Evaluation of the Mate-Tricks Pro-social Behaviour Programme
Dataset summary guide

Background

This document provides a brief overview of the dataset pertaining to the evaluation of an after-school programme (*Mate-Tricks*) which aimed at promoting Pro-social Behaviour among children in Irish 4th Class (aged 9 and 10 years). The programme is part of a wider 10-year strategy that began in 2003, led by the Childhood Development Initiative (CDI), which aimed to improve the health, safety and learning of children. Mate-Tricks is a bespoke intervention that combines elements from two pro-social behaviour programmes: the Strengthening Families Program (SFP) and Coping Power Program (CPP). The programme is a one-year multi-session after-school programme comprising 59 children-only sessions, 6 parent-only sessions and 3 family sessions, with each session lasting 1½ hours.

Ethical approval

Ethical approval was granted by the Research Ethics Committee of the School of Education at Queen's University Belfast, ensuring that the study complied with the ethical standards set out by the American Education Research Association and the British Education Research Association (BERA, 2004).

Sample

The evaluation of *Mate-Tricks* utilised a 3-year rolling cohort randomised controlled trial design. The rolling cohort nature of the study means that the randomisation was carried out in three calendar years independently and combined after the trial to produce a sample with sufficient size and study power to detect effects if they were present. The children were referred from 7 schools[1] and were individually randomly assigned within each of these schools[2]. Each school contributed children for each cohort and therefore there was an experimental balance. In short, the data is individually pupil randomised and clustered at school level. Overall, the trial had two arms i.e., children were randomly allocated to the intervention group (which received the programme), or the control group (which did not receive the programme). A total of 589 children randomised to the intervention (n=304) and control conditions (n=285). Table 1 shows the number of pupils randomised at cohort and school levels.

Further Information

There are currently three publications associated with this data-set:

O'Hare, L. (2014). Did Children's Perceptions of an After-school Social Learning Program Predict Change in Their Behavior? *Procedia-Social and Behavioral Sciences,* 116, 3786-3792.

O'Hare, L., Kerr, K., Biggart, A., & Connolly, P. (2012). *Evaluation of the Effectiveness of the Childhood Development Initiative's' Mate-Tricks' Pro-social Behaviour After-school Programme.* CDI, Dublin.

O'Hare, L., Biggart, A., Kerr, K. & Connolly, P. (forthcoming) A Randomized Controlled Trial Evaluation of an After-School Pro-Social Behavior Program in an Area of Socioeconomic Disadvantage. *The Elementary School Journal*

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[1] One school (School 7) had small numbers of children. This creates an anonymity issue as it can lead to small identifiable cell sizes (<n=5). So children in this school have been re-labelled under 'School 6' in the data-set. The reason for labelling them under School 6 is that they attended the MT programme in the same delivery settings as School 7 children in the same cohort year.

[2] Generally, pupils were referred from one class in each school but one of the larger schools had two classes.

Table 1 shows School attended * Intervention group * Cohort Crosstabulation

COHORT			Intervention Group		Total
			Control	Intervention	
1	School attended	1	14	15	29
		2	14	14	28
		3	12	15	27
		4	13	13	26
		5	14	15	29
		6	20	30	50
	Total		87	102	189
2	School attended	1	14	15	29
		2	14	12	26
		3	15	15	30
		4	14	14	28
		5	15	15	30
		6	28	30	58
	Total		100	101	201
3	School attended	1	15	15	30
		2	19	20	39
		3	7	6	13
		4	14	15	29
		5	14	15	29
		6	29	30	59
	Total		98	101	199
Total	School attended	1	43	45	88
		2	47	46	93
		3	34	36	70
		4	41	42	83
		5	43	45	88
		6	77	90	167
	Total		285	304	589

Measures

Table 2 displays the numbers of different respondents (pupils and teachers) completing questionnaires at pre- and post-test.

Table 2: Number of questionnaires completed by children, teachers and parents at pre-and post-test

	Intervention group	Control group	Total
Child-completed measures			
Pre-test	233	204	437
Mid-test	143	N/A	143
Post-test	219	197	408
Teacher-completed measures			
Pre-test	165	144	309
Post-test	200	187	387

Respondents in both groups completed a range of outcome measures (Table 3) at baseline and again at the end of the programme. These outcomes reflect the core aims and objectives of the programme and were agreed in conjunction with the implementation team.

Table 3: Summary of outcome variables and measurement

Please find below information relating to the scales utilised in designing the Mate-Tricks questionnaires.

Mate-Tricks CHILD OUTCOME questionnaire (pre & post)				
Source	**Outcome**	**Measure**	**Mode**	**Notes**
Child	Family Affluence	Family Affluence Scale (Boyce, Torsheim, Currie & Zambon 2006).	Self-complete	
Child	Trait emotional intelligence Subscales include: 1. Adaptability 2. Affective disposition 3. Emotion expression 4. Emotion perception 5. Emotion regulation 6. Low impulsivity 7. Peer relations 8. Self-esteem 9. Self-motivation	Trait emotional intelligence questionnaire-child form (S. Mavroveli & K.V. Petrides, Institute of Education, University of London) 75 items	Self-complete	This test is copyrighted see web address[3] for more details
Child	Anti-social behaviour	Child Behaviour Checklist (Achenbach, 2008) 31 items	Self-complete	This test is copyrighted see web address[4] for more details
Child	Tactics for resolving conflict	Conflict Tactics Scale (Straus, 1990. 3 items	Self-complete	
Child	Pro-social behaviour	Two questionnaires: The peer relations questionnaire (PRQ, Rigby and Slee, 1993). Only the Pro-social	Self-complete	Only the Pro-social behavior subscales have been utilized from these questionnaires.

[3] TEIQue-CF http://www.psychometriclab.com/Default.aspx?Content=Page&id=14
[4] PRE_CBCL_ http://www.aseba.org/schoolage.html

		behaviour subscale was utilised.		
		Pro-social behavior scale (Concetta Pastorelli et al 1997). 15 items		
Child	Parenting style	Alabama Parenting questionnaire (APQ, child version) 42 items	Self-complete	Corporal punishment items removed form this questionnaire due to ethical reasons

Mate-Tricks **TEACHER** questionnaire (pre & post)				
Source	**Outcome**	**Measure**	**Mode**	**Notes**
Teacher	Overall trait emotional intelligence	Short Form of the TEIQue 360° (K.V. Petrides, Institute of Education, University of London) 15 items	Teacher report on child	This test is copyrighted see web address[5] for more details
Teacher	ADHD	Attention Deficit Hyperactivity Disorder Rating Scale (DuPaul, 1991) 14 items	Teacher report on child	
Teacher	Anti-social behaviour	Child Behaviour Checklist (Achenbach, 2008) 29 items	Teacher report on child	This test is copyrighted see web address[6] for more details

Mate-Tricks **CHILD IMPLEMENTATION** questionnaire (mid point)				
Source	**Outcome**	**Measure**	**Mode**	**Notes**
Child	Programme Environment	Mate-tricks programme environment	Child report	Negative loading items have already been

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[5] TEIQue-CF http://www.psychometriclab.com/Default.aspx?Content=Page&id=14
[6] PRE_CBCL_ http://www.aseba.org/schoolage.html

		survey (adapted form of 'My class inventory' Fisher and Fraser, 1981: Contact l.ohare@qub.ac.uk for more details)		reverse scored
Child	Programme Satisfaction	Mate-tricks programme satisfaction survey (adapted form of 'The Client Satisfaction Questionnaire' Larsen, Attkisson, Hargreaves, and Nguyen, 1979: Contact l.ohare@qub.ac.uk for more details	Child report	Negative loading items have already been reverse scored
Child	Relationship with Programme facilitator	Mate-tricks programme facilitator relationship survey (O'Hare, Biggart and Kerr, 2010: Contact l.ohare@qub.ac.uk for more details)	Child report	Negative loading items have already been reverse scored

Structure and content of the data file

The data file begins with a number of background and contextual variables, as follows:

Name	Label	Values
COHORT	COHORT	None
ID	Child Unique ID Number	None
School_ID	School attended	None
MTgroup	Delivery Setting	Group 1-7
Group	Intervention Group	0 = Control; 1 = Intervention
Dosage	Child Dosage (number of sessions attended)	None
Parent_dosage	Parent Dosage (number of sessions attended)	None
Attendance	Attendance at school (%)	None
Gender	Child Gender	1 = Male; 2 = Female

The remaining variables are grouped in the following order (separate questionnaires and scales separated by Divider variables):

Name	Label	Values
PRE_CHILD	Pre-test Child Questionnaire	Divider
CPre_age_mths	Child pre-test: age in months (on day of testing)	None
PRE_FAS_CHILD	Family Affluence Scale	Divider
CPre_own_car	Does your family own a car, van or truck?	• 1 = "No" • 2 = "Yes" • 3 = "Yes, two or more"
CPre_own_bedroom	Do you have your own bedroom for yourself?	• 1 = "No" • 2 = "Yes"
CPre_hol_pastyr	During the past 12 months, how many times did you travel away on holiday with your family?	• 0 = "Not at all" • 1 = "Once" • 2 = "Twice" • 3 = "More than twice"
CPre_comp_own	How many computers does your family own?	• 0 = "None" • 1 = "One" • 2 = "Two" • 3 = "More than two"
PRE_TEIQue_CHILD	Pre-test Trait Emotional Intelligence Questionnaire - Child report	Divider
CP_tei_	75 items	• 1 = "Disagree Completely" • 2 = "Disagree" • 3 = "Neither agree nor disagree" • 4 = "Agree" • 5 = "Agree completely"

PRE_CBCL_CHILD	Pre-test Child Behaviour Checklist	Divider
PRE_CBCL_	28 Items	• 1 = "Never True" • 2 = "Almost Never True" • 3 = "Sometimes True" • 4 = "Often True" • 5 = "Always true"
PRE_CONFLICT_CHILD	Pre-test Conflict Tactics Items	Divider
CP_CONFLICT_	3 items	• 1 = "Never True" • 2 = "Almost Never True" • 3 = "Sometimes True" • 4 = "Often True" • 5 = "Always true"
PRE_PSBQ_CHILD	Pre-test Prosocial Behaviour Questionnaire	Divider
CP_PBQ_	15 items	• 1 = "Never" • 2 = "Almost Never" • 3 = "Sometimes" • 4 = "Often" • 5 = "Always"
PRE_APQ_CHILD	Pre-test Alabama Parenting Questionnaire	Divider
CP_APQ_	46 items	• 1 = "Never" • 2 = "Almost Never" • 3 = "Sometimes" • 4 = "Often" • 5 = "Always"
PRE_SOCIAL	Pre-test social interaction	Divider
CP_ACT	Go to activities weekly	• 0 = "No" • 1 = "Yes"
CP_Friends_quant	How many good friends	None
PRE_TEIQ_TEACHER	Pre-test teacher trait emotional intelligence questionnaire	Divider
TP_tei_	15 items	• 1=1/10 poor • 2=2/10 • 3=3/10 • 4=4/10 • 5=5/10 • 6=6/10 • 7=7/10 • 8=8/10 • 9=9/10 • 10=10/10 excellent
PRE_ADHD_TEACHER	Teacher assessment of ADHD	Divider
TP_ADHD_	14 items	• 0= "Not at all" • 1 = "Just a little" • 2 = "pretty much" • 3 = "Very Much"
PRE_CBCL_TEACHER	Pre-test Child Behaviour Checklist Teacher completed	• Divider

TP_CBCL_	29 items	• 0 = "Never True" • 1 = "Almost Never True" • 2 = "Sometimes True" • 3 = "Often True" • 4 = "Always true" • 5 = "Don't Know"
MID_ENVIRO_CHILD	Mid point Mate-tricks programme environment survey child completed	Divider
CM_	24 items	• 1= NO! • 2 = no • 3 = Don't Know • 4 = yes • 5=YES!
MID_SAT_CHILD	Mid-point Mate-tricks programme satisfaction questionnaire child completed	Divider
CM_CSQ	9 items	• 1= NOT GOOD! • 2 = not good • 3 = Don't Know • 4 = good • 5=GOOD!
MID_FAC1_CHILD	Mid-point Child report on relationship with facilitator 1	Divider
CM_CHECKLIST_fac1	22 items	• 1= NO! • 2 = no • 3 = Don't Know • 4 = yes • 5=YES!
MID_FAC2_CHILD	Mid-point Child report on relationship with facilitator 2	• Divider
CM_CHECKLIST_fac2	22 items	• 1= NO! • 2 = no • 3 = Don't Know • 4 = yes • 5=YES!
POST_CHILD	Post-test Child Questionnaire	• Divider
CPre_age_mths	Child pre-test: age in months (on day of testing)	• None
POST_FAS_CHILD	Post-test: Family Affluence Scale	• Divider
CPT_own_car	Does your family own a car, van or truck?	• 1 = "No" • 2 = "Yes" • 3 = "Yes, two or more"
CPT_own_bedroom	Do you have your own bedroom	• 1 = "No"

	for yourself?	• 2 = "Yes"
CPT_hol_lastyr	During the past 12 months, how many times did you travel away on holiday with your family?	• 0 = "Not at all" • 1 = "Once" • 2 = "Twice" • 3 = "More than twice"
CPT_computers	How many computers does your family own?	• 0 = "None" • 1 = "One" • 2 = "Two" • 3 = "More than two"
POST_TEIQue_CHILD	Post-test Trait Emotional Intelligence Questionnaire - Child report	• Divider
CPT_tei_	75 items	• 1 = "Disagree Completely" • 2 = "Disagree" • 3 = "Neither agree nor disagree" • 4 = "Agree" • 5 = "Agree completely"
POST_CBCL_CHILD	Post-test Child Behaviour Checklist	• Divider
CPT_CBCL_	28 Items	• 1 = "Never True" • 2 = "Almost Never True" • 3 = "Sometimes True" • 4 = "Often True" • 5 = "Always true"
POST_CONFLICT_CHILD	Post-test Conflict Tactics Items	• Divider
CPT_CONFLICT_	3 items	• 1 = "Never True" • 2 = "Almost Never True" • 3 = "Sometimes True" • 4 = "Often True" • 5 = "Always true"
POST_PBQ_CHILD	Post-test Prosocial Behaviour Questionnaire	• Divider
CPT_PBQ_	15 items	• 1 = "Never" • 2 = "Almost Never" • 3 = "Sometimes" • 4 = "Often" • 5 = "Always"
PRE_APQ_CHILD	Pre-test Alabama Parenting Questionnaire	• Divider
CPT_APQ_	46 items	• 1 = "Never" • 2 = "Almost Never" • 3 = "Sometimes" • 4 = "Often" • 5 = "Always"
PRE_SOCIAL_CHILD	Pre-test social interaction	• Divider
CPT_ACT	Go to activities weekly	• 0 = "No" • 1 = "Yes"

CPTFriends	Post-test: How many good friends	• None
POST_TEI_TEACHER	Post-test: teacher trait emotional intelligence questionnaire	• Divider
TPT_tei_	15 items	• 0=0/10 poor • 1=1/10 • 2=2/10 • 3=3/10 • 4=4/10 • 5=5/10 • 6=6/10 • 7=7/10 • 8=8/10 • 9=9/10 • 10=10/10 excellent
POST_ADHD_TEACHER	Post-test: Teacher assessment of ADHD	• Divider
TPT_ADHD_	14 items	• 0= "Not at all" • 1 = "Just a little" • 2 = "pretty much" • 3 = "Very Much"
POST_CBCL_TEACHER	Post-test: Child Behaviour Checklist Teacher completed	• Divider
TPT_CBCL_	29 items	• 0 = "Never True" • 1 = "Almost Never True" • 2 = "Sometimes True" • 3 = "Often True" • 4 = "Always true" • 5 = "Don't Know"
TotalScore	Total Scale and Subscale Scores for Pre (1), Mid and Post (2) Test	• Divider
CP_FAS	Total Score: Child Reported Family Affluence Scale	Mean score for scale/sub-scale
TEIChild1	Total Score Pre-Test: Child-reported Trait Emotional Intelligence - TEIQ	Mean score for scale/sub-scale
TEIChild2	Total Score Post-Test: Child-reported Trait Emotional Intelligence - TEIQ	Mean score for scale/sub-scale
CBCLtotal1	Total Score Pre-Test: Child Reported Anti-Social Behaviour - Child Behaviour Checklist	Mean score for scale/sub-scale
CBCLtotal2	Total Score Post-Test: Child Reported Anti-Social Behaviour - Child Behaviour Checklist	Mean score for scale/sub-scale
PBQAnti1	Total Score Pre-Test: Child Reported Anti-Social Behaviour - Prosocial Behaviour Questionnaire	Mean score for scale/sub-scale

PBQAnti2	Total Score Post-Test: Child Reported Anti-Social Behaviour - Prosocial Behaviour Questionnaire	Mean score for scale/sub-scale
PBQPro1	Total Score Pre-Test: Child Reported Prosocial Behaviour - Prosocial Behaviour Questionnaire	Mean score for scale/sub-scale
PBQPro2	Total Score Post-Test: Child Reported Prosocial Behaviour - Prosocial Behaviour Questionnaire	Mean score for scale/sub-scale
PBQVict1	Total Score Pre-Test: Child Reported Vicitimisation - Prosocial Behaviour Questionnaire	Mean score for scale/sub-scale
PBQVict2	Total Score Post-Test: Child Reported Vicitimisation - Prosocial Behaviour Questionnaire	Mean score for scale/sub-scale
ConflictTac1	Total Score Pre-Test: Child Reported Conflict Tactics	Mean score for scale/sub-scale
ConflictTac2	Total Score Post-Test: Child Reported Conflict Tactics	Mean score for scale/sub-scale
APQMum1	Total Score Pre-Test: Child Reported Relationship with Mother - Alabama Parenting Questionnaire	Mean score for scale/sub-scale
APQMum2	Total Score Post-Test: Child Reported Relationship with Mother - Alabama Parenting Questionnaire	Mean score for scale/sub-scale
APQDad1	Total Score Pre-Test: Child Reported Relationship with Dad - Alabama Parenting Questionnaire	Mean score for scale/sub-scale
APQDad2	Total Score Post-Test: Child Reported Relationship with Dad - Alabama Parenting Questionnaire	Mean score for scale/sub-scale
APQLiberal1	Total Score Pre-Test: Child Reported Liberal Parenting - Alabama Parenting Questionnaire	Mean score for scale/sub-scale
APQLiberal2	Total Score Post-Test: Child Reported Liberal Parenting - Alabama Parenting Questionnaire	Mean score for scale/sub-scale
APQSupport1	Total Score Pre-Test: Child Reported Supportive Parenting - Alabama Parenting	Mean score for scale/sub-scale

	Questionnaire	
APQSupport2	Total Score Post-Test: Child Reported Supportive Parenting - Alabama Parenting Questionnaire	Mean score for scale/sub-scale
APQAuthoritative1	Total Score Pre-Test: Child Reported Authoritarian Parenting - Alabama Parenting Questionnaire	Mean score for scale/sub-scale
APQAuthoritative2	Total Score Post-Test: Child Reported Authoritarian Parenting - Alabama Parenting Questionnaire	Mean score for scale/sub-scale
TEITeach1	Total Score Pre-Test: Teacher-reported Trait Emotional Intelligence - TEIQ	Mean score for scale/sub-scale
TEITeach2	Total Score Post-Test: Teacher-reported Trait Emotional Intelligence - TEIQ	Mean score for scale/sub-scale
TeacherADHD1	Total Score Pre-Test: Teacher-reported ADHD - ADHD Rating Scale	Mean score for scale/sub-scale
TeacherADHD2	Total Score Post-Test: Teacher-reported ADHD - ADHD Rating Scale	Mean score for scale/sub-scale
CBCLTeach1	Total Score Pre-Test: Teacher Reported Anti-Social Behaviour - Child Behaviour Checklist	Mean score for scale/sub-scale
CBCLTeach2	Total Score Post-Test: Teacher Reported Anti-Social Behaviour - Child Behaviour Checklist	Mean score for scale/sub-scale
PerceptChildBeha	Total Score Mid-Test: Child Perceptions of Peer Behaviour	Mean score for scale/sub-scale
CSQ	Total Score Mid-Test: Child Satisfaction With Programme	Mean score for scale/sub-scale
facilitatorOne	Total Score Mid-Test: Child Ratings of Facilitator (One) Dispositions	Mean score for scale/sub-scale
facilitatorTwo	Total Score Mid-Test: Child Ratings of Facilitator (Two) Dispositions	Mean score for scale/sub-scale