



Department  
for Education

# The evaluation of the adoption support fund: long-term follow-up appendices

July 2019

Matt Gieve, Anna Sophie Hahne, Sadie King  
– The Tavistock Institute of Human  
Relations



Social Science in Government

# Contents

1. List of Figures	3
2. List of Tables	4
3. Appendix 1 - Methodology	6
3.1. Approach	6
3.2. Analysis	8
4. Appendix 2 - Further results	11
4.1. Description of sample	11
4.2. Appendix Comparison of profiles	11
4.3. Description of respondents reporting to not receive any therapy	19
4.4. Description of respondents reporting that the child is not living with them	19
4.5. Further tests statistics	20
4.6. Interpreting the results	21
5. Appendix 3 - Questionnaire copy	27

# 1. List of Figures

<b>Figure 1: Mean scores of SWEMWBS, SDQ total score and BAC for Wave 3 respondents</b>	21
<b>Figure 2: Mean scores of the Carer Questionnaire for Wave 3 respondents</b>	22
<b>Figure 4: Responses to ‘Does your family continue to have need of therapeutic support services?’ of those who reported to have received support between the first and second survey</b>	26
<b>Figure 5: Responses to ‘Do you have plans to make further applications to the ASF in the future?’ of those who reported to have received support between the first and second survey</b>	26

## 2. List of Tables

<b>Table 1: Response rates to the longitudinal survey of families .....</b>	<b>6</b>
<b>Table 2: Response rates to the third wave survey of families .....</b>	<b>7</b>
<b>Table 3: Comparison of third wave respondents and national statistics regarding gender of adopted child .....</b>	<b>12</b>
<b>Table 4: Comparison of third wave respondents and national statistics regarding ethnicity of adopted child .....</b>	<b>12</b>
<b>Table 5: Comparison of third wave respondents and national statistics regarding region.....</b>	<b>13</b>
<b>Table 6: Comparison of third wave respondents and applicants regarding gender of the adopted child .....</b>	<b>14</b>
<b>Table 7: Comparison of third wave respondents and applicants regarding ethnicity of the adopted child .....</b>	<b>14</b>
<b>Table 8: Comparison of third wave respondents and applicants regarding age of the end of the assessment of adopted child.....</b>	<b>15</b>
<b>Table 9: Comparison of third wave respondents and applicants regarding region.....</b>	<b>15</b>
<b>Table 10: Comparison of third wave respondents and applicants regarding service provider .....</b>	<b>16</b>
<b>Table 11: Comparison of first and third survey respondents regarding gender of the adopted child .....</b>	<b>17</b>
<b>Table 12: Comparison of first and third survey respondents regarding ethnicity of the adopted child .....</b>	<b>17</b>
<b>Table 13: Comparison of first and third survey respondents regarding age of the end of the assessment of adopted child .....</b>	<b>17</b>
<b>Table 14: Comparison of first and third survey respondents regarding region.....</b>	<b>18</b>
<b>Table 15: Comparison of first and third survey respondents regarding service provider .....</b>	<b>18</b>
<b>Table 16: Comparison of first and third respondents regarding baseline scores .....</b>	<b>19</b>
<b>Table 17: Test statistics for the comparison of SDQ subscale scores .....</b>	<b>20</b>

**Table 18: Significance results for post-hoc analysis.....20**

**Table 19: Test statistics for the comparison of mean scores for third wave respondents and population norms for SDQ subscales .....21**

**Table 20: Descriptive Statistics of SWEMWBS, SDQ total score, BAC and the Carer Questionnaire at all waves .....22**

## 3. Appendix 1 - Methodology

### 3.1. Approach

The original design of the longitudinal survey was two-wave design with a baseline survey close to the application and a follow-up survey 7 months later. This design was extended to include a third survey 18 months after the second survey or 25 months after the baseline survey. Aim of the third survey was to study the long-term effects of assessing support funded through the ASF.

To read about the recruitment of the original survey sample please see Appendix 1.2 (ASF Evaluation Appendices, p. 16). All parents who had completed the first survey were sent the third survey 25 months after that. This included parents who had returned the first and the second survey as well as parents who had only returned the first survey.

### Response rates

Based on the response rates to the first and second survey and the total baseline sample of 792 we estimated a response rate to the third wave survey of around 50% resulting in no more than 400 third wave survey returns.

The table below summarises number of applications, contacts received, the number of surveys of the first wave sent and returned and the number of second and third wave surveys returned.

**Table 1: Response rates to the longitudinal survey of families**

	Absolute Frequencies	Percentage
Number of approved applications to the Fund <sup>1</sup>	5287	
Number of approved applications with unique code	5088	
Number of surveys sent to people who consented and provided full contact details	1538	30%
Number of first surveys returned	792	51%
Number of second surveys returned	481	61%
Number of third surveys returned	372	47%

---

<sup>1</sup> As of 31/05/2016

Of the families that returned the first survey 47% also returned the third survey. This presents 24% of the population of applicants who gave consent for the purpose of the evaluation and provided full contact details. The response rate for the third wave for those who had returned both previous surveys was much higher than for those who had returned the first wave survey only (see Table 2).

**Table 2: Response rates to the third wave survey of families**

	Number of surveys sent out	Number of surveys returned	Percentage
Families completed Wave 1 and Wave 2 survey	481	300	62%
Families completed Wave 1 survey only	311	72	23%
<b>Total</b>	<b>792</b>	<b>372</b>	<b>47%</b>

## Research instrument

The questionnaire for the third wave was produced in line with the ones for the first and second wave, consisting of a mixture of validated psychometric scales, non-validated scales, and bespoke questions. The bespoke questions aimed to collect information about changes in the family situation, information about support received, experiences with the support, impact of support received as well as future support needs.

The same four standardised scales used in the previous two waves of the survey were used again to assess (1) child behaviour, development and wellbeing, (2) family functioning, parental efficacy, and parent-child attachment, and (3) parental wellbeing. These were:

- The Strengths and Difficulties Questionnaire (SDQ) – a 25 item behavioural screening tool plus impact supplement questions;
- The Brief Assessment Checklist (BAC-C/ BAC-A), (both Child and Adolescent versions depending on the age of the assessed child) - a 20 item psychiatric assessment scale;
- The Carer Questionnaire – an 11 item scale to assess parent child relationship; and,
- The Short Warwick-Edinburgh Mental Well-being Scale (SWEMWBS) – a 7 item mental wellbeing assessment scale.

For a description of the selection process for the scales as well as for further information about the four selected scales see 'Appendix 1.2 (ASF Evaluation Appendices, p. 19)'.

## 3.2. Analysis

### Data preparation

The analysis of survey data was carried out using IBM SPSS; Microsoft Excel was used to produce figures and tables. Data from the third wave survey was combined with first and second wave data as well as application data according to the unique code of each respondent. Information about multiple applications per family was saved under the same ID.

The combined data was prepared and cleaned as a first stage which included assignment of missing values, recoding of items, deletion of irrelevant variables, calculation of derived variables and variable type changes. One case was deleted from the data as it was a duplicate case. Scales scores for four scales were computed in line with the requirements made by the scale developers. Where a syntax for scoring was available this was used.

In order to gain a picture of the support received by survey respondents, survey data was compared to information recorded as part of the application. This showed generally a high degree of overlap between parent-reported support and support applied for as reported by the local authority. There were however cases where the two sources of information did not match. One example for this was when the application data only contained information about an application for further assessment, while the parent reported to be receiving the assessment and further therapeutic support in the survey. Cases like this were not excluded from the analysis, where there was a difference between the two data sources the survey data was taken to be correct. The entries for support received at third wave were further validated against entries from previous surveys and information available from the application data. This meant for example that in a few cases where people reported to not having received any support by wave 3, but their responses to previous surveys showed that they had received support this was changed in the data set.

As the third wave questionnaire asked respondents to report all support received after first applying to the Fund there were some duplications in the support reported between all surveys completed. If the same type of support was marked as completed for two waves the last one was excluded for the analysis. This information was used to calculate between which waves respondents received support as reported in the main body of the report.

### Preliminary Analysis

The first part of the main analysis consisted of the calculation of descriptive statistics for all bespoke questions and scale scores. The second part focussed on the analysis of change over time in order to answer stated research questions. We tested for a non-response bias to check if there were significant differences between respondents that returned the third survey and those that did not. Logistic regression was used to determine if there were any

variables that predicted the non-response. Results are presented in Appendix 2.2 'Comparison of profiles'.

We used significance tests to test for the change over the three measurement points. Assumptions for significance tests were tested and for cases that did not meet the assumptions for parametric tests, non-parametric alternatives were used. Only when the sample size per group was large enough to justify parametric tests, even though the dependent variable was not normally distributed, parametric results are reported. We used the Green-house Geiser correction when the Mauchly-test was significant. Tests were selected based on the level of measurement, number of measurement points and test assumptions. We used a significance level of 5% and tested two-sided if not stated otherwise. Effect sizes are reported in addition to significance test results to judge about the magnitude of an effect. We applied the Bonferroni correction when calculating post-hoc tests following significant effects in response to the multiple comparison problem. This for example meant that the significance level was reduced to .017% when conducted three post-hoc tests on the same dependent variable.

For the analysis of change over time there were three reasons for exclusion of cases. For each significance test it was decided which requirements cases needed to meet in order to be included in the analysis. The three reasons for exclusion were as follows:

- Not remembering if the first or second survey was completed by the same parent as the third survey. In particular for the psychometric scales it was important that the same person completed the scales at all measurement points. Respondents that did not remember if they completed the first survey were not excluded from questions that did not require the same parent to complete the question (e.g., satisfaction with the support received);
- The child is not living with the adoptive parent(s) any longer. Respondents that reported that the child for whom they applied for support through the ASF was not living with them any longer were excluded from the majority of the questions;
- Age criteria not met for SDQ or BAC. As SDQ and BAC are valid only for a specific age ranges, the age of the child at the time of survey completion was accounted for. Age at completion of the three waves was calculated based on the date of birth as reported in the application data and the date of survey completion. When the date of completion was missing this was estimated based on the date of completion of other cases and the average length between the second and third wave. The age was further validated against the age at assessment as recorded in the application data; and,
- Not having received therapy.

Furthermore, for The Strengths and Difficulties Questionnaire (SDQ) the presence of a conduct disorder, an emotional disorder, a hyperactivity disorder and any psychiatric

disorder was predicted by a computerised algorithm based on the impact and the symptom subscale scores. This algorithm was adopted from study by Goodman, Ford, Corbin, and Meltzer (2004).<sup>2</sup>

## In-depth analysis

The third main part of the analysis consisted of running mixed models for each of the four psychometric scales. Reason for this was that only a subset of the sample completed all three surveys and ANOVA's require complete cases. For the mixed models all cases that had at least one completed scale score and met the requirements as stated above were included in the analysis. The mixed model analysis involved several steps and was conducted as an iterative process to identify significant predictors for each of the four main measures (i.e., SWEMWBS, SDQ, BAC, and Carer Questionnaire). To prepare for the mixed-model we transformed the dataset from a wide into a long format in SPSS so that each row presents one measurement and not one case (i.e., one respondent). As a first stage we selected the estimation method (REML or ML). Next, we decided on the covariance structure overall, this was done by comparing BIC scores of the models with different covariance structures. The best-fitting covariance structure was an unstructured covariance. Autoregressive, diagonal and compound symmetry covariance structures were tested, but neither resulted in improved fit of the model. Once this was chosen we added the fixed effect of intercept and time to the model. As this was significant for all four outcome models we added a random effect for the intercept and slope. Other covariates and factors were added as an iterative process to decide on the best fit for the model. Potential predictors included receipt of therapy at each wave, cost of application overall, amount of therapy received overall, age of the adopted child at each wave, 'assessed by the placing authority', gender of child, ethnicity of child as well as demographic information of the respondent.

As in the previous evaluation we made some additional calculations such as an item and scale analysis of the not validated scale 'The Carer Questionnaire'. This resulted in similar results as previously and results are therefore not reported in greater detail.

Qualitative responses to the open questions in the survey were coded thematically and analysed separately.

---

<sup>2</sup> Goodman, R., Ford, T., Corbin, T., & Meltzer, H. (2004). Using the Strengths and Difficulties Questionnaire (SDQ) multi-informant algorithm to screen looked-after children for psychiatric disorders. *European Child & Adolescent Psychiatry*, 13(2), ii25-ii31.

## 4. Appendix 2 - Further results

### 4.1. Description of sample

In total, 372 respondents completed the third survey. Of those who indicated their gender (n=365) the majority was female (90%). The majority of the sample also reported to have a co-parent (89%) and of those 79% reported to be married.

18 respondents stated that they cannot remember which parent completed the first survey, but following further inspection 15 of these were shown to be the same respondents as in the baseline survey due to the gender and the co-parent information of the respondent.

A small number of respondents (n=55) described the composition of the household to have changed in the last 2 years. This includes 15 families where new members have joined, 35 families where members have left and 3 where members have left and others have joined. Of these 21 respondents report that the child for whom they have applied to the ASF is no longer living with the family.

As respondents were asked to report the completion date of the surveys it was possible to calculate the time span between completions of surveys. For 98% of the sample with completion dates (n=347) the time span between first and third survey was between 23 and 26 months. For 96% of the sample with completion dates (n=282) the time span between second and third survey was between 15 and 18 months.

### 4.2. Appendix Comparison of profiles

We conducted several comparisons between samples to identify any potential differences between them as well as a non-response bias. For a description of the comparison between all respondents and applicants as well as applicants and all adopters see Appendix 1.2 (ASF Evaluation Appendices, p. 31).

We compared the profiles of:

- Third survey respondents with all adoptive families in England;
- Third survey respondents with all applicants; and,
- Third survey respondents with first survey respondents.

#### **Comparison of third survey respondents with all adoptive families in England**

As in the previous evaluation we compared the sample of third wave respondents with all adopted children in England. We used national tables and local authority tables from Children looked after in England, including adoption (DFE, 2013; 2015), which contain information for adopted children in England for each year. Samples were compared in

relation to gender of the adopted child, ethnicity of the adopted child; and location of family by region. There was no significant difference for gender.<sup>3</sup> Significant differences were found for ethnicity and region.<sup>4</sup> Tables 3 to 5 present information about these comparisons for gender of the child, ethnicity of the child and region separately. It can be seen that there were slightly more adopted children with white ethnic background in the third survey sample than expected according to national statistics. There were also more children of the third wave sample based in the South West and less in the North West than proportionately expected from the population of all adopted children.

**Table 3: Comparison of third wave respondents and national statistics regarding gender of adopted child**

Gender	Third wave respondents		National Statistics
	Absolute Frequency	Relative Frequency	Relative Frequency
Female	180	49%	49.1%
Male	191	51%	50.9%
Total	371	100%	100%

Note: National Statistics refer to the weighted average of the years 2009 to 2015; Source: Application data and national tables (DFE, 2013, 2015).

**Table 4: Comparison of third wave respondents and national statistics regarding ethnicity of adopted child**

Ethnicity	Third wave respondents		National Statistics
	Absolute Frequency	Relative Frequency	Relative Frequency
Asian / Asian British	3	0.8%	1.7%
Black / African / Caribbean / Black British	6	1.6%	2.6%
Mixed / multiple ethnic groups	6	1.6%	10.9%
Other ethnic group	27	7.3%	1.4%
White	329	88.7%	83.2%
Total	371	100%	100%

Note: National Statistics refer to the weighted average of the years 2009 to 2015; Source: Application data and national tables (DFE, 2013, 2015).

<sup>3</sup> Chi-squared test showed no significant effect for gender ( $\chi^2(1, N = 371) = .05, p = 0.83$ ).

<sup>4</sup> Chi-squared test showed no significant differences for ethnicity ( $\chi^2(1, N = 371) = 7.31, p = .007$ ), and region ( $\chi^2(9, N = 371) = 62.54, p < 0.001$ ). The categories 'Asian / Asian British', 'Black / African / Caribbean / Black British', 'Mixed / multiple ethnic groups' and 'Other ethnic group' were combined to 'Other' to have at least 5 responses for each category.

**Table 5: Comparison of third wave respondents and national statistics regarding region**

Region	Third wave respondents		National Statistics
	Absolute Frequency	Relative Frequency	Relative Frequency
East Midlands	35	9.4%	8.8%
East of England	42	11.3%	9.8%
Inner London	9	2.4%	5.6%
North East	23	6.2%	7.4%
North West	36	9.7%	16.4%
Outer London	16	4.3%	6.5%
South East	46	12.4%	13.1%
South West	66	17.8%	8.3%
West Midlands	51	13.7%	11.7%
Yorkshire and the Humber	47	12.7%	12.7%
Total	371	100%	100%

Note: National Statistics refer to the weighted average of the years 2009 to 2015; Source: Application data and national tables (DFE, 2013, 2015).

## Comparison of third survey respondents with all applicants

The third wave sample was compared to the sample of all applicants in order to identify potential differences. As in the previous evaluation following variables were chosen for the comparison: gender of adopted child, ethnicity of adopted child, age of adopted child, location of family by region, and type of service provider commissioned.<sup>5</sup> A logistic regression was used for gender of adopted child, ethnicity of adopted child and age of adopted child and chi-squared tests for region and service provider.<sup>6</sup> Age was shown to be a significant predictor for the completion of the third survey.<sup>7</sup> Significant differences were found for region and service provider.<sup>8</sup>

Tables 6 to 10 show the descriptive statistics related to these comparisons. In summary, the following differences were found between the survey sample and all the ASF applicants.

- Responses to the third survey were proportionally higher from the South West and the West Midlands and lower from North West, and South East regions than predicted from the application data; and,

<sup>5</sup> Age of adopted child refers to the age at assessment. Information about the age at placement or date of placement was not available for all of the applicants and respondents.

<sup>6</sup> Ethnicity of the adopted child was dichotomised combining all ethnicities but white.

<sup>7</sup> The overall model was not significant. The predictors, gender,  $\beta = -.08$ ,  $p = .46$ , OR = .923, and ethnicity,  $\beta = -.14$ ,  $p = .41$ , OR = .87, were not significant, but age was a significant predictor,  $\beta = 0.032$ ,  $p = .021$ , OR = 1.033.

<sup>8</sup> Chi-squared test showed a significant effect for region,  $\chi^2(9, N = 5088) = 31.17$ ,  $p < 0.001$ , Cramer's V = .078 and service provider  $\chi^2(4, N = 5032) = 16.87$ ,  $p = 0.002$ , Cramer's V = .058.

- More families in the third survey sample were accessing services delivery independently (commissioned through local authority) and less by local authority staff.

**Table 6: Comparison of third wave respondents and applicants regarding gender of the adopted child**

Gender	Third wave respondents		Applicants	
	Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
Female	180	49%	2353	46.2%
Male	191	51%	2732	53.7%
Transgender	0	0%	3	0.1%
<b>Total</b>	371	100%	5088	100%

Source: Application data.

**Table 7: Comparison of third wave respondents and applicants regarding ethnicity of the adopted child**

Ethnicity	Third wave respondents		Applicants	
	Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
Asian / Asian British	3	0.8%	81	1.6%
Black / African / Caribbean / Black British	6	1.6%	75	1.5%
Mixed / multiple ethnic groups	6	1.6%	75	1.5%
Other ethnic group	27	7.3%	286	5.6%
White	329	88.7%	4570	89.8%
<b>Total</b>	371	100%	5087	100%

Source: Application data.

**Table 8: Comparison of third wave respondents and applicants regarding age of the end of the assessment of adopted child**

Age range	Third wave respondents		Applicants	
	Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
Under 5	32	8.6%	514	10.1%
5 to 10	176	47.4%	2602	51.2%
11 to 15	146	39.4%	1697	33.4%
Over 15	17	4.6%	272	5.3%
Total	371	100%	5085	100%
	Mean	SD	Mean	SD
Age	9.75	3.58	9.30	3.86

Source: Application data.

**Table 9: Comparison of third wave respondents and applicants regarding region**

Region	Third wave respondents		Applicants	
	Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
East Midlands	35	9.4%	331	6.5%
East of England	42	11.3%	697	13.7%
Inner London	9	2.4%	155	3%
North East	23	6.2%	239	4.7%
North West	36	9.7%	692	13.6%
Outer London	16	4.3%	307	6%
South East	46	12.4%	862	16.9%
South West	66	17.8%	733	14.4%
West Midlands	51	13.7%	494	9.7%
Yorkshire and the Humber	47	12.7%	578	11.4%
Total	371	100%	5088	100%

Source: Application data.

**Table 10: Comparison of third wave respondents and applicants regarding service provider**

Service Provider	Third wave respondents		Applicants	
	Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
ASA	64	17.5%	716	14.2%
CAMHS	3	0.8%	93	1.8%
Independent (commissioned through LA)	230	63.0%	2918	58%
LA (internally delivered)	20	5.5%	501	10%
VAA	48	13.2%	804	16%
<b>Total</b>	365	100%	5032	100%

Source: Application data.

## Comparison of first and third survey respondents

As in the previous evaluation logistic regressions were conducted to detect a non-response bias. The first logistic regression was designed in line with logistic regressions conducted as part of comparisons of other groups, e.g. third survey respondents and all applicants. Predictors of the first regression were gender of adopted child, age of adopted child and ethnicity of adopted.<sup>9</sup> However, none of the variables had a significant regression coefficient indicating that they were not meaningful in predicting the completion of the third survey.<sup>10</sup> The second logistic regression further included all psychometric scales (i.e. SWEMWBS, BAC, SDQ total difficulties and the relationship subscale of The Carer Questionnaire) as well as the question to ascertain if respondents have been assessed by a different local authority to the one that placed their child. However, none of these variables were shown to be significant predictors of the completion of the third survey.<sup>11</sup> Furthermore, no differences between first and third survey respondents were found for region and service provider.<sup>12</sup>

Tables 11 to 16 contain descriptive statistics of the comparison between first and third survey respondents in relation to all variables the comparison was based on.

<sup>9</sup> Ethnicity of the adopted child was dichotomised combining all ethnicities but white.

<sup>10</sup> The overall model was not significant neither were the individual predictors, gender,  $\beta = -.016$ ,  $p = .91$ ,  $OR = .984$ , age,  $\beta = .023$ ,  $p = .24$ ,  $OR = 1.023$ , and ethnicity,  $\beta = -.82$ ,  $p = .40$ ,  $OR = .82$ .

<sup>11</sup> The overall model was not significant neither were the individual predictors, SWEMWBS,  $\beta = -.043$ ,  $p = .08$ ,  $OR = .958$ , Carer questionnaire,  $\beta = -.003$ ,  $p = .56$ ,  $OR = 1.0$ , SDQ,  $\beta = -.001$ ,  $p = .94$ ,  $OR = 1.0$ , BAC,  $\beta = -.007$ ,  $p = .63$ ,  $OR = .99$ , and 'Assessed by same local authority',  $\beta = .033$ ,  $p = .83$ ,  $OR = 1.033$ .

<sup>12</sup> There was no significant association between region and type of respondents (i.e., first survey or third survey),  $\chi^2 (9, N = 788) = 8.5$ ,  $p = .485$ , and provider and type of respondents,  $\chi^2 (4, N = 782) = .834$ ,  $p = .934$

**Table 11: Comparison of first and third survey respondents regarding gender of the adopted child**

Gender	First survey respondents		Third survey respondents	
	Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
Female	199	47.8%	180	49%
Male	218	52.3%	191	51%
Total	417	100%	371	100%

Source: Application data.

**Table 12: Comparison of first and third survey respondents regarding ethnicity of the adopted child**

Ethnicity	First survey respondents		Third survey respondents	
	Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
Asian / Asian British	8	1.9%	3	0.8%
Black / African / Caribbean / Black British	6	1.4%	6	1.6%
Mixed / multiple ethnic groups	5	1.2%	6	1.6%
Other ethnic group	21	5.0%	27	7.3%
White	377	90.4%	329	88.7%
Total	417	100%	371	100%

Source: Application data

**Table 13: Comparison of first and third survey respondents regarding age of the end of the assessment of adopted child**

Age range	First survey respondents		Third survey respondents	
	Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
Under 5	34	8.2%	32	8.6%
5 to 10	220	52.8%	176	47.4%
11 to 15	151	36.2%	146	39.4%
Over 15	12	2.9%	17	4.6%
Total	417	100%	371	100%
	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>
Age	9.45	3.69	9.75	3.58

Source: Application data.

**Table 14: Comparison of first and third survey respondents regarding region**

Region	First survey respondents		Third survey respondents	
	Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
East Midlands	33	7.9%	35	9.4%
East of England	45	10.8%	42	11.3%
Inner London	11	2.6%	9	2.4%
North East	13	3.1%	23	6.2%
North West	48	11.5%	36	9.7%
Outer London	17	4.1%	16	4.3%
South East	62	14.9%	46	12.4%
South West	69	16.5%	66	17.8%
West Midlands	51	12.2%	51	13.7%
Yorkshire and the Humber	68	16.3%	47	12.7%
Total	417	100%	371	100%

Source: Application data.

**Table 15: Comparison of first and third survey respondents regarding service provider**

Service Provider	First survey respondents		Third survey respondents	
	Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
ASA	75	18.0%	64	17.5%
CAMHS	5	1.2%	3	0.8%
Independent (commissioned through local authority)	252	60.4%	230	63.0%
Local authority (internally delivered)	26	6.2%	20	5.5%
VAA	59	14.1%	48	13.2%
Total	417	100%	365	100%

**Table 16: Comparison of first and third respondents regarding baseline scores**

Scale	First survey respondents		Third survey respondents	
	N	Mean (SD)	N	Mean (SD)
SWEMWBS	408	20.96 (3.69)	360	20.51 (3.37)
Carer Questionnaire	413	62.89 (16.19)	369	61.39 (15.35)
SDQ Total Difficulties Score	418	22.82 (6.84)	371	23.19 (6.20)
BAC	409	21.50 (7.55)	369	21.67 (7.08)
	<b>Absolute Frequency</b>	<b>Relative Frequency</b>	<b>Absolute Frequency</b>	<b>Relative Frequency</b>
Placed by different Authority	190	45.9%	173	47.4%

*Note.* Age of adopted child was not used for the filter variable as all variables were entered to the logistic regression simultaneously. For this reason mean scores may differ to the mean scores reported in the main section of this report. Source: Baseline and follow-up survey; Source: Application data.

### 4.3. Description of respondents reporting to not receive any therapy

Overall, there were eleven third wave respondents that reported not having received any support since their first application to the ASF around two years earlier. This may have several reasons, some of these are listed by parents such as that the therapy was not needed or that they are still awaiting the start of support. Another reason could be the potential confusion of what support was funded by the ASF as parents themselves did not make the application, especially when the ASF funded a low-intensity support such as a further assessment, a parenting course or a conference fee.

### 4.4. Description of respondents reporting that the child is not living with them

As reported above, there are a number of third wave respondents (n=55) that reported a composition of the household to have changed in the last 2 years. For 21 of these this has meant that the child for whom they have applied to the ASF is not living any longer in the family. This includes 5 families where the child has left home temporarily and returned to care, 9 that have left permanently and returned to care, 3 where the child is living independently and 4 that have left for other reasons.

The age of the children at the time of completion of the third survey ranged from 8 to 20 years. However, the majority (n=14) was 16 years or older. Four of these 21 respondents reported already at the second wave survey that the child had left the family.

## 4.5. Further tests statistics

### Change over time for SDQ subscales

Table 17 below shows the overall effect on time (i.e., wave 1, wave 2 and wave 3) on each of the SDQ subscales. Post-hoc tests analysis was further performed to identify significant differences between each wave.

**Table 17: Test statistics for the comparison of SDQ subscale scores**

	Wave 1 – Mean (SD)	Wave 2 – Mean (SD)	Wave 3 – Mean (SD)	F	df	p	$\eta_p^2$
Emotional Symptoms	5.36 (2.63)	5.11 (2.47)	5.09 (2.72)	2.26	2	.106	.009
Conduct Problems	5.61 (2.33)	5.18 (2.42)	5.11 (2.54)	8.97	2	<.001	.035
Hyperactivity /inattention	7.71 (2.27)	7.27 (2.35)	7.20 (2.34)	8.26	1.95	<.001	.032
Peer relationship problems	4.47 (2.37)	4.38 (2.40)	4.42 (2.54)	.264	1.93	.768	.001
Prosocial behaviour	5.49 (2.27)	5.51 (2.25)	5.64 (2.27)	.867	2	.421	.003
Total score	23.16 (6.13)	21.94 (6.71)	21.82 (7.10)	7.77	1.94	.001	.031
Impact	5.78 (2.70)	5.50 (2.81)	5.61 (3.07)	1.53	1.76	.220	.006

**Table 18: Significance results for post-hoc analysis**

	Wave 1 – Wave 2	Wave 1 – Wave 3	Wave 2 – Wave 3
Conduct Problems	$p=.001$	$p<.001$	$p=.562$
Hyperactivity /inattention	$p=.001$	$p=.001$	$p=.584$
Total score	$p=.001$	$p=.001$	$p=.744$

### SDQ comparison with population norms

One-sample t-tests were performed to test for differences between SDQ mean scores for all subscales and population norms. The norms are based on 10,298 5-15 year olds and parent-completed questionnaires (Meltzer, Gatward, Goodman, & Ford, 2000). As it can be seen in Table 19 below all sample mean scores differed significantly from population norms. Cohen's d indicates very large effect sizes according to Rosenthal (1996).

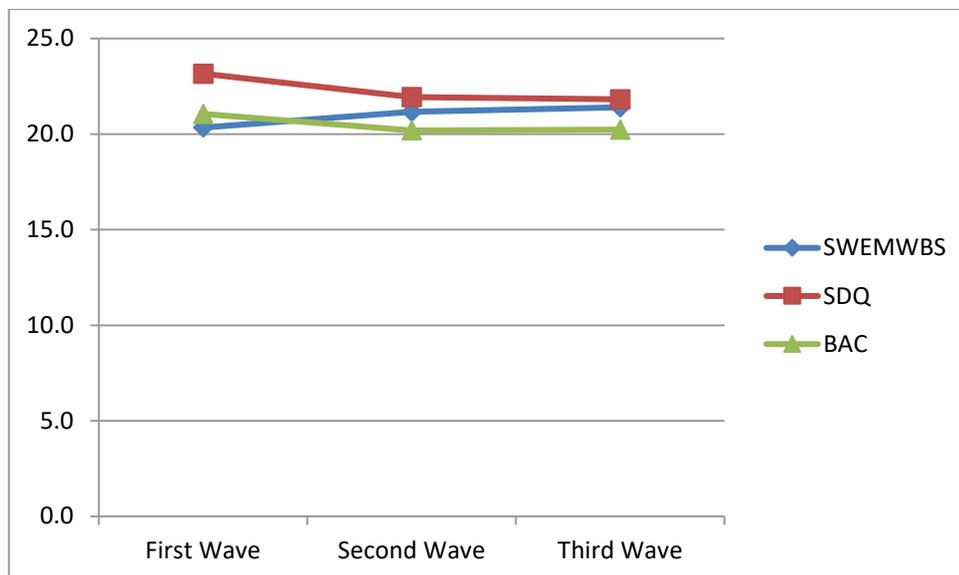
**Table 19: Test statistics for the comparison of mean scores for third wave respondents and population norms for SDQ subscales**

	Sample Mean (SD)	Population Mean	T	df	p	Effect size d
Emotional Symptoms	5.02 (2.78)	1.9	20.40	331	<0.001	1.12
Conduct Problems	5.16 (2.52)	1.6	25.70	331	<0.001	1.41
Hyperactivity /inattention	7.19 (2.34)	3.5	28.66	331	<0.001	1.57
Peer relationship problems	4.39 (2.57)	1.5	20.47	331	<0.001	1.12
Prosocial behaviour	5.66 (2.30)	8.6	-23.35	331	<0.001	-1.28
Total score	21.75 (7.15)	8.4	34.00	331	<0.001	1.87
Impact	5.48 (3.13)	0.4	29.12	321	<0.001	1.62

## 4.6. Interpreting the results

Figures 1 and 2 illustrate the pattern of outcomes recorded across the three waves of the survey in relation to the 4 outcomes measures.<sup>13</sup>

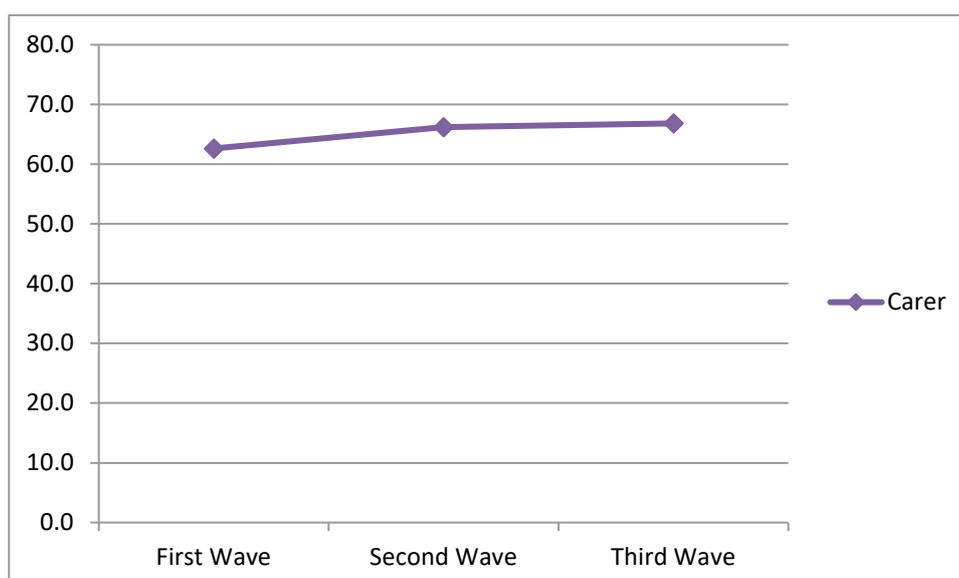
**Figure 1: Mean scores of SWEMWBS, SDQ total score and BAC for Wave 3 respondents**



<sup>13</sup> Note that for the SDQ and BAC a higher score represents greater difficulties for the child whereas for SWEMWBS and the Carer Questionnaire higher score represent better levels of wellbeing and parent-child relationships respectively, therefore the shapes of the lines are roughly the inverse of one another. Note also that each measure uses a different scoring scale, so the actual mean score are not for comparison but rather the shapes of the lines.

Note. N=181-248; Source: Wave 1, 2 and 3 survey.<sup>14</sup>

**Figure 2: Mean scores of the Carer Questionnaire for Wave 3 respondents**



Note. N=256; Source: Wave 1, 2 and 3 survey.

In order to undertake these further analyses we used a mixed-model ANOVA to include all valid responses from all surveys. This means that respondents did not necessarily need to have completed all three surveys to be included in this analysis.<sup>15</sup>

Table 20 shows the mean scores for each scale with the larger data set.<sup>16</sup> Note that the two BAC scales have been combined for this calculation.

**Table 20: Descriptive Statistics of SWEMWBS, SDQ total score, BAC and the Carer Questionnaire at all waves**

	First Wave			Second Wave			Third Wave		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
<b>SWEMWBS</b>	768	20.75	3.55	431	21.24	3.26	336	21.48	3.51
<b>SDQ</b>	768	23.18	6.46	437	21.91	7.03	332	21.75	7.15
<b>BAC</b>	752	21.76	7.26	405	20.39	7.76	251	20.40	7.83
<b>Carer</b>	782	62.18	15.81	434	66.38	15.70	341	66.46	16.83

Note. Source: Wave 1, 2 and 3 survey.

## Timing of support

Across all four outcome measures, there was no significant main effect of the timing of receipt of therapy on the outcome scores at the three time points. One possible explanation for this is that the lack of statistical significance was caused by the very small sample size of respondents not receiving therapy since their last survey response. We further found that

<sup>14</sup> Scores for BAC-A and BAC-C were combined for this part of the analysis.

<sup>15</sup> A comparison of the different samples can be found in Appendix 2.2.

<sup>16</sup> Mean scores are slightly different to the ones reported in the previous section.

there was a significant interaction effect for timing of receipt of therapy on the Relationship Subscale of the Carer Questionnaire indicating that the overall average scores varied depending on the timing of receipt of support.<sup>17</sup> Therefore, we did plot the mean scores against if the respondent reported to have received therapy at each measurement point. To be consistent for all four measures we did this for all four scales even though only The Carer Questionnaire showed a significant effect.

Figure 3 shows the trajectory of responses on the four measures divided between those families that received support between both Wave 1 and 2 and between Wave 2 and 3; those that received support only between Wave 1 and 2; and between those that only received support between Wave 2 and 3. It should be noted that sample sizes are small for the two groups of respondents that did not receive therapy at both time points.<sup>18</sup>

By separating the trajectories of these three groups we can see that the effect of receiving support is in line with that initially described in the previous report when comparing families that did receive support with those who had not at Wave 2.<sup>19</sup> It can be further seen that this improvement is also observed for the group that did not initially receive support actually saw a decline against the four measures which was then reversed in the after the Wave 2 survey in line with the commencement of support. This is most visible on the BAC chart but is an effect found in each of the four measures. This analysis lends greater confidence to the findings of the original evaluation that the receipt of therapeutic support through the ASF was associated with improvements in key outcomes.

This can be seen in Figure 3 where for example the level of need for those who received therapy between Wave 1 and Wave 2 but not between Wave 2 and Wave 3 tended to be higher than those of the other groups.

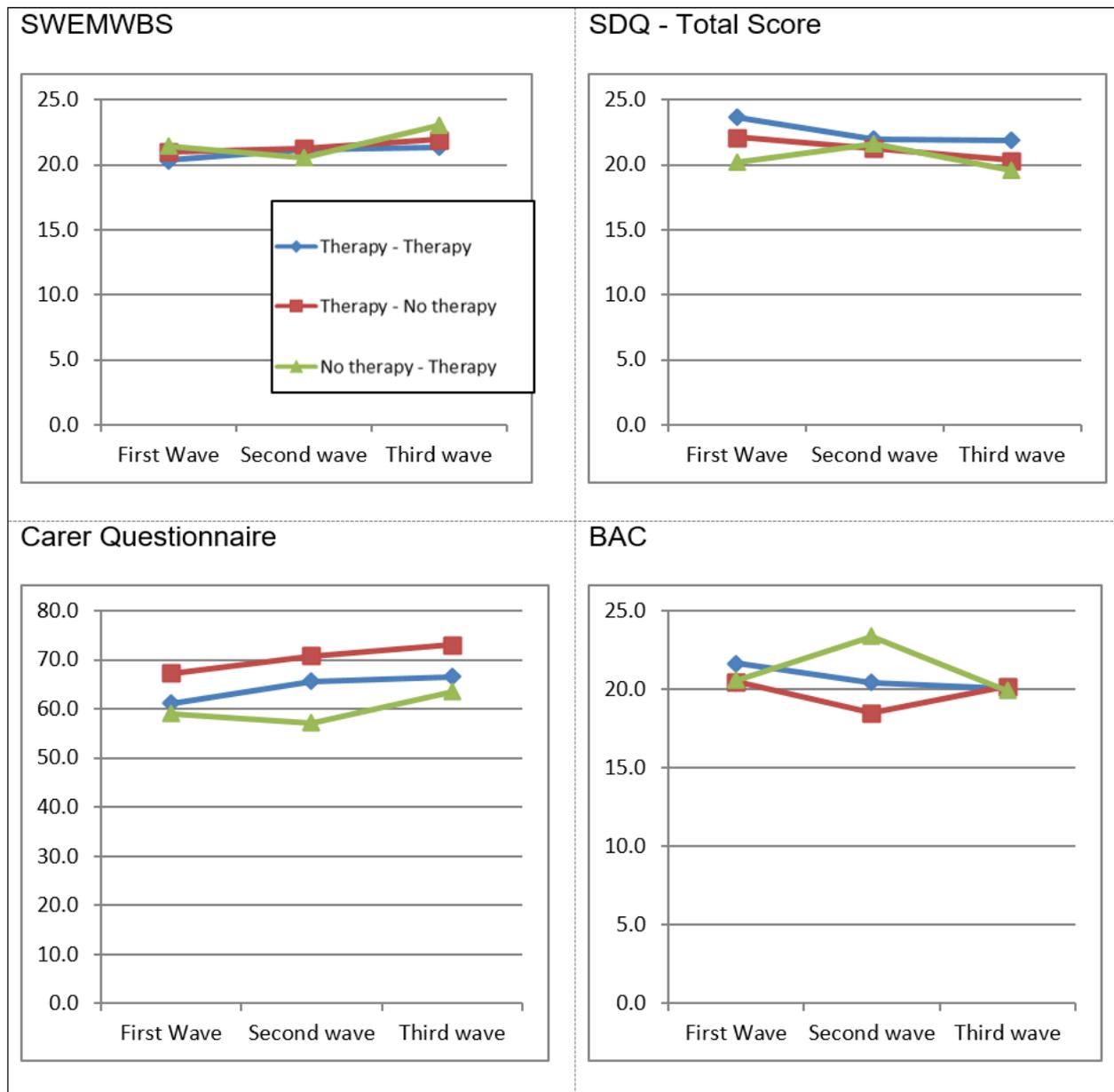
---

<sup>17</sup> There was a significant interaction effect for receipt of therapy and time on the Carer Questionnaire score,  $F(2,554)=6.27$ ,  $p=.002$ .

<sup>18</sup> Only four respondents did not receive any therapy at all and completed the outcome measures. Therefore, we did not include responses of those four respondents in the charts below.

<sup>19</sup> 9.2 *Child behaviour, development and wellbeing* (ASF Evaluation, p124)

**Figure 3: Mean scores of SWEMWBS, SDQ total score, BAC and the Carer Questionnaire at all waves depending on the timing of receipt of support**



## Quantity of support

In order to create a reliable measure of ‘quantity of support’ or ‘dosage’ we created a new variable based on the survey data. This variable combined the responses about the average number of hours per week and the number of weeks that support was received for each the type of therapy received. This variable was calculated for each of the three surveys as respondents reported on how much therapy they had received at each time points.

In an alternative attempt to investigate the possibility of a dose-effect relationship within the sample we further included the cost of all applications combined as a covariate in the mixed

model. In the case of the SDQ total score, the BAC and the Carer Questionnaire we have found a significant main effect for cost, but no significant interaction effect.<sup>20</sup> As with the use of the previous variable this seems to show no dose-effect relationship in the sample.

Further investigation into the cost for applications showed that the main effect appears because there is correlation between combined cost and overall score on these three outcome measures. For the BAC and the SDQ there is a positive statistically significant correlation between cost of application and overall score indicating that those who had more expensive applications tended to have higher levels of need.<sup>21</sup> So while this calculation did not help us account for the trajectory of change observed it leads the view that families with greater levels of need on average received more expensive packages of support, suggesting either that the services received were of a greater quantity or of a more specialised type.<sup>22</sup>

### Further support needs

Further analysis looked at the relationship between those families who reported a continued need for therapeutic support among those who have received therapeutic support between the Wave 1 and 2 and whether they received further support between Wave 2 and 3.

There was a significant association between receiving support between the second and third wave and the responses to the question whether they continued to need therapeutic support services.<sup>23</sup> More than one-third (36%) of those who did not receive support between the second and third survey did not think they needed therapeutic support services, compared to 14% of those who did receive further support after the second wave survey.

---

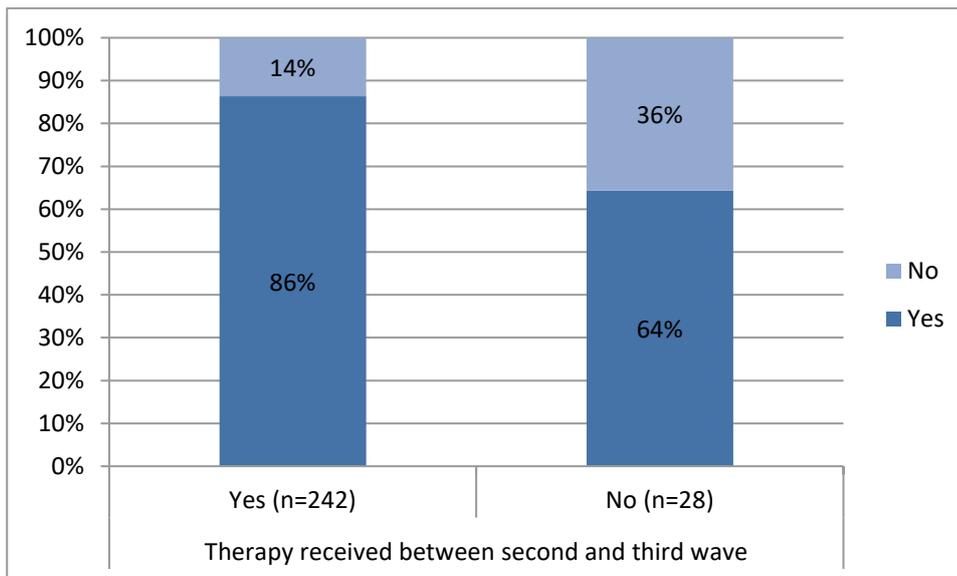
<sup>20</sup> There was a significant main effect for overall costs of applications for the SDQ,  $F(3,578)=4.04$ ,  $p=.045$ , the BAC,  $F(1,498)=9.95$ ,  $p=.002$  and the Carer Questionnaire,  $F(1,526)=4.35$ ,  $p=.037$ .

<sup>21</sup> The correlation between overall costs of application and overall SDQ total score was significant,  $r=.13$ ,  $p=.04$ . This equates to a small effect. The correlation between overall costs of application and overall BAC score was significant,  $r=.18$ ,  $p=.015$ . This equates to a small effect.

<sup>22</sup> While the data seems to suggest this interpretation caution should be taken, as there was a high level of variation in cost of services geographically.

<sup>23</sup> Chi-Square test showed a significant effect,  $X^2(1)=9.14$ ,  $p=.003$ , Cramer's  $V=.18$ .

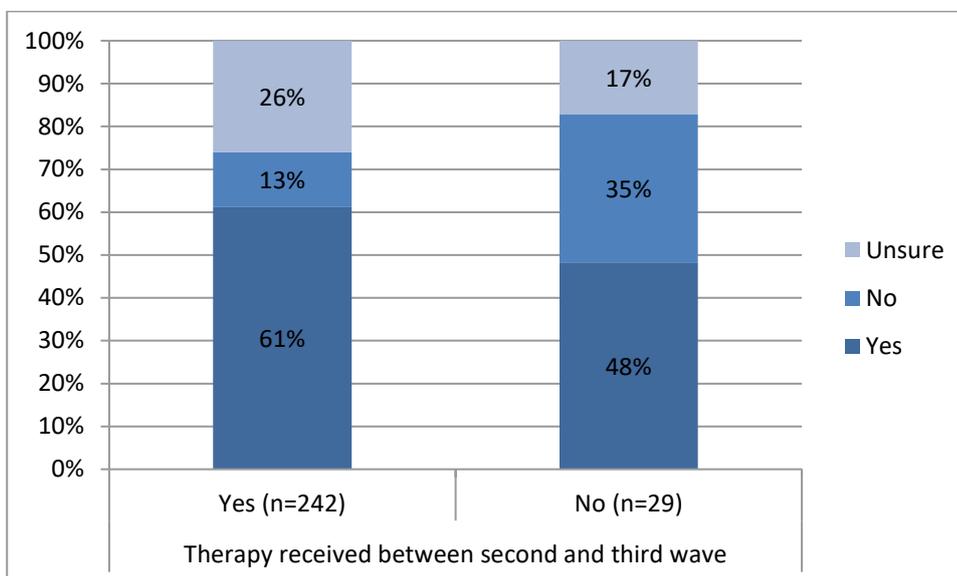
**Figure 3: Responses to ‘Does your family continue to have need of therapeutic support services?’ of those who reported to have received support between the first and second survey**



Note. N=270 (missing 7); Source: Wave 3 survey.

We explored who reported planning to apply for further support among those who had received therapeutic support between the second and third survey. This showed that there was a significant association between receiving support between the second and third wave and the responses to the question if they plan to submit further applications.<sup>24</sup>

**Figure 4: Responses to ‘Do you have plans to make further applications to the ASF in the future?’ of those who reported to have received support between the first and second survey**



Note. N=271 (missing 6); Source: Wave 3 survey.

<sup>24</sup> Chi-Squared test showed a significant effect,  $X^2(2)=9.56$ ,  $p=.008$ , Cramer's  $V=.19$ .

## 5. Appendix 3 - Questionnaire copy



### Evaluation of the Adoption Support Fund Survey

QAID: <<QAID>>

Hello,

We're writing to thank you for completing and returning a second questionnaire X months ago about your experience of the Adoption Support Fund (ASF), and to ask for your help in completing a further questionnaire as part of this study. Your feedback so far has been really useful in understanding how the ASF has been working and whether it has helped families like yours. The Department for Education (DfE) are really interested in understanding the longer term effects of receiving support through the ASF and what it offers to adoptive families. Therefore, we'd really appreciate it if you would complete the attached questionnaire and let us know your experiences of the ASF and the support received since first applying.

We are particularly interested in finding out how the child for whom you initially applied for the support is getting on. It is important that in your responses you refer to the same child that you answered the questionnaire about last time. To remind you, if you applied to the fund for two or more adopted children, we asked you to complete the questions in relation to the eldest, please do so again. As with the previous questionnaire we anticipate that it will take about 20 minutes to fill in.

The survey is being carried out again by the Tavistock Institute of Human Relations and Qa Research on behalf of the DfE. The Tavistock Institute is a registered charity and independent research institute (<http://www.tavinstitute.org>). All the answers you give will be completely confidential and no identifiable information about you will be passed on to the DfE, local services or any other person or organisation. Everything you say will be treated in strict confidence and will be handled in accordance with the Data Protection Act. This survey is in no way an assessment of need and will be used solely for research purposes. Taking part is completely voluntary and any application to the ASF is not dependant on completing the survey. [For a fuller description of the purpose of this research, the nature of the data we will collect, the way this data will be handled, and the rights you have in relation to this process please see the privacy notice enclosed.](#)

I would like to take this opportunity to thank you again for your participation in the previous rounds of the survey. I hope that you will take part because your experience will allow us to better understand the longer term impact of ASF support, whether it is helping families like yours and allow us to make recommendations to the DfE about how it could be improved in the future. Ultimately, the results will help the government make decisions about the Adoption Support Fund.

Please can you complete and return the survey using the accompanying FREEPOST envelope as soon as possible (preferably within two weeks).

If you are interested in hearing about the results of the previous phases of the research then please send your contact details the email address on the final page, if you have not already done so, and we will keep you updated with news about its publication.

Thank you again and if you have any questions at all about this evaluation, please contact me at [S.King@tavinstitute.org](mailto:S.King@tavinstitute.org) or on 020 7457 3917 for further information.

Kind regards

Sadie

Dr Sadie King - Senior Researcher/Consultant, The Tavistock Institute of Human Relations

**This evaluation is being carried out within the ethical guidelines and code of conduct of the UK Evaluation Society (of which the Tavistock Institute is a member) and the Market Research Society (of which Qa is a member).**

## Evaluation of the Adoption Support Fund Survey

Please ensure that this questionnaire is completed by the same parent that completed previous ones. If you are not sure who did last one, we ask that the main caregiver completes it.

Please tick ✓ here if you cannot remember who completed the first questionnaire  1

Enter today's date:

Q1a

D	D	/	M	M	/	Y	Y	Y	Y
---	---	---	---	---	---	---	---	---	---

## Section one: You and your family

First of all, some questions about you and your family.

Q1b

What is your gender:

Male	<input type="checkbox"/>	1
Female	<input type="checkbox"/>	2

Q1c

We also need information to see if anything has changed in your family in the last X months since you completed the second questionnaire.

Please tick ✓ here if there is no co-parent  1

Relationship Status	You	Your co-parent
Married	<input type="checkbox"/> 1	<input type="checkbox"/> 1
In same-sex civil partnership	<input type="checkbox"/> 2	<input type="checkbox"/> 2
Cohabiting	<input type="checkbox"/> 3	<input type="checkbox"/> 3
Separated	<input type="checkbox"/> 4	<input type="checkbox"/> 4
Single	<input type="checkbox"/> 5	<input type="checkbox"/> 5
Steady relationship without co-habiting	<input type="checkbox"/> 6	<input type="checkbox"/> 6
Other: please ✓ box and write in below	<input type="checkbox"/> 7	<input type="checkbox"/> 7

Q1d

In the last X months has the composition of your household changed? (Please tick ✓ one)

Yes	<input type="checkbox"/> 1	If yes, continue to Q1e
No	<input type="checkbox"/> 2	If no, go to Section 2

Q1e

How has it changed? (Please tick ✓ one)

New members have joined	<input type="checkbox"/> 1
Members have left	<input type="checkbox"/> 2
Members have left and others have joined	<input type="checkbox"/> 3

**Q1f** Please describe the change (who has left and/or joined?) in the box below:

**Q1g** Is the child (for whom you initially applied for the support through the ASF), still living with you?

- |     |                          |   |                         |
|-----|--------------------------|---|-------------------------|
| Yes | <input type="checkbox"/> | 1 | If yes, go to Section 2 |
| No  | <input type="checkbox"/> | 2 | If no, continue to Q1h  |

**Q1h** What is the reason for this?  
(Please tick ✓ one)

- |  |                          |   |
|--|--------------------------|---|
| The child has temporarily left home and returned to care                     | <input type="checkbox"/> | 1 |
| The child has temporarily left home and is staying with friends or relatives | <input type="checkbox"/> | 2 |
| The child has permanently left home and returned to care                     | <input type="checkbox"/> | 3 |
| The child is living independently  | <input type="checkbox"/> | 4 |
| Any other reasons, please describe: please ✓ box and write in below          | <input type="checkbox"/> | 5 |

## Section two: About you

We would now like to ask you a few questions about yourself to see how you feel at the moment.

Q2

### The Short Warwick-Edinburgh Mental Well-being Scale (SWEMWBS)

Below are some statements about feelings and thoughts. Please tick the box that best describes your experience of each over the last 2 weeks

STATEMENTS	None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling optimistic about the future	1	2	3	4	5
I've been feeling useful	1	2	3	4	5
I've been feeling relaxed	1	2	3	4	5
I've been dealing with problems well	1	2	3	4	5
I've been thinking clearly	1	2	3	4	5
I've been feeling close to other people	1	2	3	4	5
I've been able to make up my own mind about things	1	2	3	4	5

"Warwick Edinburgh Mental Well-Being Scale (WEMWBS)  
© NHS Health Scotland, University of Warwick and University of  
Edinburgh, 2006, all rights reserved."

### Section three: Your child

Now some questions about your child.

In this section, we would like you to answer questions about the child for whom you originally applied for adoption support. This will be the child who was first assessed by the Local Authority (between March 2015 and <<MMYYYY\_APPLICATION>>. Please answer for the same child as in the last two questionnaires. To remind you, if you applied to the fund for two or more adopted children, we asked you to complete the questions for the eldest.

In this section, we are asking you to provide information about your child so that we can compare these answers to those you gave in the previous questionnaires. This will help us to understand whether there have been changes in the child's well-being and behaviour over the last two years.

The answers that you give will be kept completely confidential and not be shared outside the Tavistock research team so please answer the questions as honestly as possible as this will give us the best opportunity to understand the needs and circumstances of adoptive families.

**Q4.**

**Strengths and Difficulties Questionnaire**

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please complete this for the eldest of your children who was assessed and accepted for post-adoption support. Please give your answers on the basis of the child's behaviour over the last six months.

Child's date of birth: <<MonthAndYear>>

	<b>Not True</b>	<b>Somewhat True</b>	<b>Certainly True</b>
Considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares readily with other children (treats, toys, pencils etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often has temper tantrums or hot tempers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rather solitary, tends to play alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally obedient, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many worries, often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often fights with other children or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally liked by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily distracted, concentration wanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nervous or clingy in new situations, easily loses confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often lies or cheats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picked on or bullied by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often volunteers to help others (parents, teachers, other children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinks things out before acting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steals from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets on better with adults than with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many fears, easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sees tasks through to the end, good attention span	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any other comments or concerns?

Overall, do you think that your child has difficulties in one or more of the following areas: emotions, concentration, behaviour or being able to get on with other people?

No	Yes- minor difficulties	Yes- definite difficulties	Yes- severe difficulties
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have answered "Yes", please answer the following questions about these difficulties:

- How long have these difficulties been present?

Less than a month	1-5 months	6-12 months	Over a year
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Do the difficulties upset or distress your child?

Not at all	Only a little	Quite a lot	A great deal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Do the difficulties interfere with your child's everyday life in the following areas?

	Not at all	Only a little	Quite a lot	A great deal
HOME LIFE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FRIENDSHIPS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLASSROOM LEARNING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEISURE ACTIVITIES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Do the difficulties put a burden on you or the family as a whole?

Not at all	Only a little	Quite a lot	A great deal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q5.

# BAC-A

## Brief Assessment Checklist for Adolescents (ages 12 to 17)

Here are some statements that describe young people's behaviour and feelings.

For each statement, please circle the number that best describes your child in the last 4 to 6 months.

- circle **0** if the statement is **not true** for this young person in the last 4 to 6 months.
- circle **1** if the statement is **partly true** for this young person in the last 4 to 6 months.
- circle **2** if the statement is **mostly true** for this young person in the last 4 to 6 months.

- |     |          |          |          |   |
|-----|----------|----------|----------|---|
| 1.  | <b>0</b> | <b>1</b> | <b>2</b> | Constantly seeking excitement or 'thrills'    |
| 2.  | <b>0</b> | <b>1</b> | <b>2</b> | Craves affection                              |
| 3.  | <b>0</b> | <b>1</b> | <b>2</b> | Does not share with friends                   |
| 4.  | <b>0</b> | <b>1</b> | <b>2</b> | Does not show affection                       |
| 5.  | <b>0</b> | <b>1</b> | <b>2</b> | Feels victimised or misunderstood             |
| 6.  | <b>0</b> | <b>1</b> | <b>2</b> | Gorges food                                   |
| 7.  | <b>0</b> | <b>1</b> | <b>2</b> | Hides feelings                                |
| 8.  | <b>0</b> | <b>1</b> | <b>2</b> | Impulsive (acts rashly, without thinking)     |
| 9.  | <b>0</b> | <b>1</b> | <b>2</b> | Lacks guilt or empathy                        |
| 10. | <b>0</b> | <b>1</b> | <b>2</b> | Relates to strangers 'as if they were family' |
| 11. | <b>0</b> | <b>1</b> | <b>2</b> | Resists being comforted when hurt             |
| 12. | <b>0</b> | <b>1</b> | <b>2</b> | Shows intense and inappropriate anger         |
| 13. | <b>0</b> | <b>1</b> | <b>2</b> | Too friendly with strangers                   |
| 14. | <b>0</b> | <b>1</b> | <b>2</b> | Too jealous                                   |
| 15. | <b>0</b> | <b>1</b> | <b>2</b> | Tries too hard to please other young people   |
| 16. | <b>0</b> | <b>1</b> | <b>2</b> | Withdrawn                                     |

For each of the following statements:

- circle **0** if the behaviour **did not occur** in the last 4 to 6 months.
- circle **1** if the behaviour **occurred once** in the last 4 to 6 months.
- circle **2** if the behaviour **occurred more than once** in the last 4 to 6 months.

- |     |          |          |          |  |
|-----|----------|----------|----------|--|
| 17. | <b>0</b> | <b>1</b> | <b>2</b> | Appears dazed, 'spaced out' (like in a trance)   |
| 18. | <b>0</b> | <b>1</b> | <b>2</b> | Intense reaction to criticism                    |
| 19. | <b>0</b> | <b>1</b> | <b>2</b> | Sexual behaviour not appropriate for her/his age |
| 20. | <b>0</b> | <b>1</b> | <b>2</b> | Sudden or extreme mood changes                   |

There are some specific issues that we know children in adopted families sometimes experience which we would also like to ask you about. Please answer the following questions by reflecting on your child's behaviour in the past few weeks. Try not to be influenced by single incidents when answering but base your answers on how you think things are generally. Please tick ✓ one box for each statement.

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
<b>Q6</b> My child is often aggressive or violent towards friends or classmates.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

<b>Q7</b> My child is often aggressive or violent towards members of our family.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
--	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

**Q8** Excluding those services provided through the Adoption Support Fund, are you or your family currently receiving any of the following types of service? (Please tick ✓ all that apply)

Adoption Support and Social Care

Local Authority Children's Social Services?	<input type="checkbox"/> 1
Local Authority Adoption Support Team?	<input type="checkbox"/> 2
Voluntary Adoption Agency Support Team?	<input type="checkbox"/> 3
A support group for adoptive parents?	<input type="checkbox"/> 4
Informal contact with other adoptive families?	<input type="checkbox"/> 5
Support for contact with birth families?	<input type="checkbox"/> 6
Respite or day care/ recent or planned activity based holiday?	<input type="checkbox"/> 7
Parenting skills training?	<input type="checkbox"/> 8
Life story work?	<input type="checkbox"/> 9
Letter box?	<input type="checkbox"/> 10

Healthcare

NHS provider (G.P., Hospital (out or in patient), health visitor/community nurse) for health needs on a regular basis)	<input type="checkbox"/> 11
Child and Adolescent Mental Health Service (CAMHS)?	<input type="checkbox"/> 12
Private provider of therapeutic services for which you pay?	<input type="checkbox"/> 13
Educational or school-based support	
Educational psychologist?	<input type="checkbox"/> 14
SENCO?	<input type="checkbox"/> 15
Special school/ special unit?	<input type="checkbox"/> 16
After school club?	<input type="checkbox"/> 17
Other: please ✓ box and write in below	<input type="checkbox"/> 18

--	--	--

## Section four: About you and your child

Now, we'd like to ask you a few questions about your relationship with your child. Again, please answer these questions for the same child who you have answered for in the previous section. As before, we will compare the answers you give here to those in the previous questionnaires to see if things have changed through the course of the support. Again, the answers that you give will be kept completely confidential so please answer as honestly as possible.

Please answer the following questions by reflecting on yourself and your child during the past few weeks. Try not to be influenced by single incidents when answering but base your answers on how you think things are generally. Please tick ✓ a number for each statement.

**Q9**

How much do you feel you understand your child's difficulties?

Not at all

Very much

1  2  3  4  5  6  7  8  9  10

**Q10**

How much do you think your child's difficulties relate to his or her experience prior to adoption?

Not at all

Very much

1  2  3  4  5  6  7  8  9  10

**Q11**

Do you feel you understand why your child behaves as he or she does?

Not at all

Very much

1  2  3  4  5  6  7  8  9  10

**Q12**

Do you feel confident that you can manage the challenges that your child presents?

Not at all

Very much

1  2  3  4  5  6  7  8  9  10

**Q13**

Do you feel you have the necessary skills to manage the specific challenges your child presents?

Not at all

Very much

1  2  3  4  5  6  7  8  9  10

**Q14**

Do you feel that you have a good relationship with your child?

Not at all

Very much

1  2  3  4  5  6  7  8  9  10

**Q15**

Do you feel that you and your child communicate well with each other?

Not at all

Very much

1  2  3  4  5  6  7  8  9  10

**Q16**

Do you feel that your child responds to your attempts to help him/her?

Not at all Very much

1    2    3    4    5    6    7    8    9    10

**Q17**

Do you find your child difficult to care for?

Not at all Very much

1    2    3    4    5    6    7    8    9    10

**Q18**

Do you find it difficult to build a relationship with your child?

Not at all Very much

1    2    3    4    5    6    7    8    9    10

**Q19**

Do you feel that there is a risk of the adoption breaking down?

Not at all Very much

1    2    3    4    5    6    7    8    9    10

### Section five: Your post-adoption support

We would now like to ask about your application(s) to the Adoption Support Fund and whether you have received support and what this support was. You may have told about some of this support before, in the previous questionnaire, however to make sure that we capture everything please will you tell us about the total amount of support you have applied for and received since the start of the fund (**both support you told us about before and any new applications**).

**Please also note that this no longer relates just to the child on whose behalf you first applied to the fund but the total number of applications made.**

**Q20**

In total how many applications has your family made to the ASF? (This should include repeat application to the fund for the continuation of therapeutic support as well as new application for support). **Again please include applications that you have told us about before.**

Number of applications:

**Q21**

Have you received any support through the ASF since May 2015?  
(Please tick ✓ one)

Yes  1      If yes, go to Q23

No  2      If no go to Q22

**Q22**

If you haven't started receiving support through the ASF, what are the reasons for this? (Please tick ✓ all that apply). Once you have answered this questions please turn to Q28

It has taken time to find a suitable practitioner/ service provider  1

There is a waiting list for the support we need	<input type="checkbox"/>	2
Our family circumstances meant that we have delayed taking up the package	<input type="checkbox"/>	3
There have been administrative delays	<input type="checkbox"/>	4
It was never planned to start yet	<input type="checkbox"/>	5
Other - please describe in the box below:	<input type="checkbox"/>	6

**Q23**

**Please fill in the details of the support you have received through the ASF in the tables below.** Each table is for a different therapeutic intervention. If your family has received multiple types of support through the fund please use a separate table for each component, if your family has only received one type of support then you will only need to use one table before going to Q24. Again please tell us about the total amount of support received through the fund since May 2015.

**Type of support 1**

**What type of support have you received?** (If you know the name of the support i.e. Theraplay, DDP or psychotherapy please enter it in the space below. If not, please briefly describe)?

--	--

**Who was this for?** (Please tick ✓ all that apply)

Whole family	<input type="checkbox"/>	1	More than one child but not all	<input type="checkbox"/>	4
Parent or Parental couple	<input type="checkbox"/>	2	One child only	<input type="checkbox"/>	5
All children in household	<input type="checkbox"/>	3	Other	<input type="checkbox"/>	6

Please describe the amount of this support that you have received to date and how long it took to start after making the application in the boxes below:

Amount of this support received to-date (during weeks that sessions took place. i.e. excluding holidays)					
How many hours of this support, on average, is provided each week? (for example, if you receive 4 hours a week then write 04 below)		How many weeks support have you received so far? (for example, if you've received 6 weeks of support write 06 below)		How long after your application to the fund did it take for the support to start? (for example, if it took 2 weeks for the support to start write 02 below)	
Hour	Hour	Week	Week	Week	Week

How much longer is this element of the support going to go on for? (Please tick ✓ one only)

We've completed this element of the support	<input type="checkbox"/>	1	3 months or more but less than 6 months	<input type="checkbox"/>	4
Less than 4 weeks	<input type="checkbox"/>	2	More than 6 months	<input type="checkbox"/>	5
4 weeks or more but less than 3 months	<input type="checkbox"/>	3	Don't know	<input type="checkbox"/>	6

**Type of support 2**

**What type of support have you received?** (If you know the name of the support i.e. Theraplay, DDP or psychotherapy please enter it in the space below. If not please briefly describe)?

--	--

**Who was this for?** (Please tick ✓ all that apply)

Whole family	<input type="checkbox"/>	1	More than one child but not all	<input type="checkbox"/>	4
Parent or Parental couple	<input type="checkbox"/>	2	One child only	<input type="checkbox"/>	5
All children in household	<input type="checkbox"/>	3	Other	<input type="checkbox"/>	6

Please describe the amount of this support that you have received to date and how much you have left to receive in the boxes below;

Amount of this support received to-date (during weeks that sessions took place. i.e. excluding holidays)		How long did it take after your application to the fund for the support to start?	
How many hours of this support, on average, is provided each week?	How many weeks support have you received so far?		
<input type="text" value="Hour"/> <input type="text" value="Hour"/>	<input type="text" value="Week"/> <input type="text" value="Week"/>	<input type="text" value="Week"/>	<input type="text" value="Week"/>

How much longer is this element of the support going to go on for? (Please tick ✓ one only)

We've completed this element of the support	<input type="checkbox"/>	1	3 months or more but less than 6 months	<input type="checkbox"/>	4
Less than 4 weeks	<input type="checkbox"/>	2	More than 6 months	<input type="checkbox"/>	5
4 weeks or more but less than 3 months	<input type="checkbox"/>	3	Don't know	<input type="checkbox"/>	6

**Type of support 3**

**What type of support have you received?** (If you know the name of the support i.e. Theraplay, DDP or psychotherapy please enter it in the space below. If not please briefly describe)?

--	--

**Who was this for?** (Please tick ✓ all that apply)

Whole family	<input type="checkbox"/>	1	More than one child but not all	<input type="checkbox"/>	4
Parent or Parental couple	<input type="checkbox"/>	2	One child only	<input type="checkbox"/>	5
All children in household	<input type="checkbox"/>	3	Other	<input type="checkbox"/>	6

Please describe the amount of this support that you have received to date and how much you have left to receive in the boxes below;

Amount of this support received to-date (during weeks that sessions took place. i.e. excluding holidays)		How long did it take after your application to the fund for the support to start?	
How many hours of this support, on average, is provided each week?	How many weeks support have you received so far?		
<input type="text" value="Hour"/> <input type="text" value="Hour"/>	<input type="text" value="Week"/> <input type="text" value="Week"/>	<input type="text" value="Week"/>	<input type="text" value="Week"/>

How much longer is this element of the support going to go on for? (Please tick ✓ one only)

We've completed this element of the support	<input type="checkbox"/>	1	3 months or more but less than 6 months	<input type="checkbox"/>	4
Less than 4 weeks	<input type="checkbox"/>	2	More than 6 months	<input type="checkbox"/>	5
4 weeks or more but less than 3 months	<input type="checkbox"/>	3	Don't know	<input type="checkbox"/>	6

**Type of support 4**

**What type of support have you received?** (If you know the name of the support i.e. Theraplay, DDP or psychotherapy please enter it in the space below. If not please briefly describe)?

--	--

**Who was this for?** (Please tick ✓ all that apply)

Whole family	<input type="checkbox"/>	1	More than one child but not all	<input type="checkbox"/>	4
Parent or Parental couple	<input type="checkbox"/>	2	One child only	<input type="checkbox"/>	5
All children in household	<input type="checkbox"/>	3	Other	<input type="checkbox"/>	6

Please describe the amount of this support that you have received to date and how much you have left to receive in the boxes below;

Amount of this support received to-date (during weeks that sessions took place. i.e. excluding holidays)		How long did it take after your application to the fund for the support to start	
How many hours of this support, on average, is provided each week?	How many weeks support have you received so far?		
Hour	Hour	Week	Week

How much longer is this element of the support going to go on for? (Please tick ✓ one only)

We've completed this element of the support	<input type="checkbox"/>	1	3 months or more but less than 6 months	<input type="checkbox"/>	4
Less than 4 weeks	<input type="checkbox"/>	2	More than 6 months	<input type="checkbox"/>	5
4 weeks or more but less than 3 months	<input type="checkbox"/>	3	Don't know	<input type="checkbox"/>	6

### **Type of support 5**

**What type of support have you received?** (If you know the name of the support i.e. Theraplay, DDP or psychotherapy please enter it in the space below. If not please briefly describe)?

--	--

**Who was this for?** (Please tick ✓ all that apply)

Whole family	<input type="checkbox"/>	1	More than one child but not all	<input type="checkbox"/>	4
Parent or Parental couple	<input type="checkbox"/>	2	One child only	<input type="checkbox"/>	5
All children in household	<input type="checkbox"/>	3	Other	<input type="checkbox"/>	6

Please describe the amount of this support that you have received to date and how much you have left to receive in the boxes below;

Amount of this support received to-date (during weeks that sessions took place. i.e. excluding holidays)		How long did it take after your application to the fund for the support to start	
How many hours of this support, on average, is provided each week?	How many weeks support have you received so far?		
Hour	Hour	Week	Week

How much longer is this element of the support going to go on for? (Please tick ✓ one only)

We've completed this element of the support	<input type="checkbox"/>	1	3 months or more but less than 6 months	<input type="checkbox"/>	4
Less than 4 weeks	<input type="checkbox"/>	2	More than 6 months	<input type="checkbox"/>	5
4 weeks or more but less than 3 months	<input type="checkbox"/>	3	Don't know	<input type="checkbox"/>	6

**Q24**

How satisfied do you feel with: (For each row, please tick ✓ the option that most applies to you)

	Very dissatisfied	Dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Satisfied	Very satisfied
a. How quickly you received the support after the assessment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
b. The choice of support provider or therapist	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
c. The type of support that has been provided	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
d. The frequency of support/therapy sessions you have received	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
e. The duration of each session	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
f. The overall number of sessions you have received	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
g. The location of the support/therapy	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

### Section six: Overall views

The questions below are about your overall views of using the Adoption Support Fund and about the support that you and your family have received. This will help us understand how it has worked over the longer term, what families think of it and how it can be improved in the future.

**Q25**

Please indicate the extent to which you agree or disagree with the statements: (Please tick ✓ one only for each row)

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
a. I have been happy with the overall process (being assessed, applying to the fund, and receiving post adoption support)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
b. Receiving support through the ASF has helped my child for whom we applied to the fund	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
c. The package of support provided through the fund has helped me as a parent	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
d. Receiving support through the fund has helped my family as a whole	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
e. I feel I have been listened to about the problems my family have faced	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
f. I feel more positive towards social services as a result of going through this process	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
g. The support received has made the adoption placement more stable (less likely to breakdown)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
h. I feel more optimistic about the future as a result of the package of support	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

**Q26**

How far do you agree or disagree that this package of support met your child's and family's needs?

Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

**Q27**

What effect, if any, has receiving adoption support through the Adoption Support Fund had on your family?

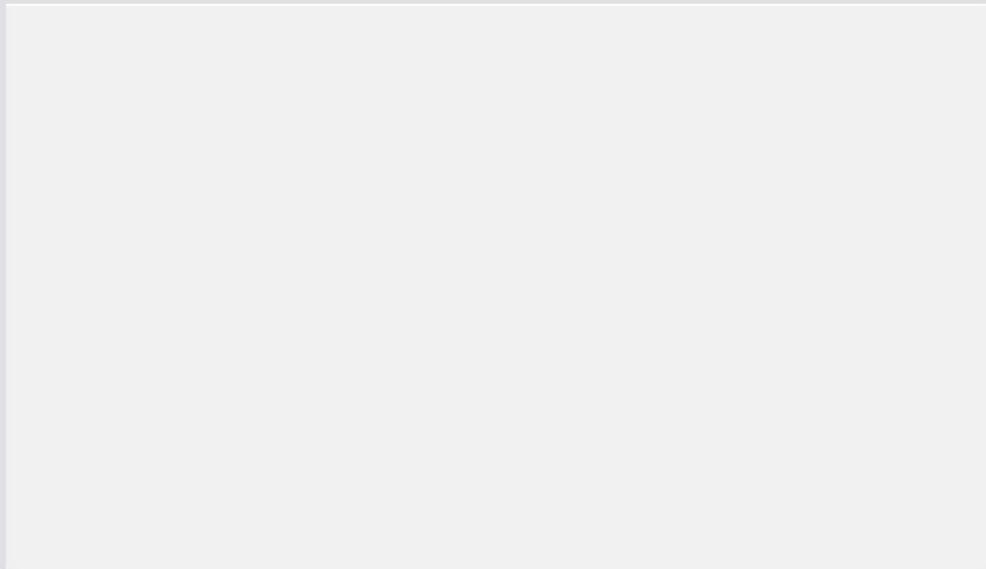
## Section seven: Future support needs and suggested improvements

The questions below are about your view of your families continuing support needs. This will help us understand whether changes to the fund may make it better cater for the needs of adoptive families.

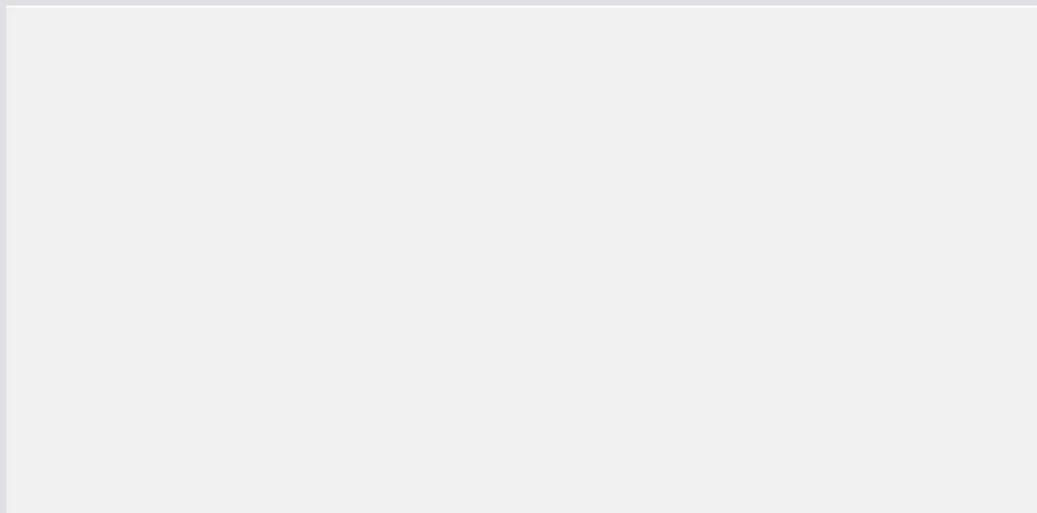
**Q28** Does your family continue to have need of therapeutic support services? Yes  No

**Q29** Do you have plans to make further applications to the ASF in the future? Yes  No  Not Sure

**Q30** Thinking about the future needs of your family: What support or other actions do you think would best help meet your family needs in the future? This can include recommended changes to the ASF or support from other sources.



**Q31** Is there anything you would like to add about any of the topics covered in this questionnaire?



Thank you for your time and support in completing this survey. Please return it in the FREEPOST envelope provided. There is no need to use a stamp.

If you would like to remain informed about the results of this research, and have not already done so, please send your name and your email address to [asfevaluation@tavinstitute.org](mailto:asfevaluation@tavinstitute.org) and we will add you to our mailing list.



Department  
for Education

© Department for Education 2019

**Reference: DFE-RR923**

**ISBN: 978-1-83870-044-7**

The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education.

Any enquiries regarding this publication should be sent to us at:  
vas.patel@[education.gov.uk](mailto:vas.patel@education.gov.uk) or [www.education.gov.uk/contactus](http://www.education.gov.uk/contactus)

This document is available for download at [www.gov.uk/government/publications](http://www.gov.uk/government/publications)