple of lessons. While truanting, which she did alone, she would either go back home or go to a friend's house.

[33] The fourth girl who was interviewed twice appeared to be making excellent progress at college 6 months post-programme, where she was studying midwifery. She had not been in any trouble since attending the programme, had settled accommodation with her father and enjoyed positive relationships with her family.

A had been given a number of fixed term exclusions at her previous school for 'little things' like fighting or being rude to a teacher. Finally she was permanently excluded. Being 15, she had no work experience but thought she would like a part-time job, maybe in a hairdressers, although she said she would be happy to do anything.

A thought she had committed her first offence aged 13 and first got arrested aged 14. She had only ever been arrested twice. She had previously committed street robberies and got into fights. She said she would commit offences alone or with friends, and felt she did it due to boredom and stress, but denied money had been a motivating factor. Her most recent offence had been another fight of one group of girls against another. A said she had not been hurt in the fight and did not think she had hurt anyone else. The police did not attend on this occasion.

A appeared unconcerned about her prior offending behaviour. She had also been a victim of crime – attempted robbery and assault, but was calm about the impact on her victims and herself. Her main concern was the prospect of being caught. She described being involved in lower level anti-social behaviour and said she had a 'short temper'.

A's best friend was a 17 year old girl, but she also mentioned a 16 year old boyfriend who had been in trouble with the police. She had mixed friendship groups of males and females, both younger and older than her. In her free time, A said she liked to go 'raving', to her boyfriend's house or to see her friend. She first started using cannabis and alcohol aged 13 and described using both sometimes, though not apparently problematically. She said she did both because they were 'nice, and something to do'. A usually got cannabis from friends but bought alcohol herself. A had never used any other drugs.

At the second interview, 6 months later, A was on her summer holidays away from school and was attending a project with the National Youth Theatre and a peer motivation course run by a local further education college, both of which she had got involved with through participating in the *Miss Spent* programme.

A said she was still attending school and with only one year left was keen to progress to college (hoping to study English literature and language, psychology and law) and then onto university. She said she was interested in drama and a career as an actress but felt she was too old to begin this process now.

A was still living with her mother and siblings and said they now had a better relationship with her mother giving her more freedom; this was a result of A not getting into trouble so her mother was happier. A did not have a job but because of better relationships was receiving more money from her mother.

A said she had not been in any 'big trouble' for 6 months, but said she had been involved in a fight. She had not been in any trouble with the police since

participating on the *Miss Spent* programme. A said she could no longer 'be bothered' with offending and had better things to do with her time.

A said she was still smoking cigarettes and cannabis (occasionally). She said she now spent most of her time with either her best friend or boyfriend and tried to avoid spending time with or 'knowing' too many people as this was when trouble happened and you never knew who to trust.

A said that without the *Miss Spent* programme, she would not be involved in the activities she was currently participating in because she wouldn't have known about it or 'looked twice at it' before.

At interview 3, 12 months after the end of the programme, A was about to take 9 GCSE's. She admitted to truanting 'quite a lot' with subjects she didn't like so was keen to drop 2 particular subjects because she had fallen behind. A still wanted to go on to do A' levels however. A admitted that she had missed a week and a half of school and that her mother had been contacted by the school Education Welfare Officer, but that as she was 16 nothing really could be done to her.

A was still living with her mother and described the relationship as up and down. She thought their relationship had stayed the same since interview 2 (when she had perceived an improvement in their relationship). Her friends remained the same too, with one best friend being most important. A had a new boyfriend and said she generally got on better with boys than girls. She described her friendship group as containing a mix of people, some at school, some at college and some at work. She said they were not an influence on her as she 'did not compare herself with them'. None got in trouble with police anymore.

A said she had not been in any trouble with the police since the last interview but had been 'shoplifting all the time' (at least once a fortnight), stealing expensive items such as clothing. She said she could afford to buy it but chose to steal it instead. The thought of being arrested did not put her off this activity. A said she no longer committed the same sorts of offences, however, as she no longer got in fights or committed robberies. This was because she had made new friends, had got older and 'couldn't be bothered' to get in trouble with her mother.

A said she still smoked approximately 5 cigarettes a day and smoked cannabis at the weekend. She said she did not drink often. A now had a job, working in a cab office at the weekends, answering the telephone. She thought this job was ok, but was not looking for anything else.

A when asked, said that she did not think the *Miss Spent* programme had changed anything in her life. She thought she had been referred to meet new people, try new things and do something more 'useful' than offending. A did acknowledge that the group had introduced her to new people, given her links to other things and increased her confidence, although she said it had not had a 'great impact' with this. A thought she had changed a lot herself since

participating and that this had been most important. She was no longer involved with any of the projects that she had been introduced to during the programme.

Self-esteem, self-confidence and anger/anger management:
A completed the Rosenberg Self-esteem Scale, the self-confidence and the anger/anger management questions at the second and third interviews (6 and 12 months post-programme). Unfortunately, whilst pre-programme questions were completed, no immediate post-programme questions were completed with her.

- A exhibited high levels of self-esteem pre-programme and this remained constant for the 12 months post-programme.
- A exhibited high levels of self-confidence pre-programme and this remained constant for the 12 months post-programme.
- A provided identical answers throughout concerning her anger/anger management.

Given that A began the programme with high levels of self-esteem and self-confidence, the assessment tools could not measure any improvements in these.

Participant B:
At the first interview, B was 15 years old, of mixed White and Black Caribbean ethnicity and living in a children's home. She had a long history of care, having been placed there aged 5. She had experienced multiple placements and had moved around a lot over the past few years.

B was not currently attending school but was receiving tuition from a private tutor at the children's home. She was also engaged with Connexions. Both were currently helping B work towards her GCSE's. B stated that she was currently in year 11 but had not attended school since year 9. Her lack of attendance was, she said, due to her care placements moving so frequently, as she was put on the school roll in one area, she was moved to another part of the country. When B was enrolled at school she used to truant; she said she had been given fixed term exclusions twice for losing her temper but had never been permanently excluded. Due to her age, B had never worked before but hoped that Connexions would help her organise some voluntary work.

B said she had not committed any offences for the last year. The last offence she remembered committing was an assault against a member of staff at one of her children's homes – this had not yet gone to court. Previously, B had committed robberies, violent offences, criminal damage and been involved in lots of fights. She said she committed offences because 'life was messed up' and she had family problems. B had also been on tag previously.

B said she did not really have close friends as she didn't trust girls. She said she was more friendly with boys. B had a 20 year old boyfriend. She said all

her friends and her boyfriend had been in trouble with the police. She also admitted that she had committed offences with her friends at times.

In terms of family, B said she was in touch with her mother, but that they couldn't live together because they would fight, but that she did not see her father. She had brothers and sisters with whom she was close. B said that she had quite recently been pregnant herself but had chosen to have an abortion.

B admitted to having smoked a lot of cannabis in the past, saying she used to smoke all day, having started at the age of 13. Now she only smoked cannabis before bed. B said she did not drink often and had never done any other drugs.

When asked about which learning style B thought suited her best, she felt a mixture of watching and listening to others and trying things for herself was best. B had lots of experience of performing having been a keen dancer and having an interest in acting too. She was clearly not phased by the idea of performing in front of others. In the first interview, B said that attending Clean Break was helping her to get out of bed every day and be on time.

At interview 2, 6 months later, B was about to start college studying beauty therapy and doing some GCSE's. Over the summer holiday (when the interview took place) she was busy doing numerous courses including a peer motivation course organised by a local further education college, and doing courses for herself including dance, catwalk modelling, fashion, photography and making and creating. She had recently been for an audition for a part in a film. She had heard about all these opportunities through Clean Break and had signed up for them whilst attending the *Miss Spent* programme.

B had made changes to her lifestyle because she had realised she needed to 'fix up my life'. Her changed mentality was due, in part she thought, to the *Miss Spent* programme because this had been the first course she had ever done and it had been a 'stepping stone' to other opportunities. B thought she would never have known about the opportunities if it had not been for Clean Break.

B was still living in the same children's home but was now semi-independent, meaning she bought her own food and cooked for herself, in preparation for independent living. She said living in the children's home was alright, especially as she was rarely there now.

B said she was still smoking cigarettes and weed, once a day. She said she did not drink unless she was going to a party and that this happened rarely as it had got boring. She talked of one particular best friend whom she had met in a children's home, but thought that generally, girls were bitchy.

B had not been involved in any offending for over a year now. She admitted that she still lost her temper but this had not got her in any trouble. She said

she had not been tempted to commit any offences because she did not have time.

12 months after participating in the *Miss Spent* programme, B was interviewed for the final time. At this stage she had just completed her first course in beauty therapy at college and was waiting trying to decide what course to do next. She had just got a part-time job working in a clothes store, which she had seen advertised in the paper. B said, at first, she had found college hard as she had been out of education for some time, she was, however, keen to get back to it as she felt unmotivated and bored when not studying. The *Miss Spent* programme manager had attended a college meeting with B when there had been problems recently.

B explained that she had made a number of new friends at college – most of whom were girls. She said her closest friends were now female, quite different from her thoughts in the first interview. She described having a mixture of old and new friends and said she had recently broken up with her long term boyfriend.

B was living in the same children's home and was quite happy there, although keen for a place of her own, with support. She was enjoying close relationships with her sister and 2 brothers; she saw her mother rarely and said this was because there was 'always drama'.

She said she had given up smoking as a New Year's resolution and had taken up the gym. B said she no longer smoked cannabis either and drank rarely, because she did not often go out. She said she was not tempted by cannabis although her friends often smoked it.

B said she had not been in any trouble since before attending *Miss Spent.* She admitted that she had recently shoplifted a bar of chocolate because she was hungry and had no money with her! B said she had not committed any offences because she was now friends with different people and because she was a changed person – partly because she was no longer smoking cannabis and because she didn't try and impress people anymore.

B was clear that she had gained from attending the *Miss Spent* programme. She said she had gained from the opportunities open to her, the chance to work in a group and mix with different people. She said Clean Break had helped her a lot because 'that's were everything started….it was the first educational thing…Don't get me wrong, I was still doing my thing, but Clean Break changed me as a person'.

B said that participating in the group had made her want to get involved in activities and go to college, maybe because she had enjoyed the activities at Clean Break so much she had wanted to do more. B explained that she was still in close contact with the programme manager and thought she would call on her if she needed someone to talk to or an advocate.

Self-esteem, self-confidence and anger/anger management:

B completed the Rosenberg Self-esteem Scale, the self-confidence and the anger/anger management questions at the second and third interviews (6 and 12 months post-programme). Unfortunately, whilst pre-programme questions were completed, no immediate post-programme questions were completed with her.

- B exhibited high levels of self-esteem pre-programme and this remained constant for the 12 months post-programme.
- B exhibited high levels of self-confidence pre-programme and this remained constant for the 12 months post-programme.
- B indicated that her levels of anger and ability to manage her anger improved over the 12 months in question.

B began the programme with high levels of self-esteem and self-confidence, so the assessment tools could not measure any improvements in these.

Participant C:
At the point of first interview, C was a 15 year old Asian girl, currently in care, living with a foster carer. She had been in care since she arrived in the UK aged 9, having had about 13 placements. Both parents lived abroad; she had not seen her father for 10 years or her mother for 6. C said that her current placement was the best so far and that her life had changed since moving there 6 months ago.

C was enrolled at school and since reaching year 10 had been attending regularly as she said she did not want teachers nagging her on top of her other family problems. She said school was alright and that it kept her busy. She used to truant quite frequently but since moving in with her foster carer had not done so. C had received a few fixed term exclusions due to her truanting. C said she had done 2 weeks work experience in a restaurant which she had enjoyed and that she was keen to get a job as soon as she was 16.

C last committed an offence 3 months ago when she had been caught shoplifting with friends. C said she did not know why she had done it, but suggested throughout the interview that she was easily influenced by her friends and went along with things if she thought they would be fun.

She had first committed an offence aged 14, when she was charged and received a Referral Order for committing ABH against a boy she was living in care with and criminal damage, for smashing up his room. C felt that it was no longer worth offending as it caused too much trouble. C admitted to having anger management problems and losing her temper quickly.

C said she had friends but did not go out very much anymore. She used to go out almost every night and smoked cannabis and drank. She said she no longer did this except for special occasions or sometimes at weekends. C said she had previously tried speed. She first tried drugs and alcohol aged 14, when with friends.

C said she was mainly friends with boys as girls were ‘too bitchy’. C also said she enjoyed spending time with her foster carer and her boyfriend, aged 18, who had never been in trouble himself.

C said she enjoyed activities and thought she would like to help older people or maybe teach dance. She said that she learned things best by watching others and then doing it herself. C had experience of performance having done dance and drama previously.

By the second interview 6 months later, C had been made a prefect at school and was attending regularly and getting extra support from a tutor and additional classes at the school. She was preparing to take 12 GCSE’s. She planned to go to college to study beauty therapy. She had considered studying performing arts but had decided this should be a hobby rather than career.

C was still enjoying living with the same foster carer and wanted to stay there until she was 18. She said since moving there she had realised that she needed to grow up and had become a ‘different person’. She said she no longer drank (except on special occasions) and did not smoke cannabis at all anymore. She was still smoking 10 cigarettes a day, however.

C said she had made friends with a group of hard working girls at school and was very happy with them. She said she still had a mixed group of friends, however, with some boys and some girls. She said some of her friends committed offences, such as shoplifting, and some drank and smoked cannabis but she could still say no.

In fact, C had not been in trouble or committed an offence for more than 6 months at this point, although she had been tempted at some points.

At the final interview, C had just completed the first term at college studying beauty therapy and had enjoyed it and done well. C did get a job which she arranged herself and having got the job she was then told she needed to be 18, so it had fallen through.

She was still living with her foster carer and being encouraged to be independent, cooking and budgeting for herself as she would be living alone in a year’s time.

C said that she now felt much more confident and positive about herself and had more respect for herself. This had happened as a result, she thought, of moving to her foster placement and watching other people behave as she used to and make the mistakes she used to. She also felt that attending the YOT had helped her to realise how committing offences was a waste of time as she achieved nothing by it. She had not been in any trouble since attending the *Miss Spent* programme, and whilst she confessed she had been tempted to fight people had resisted this.

C's friendship group had clearly become very important to her as she described very supportive relationships and a sense of 'teamwork' amongst her friends. She was trying to give up smoking and felt fully supported by her friends with this.

C said that attending the *Miss Spent* programme had had clear benefits for her; when she attended she described herself as weak-minded and negative and said that the programme had helped her to get along with people, even if she didn't agree with them and had led her to be more open to meeting new people and taking opportunities.

Self-esteem, self-confidence and anger/anger management:
C completed the Rosenberg Self-esteem Scale, the self-confidence and the anger/anger management questions at the second and third interviews (6 and 12 months post-programme). C completed the Rosenberg scale at pre and post-programme stage but only completed the confidence and anger questions at the pre-programme stage.

- C exhibited high levels of self-esteem pre-programme and this remained constant for the 12 months post-programme.
- C exhibited high levels of self-confidence pre-programme and this remained constant for the 12 months post-programme.
- C responses concerning her anger/anger management suggested that she may have improved her ability to manage her anger over the 12 months.

Given that C began the programme with high levels of self-esteem and self-confidence, the assessment tools could not measure any improvements in these.

Lessons learned

The interviews with the programme manager and with stakeholders highlighted a number of lessons learnt or areas that could be improved in future.

The programme duration/intensivity:
The programme manager felt that the programme would benefit from being longer, more comprehensive and more intensive. Currently she felt it was a struggle to cover as much material as she would like within the 36 hour programme structure. One idea was that the programme be lengthened to include several 'Taster Days' that provided participants with an idea of what the group would be like, and therefore hopefully, the enthusiasm to attend a longer 6-8 week full programme. A longer programme would be congruent with research evidence that suggests that participants benefit more clearly from longer term programmes delivered over months rather than weeks (Hughes, 2005).

Taster Days would also put less pressure on the 1 hour assessment interview and give staff and participants the opportunity to get to know one another a

little more before the programme began in earnest. Alongside this, it was suggested by one YOT stakeholder that the participants might benefit from a 'prep-programme' that could get them used to attending punctually, etc.

The timing of the programme:
The project leader and YOT stakeholders commented that delivering the programme during school holidays appeared to be most successful as the girls had nothing else to do and were more likely to attend. It was also noted that the programme suffered when delivery was interrupted by a break (as happened with group 3) and that this should be avoided where possible[34].

It was clear following the first group that it was not practical to deliver the programme in the evenings as this minimised attendance and created logistical and practical problems such as ensuring participants arrived home safely.

On a practical level, the programme manager also felt that she would have preferred for the programme cycles to have been more evenly spaced over time, as she found it difficult to maintain energy levels when delivering programmes back to back in different parts of the country. This also impacted on her ability to process the experience of one group and learn lessons from it before starting the next. Lack of 'down time' was thought to impact detrimentally on the programme manager and participants, so is an important consideration.

Further accreditation:
The programme manager noted that the current accreditation on offer to participants was fairly basic and that she had investigated whether the accreditation could be extended, for example including Problem Solving and Improving Your Learning modules. This could not be achieved with the programme's current duration but might be possible were it extended.

The venue:
A seemingly minor point, this was raised by 2 stakeholders, some participants and the programme manager who agreed that a poor or unsuitable venue impacted on the success of the programme generally. Whilst not always avoidable, given the scarcity of suitable venues in convenient, central locations, this was highlighted as a particular issue.

Feedback to the YOT:
YOT stakeholders interviewed were positive about the feedback they received from Clean Break during the programme and afterwards, however most of those interviewed had acted as support workers and been heavily involved in/present during the programme. Some staff thought that perhaps their colleagues within the YOT had not appreciated the value of the *Miss Spent* programme because feedback mechanisms had not been fully in place. This is not so much a concern for Clean Break, who were not responsible for feeding back to individual YOT workers and who did provide feedback to YOT

[34] It should be noted that this break occurred as a result of YOT commitments rather than at Clean Break's request.

staff, managers and operational managers as appropriate, but may be a consideration for YOTs in the future, who may wish to consider how they disseminate feedback to participants' individual case managers.

Performance and wider dissemination of the participants' work:
Currently, the *Miss Spent* programme does not contain any element of performance or display of the participants' work and this is not in line with good practice highlighted by other research literature. The research literature indicates that introducing an element of performance to the intervention can lead to more commitment and concentration from participants and a greater sense of achievement and self-respect (Dunphy, 1999). The programme manager noted that the *Miss Spent* programme had not been designed to include any element of performance but instead was a 'closed' programme; however, she thought that an extended programme could contain some element of this.

Performance or display can also bring the work of participants to a wider audience and help to change the way they are seen by members of the public – this may be particularly beneficial if they have a history of offending. Once again this fits with literature on good practice in arts interventions (van Maanen, 2006; Hughes, 2005).

The future of the project:
The *Miss Spent* programme was designed as a project to be delivered 5 times within 2 years, to be evaluated and to be written up as a manual[35] which could be used by YOTs and other interested parties to deliver the programme themselves. Work is underway on the programme manual, with the intention being that YOT workers facilitate the programme with assistance from freelance professional arts tutors and support from Clean Break if desired. A workbook for participants is also being prepared. Clean Break aim to hold a good practice sharing day in due course to publicise the programme and the evaluation findings.

YOT facilitation of the programme might help to overcome some of the inherent difficulties Clean Break have faced, such as referral numbers and logistical difficulties caused by geographical distance.

Clean Break wish to deliver a similar programme within the secure estate to continue to build a gender-specific, arts-based programme which can be mainstreamed and adopted/adapted by interested criminal justice agencies. In addition, the need for an on-site programme designed to meet the needs of young adult women (18-21) has also been recognised. The programme manager identified that such a programme would target those young women too young to participate in some existing Clean Break courses but perhaps more likely to engage than the younger age group.

[35] This is in line with existing literature on good practice.

Putting the programme in context

The evaluation report has, so far, discussed what the *Miss Spent* programme looked like, its structure, content and delivery; what participants looked like; the impact of the programme and any lessons that have been learnt from evaluating 5 cycles of the programme. It is important to briefly set the programme within the context of existing literature around girls and offending, gender specific programmes and arts interventions in the criminal justice system.

Girls and offending

According to Home Office statistics (Home Office, 2003) there were 117 young women and 2490 young men aged under 18 in prison in June 2002. In the same year, criminal statistics showed that just 19% of known offenders were women (ibid). Home Office (2003) figures indicated that the average population of adult women in custody rose by 173% between 1992 and 2002. The male prison population rose by 50% during that same period.

Figures such as these have led to increasing concern about the involvement of young and adult women in offending, although the relatively small numbers can act to make the figures look rather more dramatic than they are. The apparent rise in female offending has, however, occurred in other countries (such as the US) where it has also attracted attention. The new focus on female offending has highlighted that relatively little is known and in particular if and how it differs from male offending; a number of studies are now seeking to address the issue (for example, Batchelor 2005; Eagle 2005; Jackson 2002; Chesney-Lind 2001; Acoca 1999).

Historically, there has been little definitive published literature relating to girls and offending, although, as mentioned above, the body of research is now growing. The literature on female offending has tended to be principally focused on adult women and particularly those in custody whilst the literature on juvenile offending has largely concentrated on boys who offend. Arnull and Eagle (forthcoming) highlighted the importance of developing and reviewing a body of evidence on girls and offending given that girls and women and girls and boys may be quite different in their criminogenic and other needs (see also Bloom et al, 2005; Brewer-Smyth, 2004; White, 2004; Byrne and Trew, 2005) and how and what sort of interventions they respond best to.

Risk and protective factors

There are a significant number of studies on risk and the possible factors which affect the onset of offending behaviour. The growing number of studies allows for the consideration of how different risk factors and life experiences might interact in order for one young person to become an offender and another, in similar circumstances, not to do so.

Currently, the literature is divided on whether or not risk and predictive factors for offending are the same for girls and women and girls and boys. Literature emanating particularly from the USA suggests that female risk factors are different (Bloom et al, 2005) – although this work has tended to focus on adult

women. Other research indicates that the risk factors for girls and boys are broadly similar (Cauffman et al, 2004; Hubbard and Pratt, 2002) and that the risk factors identified may, in fact, be better predictors of potential offending by girls than boys (Farrington and Painter, 2004).

The risk factors which 'predict' possible offending have been identified for some time (Farrington 1997) and although these have been mainly developed through studies on men and boys work has been done, both by Farrington and others to develop these in relation to girls. The risk factors cover a large group of characteristics[36]; given this, it is important to understand how a range of factors might inter-relate. Work by Smith and McVie (2003) in Edinburgh has sought to consider how risk factors might interrelate. Their longitudinal prospective study looked at 4,300 young people drawn from a one year school cohort for the whole city. Their early indications are that the following may be important risk factors:

- Being male: boys offended at twice the rate of girls (aged 11-12 years);
- Ever having been in care/looked after;
- Living with a mother and step-father or single father;
- Experience of victimisation;
- Receiving little parental supervision;
- Impulsivity;
- Problematic self-esteem, alienation and moral disengagement;
- Having friends who offend;
- Socio-economic factors: those from social class 5[37] were more likely to be caught by the police than those from social class 1 (13.1% compared to 1.3%);
- Use of alcohol and illicit drugs.

Protective factors[38] were:

- Living with both parents;
- Being subject to parental supervision;
- Low levels of conflict with parents;
- Parental supervision was associated with low conflict between parent and child;

The indications from the work of Smith and McVie are that there is a complex web of inter-actions for each young person with regard to offending but that these do follow patterns and that it might be possible to use this during

[36] Covering, for instance, school and community issues, family related issues and personal factors (Farrington 1997).

[37] The Registrar General's Social Scale defined those in social class 5 as in unskilled occupations and those in class 1 as in professional occupations. This system of classification has since been replaced by the National Statistics Socio-Economic Classifications.

[38] The term 'protective factors' like risk factors is not uncontroversial. The use of the term is usually related to factors which are either not the 'risk', or which minimises the risk; work in this area may attempt therefore to look at both areas and / or the interaction between them. Smith and McVie (2003) do attempt to look both at risk and protective factors, others such as Farrington and Painter (2004) only at risk factors.

assessment or planning interventions with young people at risk of offending or who are offending.

Other reports on this work (Smith and McAra, 2004) have considered the gender pattern and are indicative but not definitive at this stage of their research. This study found that girls' delinquency 'peaks' between the ages of 12-14 and falls off by age 15. Smith and McAra's work supports other studies (including that of Farrington and Painter, 2004) suggesting that factors particularly important to girls' delinquency were:

- Socio-economic factors (material deprivation)
- Weak attachments to school
- Low self esteem
- Having friends of the opposite sex

And to a lesser extent situational factors such as:

- Hanging about
- Risky spare-time activities.

Farrington has developed his work on the Cambridge study cohort to look at the sisters of the male sample (Farrington and Painter, 2004). This work has indicated that socio-economic and child-rearing risk factors which had been highlighted originally for boys *'predicted offending by sisters more strongly'* (ibid, p5).

Whilst risk factors can identify those young people at risk of offending they do produce false positives, i.e. they suggest that more young people will become delinquent than do. The work of Farrington and Painter (2004) for example was more likely to produce false positives for girls with just over a third of the highest risk sisters actually convicted. Nevertheless, Farrington and Painter suggest that risk-focussed prevention could create a *'much greater proportional reduction in female offending…because risk factors are much more strongly related to female offending…'* (ibid, p38).

Clearly, the body of work on risk and predictive factors may take some time to fully emerge and for relationships between differing factors to be fully understood. At present what seems most clearly indicated is that the presence of a number of factors across the social, environmental and neuro-physiological ranges would appear to be the best indicator that a girl may be at risk of offending (Smith et al 2006; Tuvblad et al 2006; Brennan et al 2003; Hubbard and Pratt 2002). As Bailey (2003:589) has argued it is imperative:

'*to differentiate between risk indicators and risk mechanisms in order to demonstrate more than an association between a particular factor and an outcome but to uncover the way in which a factor of interest operates to produce its effect*.'

Interventions with girls in the criminal justice system

It has been argued that the needs of women who offend appear *'multiple and inter-connected'*. It is this apparent difficulty in disentangling the inter-connections that has led to calls for girls and women's offending behaviour

programmes to be 'holistic' (Patton and Morgan, 2002). Certainly, as discussed, the evidence for risk factors for offending by girls suggest that it is the clustering of factors which appears most predictive, along with the absence of significant protective factors. However this is not wholly dissimilar from the needs, criminogenic or otherwise, of boys or men who offend.

There is very little research which has looked at how programmes can help young people to desist from offending, or how effective they are at doing so, and even fewer that consider gender-specific programmes. Generic summaries of research undertaken in an institutional setting suggest that '*the full range of individual offenders' criminogenic needs must be addressed if their propensity towards crime is to be successfully reduced*' (Harper and Chitty, 2005). The difficulty is that it is not yet clear specifically which needs of young women are criminogenic and which are other important needs not necessarily related to their offending.

A small number of programmes have been developed which have sought to be 'gender specific' and to respond to multiple needs. The criticism of these programmes is that they can often appear to have little direct relationship to offending behaviour, which is the reason for their existence. There is a general pattern to these programmes, they tend to:

- Be structured but nurturing, including therapeutic interventions;
- Focus on issues such as self-esteem, positive self-concept as a female and the development of pro-social skills;
- Encourage the building of staff/participant relationships so have low client/staff ratios;
- Provide skills training – such as self-defence, assertiveness and self-esteem enhancement;
- Include an educational element covering pregnancy, substance use, sexually transmitted infections and eating disorders.

Lanctot's (2003) research on the issue of gender specific programmes concluded that the development of social skills, particularly stress and anger management, were just as important for girls as boys, and that developing skills that '*favor a successful transition to adulthood'* were no more important to girls than boys. She goes on to say that her research suggests that 'similar programs' would be applicable to both genders, but that although the programme structure/content might be similar, the ways of working with boys and girls might be different. Lanctot's study also considered the 'non-programmatic' needs of participants and found that:

- Girls wanted to be worked with on in a more personal way and on a one-to-one basis, building an empathetic relationship with their practitioner (this is supported by other research, e.g. Worrall, 2001);
- Boys attached more importance to rules.

Hubbard and Pratt (2002) have argued that the generic literature indicates that '*the most effective treatment programmes target those areas of offenders' lives that are most related to criminal behaviour'* and they suggest that this means targeting antisocial behaviour, attitudes and relationships as well as

educational and family factors and victimisation. In line with this we would suggest that there is little yet which can offer robust evidence of effective gender specific treatment programmes for girls, but that those which are developed must retain a focus on offending behaviour and risk factors.

The arts in criminal justice interventions

The arts and cultural activity has become an increasing feature of urban regeneration (Reeves, 2002), they are officially recognised as having a positive contribution to make to social inclusion and neighbourhood renewal by improving communities' performance in the four key indicators defined by New Labour government: health, crime, employment and education (Belfiore, 2002), as endorsed by the Department for Culture, Media and Sport (DCMS) and the Social Exclusion Unit's Policy Action Team 10 (Belfiore, 2002).

As Landry et al (1993) explain, arts can have *'effects that go beyond the artefacts and the enactment of the event or performance itself and have a continuing influence upon, and directly touch, people's lives'*.

More recently focus has been placed on the use of arts-based interventions in the criminal justice system and a growing body of literature exists which explores how arts-based interventions might work with offenders/ex-offenders, who might best benefit from such interventions and what sorts of impacts/outcomes these interventions might have, which could benefit individuals, institutions and the community more generally.

Hughes' (2005) critical review of published and unpublished literature relating to the arts in criminal justice concluded that despite the current paucity of high quality research (discussed further below) survey findings show *'very clearly'* that the arts have the potential to offer a range of innovative, theory-informed and practical approaches that can enhance and extend the provision of educational, developmental and therapeutic programmes within the criminal justice system.

There have been a number of evaluations and research studies exploring the potential benefits of the arts for young offenders, and indications are that they may have positive impacts and outcomes[39] including:

- Improved self-confidence, self-esteem, self-control, co-operation and teamworking and engagement (Miles and Clarke, 2006; Arts Council England, 2003; Centre for Applied Theatre Research, 2003; Nottingham Trent University and Ecotec, 2005; Dunphy, 1999; Hughes, 2005; Jermyn, 2004)
- Development of personal and social skills (Criminal Justice Management, 2006; Nottingham Trent University and Ecotec, 2005; Dunphy, 1999; Hughes, 2005; Jermyn, 2004)
- Development of new skills (Arts Council England, 2003; Centre for Applied Theatre Research, 2003; Hughes, 2005; Jermyn, 2004)

[39] Additionally, it is worth noting that there is some emerging research which indicates that girls may be particularly receptive to arts interventions (Arts Council England, 2003).

- Reducing tension and encouraging relaxation (Dunphy, 1999; Nottingham Trent University and Ecotec, 2005)
- Motivating young people generally hard to motivate (Arts Council England, 2003; Hughes, 2005)
- Giving a sense of pride and achievement (Arts Council England, 2003; Dunphy, 1999; Rethinking Crime and Punishment, 2004; Hughes, 2005; Jermyn, 2004)
- Improved staff/key worker relationships with participants (Hughes, 2005; Clawson and Coolbaugh, 2001)

Currently, the research literature is divided about whether arts interventions can have a measurable impact on, for example, reducing offending or re-engaging young people in education, training and employment – partly because measuring such outcomes is beset by difficulties. Hughes (2005) highlights studies that *suggest* a positive impact on offending behaviour but concludes that no evaluation of an arts based programme for young offenders has yet established a causal link between participating in the arts and reduced crime rates, although she highlights that even as a diversionary activity it is likely to have some impact.

Transferable skills

The literature considers not only if arts interventions can have benefits for participants but also how these benefits may be transferred by arts methodologies. Hughes (2005) identifies a range of theory bases from which arts programmes may draw, including cognitive behavioural therapy, role theory/social learning theory, resiliency theory, social capital theory, learning theory, intelligence theories and arts therapies. The value of arts methodologies is that they can offer a non-traditional, non-institutional, social and emotional environment; a non-judgemental and un-authoritarian model of engagement and the opportunity to engage in the creative process with structure and freedom (Hughes, 2005).

Miles (2003) cites work by Silvis (2002) which suggests that arts methodologies may have more sustained effects than other forms of intervention because of the context in which they occur and the degree of cognitive/creative engagement required in participation, which make them more memorable.

Effective practice in arts interventions

A great deal of the literature accessed provides specific suggestions for effective practice in arts interventions from which a framework for arts interventions can be developed. These can be summarised into three areas – set-up, delivery and post programme support.

Set-up:

The most vital aspect of the programme is to have coherent aims and objectives (Hughes, 2005; Jermyn, 2004). In addition programmes need:

- Enthusiastic and committed staff with previous experience of working with vulnerable young people (Centre for Applied Theatre Research, 2003; van Maanen, 2006; Hughes, 2005).

- Trained staff (Centre for Applied Theatre Research, 2003; Hughes, 2005). It is also considered important that opportunities for artists' training, reflection and self-evaluation are provided (Hughes, 2005).
- Partnership arrangements with a range of agencies (Hughes, 2005; Jermyn, 2004)
- Commitment to and knowledge of the programme amongst all YOT/partner agency staff, with regular communication built in (Centre for Applied Theatre Research, 2003).
- Programme manual (Centre for Applied Theatre Research, 2003)
- Clear evaluation strategy (Jermyn, 2004)

Delivery

Areas regarded as important to programme delivery are:

- Practical support/help in the form of transport to and from sessions and the provision of food/childcare may maximise referral rates and attendance (Centre for Applied Theatre Research, 2003; Jermyn, 2004).
- Programme integrity is essential, but an element of flexibility is required (Centre for Applied Theatre Research, 2003; van Maanen, 2006; Hughes, 2005; Jermyn, 2004).
- An active participatory approach (Centre for Applied Theatre Research, 2003; Jermyn, 2004; Hughes, 2005)
- Utilisation of appropriate learning styles (Centre for Applied Theatre Research, 2003; Hughes, 2005; Jermyn, 2004)
- A need for motivational elements (Centre for Applied Theatre Research, 2003; Jermyn, 2004)
- Clear benefits for the community; for example, performance, public display of work or reparation giving young people the opportunity to raise their status in the community (van Maanen, 2006; Hughes, 2005)

Post-programme

Elements which are considered important are:

- Continuing support which is often described as absent. This would allow the young person to continue their interest in the arts and education. Manageable pathways and signposting should be embedded (van Maanen, 2006; Hughes 2005; Jermyn, 2004).
- The programme should end with a performance, display or participant debrief (Jermyn, 2004)
- Longer term projects (months not days) may have the greatest impact, and there is evidence of a cumulative effect on those with repeated opportunities to participate (Rethinking Crime and Punishment, 2004; Hughes, 2005)
- It may be beneficial to offer the opportunity for participants to graduate through programmes, taking on greater responsibility, different roles and opportunities (Hughes, 2005)
- It may be necessary to provide multiple entry and exit points (Hughes, 2005)

Evidencing the impact of arts interventions

A number of commentators on this field of research have addressed the issue of evidencing the impact of arts interventions in the criminal justice system, several of whom highlight the so-called 'information deficit' (Reeves, 2002). The challenge is to demonstrate the effectiveness of arts interventions to external audiences (Hughes, 2005). REACTT – Research into the arts and criminal justice think tank was set up in 2002 to explore how impact can be best evidenced in this field.

The particular issues with arts interventions that make evaluation of impact difficult include:

- *Too little attention paid to the design of the intervention* – the result being that is not possible to say what it is about participating in the programme that makes a difference. Frequently assumptions about the links between the intervention and the outcome are made (Hughes, 2005; Miles, 2003).

- *Recruitment and retention* – the use of open, unspecified recruitment can be problematic for understanding what works for whom if motivation and circumstances are not clear. Furthermore, retention of participants is often problematic (especially in the probation/community order context) (Miles and Clarke, 2006)

- *Small sample size* – small groups tend to have benefits for participants with more opportunity for one on one attention, but causes problems for evaluation. Small numbers mean it is not possible to use control groups, test for significance or generalise (Clawson and Coolbaugh, 2001; Hughes, 2005; Merli, 2002).

- *Need for baseline data and information on overlapping/parallel interventions* – to assess the impact of an arts intervention it is also necessary to know what other interventions they are subject to, if any (Miles and Clarke, 2006). This level of information is often either not available or not routinely collected by project staff.

- *Programme stability* – Clawson and Coolbaugh (2001) comment that answering whether the programme has 'worked' requires an understanding of what 'this programme' is. Where the programme is young and subject to ongoing development it can be difficult to establish what the programme is, and therefore what worked/did not.

The brief review of the literature highlights that the *Miss Spent* programme was largely in line with established effective practice in arts interventions. Additionally, it is clear that some of the problems faced by Clean Break in establishing the programme and by the research team in evaluating it are commonplace in this field.

Conclusions

This study had two main limitations, namely, the small sample size and the lack of complete data sets. These limitations mean that the findings of the study are indicative but not conclusive.

The programme manager had clearly taken on board a number of lessons learnt over the course of the 2 year evaluation period; these have been discussed previously and have not been included within this concluding discussion.

Meeting the aims of the programme:
The *Miss Spent* programme has been a successful and very well-received intervention, popular with participants and stakeholders. Its structure, content and delivery are largely congruent with existing literature on effective practice, both relating to arts interventions in the criminal justice system and gender-specific programming.

Clean Break set 5 aims for the programme and these have been met, to a greater or lesser extent. The programme has been replicated across the country and has received positive feedback and similar results with each of the 5 cycles. The production of a programme manual for practitioners and workbook for participants not only meets this aim but is also in line with effective practice literature.

It is harder to 'prove' some of the aims of the programme have been met, either because they involve broad concepts (for example, 'reducing risk') or because the data gathered during the evaluation was not sufficient to do so. The *Miss Spent* programme aimed to provide opportunities for participants that would build on their strengths, empower them and hopefully, help them to re-engage with education, training or employment. This evaluation has found that through encouraging participants to work as a team and value peer relationships, co-operate, try new activities and by offering the possibility of accreditation, Clean Break have met these aims.

The programme aimed to improve the self-confidence and self-esteem of participants; this area is more complex than it appears and draws out interesting questions for gender-specific programmes. Analysis of the data sets indicates that some girls have low and some have high self-esteem and self-confidence. Where the participants have low self-esteem and self-confidence, it appears that the *Miss Spent* programme can have a positive impact. It may be that future development of the programme might focus on sessions that promote *appropriate* levels of self-esteem. This is an interesting area, worthy of further exploration, and important to the field of youth justice in general.

The *Miss Spent* programme also hoped, by achieving its aims, to reduce risk and, by extension, tackle attitudes and behaviours linked with offending. This has been more difficult to assess. Participants were not always able to identify that the programme had targeted their offending behaviour and only some

said that attending the programme had either made them think about or want to change their attitudes to offending. The literature relating to effective practice in the youth justice system and gender-specific programming suggest that it is important to address offending behaviour 'head on' when working with young offenders. Doing so gets good responses from participants and helps to 'legitimise' interventions.

In the future, Clean Break may wish to explore how more robust evidence of the impact of the *Miss Spent* programme can be presented. This would require a greater focus being placed on the gathering of data sets and perhaps allowing more time for impacts to be seen[40]. This would be worthwhile as what data has been collected for this evaluation points to successful outcomes.

Referral numbers and attendance:
Getting sufficient numbers of referrals and maintaining attendance was seen as problematic by participants, stakeholders and the programme manager. This is symptomatic of low numbers of girls in the youth justice system generally, however. It might be overcome, to an extent, if plans for the mainstreaming of the *Miss Spent* programme continue and YOTs are able to deliver the programme themselves when sufficient numbers of girls are being supervised. However, it may be that large group numbers should not be expected; groups are likely to be somewhat self-selecting and small and this is not necessarily a bad thing. Small group sizes mean that participants can enjoy good one to one relationships with staff and build trust and reciprocity – all of which have been highlighted by the literature as good practice in working with girls. It may be, therefore, a case of altering expectations around ideal group sizes.

It is suggested that given the design and aims of the programme, it is not appropriate to invite non-offending girls (or those for whom little background information is available) to attend in order to boost numbers. This appears to place both staff and participants at possible risk and should therefore be avoided.

Signposting and providing ongoing support to participants:
The evaluation has identified (particularly through the case studies) that participants who benefited most from the programme were those who received ongoing support and signposting to further interventions and arts activities. This is also in keeping with known good practice in arts interventions and perhaps should be given greater priority in the future. Providing such support was not within Clean Break's remit where programme cycles were delivered outside of London, so it may be a case of ensuring that YOTs are ready and willing to take on this task. This would ensure that participants get the most from their involvement in *Miss Spent.* Of course, it is recognised that signposting onwards is difficult when there is a lack of arts activities on offer in the local area.

[40] For example, the timing of the programme cycles and the small numbers of participants meant that a reconviction study could not be conducted during this evaluation.

Making the most of the tutors:

The evaluation highlighted the fairly peripheral role played by tutors used to deliver the *Miss Spent* programme. The tutors clearly played a key role in ensuring the success of the programme; it was clear from participant feedback and from observations of sessions that the personality, enthusiasm and professionalism of staff used was often key to engaging the girls and meeting the aims of the project. Tutors had limited opportunities to feed back into the process, however[41], regarding, for example, the design of the programme, structure, content, etc. Their expertise with the client group and knowledge of delivering arts interventions might usefully be incorporated into Clean Break's own evaluation of the programme.

[41] Generally limited to providing feedback about specific sessions they had facilitated.

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Appendix 1

Methods

The evaluation took place between January 2006 and March 2008[42]. It was commissioned to evaluate 5 cycles of the programme during the evaluation period[43]. The evaluation is based on a number of different sources of data outlined below.

A review of the literature:
A review of existing, published literature was undertaken, focusing on 3 areas:

- Arts interventions in the criminal justice system
- Girls and offending
- Interventions with girls in the youth justice system

In part, this review drew on a recent systematic literature review undertaken on girls and offending for the Youth Justice Board (YJB) (Arnull and Eagle, forthcoming).

Asset[44] forms:
Asset forms were available for 26 of the 35 girls who attended any sessions in each of the 5 programme cycles. A decision was made not to analyse Asset forms relating to those girls who were interviewed and assessed but did not participate in any sessions; this decision was made on the basis that other complementary data sources were not consistently available and so they were not comparable with the rest of the sample. Asset forms were not available for all participants for 2 main reasons:

- The participant was not referred by a YOT or an open case with a YOT and so was not subject to an Asset assessment (n=3), or
- The participant was an open case with a YOT but no Asset form was provided (n=6)[45]

The Asset forms were analysed to provide a profile of participants including their demographic information and risk and protective factors (as discussed in the literature review).

Where no Asset form was available/provided, no data relating to the age, ethnicity or other characteristics of the participant has been included, on the basis that it is not reliable and is not comparable with Asset data.

[42] Initially, the evaluation was due to report in December 2007, however, due to the late running of programme cycles this was extended.
[43] In fact, 6 cycles took place during the evaluation but one group was beset by problems and was eventually cancelled. The commissioners and researchers came to a decision that this group should be excluded from the evaluation as it could not be compared to the 4 other cycles.
[44] Asset is the structured assessment profile used by YOTs in England and Wales. It contains 13 sections covering 'static' and 'dynamic' factors considered to be linked with young people's offending behaviour. Practitioners are required to rate, using 0 (no association) to 4 (a strong association) the extent to which each section is associated with the likelihood of future offending (YJB, 2002).
[45] In some cases, multiple requests were made to the relevant YOT/caseworker requesting the Asset but none was provided. In other cases, it was not clear that the individual had participated so no Asset was provided.

Rosenberg Self-esteem Scale:
The Rosenberg Self-esteem Scale[46] (Rosenberg, 1965), a 10 item measure of self-esteem with a long history of use was used as a measure of impact of the programme. The intention was that it would be administered by the programme manager to girls at the assessment interview stage (pre-programme) and again shortly after the end of the programme cycle (post-programme). However, it was not available for all girls at either the pre or post-programme stage due to various reasons[47], therefore the following were included in the analysis:

- 31 pre-programme scales
- 14 post-programme scales

Self-confidence and anger/anger management questions:
As discussed (and attached as Appendix 2), these questions were adapted by the research team from tools Clean Break had previously used with adult women participating in interventions and were to be used as a measure of impact. Once again, the intention was for the programme manager to administer the questions at both the pre and post-programme stage, however due to the same reasons as noted for the Rosenberg scale this was not always possible, thus the analysis includes:

- 28 pre-programme questions
- 10 post-programme questions

APIR:
This assessment tool was adapted by the programme manager from one used by Connexions (and is attached as Appendix 2). Again, it was intended to be administered by the programme manager to all participants at the pre and post-programme stage. Due to the same reasons as noted above, this was not always possible; furthermore, the APIR did not prove to be a reliable measure of change, due to its design. For that reason, it was decided to use the pre-programme APIR as a further description of participants and to exclude the post-programme APIR from analysis; thus analysis is based on:

- 30 pre-programme assessments

Completion questionnaires:
The research team formulated a completion questionnaire to be completed by participants towards the end of the programme[48]. It was designed to explore their levels of enjoyment, to consider whether they thought it might change their behaviour and to explore the extent to which they were aware of specific foci of the programme – for example, offending behaviour. It was designed to be confidential and anonymous and to be administered by the research team; however, this was not always possible where participants did not attend the session and so, in some cases, the forms were administered by the programme manager and/or YOT staff. Although the questions did not probe for negative feelings about the programme, it is possible that the different administration methods may have resulted in different types of answer.

[46] Described in more detail in the report and attached as Appendix 2.
[47] For example, the girl did not undertake an assessment interview prior to participation due to late referrals or participants did not attend post-programme interviews due to lack of engagement.
[48] Attached as Appendix 3.

- In total, 20 completion questionnaires were analysed

Focus groups:
Focus groups were carried out with participants towards the end of 4 programme cycles. On one occasion it was not possible to carry out a focus group as only 2 participants attended, in this case one to one interviews were conducted instead.

The focus groups explored the participants' experiences of the programme, what they had enjoyed/not enjoyed; what worked/did not work; what they had expected and why they thought they had been referred. Focus groups were administered by 2 members of the research team and were not attended by any Clean Break or YOT staff to encourage participants to feel able to speak freely. The focus groups were tape recorded, with the express permission of participants. One member of the research team acted as note-taker while the other facilitated discussion.

Case studies:
The intention was to use 2 girls from each programme cycle as 'case studies' who would be interviewed 3 times over 12 months:

- Interview 1: to be conducted at the end of participation in the programme
- Interview 2: to be conducted 6 months after the 1st interview
- Interview 3: to be conducted 12 months after the 1st interview

The case study interviews were to provide a deeper understanding of the needs of the girls, how participation in the programme might have impacted on their lives and 'what happened next' for them. At interviews 2 and 3 the girls were also asked to complete the Rosenberg Self-esteem Scale and the confidence and anger/anger management questions.

In fact, 8 girls were interviewed as case studies, as outlined in figure x below.

Figure x: case study interviews conducted

		Interview 1	Interview 2	Interview 3
Group 1	Participant A	Completed	Completed	Completed
	Participant B	Completed	Completed	Completed
Group 2	Participant C	Completed	Completed	Completed
	Participant D	Completed	Completed	-
Group 3	Participant E	Completed	-	-
	Participant F	Completed	-	-
Group 4	Participant G	Completed	n/a	n/a
	Participant H	Completed	n/a	n/a

No case studies were carried out in Group 5 as the programme took place as the evaluation period came to an end. Similarly, due to programme timings, participants G and H from Group 4 could not be tracked after the initial interview. As illustrated by figure x above, 3 case study interviewees were tracked for 12 months, a fourth was tracked for 6 months. Participants E and

F from group 3 were invited to attend 6 month interviews but did not respond to numerous telephone and written contacts. It was decided to present as case studies in this report, only those girls who were interviewed more than once, thus 4 case studies are presented.

All case study participants were asked to complete a written consent form which assured them of the confidential and anonymous nature of interviews[49], asked them to agree to interviews being tape recorded and informed them that their interviews would be used in the evaluation report (although their identities would not be revealed. To thank case study participants for their time, they were provided with a £10 high street shopping voucher after each interview.

Stakeholder interviews:
As part of the evaluation it was intended that stakeholders – either YOT representatives or relevant others, identified by the programme manager – would be interviewed by telephone to consider how the programme was perceived by those making referrals to it, taking a support worker role in it or with some other interest in it. It was hoped that 2 stakeholders per programme cycle would participate. In fact, 6 stakeholder interviews were undertaken as detailed below:

Figure x: stakeholder interviews

Group	No. of stakeholders interviewed
1	0[50]
2	2
3	2
4	0[51]
5	2

As noted, the interviews were conducted by telephone. Some were tape recorded with the express permission of interviewees, in other cases notes were taken during the interview.

Programme manager interviews:
The programme manager was interviewed on 2 occasions – approximately 6 months into the programme and at the end of the programme. These interviews explored issues relating to the structure and content of the programme, its aims and impact and lessons learned, etc. Both interviews were tape recorded with the express permission of the interviewee.

[49] However, they were aware that the programme manager knew of their involvement.
[50] 2 identified stakeholders were approached by telephone and email but did not respond.
[51] 2 identified stakeholders were approached by telephone and email but did not respond.

Appendix 2

Rosenberg Self-esteem Scale:

	1. Strongly Agree	2. Agree	3. Disagree	4. Strongly Disagree
I feel that I am an OK person, as OK as other people.				
I feel that I have a number of good qualities				
All in all, I am inclined to feel I am a failure				
I am able to do things as well as most other people				
I feel I do not have much to be proud of				
I take a positive attitude toward myself				
On the whole, I am satisfied with myself				
I wish I could have more respect for myself				
I certainly feel useless at times				
At times I think I am no good at all.				

Confidence questions:

	I am good at this	I am OK at this	I don't find this easy	I don't do this
Being watched by lots of people				
Knowing what other people are feeling				
Joining a group of people who are already talking				
Telling someone what I feel				
Understanding what other				

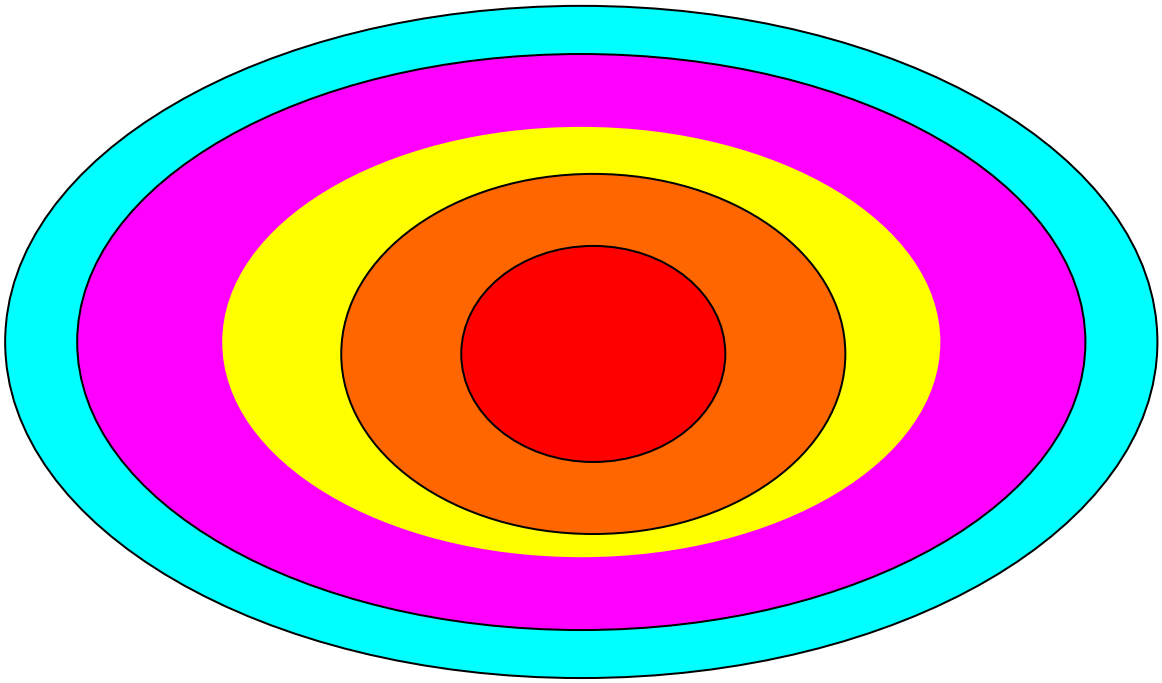
people are saying				
Disagreeing with someone				
Negotiating with someone about something				

Anger/anger management questions:

	Yes	No	Sometimes
Do you try to stop getting angry but find you don't manage it?			
Do you feel angry or lose your temper more than once a week?			
When you are angry do you do crazy or dangerous things that you later regret?			
Do you ever hurt someone enough to cause them injury?			

APIR: Health & Well being

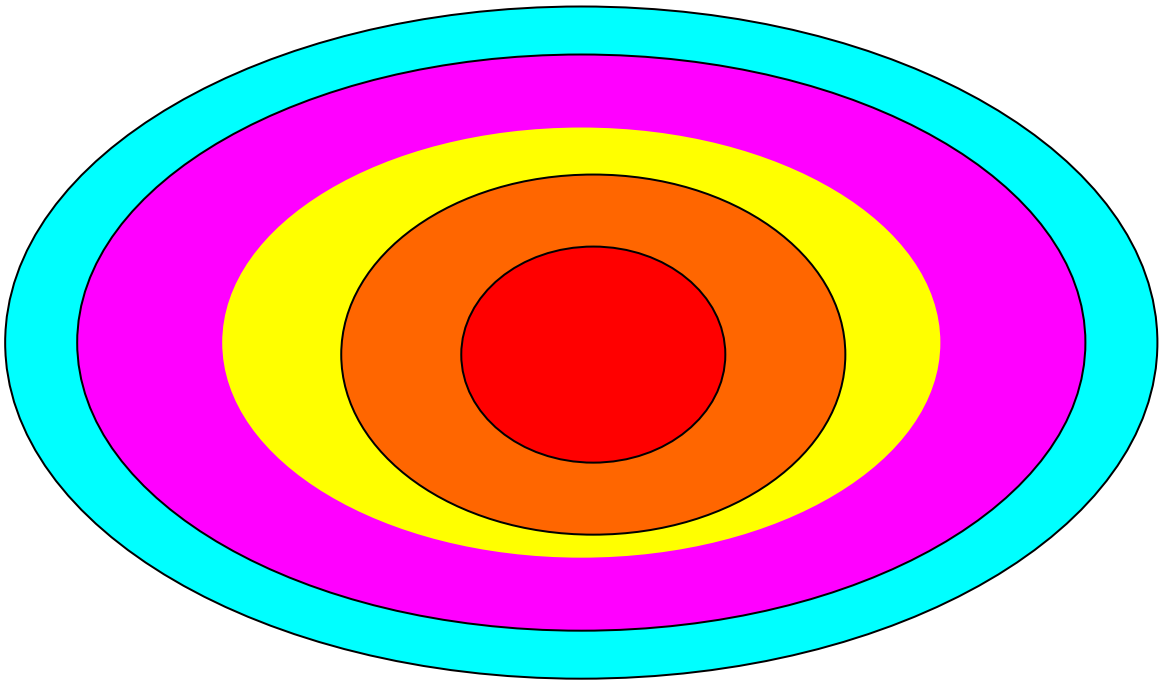
1. How is your physical health?
2. How is your mental health?
3. How much do you get stressed?
4. How much do you get down?
5. Do you ever self harm/ is eating a problem?



Red = Major issue
Orange = Quite a big issue
Yellow = It affects me some of the time
Purple = It sometimes affects me
Blue = Not an issue

Drink and Drugs

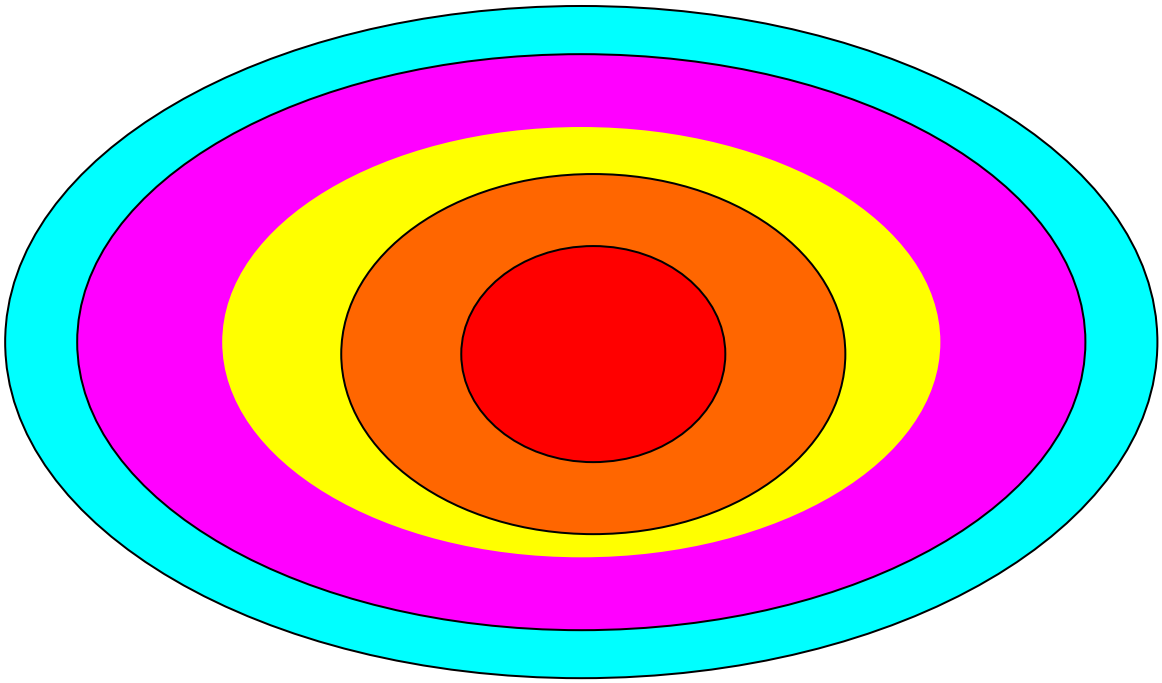
1. Is drink or drugs an issue in your life?
2. Do others think it is?
3. Does it affect your behavior?



Red = Major issue
Orange = Quite a big issue
Yellow = It affects me some of the time
Purple = It sometimes affects me
Blue = Not an issue

Offending

1. **Approx' how often do you/ have you offended?**
2. **How often are you tempted to offend**
3. **How much of a problem has your offending caused you?**
4. **How much of a problem has it caused other people?**



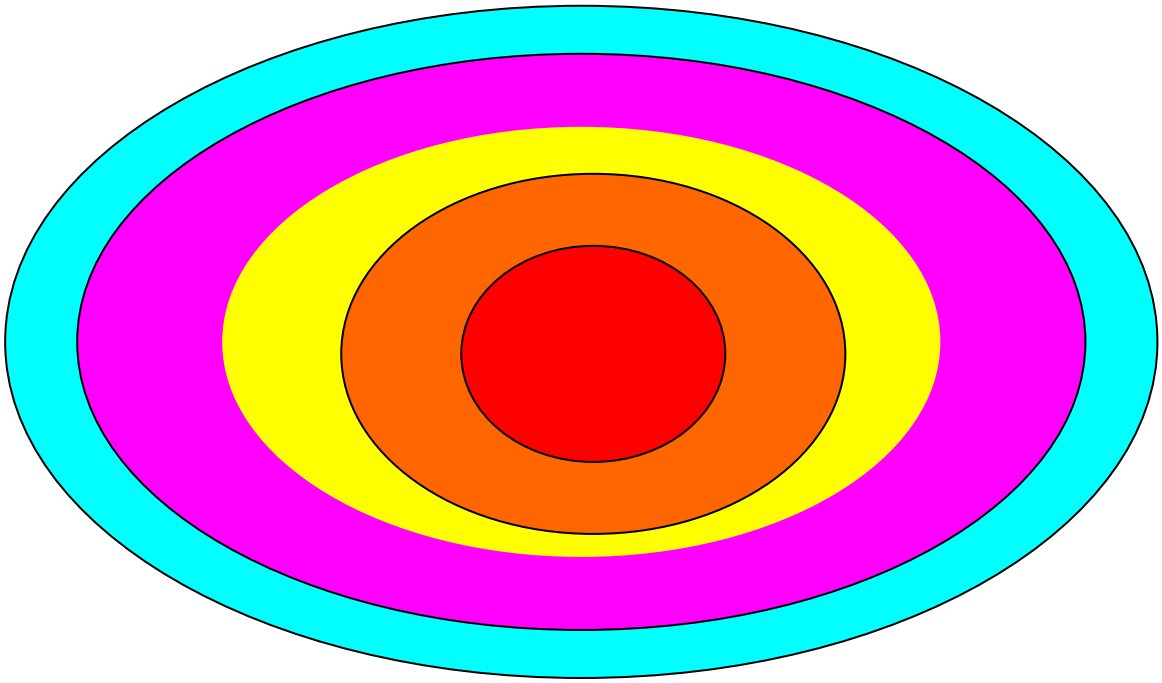
Red = Major issue
Orange = Quite a big issue
Yellow = It affects me some of the time
Purple = It sometimes affects me
Blue = Not an issue

Accommodation/ Housing

1. **How happy are you with your housing situation?**

Education/ Employment/ Training

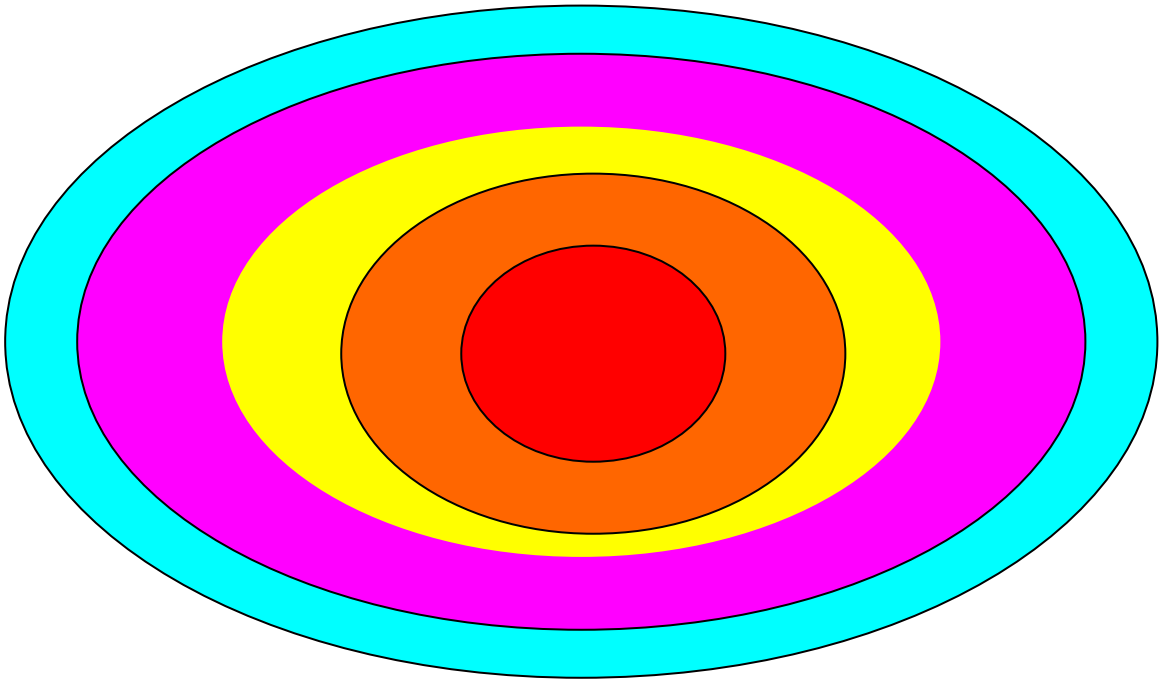
2. **How happy are you're doing what your doing?**



Red = Hate it
Orange= Not happy there
Yellow = Some problems, could be better
Purple = On the whole OK
Blue = No problems

Relationships

1. **How are you with your relationships on the whole?**
2. **Are any causing you stress?**
3. **Do you have difficulty getting on with others?**
4. **How do you feel about working with groups?**
5. **How do you feel about meeting new people?**



Red = Difficult
Orange = Quite difficult
Yellow = Some challenges
Purple = Most of the time OK
Blue = No issues

Appendix 3

Completion Questionnaire – Clean Break

We are doing some research into the Miss Spent Youth project. We would like to find out about your views of the project.

This questionnaire is confidential. That means that what you say here will be kept private and the research team won't tell anyone what you say, including the Miss Spent Youth project staff, Yot workers, the police or anyone else.

We will be writing a report about the project. In this report we might write down some of the things you and other people have written.

If you would like someone to help you fill this in, please ask someone from the research team.

Your age: _____

Today's date: _____

How many sessions have you attended (out of 10)? _____

Where did the Miss Spent Youth programme take place? _____

Who was the programme manager? _____

What borough do you live in? _____

Did the group rules make you feel happy to join in and speak your mind? Yes / No

1. What session(s) do you remember best?

Tell us a bit about the session(s) and why you remember it

2. Tell us how any of the sessions helped you to think about being in trouble with the police or problems in your life

Tell us about the session and what it made you think about/do

3. Tell us how any of the sessions might help you to stay out of trouble with the police in the future

Tell us about the session and how it will make a difference

4. Tell us how any of the sessions might help you in another area of your life in the future

Tell us about the session and how it will make a difference

Thank you for your time.