
LSCI research in Flanders: the use of interviews, questionnaires and registrations in a quasi-experimental design

Bram Soenen
OC Sint-Idesbald

Orthopedagogical Centre Sint-Idesbald

- (Semi-) residential care
 - 6-21 year
 - 15 groups
 - Max. 14 youngsters
 - School
 - Primary education (6-12)
 - Secondary education (12-18)
 - Our population
 - 124 girls; 318 boys
 - Mean age: 13.37
 - Mean IQ: 77.12
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LSCI project

- Research and implementation
 - Stepwise
 - All staff members
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| JAAR | | A | B | C |
|-------|---|---|--|--|
| 08-09 | I | No implementation | | |
| | R | Baseline: interviews, questionnaires, registrations | | |
| 09-10 | I | Implementation 1 | No implementation | |
| | R | Questionnaires & registrations <i>A = Ex</i> | Questionnaires & registrations <i>B = Co</i> | Questionnaires & registrations <i>C = Co</i> |
| 10-11 | I | Implementation 2 | Implementation 1 | No implementation |
| | R | Questionnaires & registrations <i>A = Ex</i> | Questionnaires & registrations <i>2 y. A vs. 1 y. B?</i> <i>B = Experimental</i> | Questionnaires & registrations <i>C = Control</i> |
| 11-12 | I | Implementation 3 | Implementation 2 | Implementation 1 |
| | R | Questionnaires & registrations <i>A = Experimental</i> | Questionnaires & registrations <i>3 y. A vs. 2 y. B?</i> | Questionnaires & registrations <i>2 y. B vs. 1 Y. C?</i> <i>3 y. A vs. 1 Y. C?</i> |
| 12-13 | I | Implementation 4 | Implementation 3 | Implementation 2 |
| | R | Follow-up | Follow-up | Follow-up |
| 13-14 | | Analysis of data | | |

Interviews

- Goals
 - Take knowledge of perceptions / problem areas
 - Baseline
- 100 interviews (50 staff & 50 youngsters)
- Transcribed verbatim
- Tree structure
- MaxQDA2

| Youngsters | Staff |
|--------------|--------------|
| Behaviour | Behaviour |
| Approach | Approach |
| Relations | Knowledge |
| Expectations | Job |
| | Support |
| | Cooperation |
| | Expectations |

Interviews youngsters

- Behaviour
 - Aggression!!!
 - Skipping classes, drugs,
 - Approach
 - Listening
 - Problems with punishment
 - Relations
 - Reliable, safe, fun
 - Expectations
 - No more aggression and bullying
 - Listening
 - More supervision
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Interviews staff members

- Behaviour
 - Aggression!!!
 - Skipping classes, drugs
 - Approach
 - Differentiation
 - Not clear, the individual?
 - Knowledge
 - Not enough educated
 - Need for guidelines to deal with aggression
 - Job
 - Safety, satisfaction, workload
 - Support
 - Cooperation
 - Expectations
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Questionnaires

- Goals

- Characteristics target population
- Effect research

- Questionnaires

- SCARED

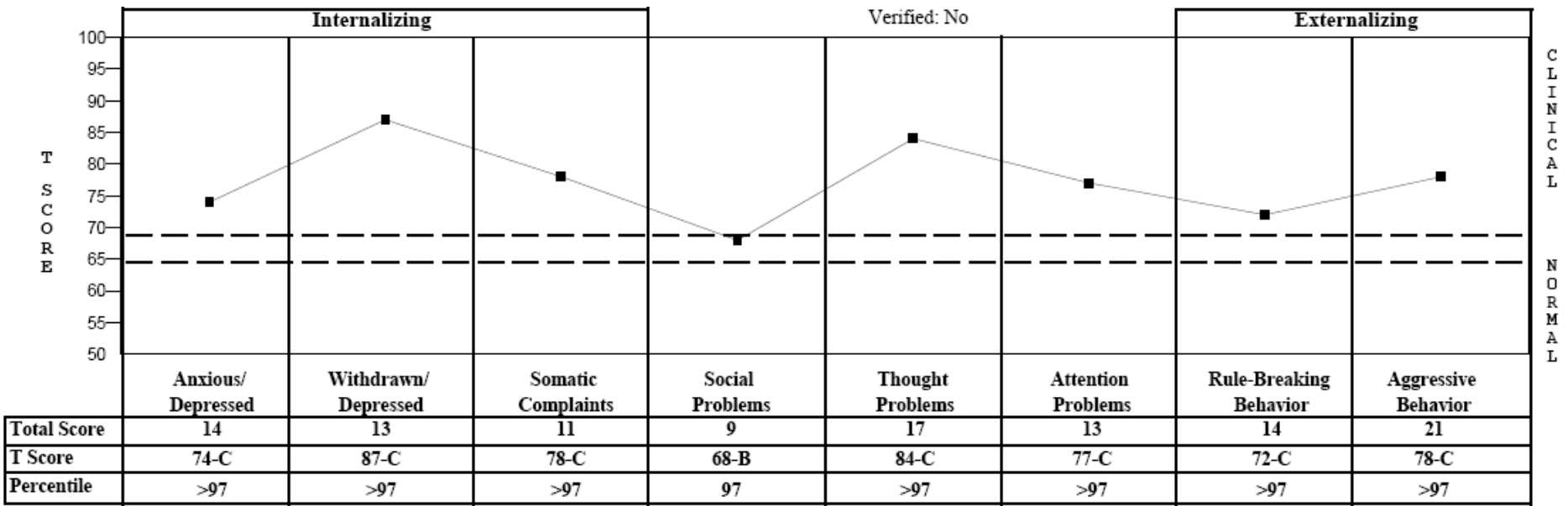
- Self-report
 - 7-18
 - Separation anxiety, panic disorder, animal phobia, medical phobia, situational phobia, social phobia, obsessive compulsive disorder, posttraumatic stress disorder, generalized anxiety disorder, total anxiety
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Questionnaires

- CBCL (Child Behaviour Checklist)
 - Group worker
 - Internalizing / externalizing / total
 - eight problem scales: withdrawn/ depression, somatic complaints, anxiety/depression, social problems, thought problems, attention problems, delinquent behaviour, and aggressive behaviour
 - TRF (Teacher Report Form)
 - Teacher
 - YSR (Youth Self Report)
 - Youngster
 - 11-18
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Questionnaires

- some preliminary results
 - Differences between informants
 - High scores on SCARED / internalizing
 - need to analyze profoundly (items)
 - Examples
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Registrations

- Goal

- Details: how much, when, where, behaviour,...
- Effect research

- Registrations

- Conflicts
 - School results
 - Class attendance
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Conclusions

- Need for diversity of data collection
 - Qualitative: reflections
 - Standardized instruments
 - Facts
 - Implications of analysis
 - More than just implementation
 - Power of numbers & figures
 - Coaching based on research
 - Structure centre
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