



HandsOnScotland Toolkit Pilot Study Report

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Emma George, Libby Downie, Julia Neufeind & Wendy Simpson

Playfield Institute

www.handsonscotland.co.uk

Introduction

This report details the pilot study that was conducted as part of the development process of the HandsOnScotland website (www.handsonscotland.co.uk). The HandsOnScotland website (the "toolkit") is a resource for frontline workers, commissioned by HeadsUpScotland, the national project for children and young people's mental health. The website contains information about behavioural problems in children and young people and suggestions on how best to manage these behaviours. The website was developed by Playfield Institute, NHS Fife, in partnership with Barnardo's and the University of Dundee. This pilot study was conducted by Playfield Institute as part of the development process, to investigate the initial response to the website and assess whether it meets the needs of frontline workers.

The aims of the pilot study were to:

- evaluate the usefulness of the website in practice
- assess whether the website affected workers' confidence in doing their job
- highlight areas of the website that need improvement
- find out whether anything was missing from the website
- assess the quality and relevance of the website's content and provide feedback to the writers
- determine how easy the website was to use
- get opinions on the appearance of the website
- find out whether workers are likely to use the website in the future.

Method

Participants

16 frontline workers participated in this pilot study on a voluntary basis. They were specifically selected to represent a range of professions and had varying experience and knowledge of mental health issues. A full list of participants' job titles is provided in Appendix 1.

Materials

Logbook

A logbook was created for participants to keep a record of every time they accessed the toolkit during the pilot study: the dates they used the toolkit, how long they spent using it and their comments.

Questionnaire

A questionnaire was developed which consisted of 34 closed questions with scaled responses, assessing various aspects of the accessibility, design, content and usefulness of the toolkit. At the end of the questionnaire there was an open comment box. See Appendix 2 for a copy of the questionnaire.

Interview Topic Guide

A topic guide was developed for use in the semi-structured interview at the end of the pilot study. The topic guide was designed to cover all aspects of the toolkit including overall impressions, difficulties using it, which sections were most/least helpful, appearance, future use, etc. It allowed the participants to discuss their personal impressions of the toolkit in detail. See Appendix 3 for a copy of the topic guide, including the introduction given by researchers at the start of the interview.

Procedure

An e-mail was sent to a representative range of frontline workers, from the Playfield Institute database, asking for volunteers to participate in the pilot study. Volunteers were asked to attend a briefing session at Playfield Institute. At this session, participants were given background information on the project and were requested to access the website at least once over the following two or three weeks. Participants were asked to record their activity on the website in the logbook and to complete the questionnaire. At the end of the evaluation period, participants were met at their workplace by a researcher from the Institute, for a semi-structured interview. Researchers collected the completed logbooks and questionnaires from participants at the interview. In two cases, due to time constraints, the interview was conducted by telephone.

Results

Response rate

Of the 16 participants: 12 completed the logbook
15 completed the questionnaire
13 were interviewed.

Logbook

Amount of use

12 participants completed the logbook during the pilot study. Of these, the minimum length of time spent using the toolkit was 30 minutes and the maximum was 20 hours (mean = 3.2 hours, standard deviation = 5.4 hours, median = 1.75 hours).

Comments

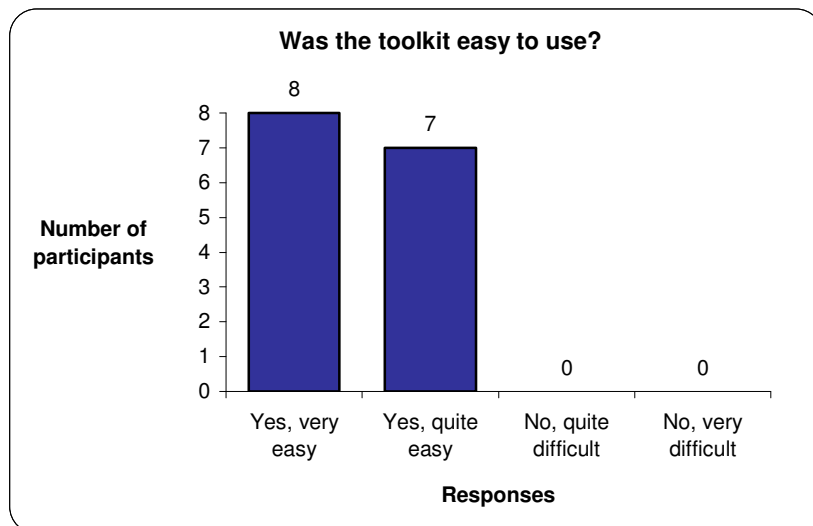
The comments written in logbooks generally related to specific sections of the toolkit. The majority of comments were positive, for example that certain topics were informative, easy to understand, helpful, etc. Negative points were also made, for example that certain topics didn't provide anything new or didn't deal with precise problems, that the sub topic headings weren't obvious, etc. Some general comments about the toolkit were also made, for example that it was useful to have links to other sections throughout the text, that the toolkit provided good advice and reassurance, etc. See Appendix 4 for full details of all comments.

Questionnaire

15 participants completed the questionnaire. The results are outlined below.

Ease of use

Participants reported that they found the toolkit either "quite easy" (47%) or "very easy" (53%) to use.



Participants generally found it easy to find the information they were looking for: two reported that they "always" found it easy, 12 reported "usually" and one reported "sometimes", with no participants reporting that they "rarely" or "never" found it easy to find what they were looking for.

Design, organisation and appearance of the toolkit

Participants reported that they found the toolkit (homepage and other pages) either "quite well" (53%) or "very well" (47%) designed. Furthermore, all reported that the information was well organised, either "quite well" or "very well" organised (53% and 47% respectively). 13 of the 15 participants (87%) reported that they found the toolkit visually attractive: 11 reported "quite" and two reported "very". The other two participants (13%) found the toolkit "quite unattractive".

Level of detail and length of sections

The majority of participants (80%) felt that the content had the right level of detail (12 participants). 13% (two people) reported that there was not enough detail. One person didn't respond.

Similarly, 87% felt that the topic sections were of the right length (13 participants). One person felt that the sections were too short and one person felt they were too long.

Was anything missing from the toolkit?

Four participants felt that there was nothing missing from the toolkit. Three people did not respond. However, eight people gave details of content that they would find helpful to be included:

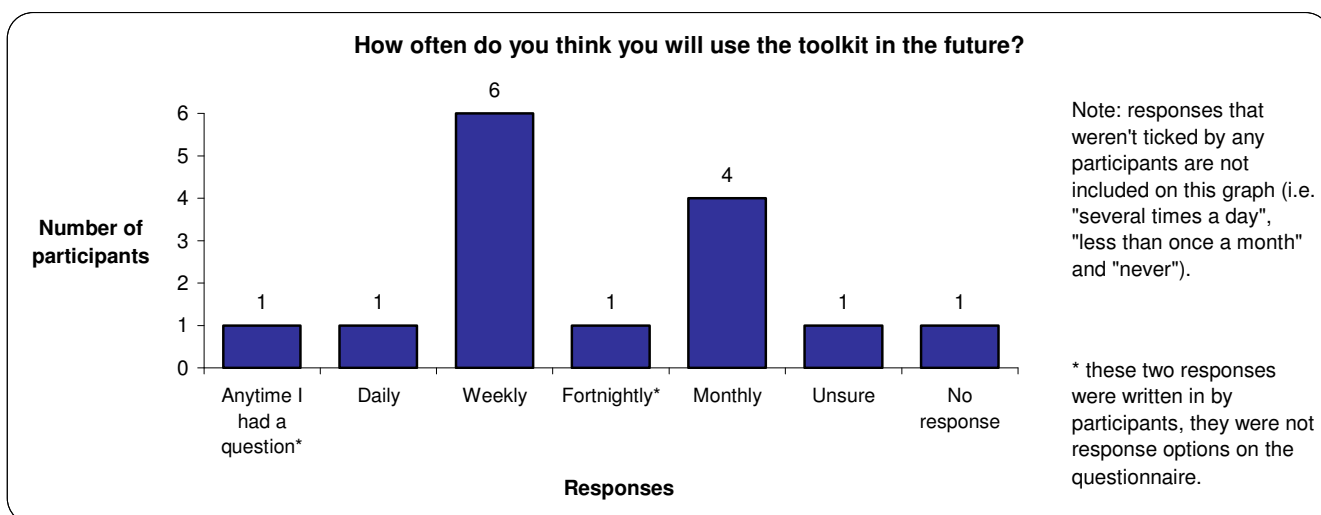
- possibility of self-harm in young people with autistic spectrum disorder (seeking sensory stimulation)
- expansion of self-harm section to add that self-harm can become habit/addiction
- separate sections for different age groups within some topics
- advice on dealing with a child who is very withdrawn
- section on children affected by parental substance misuse
- effects of domestic abuse on children
- more information targeted at younger client group (e.g. pre-school)
- drug and alcohol misuse.

Toolkit aims

Participants felt that the aims of the toolkit were clearly stated, with 53% saying "very clearly" and 47% saying "quite clearly". The majority of participants felt that the toolkit has "totally" (53%) or "partially" (40%) achieved its aims, whereas one did not respond.

Future use

40% of participants reported that they were likely to use the toolkit "weekly" (6 participants). One participant said they would use the toolkit "daily" and four participants said "monthly". Two participants didn't tick any of the boxes, but wrote their responses: one wrote "anytime I had a question" and the other wrote "fortnightly". In addition, one participant was "unsure" and one did not respond. Nobody reported that they would not use the toolkit in the future.

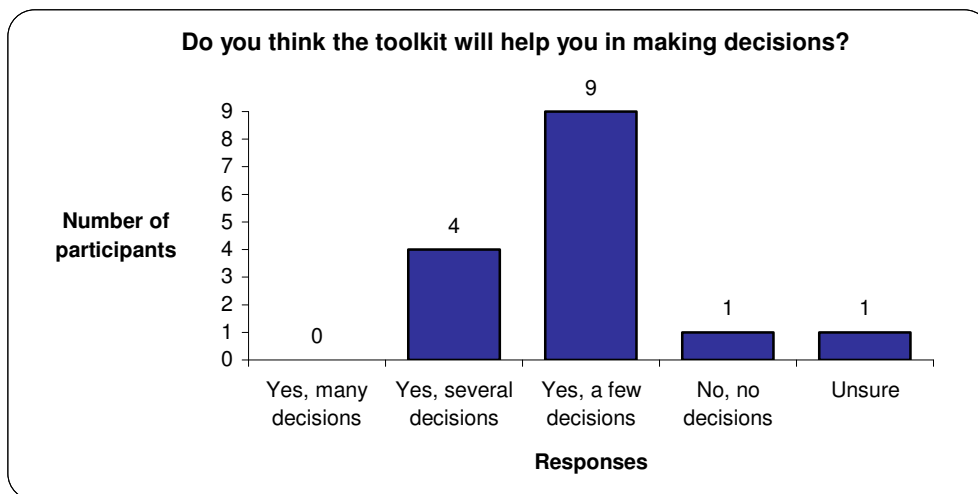


Effect of the toolkit on your knowledge and practice

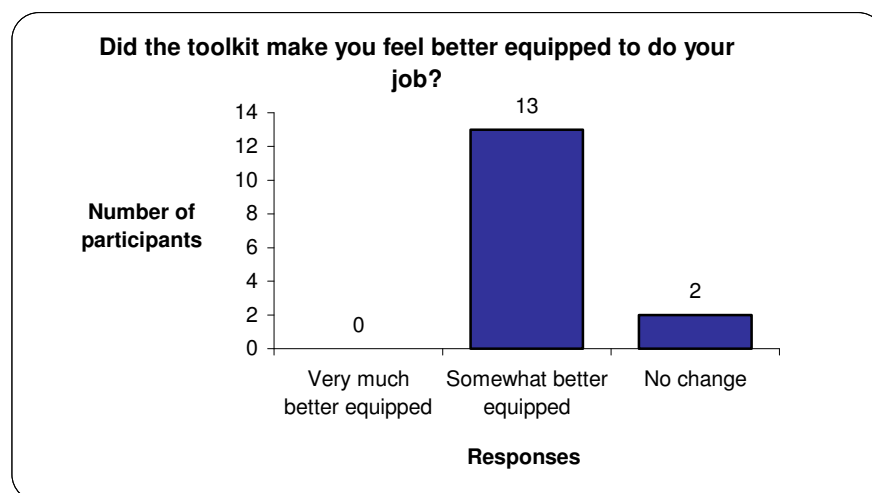
Everybody reported that the toolkit made them aware of new things: 67% reported "a few" and 33% reported "several" new things. The majority of the participants planned to use some of the information from the toolkit, either "probably" (60%) or "definitely" (27%). Two participants (13%) were "unsure".

The majority of participants said that they would do some things differently because of the toolkit, either "a few things" (53%) or "several things" (33%). One person reported that they would do "nothing" different and the other was "unsure".

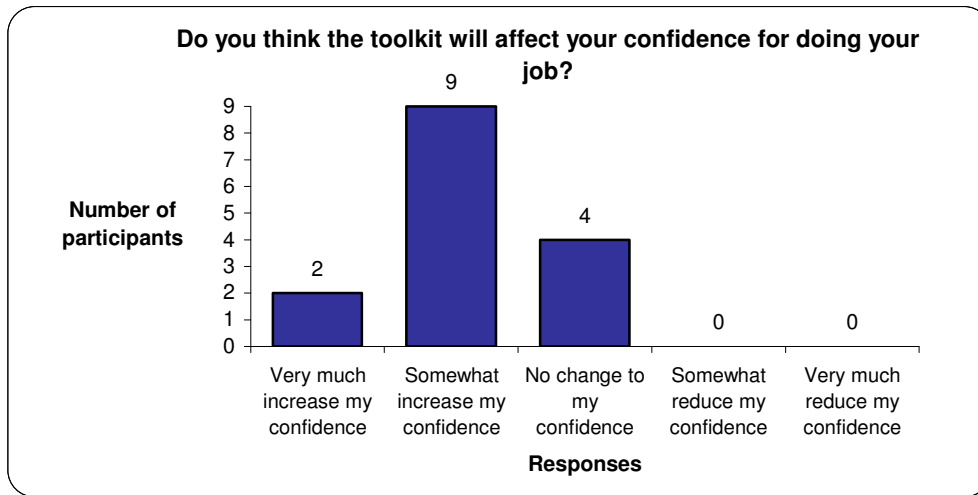
Similarly, the majority of participants said that the toolkit would help them in making "a few" (60%) or "several" (27%) decisions. One person reported that the toolkit would not affect their decision-making and the other was "unsure".



The majority of participants (87%) reported that the toolkit made them feel better equipped to do their job. 13% (2 people) reported that there would be no change.



In addition, the majority of participants reported that the toolkit would increase their confidence for doing their job: 13% reported "very much" and 60% reported "somewhat". Four participants (27%) reported that the toolkit would not affect their confidence.



General points

The following 13 items were presented in a table in the questionnaire, with the same question ("did you find the toolkit...") and response options ("very", "fairly", "somewhat" and "not at all"). The number of participants who gave each response is shown below:

Did you find the toolkit...	Number of participants				
	Very	Fairly	Somewhat	Not at all	Unsure
1. easy to read?	12	3	0	0	0
2. easy to understand?	11	4	0	0	0
3. free of jargon?	11	4	0	0	0
4. helpful?	11	2	2	0	0
5. well-written?	9	6	0	0	0
6. interesting?	8	7	0	0	0
7. engaging?	7	7	1	0	0
8. a valuable resource?	11	3	1	0	0
9. informative?	11	2	2	0	0
10. trustworthy?	8	6	1	0	0
11. reassuring?	7	7	1	0	0
12. encouraging?	8	5	2	0	0
13. timesaving?	7	3	2	1	2

For 11 of the 13 items, the majority of participants gave a response of "very". For the other two items ("engaging" and "reassuring") the number of participants who responded with "very" and "fairly" were the same (seven participants with each response).

On all but one of the 13 items, there were no participants who responded with "not at all". For the "timesaving" item however, one participant responded that they found the toolkit "not at all" timesaving. This item was the only one where any participants (two) were "unsure" of their response.

How does the toolkit compare with other websites?

Of the eight participants who have used other websites (53% of participants), four felt that the toolkit was "somewhat better" and four felt that it was "much better" than other websites. One person was "unsure", leaving 40% (6 people) who have "not used other websites".

Did the toolkit provide the service you expected?

The majority of participants felt that the toolkit provided the service they expected: three reported that it "partly", eight reported that it "mostly" and two reported that it "exactly" provided the service they expected. One participant was "unsure". The other participant reported that the toolkit did not provide the service they expected, but noted the following in the comments section: *"The reason I have said no [to this question] was because I was so impressed that I was not expecting to feel as excited about such a valued resource for the benefit of the Young People we work with".*

Recommending the toolkit to others

14 of the 15 participants reported that they would recommend the toolkit to other people, with seven saying "several" and seven saying "many" other people. One participant did not respond to this question.

Overall satisfaction

All participants were satisfied with the toolkit overall: 67% were "quite" satisfied and 33% were "very" satisfied.

Participants' positive comments about the toolkit

Participants gave some very positive feedback about the toolkit, both on their questionnaires and in their interviews. Examples of some of the positive comments are provided in Appendices 5 and 6.

Participants' comments on problems with the toolkit and suggestions for improvement

Participants also reported some problems with the toolkit, and made suggestions as to how it could be improved. Some of these problems required attention, and the toolkit was modified as a result. A number of suggestions about the design of the toolkit were also acted upon, which led to a significant improvement in the toolkit's appearance. It was not possible to solve some of the problems that participants had, and other suggestions were not within the toolkit's remit. Full details of these comments and the action taken are given in Appendix 7.

Summary and Conclusions

The toolkit has been developed to help people working with children and young people. Therefore, conducting this pilot study with frontline workers was a key element of the development process, to assess the toolkit's acceptability by its target audience.

The range of participants' professions was very diverse, meaning that they work with children of various ages, with different issues, and in a wide range of settings. The data collected from the pilot study was therefore very valuable in terms of obtaining feedback on the toolkit from a wide cross-section of frontline workers.

The results from the pilot study were very positive overall. It was reassuring to discover that the toolkit helped to increase participants' confidence and made them feel better equipped for doing their job. The majority of participants plan to use the toolkit again in the future, which is also an extremely positive finding.

It was very encouraging to find that the majority of participants reported that they had learned something new from the toolkit and that they would do some things differently as a result. Participants also reported that the toolkit was very useful in that it provided them with reassurance that they were already doing the right thing in their workplace.

One of the aims of the toolkit was that the content and language should be pitched at a level that could be easily understood by workers who had little experience and knowledge of mental health issues. Results of the pilot study indicate that this aim was achieved, with the majority of participants reporting that the toolkit was easy to read, easy to understand and free of jargon.

The toolkit was designed with the aim of being easily navigated. It was therefore very reassuring to find that this aim was achieved - the majority of participants reported that the toolkit was well-designed and easy to use.

A few participants were not satisfied with the length of topic sections and the level of detail. Also, there were some participants who reported that the toolkit would not affect them in the way we had anticipated, in terms of doing things differently, making them feel better equipped to do their job and affecting their confidence. It appears from comments made during the interview that some of these participants already had some knowledge and experience of mental health issues, which could explain their responses (for example that they would have preferred greater detail or that their confidence would not be affected). However, one participant reported that they did not have in-depth knowledge of mental health issues, so their response that the toolkit would not affect their confidence was somewhat disappointing.

Previous experience and training in mental health is also a possible explanation for the one response that the toolkit was "not at all" timesaving. This participant, who already had some knowledge of mental health issues, could have thought it was not timesaving to use the toolkit to look for information and advice that they were maybe already aware of.

It appears that it would have been useful to have a question, either in the questionnaire or interview, which asked participants about their previous experience and knowledge of mental health issues. This may have gone some way to explaining some of these results.

It is possible that participants didn't get to use the toolkit to its full extent during the pilot study, in that they were mainly browsing the website rather than using it for actual problems. In addition, as the toolkit was still being compiled at the time of the pilot study, there were some sections that were not available for participants to view.

Several participants reported topics that they felt were missing from the toolkit. If funding is available to develop the toolkit further, these topics will be considered for inclusion.

Participants' comments, both positive and negative, were very constructive and provided the toolkit team with extremely useful feedback. Some of the suggestions led to significant improvements to the toolkit. The positive comments, received from all participants, indicate that the toolkit will provide a very valuable resource to frontline workers.

Appendix 1

Participants' Job Titles

Children and Young Person's Counsellor
Children's Service Manager
Coordinator
Family Worker
Foster Carer
Home/School Link Officer
Lead Nurse - Paediatrics
Network Coordinator
Nurse Team Leader
Project Coordinator
Project Worker (x2)
Senior Paediatric Physiotherapist
Senior Practitioner
Social Work Assistant
Specialist Speech and Language Therapist

Appendix 2 Questionnaire

ID No: _____

HandsOnScotland

www.handsonscotland.co.uk

pilot study questionnaire

In order for us to evaluate the toolkit accurately, and to ensure it will meet your needs, please answer the following questions as honestly as possible.

On completion of the questionnaire, you will have the option of giving your name so we can contact you to discuss your responses. However, if you wish to remain anonymous, that is perfectly fine!

Please tick the responses that best represent your opinions, and write in the spaces provided.

about you

1. **What is your job title?** _____
2. **How would you rate your current Internet skills?**
- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Very good | Good | Fair | Poor | Very poor | Unsure |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

using the toolkit

3. **Did you have any problems getting access to the toolkit?**
- | | |
|--------------------------|--------------------------|
| Yes | No |
| <input type="checkbox"/> | <input type="checkbox"/> |
4. **Please tick any problems you had during the pilot study, or that you think might apply in the future:**
- | | |
|--|--------------------------|
| Not easy to access a computer at work | <input type="checkbox"/> |
| Not easy to access a computer at home | <input type="checkbox"/> |
| Not enough time during work hours | <input type="checkbox"/> |
| Slow internet connection (pages take a long time to download) | <input type="checkbox"/> |
| Unstable internet connection (internet often disconnects) | <input type="checkbox"/> |
| Unable to easily find what I am looking for within the toolkit | <input type="checkbox"/> |
| Access to the toolkit blocked by my organisation | <input type="checkbox"/> |
| Other(s) (please specify) _____ | |
| _____ | |
| _____ | |

5. Did the information load quickly enough on your computer?

Always

Usually

Sometimes

Rarely

Never

Unsure

6. Was the toolkit easy to use?

Yes, very easy

Yes, quite easy

No, quite difficult

No, very difficult

Unsure

7. Was the homepage well designed (i.e. clear and easy to navigate)?

Yes, very well
designed

Yes, quite well
designed

No, quite poorly
designed

No, very poorly
designed

Unsure

8. Was the rest of the toolkit well designed (i.e. clear and easy to navigate)?

Yes, very well
designed

Yes, quite well
designed

No, quite poorly
designed

No, very poorly
designed

Unsure

9. Was the information in the toolkit well organised?

Yes, very well
organised

Yes, quite well
organised

No, quite poorly
organised

No, very poorly
organised

Unsure

10. Was it easy to find the information you were looking for in the toolkit?

Always

Usually

Sometimes

Rarely

Never

I didn't look
for specific
information

Unsure

11. Were the topic headings easy to understand?

Yes, all were easy

Most were easy

Some were easy

No, none were
easy

Unsure

Please list any that you found difficult to understand or ambiguous:

content

12. How much of the toolkit's content was relevant to your job?

All of it	Most of it	Some of it	None of it	Unsure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Compared with other websites, was the content of the toolkit unique, as far as you are aware?

Yes, totally unique	Yes, partly unique	No, not at all unique	I haven't used other websites	Unsure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Did the content have the right level of detail?

No, too much detail	Yes, the detail was just right	No, not enough detail	Unsure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Were the topic sections the right length?

No, too long	Yes, just right	No, too short	Unsure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Was there anything missing from the toolkit that you would find helpful to be included?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

↓

Please give details:

17. Were the toolkit's aims clearly stated?

Yes, very clearly	Yes, quite clearly	No, not very clearly	No, not at all clearly	Unsure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Do you think the toolkit achieved its aims?

Yes, totally	Yes, partially	No	Unsure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

what effect will the toolkit have on your practice?

19. How often do you think you will use the toolkit in the future?

Several times a day	Daily	Weekly	Monthly	Less than once a month	Never	Unsure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Could you say why you are unlikely to use it?

20. Did the toolkit make you aware of things you didn't know before?

Yes, many things	Yes, several things	Yes, a few things	No, nothing	Unsure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. Did the toolkit make you feel better equipped to do your job?

Very much better equipped	Somewhat better equipped	No change	Unsure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Do you plan to use some of the information you have learned from the toolkit?

Yes, definitely	Yes, probably	No, not likely	No, definitely not	Unsure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. Do you think you will do some things differently because of the toolkit?

Yes, many things	Yes, several things	Yes, a few things	No, nothing	Unsure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. Do you think the toolkit will help you in making decisions?

Yes, many decisions	Yes, several decisions	Yes, a few decisions	No, no decisions	Unsure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. Do you think the toolkit will affect your confidence for doing your job?

Very much increase my confidence	Somewhat increase my confidence	No change to my confidence	Somewhat reduce my confidence	Very much reduce my confidence	Unsure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

appearance

26. Was the toolkit visually attractive?

Yes, very attractive

Yes, quite attractive

No, quite unattractive

No, very unattractive

Unsure

27. Was the page layout clear?

Yes, very clear

Yes, quite clear

No, quite unclear

No, very unclear

Unsure

28. Was the text the right size?

No, too big

Yes, just right

No, too small

Unsure

general points

29. Did you find the toolkit...

	Very	Fairly	Somewhat	Not at all	Unsure
a. easy to read?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. easy to understand?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. free of jargon?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. helpful?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. well-written?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. interesting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. engaging?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. a valuable resource?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. informative?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. trustworthy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. reassuring?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. encouraging?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. timesaving?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. Did the toolkit provide the service you expected?

Yes, exactly

Yes, mostly

Yes, partly

No

Unsure

31. Overall, how did the toolkit compare with other websites that concern the mental health of children and young people?

Much better

Somewhat better

About the same

Somewhat worse

Much worse

I haven't used other websites

Unsure

32. Would you recommend the toolkit to others?

Yes, many people

Yes, several people

Yes, one or two people

No, nobody

Unsure

33. On the whole, did you find using the toolkit enjoyable?

Yes, very enjoyable

Yes, quite enjoyable

No, not very enjoyable

No, not at all enjoyable

Unsure

34. Overall, how satisfied were you with the toolkit?

Very satisfied

Quite satisfied

Quite dissatisfied

Very dissatisfied

Unsure

We may have forgotten to ask about something that you think is important. If you have other comments about any aspect of the toolkit, please use the space on the following page.

your anonymity

Some people prefer to remain anonymous when completing questionnaires such as this one. If that's you, then that's fine!

However, if you would like to give your name (and wouldn't mind the possibility of us contacting you to discuss your responses) please do so below:

thank you for your help

any other comments?

Appendix 3

Interview Topic Guide

Introduction

Thanks very much for taking part in the piloting of the HandsOnScotland Toolkit and for taking the time to have a chat with me. I would like to ask you about your thoughts on the toolkit now that you've had the chance to use it. The information you provide is really important and will be influential in the further development of the toolkit. The information you give me will be treated in the strictest confidence – it will be used solely for the toolkit project. Nothing you say will be identified with you personally – it will remain anonymous. If you want to ask me why I'm asking a certain question please feel free to do so. If there are any questions you don't wish to answer that's fine too. Is there anything you would like to ask before we start?

Topic Guide

- **What were your expectations of the website?**
What previous knowledge did you have of the toolkit project?
- **What is your overall impression of the website as a resource?**
Was it useful? Was it enjoyable to use? Were some parts better than others?
How relevant is the website to your daily work?
- **How did you find the task of recording your use of the website in your log?**
- **How often have you accessed the website?**
Daily, Weekly, Less often?
Have there been occasions when you spontaneously used the website i.e. because you thought it would be useful rather than just because you felt you had to fulfil the task?
- **Can you describe any difficulties you've experienced in accessing a computer/laptop or accessing the internet in your workplace?**
- **How successful have your searches been?**
What kind of information have you looked for?
Was the site easy to use in terms of your IT skills?
What did you think of the search headings? Were they logical/sensible?
Did the search headings guide/lead you to the information you required?
Did you find information on your topic easily, quickly?
- **What did you think about the quality of the information?**
Was it useful? Was it easy to understand? Was it practical?
- **What sections are most useful/helpful for you and why?**
Did you learn something new? Did you find strategies you could try? Did it reassure you? Did you increase your knowledge of issues relating to mental well being in children and young people? How will it change your practice?
- **What sections are least useful/helpful for you?**
Anything that could cause offence? Anything missing?
- **What did you think about the layout of the website?**
Did it make you eager to use it? Did it look attractive? What did you think about the different formats used such as video clips?
- **How do you plan to use the toolkit in future?**
For your own use? For training of others? For printing off information? etc.
- **Where do you think its use will have the most impact?**
What potential is there for the website to affect people's views/attitudes towards the mental health/well being of children and young people? E.g. your views, views of others, views of the children/young people you work with.

- **How will you know it's been useful?**
Increase your confidence? Feel less isolated? Better able to deal with situations? Feel more equipped to provide appropriate support?
- **Can you foresee any potential problems with the website?**
- **You have already given details of your expectations - did the website meet your expectations?**
- **Would you recommend the website to other people?**
- **Do you have any other comments to make about the Toolkit? Anything at all...?!**

Appendix 4

Comments from logbooks

Participants generally specified which topics they looked at. Some reported that they browsed each section. Three sections did not have specific comments about the content: Sleep, Toileting and Unusual behaviours. However, Toileting and Unusual behaviours were each mentioned by one participant as being sections that they had tried to access, but no content was yet available.

Many participants noted that some text was in a foreign language. This text had been inserted to check that the layout and style of the pages were suitable, and a foreign language was used so that these pages that were not yet prepared were easily and quickly identifiable. Participants were informed that some pages contained foreign language text, however, in hindsight, it would have been better to display a comment such as "content coming soon" on pages that were not yet prepared. The reason that the unprepared pages were accessible during the pilot study was so participants could see the range of topics that would be available when the toolkit was complete. Participants' comments about this problem are not reported individually.

Participants also reported problems with accessing video links. When the pilot study started, all links to videos were given on the appropriate pages, even those whose videos were not yet accessible. So, when these links were clicked, there was no video available. Part-way through the pilot study, when the toolkit team realised that participants were reporting this as a problem with the videos, the links to any videos that were not yet available were removed. Unfortunately, it is not possible to tell whether participants' difficulties with accessing videos were due to the video just not being available yet, or due to a genuine problem.

Only comments relating to opinion are given. Comments that just say which sections were looked at are not included. Where changes have been made as a result of comments, these are noted.

General comments

Problems with videos

"Unable to connect to video link"

"Unable to access video links but on home computer so maybe that's what's causing the problem"

"Accessed from work. Consistently got into the video link Anxiety and Anger. A lot were still not accessible. Eating and Drinking. No video link available"

"Tried to access it from home, Have a very up to date computer but had difficulty accessing some of the video clips"

"The overactive child - used video link - couldn't find volume control"

Information giving advice on viewing videos was added to the website in July 2007.

Other problems

"Some text missing when printing"

Information giving advice on printing was added to the website in July 2007.

"Overall, liked what I saw today - at times maybe too much text on screen and headings (keywords) at top don't stand out enough"

"Section on low self-esteem much more informative - only discovered this second time [originally just looked at general Confidence/Self-esteem page]. Maybe helpful to make sub-sections more visible"

The sub topic headings were made more obvious by adding colour to the topic pages.

Told other people about the toolkit

"Have recommended website to colleagues"

"Made it available to a colleague in a Child Development Centre to have a look at it from a different perspective"

Positive comments about the layout and design

"Links from the body of one topic to other relevant topics are great and help with the free flow of information. Relevant to the issue you are seeking information on (saves time)"

"Great to be able to link to other topics"

"Just had a quick look through, it seems quite easy to work"

"General layout good and easy to follow"

"The print page feature for each topic is very helpful for staff"

Positive comments about the content

"Most information/techniques can easily be transferred when working with older age groups"

"Very readable and informative"

"Read a lot of the topics. They were very informative"

"Went into quite a few topics, Good advice was given and reassurance that I'm getting things right"

"Habits/Obsessions - informative, quotes are great, very affirming"

Comments relating to specific sections

Anger/Aggression

"Anger - referral for 10 year old boy who says he is angry and can't cope when he doesn't get his own way. This section was very helpful, clear information and useful links"

"Looking up anger - good info and links to counselling"

"I used it to find out information on anger and aggression in teenagers. It was very informative"

"Aggression/Destructive - sub topic "Bullying". Videos not available. Good but short, not a lot about long-term effects post bullying"

"Bullying. Videos not available. Good bit about self-awareness"

"Anger/Aggression. Video informative - sometimes difficult to hear. Didn't find case study helpful. Section felt quite comprehensive"

"Watched clip on aggression. Not very professional - office background and editing evident"

"Looked at anger video links - liked these but didn't tell me anything new. Also seemed more pitched at younger age group (e.g. behaviour charts) - I work with 12-16 yr olds. But info reassured me that I was doing the right thing in my practice"

"Anger - videos. Good helpful tips and strategies, liked phrase 'anger is catching' and 'anger is not bad'. Easy to understand, would be helpful for parents. Hard to hear, quiet"

Anxiety

"Found Anxiety/Worry section useful and School Refusal easy to understand"

"Section on School Refusal - generally good but didn't help me with specific case I had in mind - YP refusing to go to school due to perceived risk of being assaulted by peers (could happen due to things going on outwith school)"

"Anxiety. Video. Case study did not find useful. Great visual reminders. Really informative"

"Video for Anxiety working. Good tip to describe physical symptoms, 'catch the thought', 'thought in the dock'"

"Anxiety - used video links - helpful"

"Then looked at anxiety video clips - liked these - good advice but left me wondering how to help YP whose anxieties are real"

Confidence/Self-esteem

"Confidence and Self-esteem. This section was disappointingly brief. Would be helpful to look at ways of promoting YP self-esteem at various developmental stages".

However, the following comment was made two days later:

"Section on low self-esteem much more informative - only discovered this second time. Maybe helpful to make sub-sections more visible"

"Self-esteem - again useful for parents"

"Read the whole page on Confidence/Self-esteem. It was good"

"Looked at Self-esteem - found this too basic for me but good advice"

Eating and Drinking

"Also looked at eating section (section on "not eating enough") - found this really useful in terms of how to sensitively bring up the subject with a young person"

Habits/Obsessions

"Habits/Obsessions - informative, quotes are great, very affirming. This section was useful as presently working with child displaying these behaviours"

Life events

"Life Events - Divorce/Separation - webpage cannot be found. Bereavement helpful. Accident/Illness/Trauma - cannot be found"

Overactivity/Inattention

"Poor Concentration/Hyperactivity - good overall, but felt stress, lack of sleep, anxiety, trauma should have been mentioned as a factor. Video link advice helpful for carers/parents. Case study was helpful, reminder that the simple approach is often the best!"

Sadness and Fear

"Sadness and Fear. Links are very helpful, e.g. panic attacks"

"Looked again at Sadness and Fear section - video link on phobias - interesting as it's not something I have had to deal with in my work much at all"

"Depression. Very informative but not overwhelming"

"Quick look at Sadness/depression section - generally good info, but again nothing new! Will have another look at this later on"

Self-harm

"Self-harm - excellent, clear, concise"

"Self-harm. Very informative and non judgemental. Balanced re we all self-harm. Helpful to add that DSH can become habit/addiction. Contextual factors can also trigger behaviour. Could not access video. Picture not opening"

"Looked into Self-harm and tried to get more information on withdrawn child"

"Looking for ideas as one of my children with significant LD and ASD self-harming - think that he was doing so to seek sensory feedback - didn't find any new ideas"

Sexual issues

"Sexual issues - again very useful info - both sections provided me with the answers to my questions"

Techniques

"Still unable to get video links. Link to example in 'Importance of positive approach' [in Behavioural Techniques] didn't work. Otherwise, easy to read and understand, and helpful"

"Information provided is straightforward, easy to relate to and applicable. We liked the solution-focused approach and the practical strategies"

"Solution-Focused Techniques very helpful"

"Relaxation Techniques helpful"

"Counselling Skills advice good and Solution-Focused helpful"

"Used links from Anger - Solution-Focussed Interviewing Techniques. Was able to link this with my own VIG training and techniques used within this process"

"Counselling Techniques - link provided very useful practical advice"

Comments from a student working with one of the participants

"First time on viewing site. Easy to negotiate and navigate around site. As a student, I found it very informative, especially regarding subjects that I had no previous knowledge of. Was interesting to read about ways of handling situations. Liked the way different topics could be linked together, and the last section on Techniques was especially useful, as it relates to things I am presently studying, but also I can see it being useful in the future as reference material"

Appendix 5

Positive quotes from questionnaires

"...the information reassured me that I was "doing the right thing" with the young people I work with..." (Social Work Assistant)

"...the website is a good initial source of support and advice" (Social Work Assistant)

"I have always resorted to colleagues in the field for advice if I have required it in the past, so it will prove extremely useful in the future" (Lead Nurse - Paediatrics)

"Overall, practical, easy to use and understand" (Children and Young Person's Counsellor)

"Good to know that the resource is there, and then could be accessed as and when required, with specific issues in mind. I think this will make coping/understanding/addressing the issues (a lot) easier - especially when lone working means that there is not always a colleague available to discuss things with" (Senior Paediatric Physiotherapist)

"...I was not expecting to feel as excited about such a valued resource for the benefit of the Young People we work with" (Children's Service Manager)

Appendix 6

Positive feedback from interviews

Note: comments are not verbatim.

Comments about the content

The "what you can do" and "what not to do" were useful.

I especially liked the video links - much more user-friendly than reading lots of text.

I thought the information was really practical - things you could try straight away.

I like the fact that there are no big words or jargon.

I think its really useful - plain English, no jargon and each section is quite brief so you're not overloaded with information - it simplifies things.

Liked the look of the site - nice, user-friendly, clear, not intimidating.

Comments about the quotes

Liked the quotes (both the poetic ones and ones from young people and workers) - thought there could be more.

The quotes used throughout the website are an excellent touch.

Quotes really good - make you think.

How participants see the toolkit being used

I envisage using it for staff and their professional development.

Would use the toolkit for own day-to-day work and would also direct colleagues to it.

If I come across things in the future I would try this website first for information.

It will be mainly for my own use, but I would tell other foster carers about it too.

Could use it to give to some families too.

Could use the toolkit for in-service training - would be very useful for teachers.

How participants think the toolkit will it be useful

Useful for reminding yourself of strategies - especially for particular issues which haven't come up for a while.

Good for foster carers, social work support workers as it is useful for workers with day-to-day contact with children and young people.

Will help nurses who are working in a very stressful environment with children with severe physical health needs in their homes - to give them information and tips before they go into the situation.

Useful for staff's own health and welfare, particularly for community paediatric nursing staff who are very stressed at work.

All relevant at some point in my work - work with a range of families.

Comments about the relevance of the toolkit to practice

Used some information from the toolkit with a young person and had a really good experience - the young person responded really well.

I think it's brilliant! I've looked up things that are relevant to the boy I'm looking after right now, but I've also looked up information on children I have had before - I wish I'd had that information at the time.

How participants think the toolkit will have an impact

Workers think "mental health" and think they can't do anything. But the toolkit refers to listening and just taking notice of things that are changing in the young person, and it helps you realise that you can do something.

Normalises difficult behaviour and can change workers' attitudes towards the child/young person - it doesn't blame the child/young person or parent.

I think if people looked at the website, they would realise that they can make a stab at working with these kinds of behaviours - better than doing nothing.

Other comments

If I have 10-15 minutes to spare I would use it out of interest just to get general information.

Easier to pick up than a book.

It helps me to know that I can get reliable information that's straightforward good advice. I would be confident to use the advice the website gives.

I didn't really have any expectations other than I thought it sounded like it might be quite useful. I think it has probably gone beyond that - given me more than I expected.

Information is not necessarily new, but good to have it all in one place, refreshing your knowledge.

Fantastic resource. One hundred percent relevant to my work.

The toolkit could grow if there are resources, I would like to think it's in its infancy. Even from these topics, there could be lots more links, e.g. children's voices/views.

Appendix 7

Problems and suggestions for improvement (from questionnaires and interviews)

These comments are divided into sections that show how they were dealt with.
Note: comments are not verbatim.

Problems addressed and suggestions implemented

Where several participants made the same comment, and there was agreement from the toolkit team, changes were made to the website.

For example, several participants suggested that more colour could be used on the website. Participants also reported that the sub topic headings didn't stand out enough. The orange and grey backgrounds were added to the topic pages, which gave the site more colour and made the sub topic headings more obvious.

Some participants reported that the section headings did not always lead them easily to the topic they were looking for. The topics were reorganised so that they were all located in the appropriate sections and could be easily located by the section headings. A page giving an alphabetical list of all topics was also added to the website as another way of finding the appropriate information.

Due to the set up of some computers and the way the website has been designed, some participants could not see the whole list of sections. The font size was reduced and the list shortened so that it can be seen on all computers.

A few participants reported problems with printing, i.e. only some of the page printed or the edges were cut off on the printed document. Some participants also reported problems with viewing all the text on the screen - to see all the text, they had to scroll from one side to the other. Pages giving advice on these issues were added to the website in July 2007.

Problems that can't be solved

There were some problems that we were unable to solve, either because they are out of our control, or because of the very nature of the toolkit. For example, one participant did not have speakers with her computer, so could not hear the video clips. Another participant's computer was unable to play videos. Clearly, we have no control over the computer equipment people are using. Some participants said that they went to the toolkit wanting specific information on how to deal with their particular problem, but found that the information on the website is quite general. This issue is somewhat inevitable, as the information on the website has to be general enough to apply to a wide range of circumstances. Another comment was that the main problem with the toolkit would be having the time to use it.

Problems that haven't been addressed

Participants made some comments that have not been addressed, generally because the comments were made by a minority of participants and the toolkit team did not consider that changes were necessary. The comments are listed below:

- *May be better to have separate sections for different age groups within each topic.*
- *Would like it to be more in-depth - needs to be a bit more age-specific - more for younger children.*

The comments about age were considered, but the time required to restructure each section was beyond the resources of the project. It was not an aim of the toolkit to provide in-depth information about the topics. The information has to be general so that it will be applicable to many workers in a range of workplace settings.

- *It might be good to be able to see the sub topics when you go over the main list (like drop down lists), so you can see them without having to click on them.*
Drop-down lists were avoided intentionally, as it was considered that they would make the toolkit more complex for workers who have limited experience of using the internet.
- *Helpful to have a section which defines emotional health and mental health.*
This is being considered.
- *It is quite repetitive at times, for example listening, not being judgmental, etc.*
A certain amount of repetition is inevitable, as much of the information will be applicable to many of the topics.
- *Depression - difficult to know when to refer on, when it's more serious. This is a grey area that the toolkit hasn't really cleared up.*
It is not possible, and was not an aim of the toolkit, to provide information that attempts to diagnose conditions. There are always going to be occasions where the toolkit cannot provide all the information that is needed.
- *Didn't like the image on the homepage - it didn't link with children/young people, although it links with mental health.*
One person made this comment, so no changes were made.
- *Don't like the name "toolkit".*
One person made this comment, so no changes were made.
- *Three main boxes on the homepage could be brightened up a bit.*
One person made this comment, so no changes were made.

Suggestions that aren't within the remit of the toolkit

Participants made some other suggestions, that weren't within the toolkit's remit. Many of these suggestions would involve the website being monitored and updated continually, which would require a significant ongoing time commitment from staff.

- *Online forums, where people can post problems.*
- *A system where you e-mail an enquiry and get a reply within a certain number of days.*
- *Could use the toolkit to promote training opportunities (e.g. advertise upcoming training courses) - to give some reason to go back and look at it again.*
- *Each section could suggest resources that workers could find out more from, and links to other useful websites.*
One of the main purposes of the toolkit was for it to be a self-contained resource.
- *Could have children's views on videos.*
- *Would prefer to see videos of the actual behaviours and how they are dealt with (could be an animation).*
- *Contact numbers would be useful, e.g. number for Family Protection Unit in section on sexual issues.*
The toolkit will be accessed nationally and internationally, therefore it is not possible to provide contact numbers that will be relevant to everyone.
- *It would be great if, in addition to the website, there was a service available to frontline workers where they could phone or meet a more experienced mental health worker to discuss "tricky cases".*