



The Jepeca Programme

An official report on the impact of the Jepeca intervention, exploring its effect on the lives of young people.

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Abstract

Jepeca is an intervention programme designed to empower young people to make informed decisions for the changes they want to make or have to make in their lives.

Jepeca has to date been delivered to three hundred and ninety-nine young people. This report documents a study of the validation data obtained from each participant of the Jepeca programme since 2010.

If you are an individual or an organisation wishing to commission Jepeca this report will be of benefit in helping you to make a decision. The aim of this report is to make it easy to compare Jepeca services to other services and to make the Jepeca intervention more transparent and easy to understand.

Introduction

Jepeca is an intervention programme designed to empower young people to make informed decisions for the changes they want to make or have to make in their lives. The programme predominantly works with social, emotional, behavioural and academic issues and provides tools, techniques and strategies which young people can refer to time and time again (Hadden,J. 2013)

The Jepeca programme was devised by its founder Julianne Hadden in 2009. Julianne's interest in the wellbeing of young people has its roots in her previous role as a school health nurse. Whilst in this role she became increasingly frustrated by the lack of help and accessibility to help that a school, parents and young people had. After wrestling with this frustration for a number of years Julianne decided the only way forward was to devise and implement an intervention program which would empower young people to help themselves whatever their situation.

The first Jepeca pilot programmes were delivered in January 2011 and since then the programme has been delivered to three-hundred and ninety-nine young people spread across 70 schools. The Jepeca programme is delivered by a trained Jepeca Coach over six consecutive sessions during a school half term and is delivered on the school premises in a private room. Each young person receiving the Jepeca programme is calibrated in week one and again in week six by the Jepeca coach using the Jepeca validation pack specifically designed for this purpose.

This report documents the outcomes of recognised scientific statistical analysis methods which were applied to the calibration values obtained by the validation process. These outcomes will show the overall impact of the Jepeca intervention as well as statistics on six areas that make up the validation pack.

Procedure

The official Jepeca monitoring and assessment pack was used to gather all relevant information.

The data collected from 399 (219 Male, 180 Female) clients, who were referred to the Jepeca programme, was used. The average age of the clients was 11.2 years ranging from

7-24 years. All clients attended primary and secondary schools in Hertfordshire, London and Wiltshire with the exception the older clients who were teaching staff. Permission slips were returned for clients under the age of 13 years. For those over 13 years parental consent was obtained verbally by school staff. At initial assessment all clients were asked if they were happy to participate regardless of age.

Thirty-two clients chose not to continue to participate after the initial assessment or occasionally mid-way through the programme, these were included in the analysis. Initial assessment scores were used as final assessment scores as it was assumed clients did not change therefore the last observation was carried forward.

Clients took part in an initial assessment on the first day which was made up of 30 questions covering six areas. The same 30 questions were asked at final assessment, on the last day, after the delivery of 6 sessions of the Jepeca programme. Clients were unable to view their initial assessment answers until after the final assessments had been completed.

Clients were also presented with some self-assessment scales at initial and final assessments as well as a client feedback form at final assessment.

This report will also look at the difference the Jepeca intervention continued to make some months after the initial six session intervention. Ten clients were revisited ten months after they took part in the Jepeca programme. The same 30 questions were asked and compared to the original initial assessment as well as the final assessment. Results will show whether the scores changed from final assessment and the level of significance. It is expected that scores will be significantly different from initial assessment with no significant differences between final and retest scores.

Results

Overview of Analysis

To examine the effect of the Jepeca programme on its clients each answer given at initial and final assessment was given a score. Positive answers were given a score of 1, negative answers a score of 0 and answers which were neither positive nor negative were given a score of 0.5.

Likert scales used for self-assessment at initial and final assessment where clients were required to rate themselves on a scale of 1-10 in the following areas confidence; self-esteem; behaviour at home; behaviour at school have also been analysed and the mean differences tested for significant positive increases in scores.

Qualitative data was collected from the clients feedback form with emphasis on trends in reports of certain feelings or abilities. The words mostly used to describe how clients said they felt since participating in the Jepeca programme were:

- Happier;
- Better Behaviour including Calmer & Anger Management;
- Motivated at school and less reluctant to come to school;
- Positive with less worries;
- More confident;
- Better self-esteem;
- In control of thoughts, feelings and anxiety;
- Better home and school relationships.

The number of times the above words occurred will be counted and reported in percentages.

Using a t-test the analysis will show the overall mean difference between initial and final assessments as well as an analysis of the mean differences in the six categories which make up the Jepeca validation pack. The 6 categories are, Environment; Behaviour; Confidence; Self-Esteem; Identity/Self-Worth; Goals. All mean differences are tested for a level of significance using $p=.05$. The levels of significance will show whether there is a significant difference between the scores at initial and final assessment. Results under .05 will be considered a significant difference.

Glass's delta will be used to test for effect size and will be reported using guidelines from Cohen. This will indicate the magnitude of the effect of the Jepeca intervention.

Clients were asked at initial assessment what they would like to work on, their goals, thinking about what they would like to achieve by the end of the Jepeca programme.

This report will state the number of clients who said they had reached/not reached their goals.

Analysis of the overall impact of the Jepeca program

A paired samples t-test was conducted to evaluate the impact of the Jepeca intervention on client's scores at final assessment compared to initial assessment. There was a statistically significant difference in scores from initial assessment ($M=18.46$, $SD= 4.68$) to final assessment ($M =24.39$, $SD = 4.70$), $t(398)=26.6$, $p = .0000$, $\alpha = .05$.

This suggests that by taking part in the Jepeca programme, clients are more likely to have a more positive outlook as well as an experience which puts them more in control of their own situations. As the results show that overall there is a significant difference between the means we can be confident that these results did not occur by chance.

The 95% confidence interval shows that should the Jepeca programme be delivered to the population with a mean age 11.2 ranging from 7-24 years we could be 95% confident that the mean difference in scores from initial assessment to final assessment would lie between the lower and upper limit (lower 5.50 upper 6.37). Suggesting that all of this population would be likely to benefit from taking part in the Jepeca programme.

Although there are statically significant differences between the overall mean scores of the initial assessment and overall mean scores at final assessment, tests for effect size were performed to test the strength of the difference. This tests the relative magnitude of the differences between the two means. Glass's Delta was used to calculate the effect size.

Glass's delta is calculated by dividing the mean difference between the final and initial assessment by the standard deviation. For the overall score data this is $5.930/4.684=1.27$. To interpret the Glass's delta value the following guidelines were used from Cohen: No effect ($ES < 0.2$) Low ($0.2 \leq ES < 0.5$), medium ($0.5 \leq ES < 0.8$), high ($ES \geq 0.8$).

Given our Glass's delta value of 1.27 we can conclude there was a large effect, with a substantial difference between the overall mean score obtained at final assessment compared to initial assessment suggesting that large numbers of clients do benefit from the Jepeca intervention.

Analysis of the impact of the Jepeca programme across six specific areas:

The means from the six areas which make up the Jepeca validation pack were compared and tested for significance. Each section had a maximum score e.g. Environment, maximum score 6; Behaviour, 5; Confidence, 5; Self-Esteem, 5; Identity/Self-Worth, 5; Goals, 4.

The following is a breakdown of the results covering the six categories which make up the calibration assessments:

Environment:

This section of the validation pack is designed to identify how clients are coping with their environment. It looks at how happy and content they are in their environments as well as checking for strength of relationships within their family and in friendships.

The results show that there is a statistically significant difference in mean scores for the category Environment from initial assessment ($M=3.65$, $SD= 1.03$) to final assessment ($M=4.83$, $SD = 2.23$), $t(398)=9.9$, $p = .0000$, $\alpha = .05$

Given our Glass's delta value of 1.14 we can conclude there was a large effect, with a substantial difference between the mean score for Environment obtained at final assessment compared to initial assessment suggesting that large numbers of clients are able to manage and experience improvements in the way they handle their environment after taking part in the Jepeca programme.

The 95% confidence interval shows that should the Jepeca programme be delivered to a similar population we could be 95% confident that the mean difference in scores from initial to final assessment would lie between the lower limit of 0.95 and the upper limit 1.41.

Behaviour:

In this section clients are asked five questions which relate to their behaviour and feelings as well as the behaviour of others towards them.

There was a statistically significant difference in scores for the category Behaviour from initial assessment ($M=1.73$, $SD= 1.42$) to final assessment ($M =3.68$, $SD = 1.32$), $t(398)=25.5$, $p = .0000$, $\alpha = .05$

Tests for effect size returned a Glass's delta value of 1.37 therefore we can conclude there was a large effect, with a substantial difference between the mean score obtained for Behaviour at final assessment compared to initial assessment suggesting that a large number of clients were better able to manage their own behaviour and react in a calmer way towards those who are unkind, after the Jepeca intervention.

The 95% confidence interval shows that should the Jepeca programme be delivered to a similar population we could be 95% confident that the mean difference in scores from initial to final assessment would lie between the lower limit of 1.80 and the upper limit 2.10.

Confidence:

In order to identify how confident clients are, five questions are asked around how much the client believes they have the ability or capability to achieve and how they think about themselves.

There was a statistically significant difference in scores from initial assessment ($M=3.98$, $SD= 1.17$) to final assessment ($M =4.52$, $SD = 0.87$), $t(398)=10.6$, $p = .0000$, $\alpha = .05$.

Glass's delta returned a value of 0.46 which suggests a small to moderate number of clients had an increased level of confidence.

The 95% confidence interval shows that should the Jepeca programme be delivered to a similar population we could be 95% confident that the mean difference in scores from initial to final assessment would lie between the lower limit of 0.44 and the upper limit 0.63.

Self-Esteem:

Self-esteem items are designed to establish how the client is feeling about themselves.

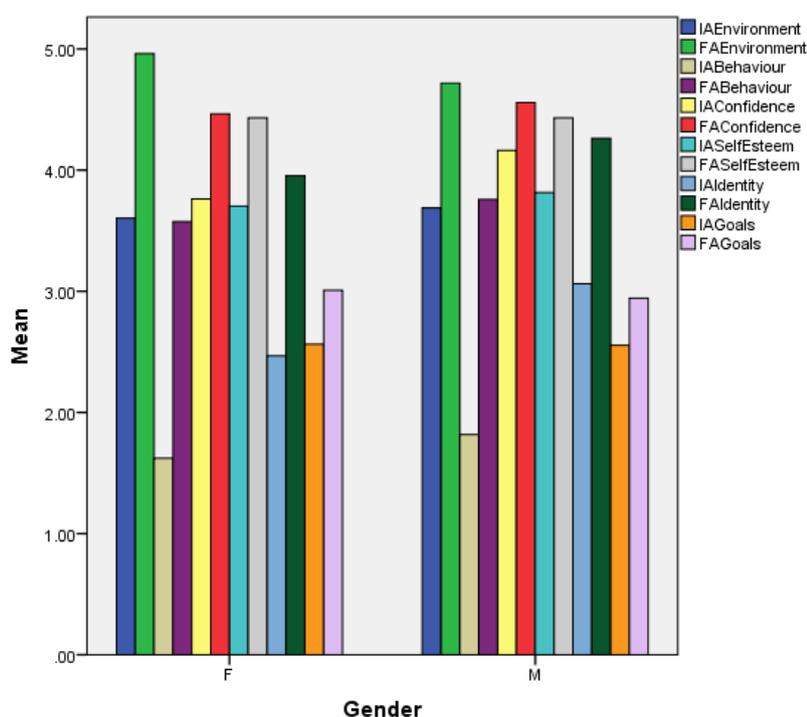
Results from a t-test show that there was a statistically significant difference in scores obtained for Self-Esteem from initial assessment ($M=3.76$, $SD= 1.03$) to final assessment ($M =4.43$, $SD = 0.82$), $t(398)=13.3$, $p = .0000$, $\alpha = .05$

Cohen's guidelines were used to interpret Glass's delta. Given our value of 0.65 we can conclude there was a moderate effect on Self-esteem suggesting that a moderate number of clients felt better about themselves by the end of the Jepeca programme.

The 95% confidence interval suggests should the Jepeca programme be delivered to a similar population the difference in mean scores could be expected to lie between 0.56 and 0.76.

Figure 1

Summary of the mean differences in scores collected at initial and final assessment broken into six categories and split according to gender.



Identity/Self-Worth:

In order to assess how clients saw themselves and how much worth they put on themselves, six questions were asked at both initial and final assessment.

There was a statistically significant difference in scores for Identity/Self-Worth from initial assessment ($M=2.80$, $SD= 1.60$) to final assessment ($M =4.12$, $SD = 1.30$), $t(398)=18.0$, $p = .0000$, $\alpha = .05$.

Glass's delta returned a value of 0.82 showing a large effect suggesting that a large number of participants would have increased awareness of their identity and self-worth.

The 95% confidence interval shows that should the Jepeca programme be delivered to a similar population we could be 95% confident that the mean difference in scores from initial to final assessment would lie between the lower limit of 0.57 and the upper limit 0.76.

Goals

In this section clients are presented with four items relating to future goals with a focus on how far ahead they are looking if at all.

There was a statistically significant difference in scores for Goals from initial assessment ($M=2.56$, $SD= 1.27$) to final assessment ($M =2.97$, $SD = 1.25$), $t(398)=6.6$, $p = .0000$, $\alpha = .05$.

Given our Glass's delta value of 0.33 we can conclude there was a small effect meaning that a small number of clients improved in this section suggesting that these clients had more of a future focus.

Table 1

Summary of the mean differences and the 95% confidence interval for the above areas

	Mean-difference between initial and final assessment scores	95%confidence interval	
		Lower	Upper
Overall	5.93	5.50	6.37
Environment	1.18	0.95	1.41
Behaviour	1.95	1.80	2.10
Confidence	0.53	0.44	0.63
Self-Esteem	0.67	0.57	0.77
Identity/Self-worth	1.33	1.18	1.48
Goals	0.41	0.29	0.54

Analysis of Self-assessment scales

A Likert scale was used to assess how clients rated themselves for confidence, self-esteem, behaviour at home and behaviour at school on a scale of 0-10 with 0 being the lowest and 10 the highest e.g. 0 on confidence would mean no confidence 10 on confidence would mean super confident.

A t-test was used to compare the means at initial and final assessment testing for significant differences. Calculations were made to test the effect size, and the 95% confidence interval.

The following is a breakdown of the results of the analysis carried out on the four areas above:

Confidence

There was a statistically significant difference in scores from initial assessment ($M=5.29$, $SD= 2.24$) to final assessment ($M =8.23$, $SD = 1.84$), $t(353)=24.5$, $p = .0000$, $\alpha = .05$ showing an increase in confidence levels at the end of the Jepeca programme.

The 95% confidence interval shows we could expect future scores to lie between the lower (2.71) and upper (3.18) limits.

Glass's delta test of effect size returned a value of 1.31 which shows the majority of clients rated themselves highly for confidence at the end of the Jepeca programme.

Self-esteem

The analysis of the Self-Esteem self-rating scale, there was a statistically significant difference in scores from initial assessment ($M=5.71$, $SD= 2.65$) to final assessment ($M =8.10$, $SD = 2.10$), $t(338)=18.21$, $p = .0000$, $\alpha = .05$ showing a significant increase in how clients feel about themselves.

Glass's delta returned an effect size of 0.90 showing that a large majority of clients scored themselves significantly higher for self-esteem at final assessment.

The 95% confidence reports the lower (2.13) and upper limits (2.65) showing that it would be expected that future scores would be within this region.

Behaviour Home:

Clients were asked to rate themselves on their behaviour at home using a Likert scale sliding from 0-10 with 0 being really badly behaved and 10 extremely well behaved. Using a

t-test the means from initial and final assessments were compared and tested for significance. There was a statistically significant difference in scores from initial assessment ($M=6.41$, $SD= 2.32$) to final assessment ($M =7.99$, $SD = 1.95$), $t(288)=13.4$, $p = .0000$, $\alpha = .05$

Glass's delta test of effect size returned a value of 0.68 showing a moderate effect.

The 95% confidence interval shows that should the Jepeca programme be applied to a similar population we could be 95% confident that the scores would lie between the upper and lower limits (Upper, 1.81 and Lower, 1.35)

Behaviour School:

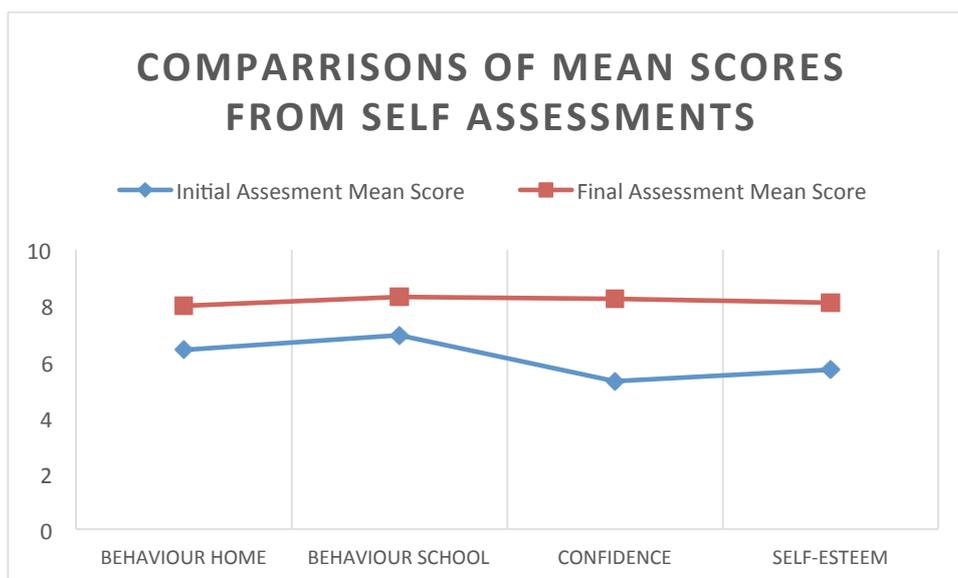
Behaviour levels at school were rated by the client. There was a statistically significant difference in scores from initial assessment ($M=6.94$, $SD= 2.38$) to final assessment ($M=8.28$, $SD= 1.81$), $t(289)=12.1$, $p = .0000$, $\alpha = .05$

Glass's delta returned a value of 0.57 which shows a moderate improvement in behaviour at school.

The 95% confidence interval shows that should the Jepeca programme be applied to a similar population we would expect the mean difference between initial and final assessment scores to lie between the lower limit (1.13) and the upper limit (1.56).

Figure 2

Summary of the mean differences between self-assessment mean scores collected at initial and final assessment broken into four categories.



Analysis of qualitative data collected from client feedback questionnaires reveals the following:

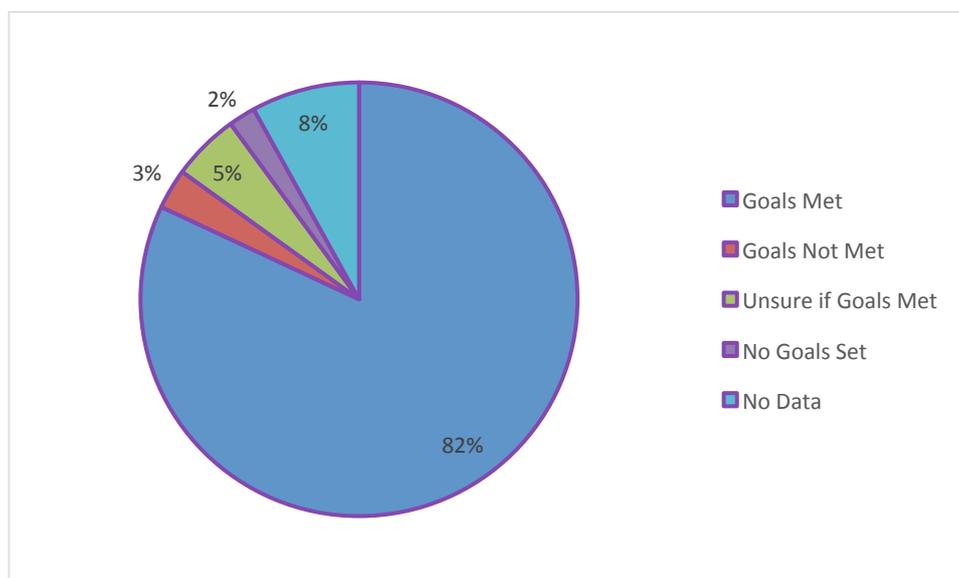
Table 2

Summary of the results taken from qualitative data taken at the end of the six session Jepeca programme.

Frequent Words	Number of Clients using frequent words	Percentage
Happy	236	59.1%
Better Behaviour	230	57.6%
In Control	134	33.6%
More Confident	127	31.8%
Better Relationships	108	27.1%
Self-esteem	57	14.3%
Positive	55	13.8%
Motivated	40	10.0%

Analysis of the numbers and percentages of goals met:

Out of 399 clients, 327 said they had met their goals; 12 said they did not meet their goals; 19 said they weren't sure and 9 had not set any goals. 32 did not complete the programme.



Goals included:

- More confidence
- Better behaviour
- Better relationships
- Higher self-esteem
- Better grades
- Stop self-harming

Pilots

When Jepeca first began to deliver its services in schools, its founder Julianne Hadden found it necessary to look at how it worked in the long term. After delivering the programme to a number of clients she set about retesting some of them some months later. She formally reassessed 10 clients. A t-test of the mean scores reveals there is no significant difference between the mean score at final assessment and at re-assessment. The difference between final assessment ($M=24.45$, $SD= 2.65$) to retest assessment ($M =23.40$, $SD = 4.08$), $t(9)=0.7$, $p = .52$, $\alpha = .05$

Analysis of the mean differences between Initial assessment ($M=15.80$, $SD= 4.12$) to retest assessment ($M =23.40$, $SD = 4.08$), $t(9)=0.78.5$, $p = .000$, $\alpha = .05$

This shows that clients did not revert back to their original state but remained positive, confident and happy.

General Discussion

The most clear-cut conclusion that can be drawn from these results is that, young people who take part in the Jepeca programme benefit from learning how to take control of the difficulties they face in life.

In all areas analysed there was a statistically significant positive difference between scores at initial assessment compared to final assessment. This was consistent with Jepeca's claim that the program is "A simple intervention to empower young people to get back in control of their lives and make lasting, positive change". (Hadden, J. 2014)

Practical Implications of the Jepeca programme

It would appear from the pilot study, where clients were reassessed 10 months after they took part in the six session Jepeca programme, that the Jepeca programme is a preventative measure which can be used by organisations to ensure that young people reach their full potential. It enables them to build good relationships with their family members and peers. With so many changes happening in young people's lives and the level of expectation put upon them by school looking for the best results, fitting in with peers and parental expectations, young people often feel overwhelmed. The results show that the Jepeca programme is a viable solution to enable young people to manage all of the changes and expectations put on them.

Looking through the data as well as the reasons for referral, an overwhelming number of clients reported that they had achieved their goals by the end of the six sessions.

Limitations of the Jepeca

Even though the results are very positive and change has occurred for the better in the majority of cases it cannot be claimed with conviction that the Jepeca intervention was solely responsible for these changes. However it is quite likely that it is as no one was worse after the intervention. Without the intervention it could be expected that some people

would improve anyway or perhaps have a placebo effect. This could be tested in the future by using a controlled randomised trial to determine the actual treatment effect.

Future Analysis Directions

Perhaps the most interesting questions now are around how long the Jepeca effect lasts. The small pilot study suggests the Jepeca techniques stay with the clients in the long term (10 months). It would be interesting to do some further retests at perhaps one and two years.

In this climate where more and more reports are heard of suicide, self-harm and depression among young people the Jepeca programme may just be the key to turning lives around.

It looks like Jepeca really is “The route to empowerment” as reported by Tim Linehan in Every Child Journal (2014)

References

Linehan, T (2014) Every Child journal. Vol 4.5. www.teachingtimes.com

Hadden, J (2014) The Jepeca Way. Filament Publishing Ltd

Appendix

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	FAOverall	24.3877	399	4.70224	.23541
	IAOverall	18.457	399	4.6848	.2345
Pair 2	FAEnvironment	4.8271	399	2.23245	.11176
	IAEnvironment	3.6491	399	1.03017	.05157
Pair 3	FABehaviour	3.6754	399	1.32118	.06614
	IABehaviour	1.7293	399	1.41578	.07088
Pair 4	FAAbilCapabil	4.5150	399	.86517	.04331
	IAAbilCapabil	3.9812	399	1.16923	.05853
Pair 5	FValuesBeliefs	4.4311	399	.82495	.04130
	IValuesBeliefs	3.7644	399	1.03075	.05160
Pair 6	FAIdentity	4.1228	399	1.29696	.06493
	IAIdentity	2.7932	399	1.60260	.08023
Pair 7	FAMissionPurpose	2.9724	399	1.25083	.06262
	IAMissionPurpose	2.5589	399	1.27240	.06370
Pair 8	FASelfAssBehavHome	7.9896	289	1.95437	.11496
	IASelfASSBehavHome	6.4058	289	2.31700	.13629
Pair 9	FASelfAssBehavSchool	8.2840	289	1.81516	.10677
	IASelfAssBehavSchool	6.9391	289	2.37523	.13972
Pair 10	FASelfAssConfidence	8.2335	354	1.84605	.09812
	IASelfConfidence	5.2870	354	2.24122	.11912
Pair 11	FASelfAssSelfEsteem	8.0969	339	2.06638	.11223
	IASelfAssSelfEsteem	5.7056	339	2.64871	.14386

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	FAOverall - IAOverall	5.93033	4.45325	.22294	5.49204	6.36862	26.600	398	.000
Pair 2	FAEnvironment - IAEnvironment	1.17794	2.37177	.11874	.94451	1.41137	9.921	398	.000
Pair 3	FABehaviour - IABehaviour	1.94612	1.52417	.07630	1.79611	2.09612	25.505	398	.000
Pair 4	FAAbilCapabil - IAAbilCapabil	.53383	1.00225	.05018	.43519	.63248	10.639	398	.000
Pair 5	FValuesBeliefs - IValuesBeliefs	.66667	.99895	.05001	.56835	.76498	13.331	398	.000
Pair 6	FAIdentity - IAIdentity	1.32957	1.51658	.07592	1.18031	1.47884	17.512	398	.000
Pair 7	FAMissionPurpose - IAMissionPurpose	.41353	1.25691	.06292	.28983	.53724	6.572	398	.000
Pair 8	FASelfAssBehavHome - IASelfASSBehavHome	1.58374	2.00338	.11785	1.35179	1.81569	13.439	288	.000
Pair 9	FASelfAssBehavSchool - IASelfAssBehavSchool	1.34488	1.88409	.11083	1.12674	1.56302	12.135	288	.000
Pair 10	FASelfAssConfidence - IASelfConfidence	2.94653	2.26270	.12026	2.71001	3.18304	24.501	353	.000
Pair 11	FASelfAssSelfEsteem - IASelfAssSelfEsteem	2.39133	2.41786	.13132	2.13302	2.64964	18.210	338	.000