

How can increased access to the outdoor environment via a 22 week intervention project have positive impacts on emotional intelligence and self esteem of young people at-risk of disaffection?

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Summary

This study aims to meaningfully add to existing research by exploring how increased access to the outdoor environment through participation in a 22 week intervention (Down to Earth Project) impacts on the participants levels of emotional intelligence (E.I.) and self esteem (S.E.) Sample groups consisted of one male and one female group (14 in all) from services in South Wales. The control group consisted of 4 young people (YP) not accessing an outdoor intervention (OI). The YP are aged 14-16 yrs and have been identified as being at-risk of disaffection. A strong research design is employed using a control group, pre and post intervention testing, and seeking out views and opinions from referral agency workers (RAW), YP and the researcher to provide triangulation of data.

This study examines data collected through mixed methods, using self assessments to measure S.E. and E.I., observations of involvement and focus groups with RAW and YP. Data collected showed significant increases in the E.I., S.E. and involvement of the participants, compared to the control group which displayed no significant change. A significant positive correlation between E.I. and S.E. emerged from the data analysis. Thematic analysis (TA) of focus group data produced two main themes, features of the intervention and impacts of the intervention. Impacts of the intervention were sub divided into themes of increased E.I. and increased S.E. providing support for the quantitative data. An add-on to the research to make this a longitudinal study would be beneficial, and the researcher recommends measuring resilience alongside involvement instead of E.I. and S.E. Findings support increased access to the outdoors as being linked to increased S.E. and E.I. and responsible citizenship of YP at-risk of disaffection.

DECLARATION

This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

SignedLois Jane Woodward (candidate)

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STATEMENT 1

This work is the result of my own investigations, except where otherwise stated. Where correction services have been used, the extent and nature of the correction is clearly marked in a footnote(s).

Other sources are acknowledged by footnotes giving explicit references. A bibliography is appended.

SignedLois Jane Woodward (candidate)

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I hereby give consent for my work, if accepted, to be available for photocopying and for inter-library loan, and for the title and summary to be made available to outside organizations.

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Contents

- p. 7 - Tables & Graphs
- p. 8 - Acknowledgements
- p. 9 - Definitions & Abbreviations
- p. 10 - Introduction & Rationale
- p. 10 - Aims & Focus
- p. 11 - Context
- Literature Review
- Aim 1;
 - p. 12 - What are the benefits of increased access to the outdoor environment?
 - p. 19 - How are the benefits from increased access to the outdoors promoted with YP at-risk?
- Aim 2;
 - p. 27 - What is E.I.?
 - p. 31 - How can an increase in E.I. be supported through an OI?
- Aim 3;
 - p. 34 - What is S.E.?
 - p. 37 - How can increase in S.E. be supported through an OI?
- p. 39 - Design
- p. 39 – Methodology
- p. 43 - Ethical Considerations
- p. 44 – Limitations of methodology
- p. 45 - Results & Analysis
 - p. 45 - Quantitative results
 - p. 48 - Qualitative results
 - p. 50 - Summary
- p. 52 - Discussion
 - p. 52 - Aim 1
 - p. 54 - Aim 2
 - p. 56 - Aim 3
- p. 58 - Conclusion

p. 61 - Appendices

p. 80 - Bibliography

Tables

- 1** - Comparison of pre and post self assessment scores for participants
- 2** - Comparison of pre and post self assessment scores for control group
- 3** - Data sets for TA
- 4** - Set 2, An example of TA from boys group data, showing features of the intervention
- 5** - Set 4, An example of TA from boy's group RAW data, showing features of the intervention.
- 6** - Set 1, An example of TA from girl's group data, showing impacts of intervention.
- 7** - Set 3, An example of TA from girl's group RAW data, showing impacts of intervention.
- 8** - Data Triangulation

Graphs

- Figure 1** – E.I. scores pre and post intervention for the overall sample and by gender
- Figure 2** – Esteem scores pre and post intervention for the overall sample and by gender
- Figure 3** – Involvement scores pre and post intervention for the overall sample and by gender
- Figure 4** – The relationship between E.I. and S.E.

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Definitions

Disaffection is multifaceted, referring to a cluster of behaviours attitudes and experiences.

These are elements of disaffection;

- Lacking a sense of identity, having a sense of failure
- ‘Disturbed’, ‘difficult’, ‘depressed’ YP with social and emotional problems
- Behaviour- crime, misbehaviour, drugs, lack of social skills
- Not exercising civil/democratic rights, and/or social/ democratic rights
- Experience discrimination through age alone or combined with other factors
- Being failed by the system (education, employment and training)
- ‘Status ZerO’ – not in education, employment or training (DETR, 2000, para5.3)

Emotional Intelligence refers to an ability to recognize the meanings of emotions and their relationships and to reason and problem-solve on the basis of them. E.I. is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them.’ (Salovey & Mayer,1990).

Executive Functions are the psychological processes involved in the control of thought, and related to coping and regulation skills and are found in the frontal lobes (Greenburg, 2006).

Involvement is a quality of human activity that can be recognised by concentration and persistence and is characterised by;

- Motivation, fascination and implication
- Openness to stimuli and intensity of experience both at the sensoric and cognitive level
- Deep satisfaction and a strong flow of energy at the bodily and spiritual level

Which are determined by;

- The exploratory drive and the individual pattern of developmental needs
- The fundamental schemes reflecting the actual developmental level

As a result of which development occurs. (Laevers, 1994).

Resilience is a dynamic process involving an interaction between both risk and protective processes, internal and external to the individual, that act to modify the effects of an adverse life event (Rutter, 1985).

Self Esteem is a stable sense of personal worth or worthiness, measurable by self-report (Rosenberg, 1965).

Abbreviations

AT – Adventure Therapy

DTEP – Down to Earth Project

EF – Executive Functions

E.I. – Emotional Intelligence

EL – Experiential Learning

EOC – English Outdoor Council

ESDGC – Education for SD and Global Citizenship

LOC – Locus of Control

OI – Outdoor Intervention

RAW – Referral Agency Workers

SD – Sustainable Development

S.E. – Self Esteem

SLT – Social Learning Theory

TA – Thematic Analysis

WEP – Wilderness Experience Programs

WT – Wilderness Therapy

YP – Young People

How can increased access to the outdoor environment via a 22 week intervention project have positive impacts on the E.I. and S.E. of YP at-risk of disaffection?

Introduction & Rationale

This study sets out to examine how increased access to the outdoor environment can impact on disaffected young people's (YP's) wellbeing. Wellbeing is explored in terms of their emotional intelligence (E.I.) and self esteem (S.E.) The 'reaching out' program is an outdoor intervention (OI) for 14 to 18 year olds who are at-risk of disaffection. It provides a unique opportunity to explore, play, adventure and learn outdoors, via a progressive program one day a week for 22 weeks.

This study gauges YP's opinions of their experiences and question whether access to an OI has any impact on E.I. and S.E. of those participants. Research has been undertaken to provide robust research for a thesis in MA in developmental and therapeutic play and has contributed to the researcher's professional development as a stakeholder at Down to Earth Project (DTEP). Conducting this study has increased the researcher's knowledge in areas relevant to her work, provided opportunity to develop research skills for evidencing outcomes of future interventions and informed practice at DTEP. Findings could also be useful to inform the work of other youth practitioners.

Aim and Focus

This study considers the following questions;

1. What impact does increased access to the outdoors, via an OI, have on disaffected YP?
2. How do the participating YP view their E.I., pre and post intervention?
3. How do the participating YP view their levels of S.E., pre and post intervention?

The three areas of interest that will be studied in depth are access to the outdoors, S.E. and E.I.

As a trained adventurous activities instructor the researcher has experience in operating in the outdoors designing and delivering bespoke activity programs to a variety of client groups. More YP are being labelled disaffected and failing to engage with mainstream education, this can lead to them thinking that they have failed academically and lower their self expectations and esteem. YP are often referred to OIs as a means of alternative education and personal development. Existing research has explored the benefits of youth interventions projects and access to the outdoors. This research provides links between existing theory, research and practice on access to the outdoors with that on E.I. and S.E.

Context

DTEP was founded in 2005 by Mark and Jen McKenna based on awareness that positive and real-life examples of “sustainable living” were rare. It is a social enterprise specializing in Sustainability Education and Natural Building, based in South Wales. The ‘reaching out’ program aimed at YP at-risk of disaffection, provides opportunities to experience vocational skills in traditional building, tool use and woodland management, adventurous activities, wilderness expeditions, therapeutic support and outdoor play (appendix 10 & 11). The program is in year 2 of its three year funding from the Big Lottery. Its therapeutic outcomes are to promote the YP’s understanding of S.E. and E.I. There is already evidence from the program to suggest that there is an association between increased access to the outdoors and increased E.I. and S.E. This is supported by existing research showing that adolescents can respond effectively to intervention programs (Green et al, 2000; Greenburg, 2006).

DTEP is operating at a micro level, attempting to improve culture, attitudes, relations and values to promote positive developmental outcomes. The project provides varied opportunities to learn progressively in practical ways, develop new and existing skills, rediscover self confidence, rebuild S.E., develop an understanding of E.I. and gain respect

from peers in a consistent group environment. This is in line with Kolb's (1984) theory of experiential education.

Literature Review

What are the benefits of increased access to the outdoor environment?

The natural outdoor environment has always been considered a place for exploration, play and adventure with many developmental benefits to those choosing to spend time in it. Researchers from a variety of sectors, including play, human development, health, psychology and education, have completed studies exploring the benefits of being in and engaging with the natural environment.

From a developmental perspective Wilson (1995, p.4) states;

'Experiences in the out-of-doors tend to be rich in opportunities for nurturing growth in all of the developmental domains.'

This is supported by Ouvry (2003) who describes the outdoors as an environment that enables children to move about, co-operate and take frequent breaks from sedentary activities. Harding (2005) promotes the outdoors as supporting each aspect of development in a way which differs from the indoor play environment. The Early Years DCSF (2007) provision also acknowledge that outdoor learning is of equal value to indoor learning and has benefits to a child's wellbeing and development.

The benefits of outdoor play have been realised in education for over 100 years. Froebel supported play and spirituality and the rooting of learning in real firsthand experience of the natural world (Hereford, 1901). Macmillan (1919) focussed on the health benefits of outdoor play, and Issacs (1929) focussed on observing, documenting and analysing outdoor play in order to understand children's thinking. Within education the Welsh foundation phase promotes using the outdoors for first-hand experience of solving real-life problems and learning about sustainability (WAG, 2001). The English outdoor council (EOC) (2010) state in their recent publication 'Time for change in outdoor learning' that;

'Within the broad sphere of learning outside the classroom, challenging outdoor activities and environmental studies are particularly powerful learning opportunities. They contribute to a range of important societal targets across education, health, anti-social behaviour and community cohesion.' (p.1)

This reflects the earlier ideas of Froebel, McMillan and Issacs by promoting use of the outdoors for powerful learning opportunities. The EOC (2010) agrees that there is clear and compelling evidence that outdoor activity enhances wellbeing helps to reduce anti-social behaviour, crime and disengagement in education and helps YP to manage risk and welcome challenge. OFSTED (2008) state in their thematic report on learning outside the classroom;

'When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupil's personal social and emotional development.'

Forest School research recorded improvements in children's confidence over the eight months they had regular contact with the natural environment (O'Brien, 2008). Existing research shows that increased access to greener school grounds promoted positive changes in student social interactions and emotional regulation (Dyment and Bell, 2007).

Now in 2010 QCDA have published a set of curriculum aims, the second of these is that the curriculum should enable YP to become 'confident individuals who are able to live safe, healthy and fulfilling lives'. The EOC (2010) suggest outdoor learning fulfils this aim more effectively than the school context. QCDA (2010) list the following elements as part of aim two;

- Have a sense of self worth and personal identity
- Relate well to others and form good relationships
- Are self aware and deal with their emotions
- Become increasingly independent
- Make healthy lifestyle choices
- Are physically competent and confident
- Take managed risks
- Are willing to make the most of opportunities
- Are open to the excitement and inspiration offered by the natural world

The elements of the QCDA aim are supported by a meta- analysis of 96 studies (Hattie et al, 1997) which showed significant improvements to independence, confidence, self-

understanding, self-efficacy, locus of control (LOC), assertiveness and decision making in YP as a result of their engagement with outdoor education programs.

From a policy perspective, the EOC (2010) recommend strategies how the new conservative government can create fair access for all to a range of progressive outdoor activities in the current economic climate. They propose development of a measure of wellbeing that includes access to the outdoors. They recommend all YP should have access to a range of outdoor learning opportunities and that the proposed premium for disadvantaged pupils should be used to support outdoor learning provision.

Qualities unique to the natural outdoor environment are its unending diversity, that its are not created by adults and its feeling of timelessness (Prescott, 1987). Tovey (2007) agrees that there is more freedom from adults outside and promotes the outdoors as being free from indoor constraints with increased movement opportunities. Nature offers high levels of complexity and variety that invite longer and more complex play. There are more opportunities for problem solving, involvement and deep learning. The outdoors is a dynamic, changing environment that can be manipulated, giving YP a sense of agency. Bilton (2002) promotes the natural environment as providing opportunities for imaginative play, and vigorous exercise. These opportunities are provided through open space, dissipation of noise and a greater sense of freedom.

The outdoors offers opportunity for freedom, messy play, open-ended play. There is freedom for those who get over excited or have a tendency to lose their temper to express themselves; it also provides space to distance oneself from frustration or disagreement, in order to reflect on it without loss of dignity. Freedom is important as it is accepted that children learn best through free play and discovery. Free play is characterised by being intrinsically motivated, spontaneous and free from adult supervision (Hughes, 1991). Quality play involves the whole child; gross motor, fine motor, emotion, senses, social interaction, individual growth and intellect (Haas, 1996). This is supported by Ouvry (2003) who states the freedom that outdoor play allows assists individuals to find out about themselves and their abilities through taking risks, developing knowledge and establishing

self confidence. Risk taking seems to be positively associated with emotional wellbeing, mental health and resilience. A UK mental health foundation study argued that lack of risk in children's play was damaging to their wellbeing and levels of resilience, and could lead towards mental health problems. (Mental Health Foundation, 1999, p.36).

Sociologist Frank Furedi (2002) states that

'The worship of safety represents a profoundly pessimistic attitude towards human potential.'

Western young are safer today than at any point in history. However the mobility and independence of YP is stifled through fear, exclusion from public spaces and more time at school, leading to the norm of the indoor YP. Research supports a reduction in deaths of children on roads, but this is because their mobility has been restricted due to parent's fear of danger, this has also had effects on their physical and social development (Hillman, 1990). Risk is essential for learning how to be safe and unsupervised time is necessary for creative and emotional development (Brooks, 2006). Tim Gill (2002) former director of the children's play council likened this generation to one bred in captivity under threat, where resilience is needed to survive. He states that if play provision is not considered risky or challenging enough for the YP they are likely to seek risk elsewhere, often in environments that were not designed or managed for them. The EOC (2010) have published guidance for teachers which acknowledges that a degree of risk in activity and learning is positively desirable in helping individuals manage their own safety.

The natural world is essential to emotional development, when playing outdoors YP are more likely to have positive feelings about each other (Moore, 1996). There is evidence to suggest that children prefer an outdoor environment for play as their level of learning was higher, some were less inhibited and more confident outdoors, some were more assertive and some concentrated longer (Hutt et al, 1989). This supports the value of outdoor play for development of E.I., as confidence and assertiveness are both competencies of E.I. The report entitled 'Free range teenagers' provides an overview of short and long term benefits to emotional wellbeing of YP as a result of access to wild adventure. This report seeks YP's opinions on the benefits of access to outdoors (Ward-Thompson et al, 2006).

Piaget (1964) suggested that children make sense of the world around them by interaction with it, learning through assimilation and accommodation. Tovey (2007) supports the outdoor environment as providing children and YP with ‘experience of the natural world and understanding of their own place within it’ (p.38). The outdoors offers a rich sensory environment providing valuable emotional responses which can remain evocative throughout life (White & Stoecklin, 1998). Having an affiliation with nature (biophilia) contributes to holistic development and responsible citizenship (Repp, 1996). If this attraction to nature is not given opportunity to flourish biophobia, an aversion to nature may develop, resulting in the biophobic individual regarding nature as a disposable resource (Wilson, 1997). The Scandinavians call the positive experience of nature that can lead to environmental consciousness, health, life satisfaction and SD ‘Friluftsliv’. The deepest experiences of Friluftsliv, in outdoor education, are thought to arise from the following group conditions;

- Small group sizes resulting in higher participation in teamwork and decision making
- Group diversity
- Choosing areas for activities that are as natural as possible, not travelling too far to reach them
- Having sufficient time, not rushing the experience
- Keeping activities close to nature
- Not making unnecessary use of technology
- Expedition according to ability, allowing for progression.
- Learning from real situations
- Allowing time for reflection (Tellnes, 1992)

Many of these group conditions support those described from a feminist perspective (explored later in the literature review) to promote positive change, such as progressive activity that is not too challenging, group diversity and high participation in teamwork and decision making.

At the European Institute for outdoor adventure and EL conference (2008) Jane Hutt AM spoke on how outdoor learning and education with YP contributes towards environmental education and sustainability. SD is a core principle within the government of Wales act 1998 and ‘Natural environment’ is one of the 7 core aspects of ESDGC in Wales. Part of Hutt’s role is to make sure YP not only learn about and value the natural environment, but form a relationship with nature that encourages them to protect it. Hutt used DTEP as an example of an OI working with hard to reach groups successfully combining use of the outdoors with practical, vocational skills, adventurous activities, natural building and animal husbandry.

Cooper (1998, p.17) lists ten essential competencies in educating for a more sustainable society

- S.E., confidence and motivation
- Co-operation trust and empathy
- Communication skills, including negotiation and decision making
- Ability to think critically and problem solve
- Self reliance, personal responsibility
- Futures thinking
- Affiliation and connection with the natural world (biophilia)
- Creativity, imagination, sense of wonder and emotional response to the natural environment
- Knowledge of ecology and social and political systems
- Ability to reflect and review

All competencies included in Cooper’s list are researched benefits from spending time in and engaging with the natural environment. McIntosh’s (2008) cycle of belonging describes how having a sense of place, identity, values and responsibility is essential for responsible citizenship supporting Cooper’s competencies. From an ESDGC perspective building a relationship with nature can contribute towards more responsible citizenship through increased S.E. and E.I.

Studies have provided evidence to support that being in a pleasing natural environment promotes creativity (Ulrich, 1993). Outdoor experiences have been linked to improved imagination and sense of wonder (Cobb, 1977). Wonder is an important motivator for lifelong learning (Wilson, 1997). Kaplan & Kaplan (1989) explore how wilderness can restore individuals to a more fully functioning state. They argue that the restorative functioning of nature can occur not only on a wilderness trek but also in more urban settings, such as through working in one's own garden. A feature of a restorative environment which can relieve stress is that it has the quality of 'being in a whole other world' either physically or perceptually (Kaplan & Kaplan, 1989, p.4). This can be provided through an element of interest, wonder or fascination and their being compatibility between the individual and the environment. Compatibility is enhanced through providing a range of possible modalities. Diversity of outdoor activities is a feature of the 'reaching out' program, promoting creativity.

Outdoor play has many physical benefits. In a comparative study of children who played in a woodland and those who played in a constructed environment, those who played in the woodland showed better motor ability, balance, coordination, strength and agility (Fjortoft, 2001, 2004). The department of health (2009) publication 'Be active, Be healthy' states 'Contact with nature has been shown to improve people's physical and mental health.' It is estimated that physical inactivity costs the NHS between £1 and £1.8 billion annually. DEFRA (2007) supports the natural environment as providing physical, mental and social wellbeing as a preventative measure to poor mental and physical health. The prescribing of Ritalin for ADHD is on the increase in the UK. There are concerns diagnosis is being given to children due to lack of outdoor active play (Ouvry, 2003). Increased access to the outdoors is a more developmentally friendly treatment alternative. A recent literature review on children in the outdoors (Munoz, 2009) and the countryside recreation network (2005) agree that being outdoors has psychological benefits. A current Meta analysis of 25 studies, using crossover or controlled trials, comparing the impact on wellbeing of exercising in synthetic versus natural environments agreed exercising in a natural environment has a more positive impact on wellbeing (Bowler et al, 2010).

How are the benefits from increased access to the outdoors promoted with YP at-risk?

Having discussed how increased access to the outdoors can benefit holistic development and citizenship, youth disaffection and OIs will now be explored.

Disaffection is the outcome of a multiplicity of causes, often interrelated, but differing from individual to individual. This agrees with studies of resilience that indicate one or two risk factors can be tolerated, but two or more can result in the individual becoming at-risk (Steer, 2000). Youth at-risk are defined by Hobbs (1982) as having a lack of support in various areas of their lives that leads to undesirable behaviours. Girls at-risk display behaviours such as truancy, running away, teenage pregnancy, depression, eating disorders and substance misuse. In 1998 twenty five percent of youth arrested for delinquent behaviour were girls (Chesney-Lind & Sheldon, 1998). Close friendships are essential for developing self-worth, ability to socialise and develop romantic relationships. Boys of 16 and 17 can shut down emotionally, lose their emotional language and distance themselves from close friendships. This can lead to suicide and depression, becoming at risk of drug use, dropping out and gang involvement. Boys need to retain their emotional literacy to prevent them suffering psychological and social loss (Way, 2010).

In contrast adolescent resilience is shown through being mature, responsible and achievement orientated, preferring structure and having an internalised set of values. They have a positive self concept, sense of self efficacy and confidence, are optimistic, hopeful and socially perceptive. Resilient adolescents are autonomous with belief in their ability to control their futures. They have experience of overcoming adversity, the ability to change or restructure a situation to their benefit and an ability to use their environment constructively (Daniel et al, 1999). Children in Wales (2009) recommend;

'YP need to be very resilient and proactive in this economic climate. They need Government's support and funding to help them have aspirations for the future.'

Children in Wales also recommend that in light of 2009 figures that one in ten of all 15 to 19 year olds being NEET, the government should invest in the YP's futures through ensuring access E.I. and S.E. building interventions.

Erikson (1968) a developmental theorist, agrees with the importance of S.E. in adolescence. Many conflicts exist in adolescence that if resolved lead to healthy functioning. One of these is that of identity versus confusion. Experimentation is essential during this period, and adolescents are prone to risk taking behaviours. A sense of bodily identity needs to be developed and social roles are explored in relation to role models, all contributing towards the individual's sense of self and developing a positive set of values. If not achieved a negative identity can formulate leading to identification with things society deem undesirable. For adolescents to develop an active individual identity, they need confidence in their ability to make decisions and to play a role in their own change and development.

Those who are predominantly kinaesthetic learners in adolescence can experience difficulties with classroom learning where more auditory and visual styles are prevalent. These YP can perceive themselves, and be perceived by their peers, as poor learners. As this happens their S.E. plummets which can manifest in problem behaviours, poor attendance and low achievement (Swarbrick et al, 2004). Merton's (1938) blocked opportunity theory implies that youth engage in delinquent acts as an alternative means of achieving community norms and goals when conventional paths are blocked, or perceived as blocked. The outdoors can provide an alternative learning environment rich in metaphors for overcoming obstacles. OIs can empower YP to achieve goals through LOC, skill acquisition, problem solving and creativity (Greenway, 1987, Moote & Wodarski, 1997).

The new economics foundation (2009) publication demonstrates that investment in pre-emptive interventions to tackle social problems could save £1.5 trillion spent on curative measures to pick up the pieces afterwards. They estimate that for every 31p spent on targeted preventative interventions society would benefit £7.60-£9.20. Kurth-Schai (1988) research has indicated that;

'youth participation in socially and/or economically useful tasks is associated with heightened self-esteem, enhanced moral development, increased political activism, and the ability to create and maintain complex social relationships.'

Related studies demonstrate lack of participation has associations with self destructive and antisocial behaviours. Peele (1986) supports an environment that encourages YP to achieve,

gain independence, experience adventure, intimacy, activity, fun, self-reliance, health, problem-solving and community commitment as an antidote to adolescent drug abuse. The outdoor environment provides all of these opportunities and more. Through engagement with the outdoors adolescents can develop beliefs that the world is a positive place, accomplish what they want and gain life satisfaction.

The increase of OI programs during the 1980's and 1990's, to address the negative behaviours of problem youth, have been stimulated by four factors, changing demographics, emergence of negative youth behaviour out of 'big cities' and in smaller communities and suburbs, growth of 'latch key' children and a rise in the number of high visibility violent incidents (Witt & Crompton, 1996). Today there are a variety of OIs available including WEP, WT, AT and adventure based recreation programs, all rely on the challenges of the outdoor experience with an element of processing to promote changes in youth behaviour (Green et al, 2000). These programs all embrace EL and rely on challenging mental and physical activities. They fit well with youthful energy and a propensity towards risk-taking in adolescents (Cason & Gillis, 1994). Weston & Tinsley, (1999) offer the following definition of outdoor adventure programs;

'Experiential group intervention that occurs in a natural setting and employs therapeutic techniques and processes within the context of activities and experiences that contain elements of real or perceived risk (.e. physical, social and emotional) to facilitate improvements in the psychological and behavioural functioning of the participant.' (p.31).

The definition fits with Rogers (1957) description of therapy as involving attention to goals, in a journey towards intended change within a professional relationship.

WT and WEP use the wilderness environment to separate participants from environments which are likely to maintain and foster dysfunctional behaviours (Davis-Berman & Berman, 2008).

Studies exploring the outcomes of OIs fall into two categories, those that measure recidivism rates and those that measure psychological benefits of participation on self concept; it is the psychological benefits that this study is concerned with. 14 of the 16 studies investigated by West & Crompton (2001) reported positive changes in self concept

due to participation in OIs. They criticised many of the empirical studies for their poor individual design and lack of internal validity. Many did not have control groups and sample groups often consisted of volunteers.

Theories of psychological change related to OIs are diverse and provide a framework in which to understand the change that occurs. This review gives an overview of traditional and less traditional theoretical perspectives. Social learning theory (SLT) is explored in relation to Rotter's (1954) work on 'LOC' and Bandura's (1977; 1982) theory of self efficacy. An outcome of OIs is the individual's increased sense of responsibility for events in their lives, this relates to Rotter's notion of internal vs. external LOC. Those who feel they are not responsible for events in their lives have an external LOC. Personal responsibility is a competency of E.I. and a trait of resilience. Community organisations can promote internal LOC by providing opportunities for YP to participate, belong, and have some power and control in their lives (Rutter, 1984). OIs can assist the individual in believing that the outcomes of their actions are as a result of their effort, skill and other internal factors as opposed to luck, fate etc.

Rotter also explored interpersonal trust in relation to internal LOC. Many YP participating in OIs lack trust for a variety of reasons, interventions provide a controlled environment in which to practice trust, combining it with internal LOC to achieve positive results and vicarious reinforcement (Davis-Berman & Berman, 2008). Studies of OIs with girls at risk include a study by Long (2001) which uses interviews with a small convenience sample. The girls reported increased S.E. and level of trust and responsibility within the group. Again there is criticism of methods due to lack of triangulation of data and no control group used in the study.

Self efficacy describes the belief that one can perform a given behaviour. It depends on the individual's ability to judge their ability according to performance attainment, observing performance of others, social influence and psychological state (Bandura, 1982). Low self efficacy can lead to anxiety, depression and 'learned helplessness' (Seligman, 1975). A supportive, respectful, friendly, relaxed environment, such as the outdoors, can support self

efficacy. Bandura's ideas promote strategies of skill development, observation of others, verbal persuasion and altered cognitive assessments of situations as increasing self efficacy. The development of resources, external, internal, solitary and collective can also assist in development of self efficacy.

Systems Theory proposes adolescent problems are maintained, exasperated or alleviated within the family system. Problems must be experienced as creating disequilibrium within the family before there is motivation to change them. However, the family system will try and retain equilibrium at all costs (Koman & Stechler, 1985). OIs provide an alternative system for the adolescent's behaviour, providing reinforcement for prosocial and adaptive behaviours. Personal changes must be tied into the home, school etc environment in order for lasting change to occur (Davies-Berman & Berman, 2008).

Suransky (1982) builds on developmental theory suggesting that in the outdoors YP need not merely challenges, but 'history making power' (meaningful challenges) or opportunities to control and manipulate the landscape, leaving their imprint and endowing it with significance. Meaningful challenges are complex and require creative thinking and problem solving. They enable YP to understand the limit of resources and gain confidence in managing their own environment and learning. Meaningful instrumental activity can promote life satisfaction, well-being and S.E. (Maton, 1990). In this way the outdoors supports 'little c creativity' (Craft, 2002, p.1) and lifelong resourcefulness. The theory of loose parts suggests that

'Both the degree of inventiveness and creativity and the possibilities of discovery are directly proportional to the number and kind of variables in it.' (Nicholson 1971, p.30).

These 'meaningful challenges' suggested by Suransky (1982) can be provided by EL. Five characteristics of this were identified by Kraft & Sakofs, 1985);

- The learner is a participant in activity.
- The learning requires personal motivation in the form of involvement, energy and responsibility.
- Consequences of learning activities have real meaning for the learner.

- Reflection is a critical component of the process.
- Learning must be relevant (in the present and future) for the learner and their community/ society.

A report by the House of Commons children, schools and families select committee (2010) states that the House

‘...recognises that learning through experience is a powerful educational tool; applauds the work put into the manifesto for learning outside the classroom...’

The potential of EL outdoors was also realised by Froebel over 100 year’s earlier (Hereford, 1901). DTEP make use of EL, providing YP with opportunities for kinaesthetic learning which are appealing and therefore promote personal motivation. Activities have real meaning for the participants as what they create has permanence and the skills they learn are vocational.

Processing, the opportunity to discuss experiences and feelings, at the end of each activity session, allows YP to extract meaning, by focussing their awareness on the entire experience (Gass, 1993). Participants are encouraged to identify relationships between their experiences on the activity and situations in their own lives, in order to provide insight and new skills into their everyday life (Chakravorty et al, 1995; Gass & Priest, 1993). Some studies suggest that the processing element of the OIs is more important than being outdoors (Gass, 1993, Knapp, 1993). The attribution-emotion model of emotional understanding, describes a two step process of emotional reactions following an event. The first is outcome dependant, such as feeling happy and the second reaction can be a causal search to explain the outcome, such as feeling pride. YP’s understanding of causal antecedents has direct implications for their S.E. and motivation for future successes (Thompson, 1989). Identifying feelings is important in this process.

Seligman (1975) proposed that optimism, one of the competencies of E.I. is learnt, that optimists take responsibility for their successes and externalise their failures, and that pessimist do the opposite. A sense of purpose and hope for the future is listed as an attribute of a resilient child and a competency of E.I. It contains healthy expectancies, directed goals, orientation to success, and motivation for achievement, persistence,

hopefulness, hardiness and belief in a bright future (Werner and Smith, 1982). This attributes less in contrast to the helplessness and hopelessness experienced by individuals experiencing mental and social problems (Seligman, 1982). Seligman's work on optimism relates to LOC (Rotter, 1954) as they both encourage internalising responsibility for successes in relation to wellbeing and optimism. Increased hope for the future is one of the researched benefits of participation in OIs along with enhanced social skills and S.E. (Ewert, 1989; Gillet et al, 1991; Hattie et al, 1997; Marsh et al, 1986a; 1986b). There is criticism concerning the validity of many of these studies, due to lack of control groups and little theoretical basis (Chakravorty et al, 1995; Weston & Tinsley, 1999). DTEP provides multiple opportunities for success through delivery of a diverse program of progressive activities that allows for skill development through meaningful activities.

The idea that individuals learn and change when in a state of dynamic tension brought on by internal conflict has been commonly considered a cornerstone of OIs (Luckner & Nadler, 1997). A risk constitutes a challenge to a person's safety which can bring about internal conflict. There is actual risk and perceived risk, the later is when threat to safety is low but the participant feels it is substantial. Creating perceived risk is thought to assist in supplying conditions necessary for cognitive change. However, from a psychological perspective it provides the conditions that can push an individual into a state of crisis and interfere with the healthy process of change (Davies- Berman & Berman, 2008). Risk is an individual experience and each participant's perception of what is risky needs to be considered. In DTEP this is achieved through making use of progressive activities. Each participant is encouraged to participate to a level at which they feel challenged but not excessively alarmed. If an individual chooses not to participate, this decision is respected and they are given opportunity to discuss it with a staff member.

It is believed by many that change occurs when people are placed outside of their 'comfort zones' or challenged (Gass, 1993). However this is challenged by a feminist perspective. DTEP recognises the importance of a feminist approach by providing a non hierarchical leadership structure, utilising the groups individual resources and making decisions based on consensus (Warren, 1999). They provide varied opportunities for working outdoors, enjoying nature for it's own sake, flexible safe leadership, acknowledgement of individual

differences and needs, sharing and collaboration (through review and team work), focussing on strengths and creating individual goals in line with a feminist perspective (Mitten, 1999). This model is in stark contrast to the more traditional model of perceived risk as it focuses on relationships formed within the group and making participants feel safe and secure. From a psychological perspective, this environment is much more conducive to positive change.

Positive psychology also focuses on the individual's strengths to promote positive change. Its goal is fostering excellence through understanding and enhancement of growth factors. Positive psychology aims to help individuals move from a negative or neutral place to a positive one by becoming more fully functioning in relation to their emotions, traits, behaviour in groups and view of the future (Seligman & Csikszentmihalyi, 2000). It is compatible with the outdoors which provides many opportunities for successes and freedom to experiment with emotional responses, in a non threatening environment, through reflection and review.

Masten (2001) supports resilience as an ordinary phenomenon arising from human adaptive processes. Threats to development are those that can jeopardise systems underlying the adaptive processes including emotional regulation and motivation for learning and engaging in the environment. There is a small global set of resilience factors including cognitive and self regulation skills, positive views of self and motivation to be effective in the environment (Garmezy, 1985, Luthar et al, 2000, Masten et al, 1990). Ability to work with others is a protective factor in resilience, which involves participation in social tasks and is linked to S.E., moral development and ability to maintain complex relationships (Mundy, 1996, Witt & Crompton, 1996). In working with others through OIs, YP learn their personal abilities and how to function co-operatively (Gass, 1993, Jessor, 1993). A protective factor linking to E.I. is the ability to resolve conflict (Rak & Patterson, 1996). Green et al (2000) conducted a study with adolescents assessing resiliency through protective factors present using pre and post self assessments. They found that five protective factor scores improved significantly in the treatment group accessing an outdoor based ropes course on a daily basis. The study made use of a treatment group, comparison

group and a non treatment comparison group. Participants were not randomly assigned to groups.

A criticism of OIs for YP at-risk is that they represent a ‘band-aid’ approach to the variety of risks that face YP today and that they at best keep YP off the streets (Witt & Crompton, 1996). However there is evidence to support that

‘Intervention programs can challenge youth mentally, socially and physically, and have the potential to foster long-term positive change and growth. Also programs have the potential to provide adolescents with some of the skills necessary to face and overcome the risks present in their everyday lives or, in other words, to build resilience.’ (Green et al, 2000).

Of those outdoor programs with therapeutic intervention that conducted outcome evaluation, a number of results could be queried due to small sample sizes, unreliable surveys being used and lack of control groups along with other methodological issues (Davis-Berman et al, 1994). Bruyere (2002) suggests outcomes of OIs with YP at-risk need to be measured more thoroughly and consistently. This study addresses these criticisms by employing a strong research design making use of a control group and pre and post intervention testing as recommended by Campbell & Stanley (1963). A mixed methodology and firm theoretical grounding are also used.

What is E.I.?

In order to explain E.I. effectively emotional development will first be explored. Developmental and attachment theory consider that a consistent and loving relationship between a child and their primary caregiver can positively affect the child’s development (Ginsburg, 2007). The child’s internal working model of attachment assists them in adjustment, social behaviour, development of self, S.E. and building future enduring relationships (Siegler et al, 2006).

Once the individual has a sense of self and self awareness they can demonstrate a ‘theory of mind’, or understanding of how the mind operates and influences behaviour (Wellman & Woolley, 1990). To develop a theory of mind is to understand connections between desires and specific actions; this can assist in understanding another’s emotions and predicting

others actions (Saarni & Harris, 1989). Empathy or the ability to recognise another's emotional state and make an emotional response, builds on self awareness and theory of mind. Children as young as 6 months can show interest in a distressed peer by leaning towards them etc, at 10-14 months they can become upset by another's distress. However, Hoffman (1990) claimed this may be because they are unable to differentiate between their own and another's emotional state. By the age of two, children are more able to differentiate and prosocial behaviour increases with age (Eisenburg, 1987).

James (1992) introduced the idea of 'introspection' (along with self awareness and self knowledge) as being required for mastery of behaviour, needed for the development of functional habits and self regulation. James supported the idea of metacognition and self regulation as supporting each other within the self. Piaget divides reason into affect and intellect, with self regulation having a place in both. He describes self regulation of affect as taking the form of will, and control of desires and emotions, with morality providing the rules for feeling. Piaget argues that self regulation of affect requires relativism and decentration in awareness of others feelings, which can be provided through social peer play experiences (Fox & Risconscente, 2008). Jennings (2004) EPR model states that by the age of 5 children are able to play in dramatic form and are able to understand how others think and feel. This forms their basis for empathy and the beginnings of conscience. Sroufe et al (1999) described five bases resulting from primary attachments that assist the child in their peer relationships. These include an emotional base, including capacities for arousal and emotional regulation and a relational base involving empathy and expectations of mutuality. He argues secure primary attachments provide the child with attitudes and social competence, which will make them attractive to peer partners, engage well with peers and understand requirements of relationships (cited in Grossmann, 2005, Rubin et al 1998).

If the primary caregiver is absent or poor attachments exist in early childhood, the child may have difficulties in recognising, expressing and communicating emotions. The YP who does not develop empathy and conscience will lack a moral code and have potential for anti-social or violent behaviour, becoming at-risk of disaffection. Children play with

emotions in order to increase their understanding about the consequences of behaviour. The child who has trouble recognising emotions may not be able to comprehend consequences of their behaviour.

Maslow (1943) suggested in his developmental model of hierarchy of needs that self actualisation can only be achieved when needs of loving, belonging and S.E. are met. Maslow's model supports emotional development as being at the 'core' of development. The foundation phase in England and Wales supports development of children's self-image, feelings of self worth and S.E. as being at the core of development, and states that happier children are more likely to succeed (W.A.G. 2003).

Brofenbrenner's (1974) ecological systems approach, interaction of needs model offers an alternative to Maslow's (1943), in that he suggests that development is not just something that happens to the individual, but that it is a multilayered interaction which is a dynamic process. This is useful as it provides a framework for the dynamic processes of development, as each system is subject to irreversible change as a result of forces within itself or from other systems (Peters & Klien, 1981). This model views human personality as a self righting mechanism that is engaged in active, ongoing adaptation to its environment. Competencies of E.I. act as protective factors which serve to alter predicted negative outcomes and allow individuals to circumvent life stressors.

Leavers et al (1994) provides a holistic model of development, where the focus is on experience of the child as foundation to the process, measured through their involvement with activities. This approach makes it possible to address issues in emotional development despite poor primary attachments and work towards emancipation, the final manifestation of self. Interventions that create and enhance personal and environmental protective factors could serve as a key to healthy development, life success and satisfaction. DTEP aims to help the participants increase their levels of S.E. and E.I. through involvement in outdoor activities.

Maslow (1943) deals with self actualisation, making the most of one's own abilities and talents. Bandura (1977) suggests a difference between self concept, the thinking aspect of self and S.E., the emotional aspect of self in SLT. Gardner (1993) developed Bandura's idea and introduced the theory of multiple intelligences and the concept of intelligence as more than cognitive ability. Gardner (1989) noted that the core of interpersonal intelligence included

'Capacities to discern and respond appropriately to the moods, temperaments, motivations, and desires of other people.'

The key to self knowledge in intrapersonal intelligence is to obtain

'Access to one's own feelings and the ability to discriminate among them and draw upon them to guide behaviour'.

It has been found that social intelligence, which is part of E.I., is both distinct from academic abilities, and a key factor in successful people (Sternberg, 1985). A group of psychologist have tried to reinvent intelligence in terms of what it takes to be successful in life. Salovey (1990) built on Gardner's (1989) earlier personal intelligences to develop five domains of abilities in order to define E.I.

1. Knowing your own emotions
2. Managing emotions
3. Motivating yourself
4. Recognising others emotions
5. Handling relationships

Mayer and Salovey (1997) introduced the ability EI model: defining E.I. within the criteria for a new intelligence. Following continuing research, their initial definition of EI was revised to

"The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth."

The ability EI model has been criticized in the research for it's lack of validity and ability to be applied in the workplace.

Goleman (1998) developed the idea of E.I. into competencies, as a mixed model of E.I. He divided it into personal competence such as self awareness, self regulation and self

motivation and social competence such as social awareness (including empathy) and social skills.

'Emotional literacy goes hand in hand with education for character, for moral development, and for citizenship.' (Goleman, 1996, p.286).

Goleman's work is criticized for assuming that E.I. is a type of intelligence. Eysenck (2000) points out that Goleman's abilities of E.I. may not show correlation, or be able to be measured, showing little scientific basis for the intelligence.

The distinction between trait E.I. and ability E.I. was introduced in 2000. Trait E.I. refers to an individual's self-perceptions of their emotional abilities, as opposed to the ability based model which refers to actual abilities, which have proven highly resistant to scientific measurement. An alternative label for the same construct is trait emotional self-efficacy (Petrides & Furnham, 2000).

There is a similarity between resilience and E.I. theory in that certain character traits will produce children who are more capable of navigating the world, even in the face of strong adversity (Ginsburg, 2007). These include confidence, competence, empathy, optimism, honesty, generosity, decency, tenacity and compassion. It is suggested children are most likely to gain all of these traits within a home environment which fosters an atmosphere of unconditional love and support.

Sharp (2001) supports E.I. as providing a framework to make learning more enjoyable, effective, reduce unnecessary stress, and raise standards. He promotes E.I. as producing positive emotions which influence concentration, problem solving abilities, memory and other learning skills. It also promotes creativity, innovation and leadership. The positive relationships that result from E.I. help people break out of dysfunctional patterns.

How can an increase in E.I. be supported through OI?

Whilst some believe IQ is determined by genetics, E.I. offers an alternative argument that life experience can change the individual's life course through development of

competencies. E.I. can be taught to children to increase their chances of success in life (Goleman,1996).

'E.I. requires abilities, skills and knowledge and is the theoretical bridge between social and cognitive constructivism'. (Gordon, S.L. 1989, p.324)

Caregivers aim to teach YP E.I. through institutionalised socialisation, to help them function as effective members of society. Socialisation takes place through intended emotional reinforcement and as an unintended consequence of interaction with others. One of the benefits of E.I. is being able to read caregivers use of verbal and non verbal communications of emotion and therefore to be able to defend their S.E.

E.I. has its roots in the affective education movement of the 1960's this has led to the emotional-literacy movement which teaches E.I. and has achieved momentum of popularity through school based prevention programs targeting specific issues of adolescence such as smoking, teenage pregnancy etc. It's aimed at targeting the cause of deficits in emotional and social competence, rather than the symptoms of aggression and depression. Goleman (1996) suggests the way to 'decent human beings' is to impart small repetitive lessons in E.I. that will strengthen neural habits. Evidence has been compiled from evaluations of E.I. based interventions that show benefits to the individual including emotional self awareness, managing emotions, harnessing emotions productively, empathy, handling relationships and better academic achievement (Goleman, 1996). Academic achievement could be linked to E.I. through the resulting S.E. it brings.

Many preventative interventions focus on supporting emotional regulation in which EF and prefrontal lobe actions in the brain play a central role. There is evidence to suggest that brief interventions with adolescents can cause changes in EF.

'As youth mature, emotional development precedes most forms of cognitive development.' (Greenburg, 2006)

Development of EF, from Pre School to adolescence, appears essential to healthy development, with deficiencies being related to poor emotional regulation (Greenburg, 2006).

Play is another way that E.I. can be promoted. IPA declaration of the child's right to play, states that;

'Play is communication and expression, combining thought and action; it gives satisfaction and a sense of achievement.'

It goes on to state that;

'Play helps children develop physically, mentally, emotionally and socially.'

Children's undirected play allows for group work, sharing, negotiation, conflict resolution and the development of self-advocacy. When play is child driven, children make their own decisions, move at their own pace, and discover personal interests and passions they wish to pursue in life (Ginsburg, 2007). The role of play in promoting E.I. could be in the communication element. Many E.I. interventions place emphasis on providing YP with strategies for communicating their emotions. This may be in the form of verbal communication or through creative group review sessions that encourage YP who find it hard to communicate their feelings verbally.

Brearley (1969) states 'movement reflects the inner activity of the person' (p.88). Through movement feelings can be expressed, and success in movement can improve self image and therefore S.E., as how individuals feel about their bodies reflects how they feel about themselves (Gallahue, 1989). It is recommended that YP with emotional disabilities benefit from activities which emphasise basic movement skills such as loco motor skills, non loco motor skills, balance and perceptual motor activities (Loovis, 1990). The space and freedom of the outdoors offer self expression and outlets for emotions, such as throwing at targets to let out anger, and running in excitement.

Solitude, both physical and psychological, is important in fostering creativity, capacity to express and connect with true inner feelings. This can lead to self discovery and self realization (Storr, 1997). Bowlby (1997) described attachment failure in infants and the resulting impact on the infant's future relationships. Providing outdoor play opportunities has the potential to promote positive attachments; to the environment, to other adults and increases the individual's capacity for solitude, increasing the individual's capacity for imagination, creativity and problem solving.

What is Self Esteem?

Since the Second World War, ideas about self have been discussed in relation to self concept and S.E. The most notable are Abram Maslow (1943) and Carl Rogers (1959). Esteem is made up of two parts in Maslow's theory, the first is the need for S.E., or needs for mastery over achievement in order to feel good and the second is external esteem comprising of respect, recognition and appreciation. At the top of Maslow's hierarchy of needs, above esteem needs, is the need for self actualisation, the motivating force for growth and development. He believed few of us reach self actualisation; however, many experience peak experiences, when we become what we are doing, lose self consciousness and act creatively, with freedom and happiness. The conditions for 'peak experiences' are ability to express feelings, the right to defend against threat and respect. Goble (1976) adds challenge to this list. This links with work on the flow experience, where flow is described as being a state in which the individual experiences feelings of wellbeing, enjoyment and competence whilst involved in an activity. They describe six features of the flow experience;

- A specific goal
- Merging of action and awareness
- Focus of attention
- Intense concentration
- A sense of being in control
- The activity is so enjoyable and rewarding that they want to repeat the experience.

(Csikszentmihalyi et al, 1999, p.1554-1556)

Flow experiences are unique for each individual; therefore there is merit in providing diversity in an OI program, in order to provide more opportunities for involvement and flow experiences. Flow will be measured in terms of involvement in this study as an indicator of E.I. and S.E.

Rogers (1959) actualising tendency begins in infancy with differentiation between external and internal experiences. This internal awareness forms the basis for self concept.

Conditional positive regard is when positive regard is received from others, only when they

think and act in certain ways. This can cause certain experiences to become unacceptable and be denied by the individual's consciousness. This leads to a state of incongruence between self and experience. Many of those who participate in OIs are in a state of incongruence with their experiences. A warm, supportive environment can provide a safe space for the individual to lower their defences and become more congruent in their relationship between self and experiences, therefore becoming more fully functioning (Davis-Berman & Berman, 2008).

In the mid 1960s Rosenberg and SLT defined S.E. in terms of a stable sense of personal worth or worthiness, (see Rosenberg, 1965). This became the most frequently used definition. There is some criticism of Rosenbergs definition that it involves problems of boundary-definition, making S.E. indistinguishable from such things as bragging or narcissism (Baumeister et al, 1996). However, Rosenbug's S.E. scale remains one of the most widely used by researchers.

Modern theories of S.E. explore reasons for human motivation to maintain a high self regard. Sociometer theory depicts S.E. as having evolved to check one's level of social status and acceptance. According to terror management theory, S.E. serves a protective function, reducing anxiety about life and death (Greenburg, 2008). One of the strongest critiques of the concept of S.E. comes from psychologist Albert Ellis (2001) who criticized the philosophy as self-defeating and destructive. Although acknowledging the human propensity and tendency to ego rating as innate, he has claimed that the philosophy of S.E. is illogical, unrealistic and self- and socially destructive. He acknowledges that rating and valuing behaviours and characteristics is functional and even necessary, he sees rating and valuing human beings' totality and total selves as irrational, unethical and absolutistic. He views a healthier alternative to S.E. as unconditional self-acceptance and unconditional other-acceptance and these concepts are incorporated in Rational Emotive Behavior Therapy.

Happy childhood or subjective wellbeing is important to a child's social and emotional development (Diener, 2000). It is made up of cognitive (life satisfaction) and affective (negative and positive emotions) life evaluations. Those with high subjective wellbeing

experience more positive emotions and high levels of life satisfaction. Martin & Beezley (1977) observed low S.E. as a characteristic behaviour of abused children. S.E. and confidence are protective factors identified by Rutter (2002) as being associated with resilience. If negative situations out of the child's control occur where the child feels they are to blame in some way, this can have a devastating effect on the child's S.E.. These situations could also negatively affect the functioning of memory, attention, intelligence and moral sense (O'Hagan, 2006).

There is evidence to suggest that when stressful events do not overwhelm the individual's ability to cope, 'victory over adversity enhances a sense of self-competence' (Rak & Patterson, 2001, Werner, 1986, Rutter, 1986). This is supported by Marton et al (1988) who found S.E. to be related to adaptive skills and an ability to retain a sense of self and a sense of significant attachment. Adolescents with higher life satisfaction have higher emotional and social self efficacy and fewer emotional and behavioural problems (Suldo & Huebner, 2006). They also have higher levels of S.E. and hope for the future (Gilman & Huebner, 2006). Life satisfaction is an important indicator of psychological and social development and adolescent adjustment (Civitci & Civitci, 2009).

S.E. is a state largely dependant upon progressive development of the child's mental faculties and perception. It comes from the YPs positive perception of their impact on the world and people around them. Perception is at the heart of S.E., self worth and self confidence (McManus, 1994). S.E. reflects an individual's perceptions and evaluations of themselves. Life satisfaction involves the individual's evaluation of their life as a whole. Some studies show S.E. as the strongest predictor of life satisfaction in adolescents (Neto, 1993, 2001; Zhang & Leung, 2002; Civiti & Civiti, 2009) with many showing a positive relationship between S.E. and life satisfaction (Casass et al 2007; Gilman & Huebner, 2006; Huebner & Gilman, 2006; Huebner et al, 1999; Neto, 2001; Zhang and Leung, 2002).

An optimistic view of life experiences even in the midst of suffering and an ability to maintain a positive vision of a meaningful life are stated as critical personality factors of resilient children in longitudinal studies into resilience (Garmezy et al, 1984, Rutter 1986,

Werner, 1984, Werner and Smith, 1982). Self concept has also been found to play an important role in resilience alongside temperament, family and environment. The capacity to understand self and self boundaries in relation to long term risk factors and to enhance positive S.E. from adaptive life competencies are both protective factors for adolescents at-risk (Rak & Patterson, 2001, Beardslee & Podorefsky, 1988).

How can increase in S.E. be supported through OI?

Increases S.E. and a sense of control can help adolescents maintain an optimistic outlook on life even in difficult circumstances (Garmezy et al, 1984). Self control and esteem are promoted in OIs through skill development, self challenge, encouraging personal responsibility and building of positive relationships. S.E. can be built through progressive successes in activities which provide a level of challenge for the participant. Appropriate behaviour and successes should be praised verbally and rewarded through giving the YP some responsibility in the activity (Zinar, 1987).

Many OIs involve participants spending extended amount of time in the outdoors and spending nights outdoors, often in adverse weather conditions. Roberts (1988) believes the essence of OIs lie in their focus on meeting basic physical needs whilst simultaneously developing self-confidence and ‘socially acceptable coping mechanisms’ (p.2), in line with Maslow’s (1943) hierarchy of needs which shows basic needs as foundations of existence before S.E. can be achieved.

From an educational point of view, both DfES Curriculum Guidance for the foundation phase (QCA, 200, p28) and literature on teaching young adults (Harkin et al, 2001) support encouraging YPs independence through exploring an unfamiliar environment such as the outdoors for developing their S.E.. Harkin et al (2001) also support the use of a problem solving or communicative approach to learning, based on ‘real life’ situations and personal involvement, in order to anchor adolescents learning and raise their S.E. This is supported by WT research in which the experience of being in an unfamiliar environment, where personal skills are essential resources, is regarded as having life changing potential (Moote

& Wordarski, 1997; Skogen & Wichstrom, 1996). In a DCSF (2009) report YP stated that sport and outdoor activities were the most fun and helpful in developing confidence.

Exercise has been shown to improve mood, lessen anxiety and increase S.E. (Fox, 1996). Children with co-ordination problems have been found to lack S.E. and confidence, have behavioural difficulties, restlessness, poor writing skills and introversion. These children's S.E. improved with a structured exercise program (Stewart, 1989). It could be argued that exercise raises the individual's positive perception and evaluation of themselves, by increasing their fitness level, co-ordination or balance, positive body image and giving them something constructive to focus on, therefore providing greater life satisfaction.

The variables of S.E., risk taking, physical activity, competition and self identity are important needs in the lives of adolescent males. S.E. acquired in adolescence remains generally stable throughout life (Bruyere, 2002). YPs S.E. needs are often met by affiliation to a deviant peer group when more conventional sources, such as family, fail them (Rosenburg & Rosenburg, 1978). OIs provide for their needs in an environment more conducive to positive change. S.E. is one of the most commonly measured constructs in OIs (Kimball & Bacon, 1993). Research shows OIs can instigate positive changes in S.E. (Paxton & McAvoy, 1998, Zabriskie, 1998). Improved psychological function in S.E. and confidence as a result of participation in outdoor adventure experiences have been reported by existing research (Hattie et al, 1997; Cason & Gillis, 1994). West & Crompton's (2001) review of the impact of outdoor adventure programs with at-risk youth reinforces the positive findings of Hattie et al (1997) meta-analysis of adventure program evaluation results. It shows fourteen out of the sixteen studies explored demonstrated positive changes in self concept in participants.

Crompton & Witt (1997) suggest that improved self concept and S.E. are protective factors supported by participation in OIs. They suggest that protective factors help resilient youth avoid deviant behaviours and their consequences, which can occur due to exposure to multiple-risk environments. Hunter (1984b) proposes that seeking to enhance the individual's self concept is relevant to rehabilitation as;

- It is negatively influenced by traditional institutionalisation
- It is directly related to recidivism rates
- It affects and individual's ability to function in society

Therefore if OIs can show increase in S.E., improvements in self concept and understanding of E.I. then they can be useful in rehabilitation of young offenders.

Research Design

This study seeks to discover if increased access to the outdoors through an OI can influence the psychological and sociological variables of S.E. and E.I. The content of the OI for the girls and boys groups are shown in the appendices (Appendices 10 & 11).

The strongest experimental research design is that which makes use of a test and control group both achieved through randomisation. Both groups are pre and post tested and results are compared. This design controls many of the potential sources of invalidity. Using standardised instruments for obtaining data can minimise observer bias and instrumentation errors. History, maturation and testing are controlled through use of a control group (Campbell & Stanley, 1963). West & Crompton's (2001) review of outdoor adventure programs with at-risk youth, suggests there is little merit in investing in weaker designs if the goal is to meaningfully add to the body of knowledge. This study aims to address criticisms by making use of a control group alongside two test groups, pre and post testing, standardised instruments and making reference to relevant theoretical models.

Methodology

The methodological stance for this thesis is ethnographic by nature. In order to try and capture the complex nature of the YP's experiences, the researcher will participate in the 'reaching out' program as a practitioner. The ethnographic stance acknowledges YP as active in their socialisation and management of their experiences, and seeks out views and opinions of their experiences in order to gain understanding. The study is interpretive in its ontological belief that the researcher and reality are inseparable, partially because the researcher is also a stakeholder in the DTEP, it will therefore be ensured that findings will inform practice. As a stakeholder, the researcher would find it difficult to be completely

objective in the research as the researcher and participating YP are interdependent, both affected by participation in the program, and the research process, an intersubjective reality is the best that can be achieved. Reliability is increased by acknowledging the subjectivity the researcher brings by her dual role as researcher and stakeholder (Weber, 2004).

This study uses positivist and interpretivist methods to collect and analyse data relating to YP's experiences. This was considered appropriate in view of the methodological stance adopted for this study. Positivist methods provide objectivity and validity to the research. Qualitative methods and analysis such as focus groups and TA give YP the opportunity to put forward their views and opinions. Self report scores and observational data obtained from both participants and a control group can be statistically analysed and interpreted to assess whether a relationship exists between the variables, making this a quasi-experimental study.

Interpretivist methods value the interpretation of events by YP, stakeholders, RAW and the researcher, through use of focus groups. This range of views and opinions increases validity. The views and opinions were analysed in order to provide triangulation and establish whether responses are consistent (Roberts-Holmes, 2005). The outline plan for the research (appendix 12), reflects the action research spiral of Atweh, Kemmis and Weeks (1998) which describes the process of planning, delivery and observation, reflection, revision of plan, delivery and observation and final reflection.

The samples used are all YP at-risk of exclusion or becoming involved in delinquent or criminal activities, which addresses a criticism of previous research into the effects of OIs, which have tended to concentrate on students, adjudicated or incarcerated youth and hospitalised youth (Cason & Gillis, 1994; Moote & Wodarski, 1997; Skogen & Wichstrom, 1996). Samples consist of 2 groups of YP, aged 14-16 from two different services (one a comprehensive school and the other a youth service), one group of 6 girls and one group of 8 boys (14 in all). Both groups accessed the program one day a week for 22 weeks (not including school holidays) from February 2010 to July 2010. The program itineraries differ

slightly for the girls (appendix 10) and boys groups (appendix 11) due to the adaptable nature of an outdoor based provision and groups preference for certain activities.

The control group consisted of YP at risk from one of the services who have not been referred to outdoor based provisions. Control group was used to control mediating and moderating variables and add weight to the research findings. This group consists of 2 girls and 2 boys.

The research employs mixed methods for data collection, including self assessment questionnaires (appendix 7 & 8), focus groups (appendix 9) and observations (appendix 6). Perspectives will be obtained from the YP, RAW, a control group and the researcher in order to provide triangulation of data and increase validity. The independent variable in this study is access to the outdoors via a 22 week intervention program (appendices 10 & 11). The dependant variables are the YP's S.E. and E.I. levels. A moderating variable is the agency the YP are referred from. Mediating variables are the other activities the YP are participating in during the 22 weeks period, their attendance on the program and level of involvement in activities. The methodology is implemented in four stages throughout the course of the intervention.

Stage one

Baseline and measure self assessments were carried out at the beginning and the end of the program (February 2010 and July 2010), individually with both the program participants and a control group provided by one of the agencies. The E.I. assessment took the form of a questionnaire, comprising of 33 questions and marked using a likert scale (Schutte et al, 1998, appendix 7). This was used because Schutte et al's (1998) measure is designed in line with Salovey & Mayer's (1990) definition of E.I., which provides the operational definition for this study. The measure of E.I. is critically evaluated by Ciarrochi et al (2000a). Their study found E.I. was reliably measured in adolescents (higher in females than males) and provided evidence for the usefulness and distinctiveness of the SEI measure by providing evidence that E.I. is positively associated with identifying emotional expressions, amount of and satisfaction with social support, and mood management behaviour. The SEI seems

to address some of the criticisms of earlier E.I. self report measures (Davies, 1998) by being reliable and distinct from standard personality factors such as neuroticism and extraversion (Ciarrochi et al, 2000b, Schutte et al, 1998). It was found that the relationship between E.I. and criterion measures held even after controlling for S.E. (Rosenberg, 1965) and trait anxiety (Spielberger, 1983), which provides evidence that the SEI has some incremental value over these variables (Ciarrochi et al, 2000a).

The S.E. assessment took the form of a questionnaire, comprising of 10 questions and marked by the YP using a likert scale (Rosenberg, 1965, appendix 8). The scale is a ten item S.E. scale (RSES) with 5 positively worded statements and five negatively worded statements. The scale measures the self acceptance aspect of S.E. (Crandall, 1973). The RSES is reverse scored and total scores range from a desirable 10 to a high 40. The RSES is widely used as a measure of S.E. (Robins et al, 2001) and has been used with students (Pulford et al, 2005) and adolescent participants in adventure based interventions (Kaly & Heesacker, 2003). It has been found to have acceptable properties as a psychometric assessment, including a Cronbach alpha co-efficient of 0.88 (Greenberger et al, 2003; Makikangas & Kinnunen, 2003)

Stage two

Observations of involvement were carried out using the Leuven involvement scale (LIS-YC) (appendix 6) to assess the group's involvement in the program's activities. The LIS-YC consists of two components; a list of signals describes the aspects of behaviour that indicate involvement and a five point scale that indicates level of involvement. Reliability, validity and interrator consistency of the LIS-YC have been established through research (Leavers, 1994). Observations were conducted in a controlled way looking at YP in the same order for a given time interval (3minutes) during a variety of outdoor based activities. Observations were repeated for each individual, for each activity. Emotional wellbeing can be catered for by providing a positive learning environment, such as the outdoors. However for developmental changes to occur the YP must be 'involved' in the process. Therefore by observing levels of involvement it can be established whether optimum conditions exist for developmental change to occur. (Leavers, 1994)

Stage three

Midway and end of program reviews, in the form of focus groups were completed with RAW to obtain a different perspective in order to achieve a triangulation of the data and increase validity. The focus group were semi structured using a series of open questions asked by the researcher to prompt discussion (appendix 9). The focus groups were recorded using a digital voice recorder and transcribed for thematic analysis (TA) as described by Braun & Clarke (2006). TA was used as it is a flexible, easy to use method which requires little research experience and enables summarising of key features of large sets of data.

Stage four

Midway and end of project reviews were conducted with the YP in the form of focus groups to assess what they have gained from the project. The focus group was semi structured, and a series of open questions were asked by the researcher to prompt discussion (appendix 9). The reviews were recorded using a digital voice recorder for TA. Focus groups with the YP have the effect of allowing them to explore meanings and concepts, challenge stereotypes, check assumptions, and increase their personal S.E. through being viewed as a subject of knowledge. Focus groups also allow the YP freer speech and have the advantage over individual interviews in that they take less time and group interaction can stimulate productivity of responses, through not only presenting their own ideas but responding to others.

Ethical considerations

Both the sample and control groups were given an information sheet written in accessible language, which detailed the research, ethical considerations and the researcher's obligations (appendix 1 & 3). Chance to ask any question was provided before they gave informed consent to participate. All YP participating were given a parental/ guardian consent form (appendix 2) in December 2009 to complete and return prior to the program commencing. It was explained that the YP have the right to withdraw from the study at any time without penalty to their participation in the 'reaching out' program. YP were informed of the researcher's dual role as researcher and therapeutic development worker on the

‘reaching out’ project and that the research is for the purposes of personal interest and development of the researcher as well as program evaluation.

The YP are referred to DTEP by agencies. The gatekeepers were contacted in December 2009 via email (appendix 5) to ask if they would be willing for the groups they are bringing to the project to participate in research and for data to be used in an MA research thesis.

DTEP has vigorous health and safety policies and procedures and is fully AALS licensed to deliver outdoor adventurous activities. All activities are insured and all workers are first aid assessed and qualified in the activities they deliver. RAW and YP understand that there is an element of risk involved in participation in the program. However all activities and sites used are risk assessed and appropriate safety measures are put in place to manage risk.

All documents linked to the research were kept confidential in locked filing cabinet on the project site. All data collected was stored on an excel database in a secure file in the researcher’s computer. YP have been kept anonymous in the study. The YP were informed that if taking part in this research uncovers any risk to them that was not known at the start of the program, they will be offered appropriate support, and end their participation in the research, if it is considered necessary, and they choose to. YP were informed that they have the right to request access to the part of the data set that is about them during the research.

Feedback concerning the findings of the research will be given to YP and RAW following completion of the dissertation in October 2010. A short report on findings, written in an accessible way will be given to each YP and RAW.

Limitations of the methodology

This was the researcher’s first academic research and therefore forms a pilot for future studies. It has limitations linked to the researcher’s lack of experience outlined below.

The data sets for stage 4 of the methodology were weaker than anticipated due to the YP not being used to being recorded. The researcher’s positive working relationship with the

YP assisted the focus group, as the YP felt they could be honest. However, future research would benefit from the YP getting used to the digital voice recorder prior to conducting a focus group.

The nature of DTEP means that small group sizes are inevitable and generalizability of findings for research is limited. However, small groups and high staffing ratios allow for intensive support and greater success in activities. The control group used was smaller than anticipated due to difficulties in accessing an appropriate group of YP available for both assessment dates; this meant the control group could not be included in the data analysis. However the presence of the small control group addresses criticisms of existing research and adds weight to findings. In future studies control groups could be accessed from both referral agencies to ensure an adequate sample size.

Research could be strengthened by observing levels of involvement in the control group in the indoor school environment, to provide a comparison for the observations of the test group. This would add weight to findings being associated with the intervention being outdoors and not due to mediating or moderating variables.

Results and analysis

Quantitative data was collected to assess if the OI made an impact on YP's levels of involvement, S.E. and E.I. Data was acquired through YP's baseline and measure self assessments of E.I. and S.E. in stage one of the methodology and involvement observations in stage two of the methodology. The baseline and measure scores for sample and control groups are shown below (table 1 & 2). All those who participated in the intervention showed excellent attendance levels (mean= 87.21%) with mean scores for t-tests on pre and post scores (using ANOVA SPSS) showing significant increases ($p < 0, 05$) in E.I. ($p = 0.017$) S.E. ($p = 0.009$) and involvement levels ($p = 0,037$).

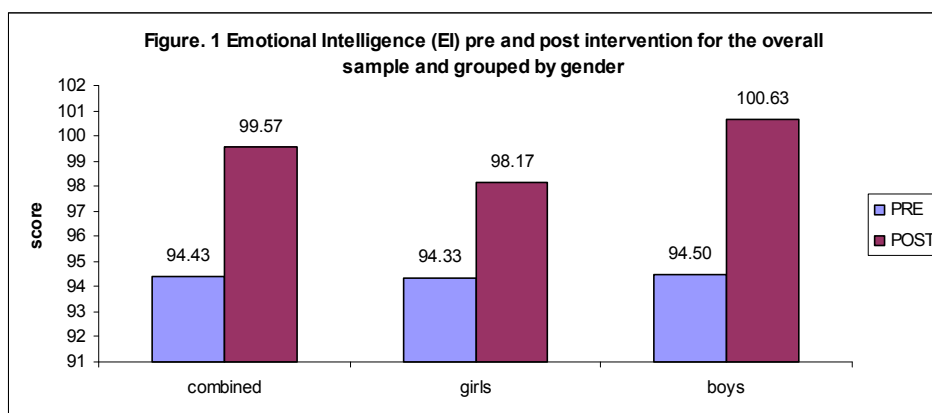
Table 1 Comparison of pre and post self assessment scores for participants

Gender	Age	Attendance	E.I. Baseline	E.I. Measure	S.E. Baseline	S.E. Measure	Involve baseline	Involve measure
girl1	15	87	102	91	19	19	3.6	4.5
girl2	15	100	105	111	17	17	4	5
girl3	15	87	111	114	22	26	4.5	3.5
girl4	15	60	97	106	14	14	4	4.5
girl5	15	87	61	74	10	15	4.5	4.5
girl6	15	67	90	93	16	18	3.5	4.5
boy1	15	100	121	127	25	27	3.7	4.8
boy3	15	100	101	115	17	20	3.5	4.3
boy4	16	87	91	100	21	23	3	4.5
boy5	14	100	98	97	28	28	3.5	4.5
boy6	18	73	101	99	21	21	3	5
boy7	14	93	57	64	13	13	3.5	3
boy8	16	93	92	85	18	18	4	4
boy9	15	87	95	118	23	23	4	4.5
Mean	15.21429	87.21429	94.42857	99.57143	18.85714	20.14286	3.735714	4.364286
StDev	0.974961	12.62585	17.1227	17.46519	4.881002	4.769408	0.461781	0.545763
				p=0.017		p=0.009		p=0.037

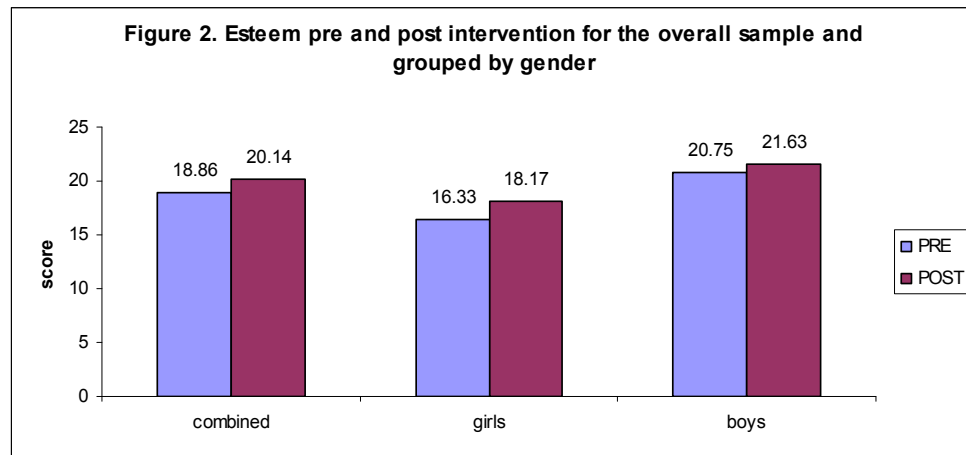
The control group was too small to include in the main data analysis. However statistics show (Table2) no significant difference in pre and post scores of E.I. (0.824) or S.E. (0.769) within the small control group, this adds strength to the findings from the sample group.

Table 2 Comparison of pre and post self assessment scores for control group

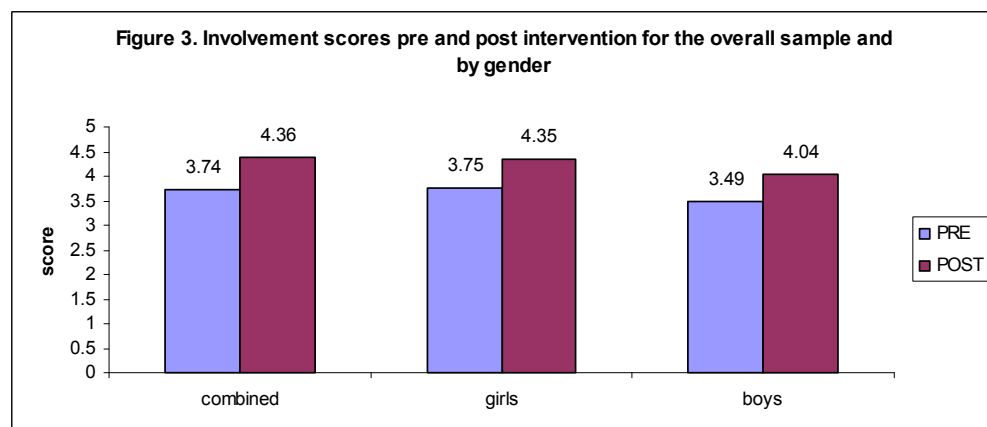
Gender	Age	E.I. Baseline	E.I. Measure	S.E. Baseline	S.E. Measure
girl2c	15	106	103	28	25
girl3c	15	81	97	12	16
boy4c	15	99	86	17	16
boy5c	15	101	107	28	26
Mean		96.75	98.25	21.25	20.75
pvalues		0.824373	ns	0.768837	ns



The mean baseline E.I. score of the whole group was 94.43 (SD 17.12). Following the intervention, the E.I. score rose to 99.57 (SD 17.46). This increase was significant ($p=0.017$) $p<0.05$. There was a slightly higher increase in E.I. for boys (rising from 94.50 up to 100.63) than for girls (rising from 94.43 up to 98.17) however this gender difference was not significant ($p=0.886$).

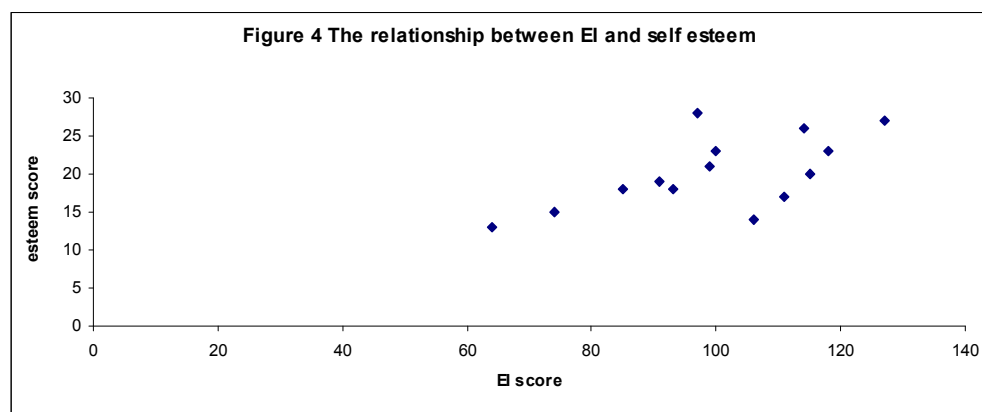


The mean baseline score for S.E. for the whole group was 18.86 (SD 4.881). Following the intervention this rose to 20.14 (SD 4.769). This was a significant increase of $p=0.009$. There was slightly higher increase in S.E. in the girls group (rising from 16.33 to 18.17) however this gender difference was not significant ($p= 0.196$).



Within the whole sample group mean involvement scores rose from 3.74 (SD 0.462) for the first half of the program to 4.36 (SD 546) for the second half of the program showing a

significant increase in the sample groups involvement with activities ($p=0.037$). There was very little difference by gender with scores showing no significance ($p = 0.304$).



The degree of correlation was described using a spearman's rank or Pearson's correlation index. A significant relationship can be seen in between EI and esteem ($r = 0.616$) with correlation scores close to 1, but there is no significant correlation between involvement and EI ($r=0.474$) or involvement and S.E. ($r=0.209$).

Qualitative data was collected in order to understand the YP's experience of the intervention. RAW views were communicated through the focus groups in stage 3 of the methodology and the YP's views and opinions were communicated in focus groups in stage 4 of the methodology.

Four data sets were acquired during stage 3 and 4, 2 data sets from RAW and 2 data from the YP's groups (table 3). It was not possible to conduct an end of program focus group with the girl's RAW due to unforeseen complications in the school. Focus group data was transcribed and analyzed using thematic analysis (TA) to identify patterns in the data, as described by Braun & Clarke (2006). First open codes were identified and highlighted using different colours, codes were then narrowed down through axial coding and finally collated into themes which were named. Findings from the qualitative data support the statistics acquired during stages one and two (table 1).

Table 3, Data sets for TA

Data Set	1-YP, girls group	2-YP, boys group	3- staff, girls group	4- staff, boys group
Midway review	yes	yes	yes	yes
End review	yes	yes	no	yes

Table 4, Set 2, an example of TA from boy's group data, showing features of the intervention

Open coding	Examples from data	Open coding 2	Axial Coding	Themes
<ul style="list-style-type: none"> Positive about outdoors Enjoyment Outdoor benefits 	<p>All; Yeah</p> <p>Boy 4; More people like doing more outdoor stuff, and work stuff, not just sitting inside and listening and stuff.</p> <p>Boy 5; I always enjoy myself when I come here</p>	<p>Positive about Outdoor</p> <p>Environment (1)</p> <ul style="list-style-type: none"> Outdoor activities Enjoyment Learning Doing 	<p>(1&4)</p> <p>Positive about outdoor environment</p>	<p>Features of intervention (1, 4&5)</p> <ul style="list-style-type: none"> Outdoors better than school, less stressful Enjoyment Variety in Outdoor activities Different ways of Learning Practical skills Offers alternative employment ideas

Table 5, Set 4, an example of TA from boy's group RAW data, showing features of the intervention.

Open coding	Examples	Open coding 2	Axial coding	Themes
<p>New opportunities</p> <ul style="list-style-type: none"> Facing fears Things they didn't think they could do 	<p>Staff1; It occurred to me that he's never really had an opportunity to do things like this before.</p> <p>Staff3; example of a YP on the project who didn't think he could do heavy work, or physical work before.</p>	<p>New opportunities(4)</p> <ul style="list-style-type: none"> Facing fears Doing things they thought they couldn't 	<p>Appreciation of the outdoors (1)</p> <p>Different to school(2)</p> <p>Enjoyment of intervention (3)</p> <p>New opportunities (4)</p>	<p>Features of the intervention (1,2,3 &4)</p> <ul style="list-style-type: none"> Good attendance Different to school(2) Facing fears Success with activities Enjoyable(2&3) New opportunities(4) Different ways of learning Alternative employment ideas

Examples of longer quotations from data;

Staff3; having done things that they wouldn't have expected to do before. Quite a lot of the YP when we did the horse riding, they were quite, really scared of the horse riding. That was a really big challenge!

Table 6, Set 1, an example of TA from girl's group data, showing impacts of intervention.

Open coding	Examples from data	Open coding 2	Axial coding	Themes
<ul style="list-style-type: none"> S.E. increased S.E. same More confident Less shy Building 	<p>Girl 4; if you were shy with people, your more confident.</p> <p>Girl 2; we're more confident.</p> <p>Girl 3; we're more confident.</p>	<p>S.E. increased (3)</p> <ul style="list-style-type: none"> Increased confidence(3 &5) Less shy Building 	<p>(3,4 & 5)</p> <p>Increased S.E.</p>	<p>Impact of intervention (3,4 & 5)</p> <ul style="list-style-type: none"> Increased S.E. Self efficacy Building relationships Increased E.I.

relationships	especially you girl 4. Girl 2; I don't know, we've like, built up more confidence as we go along with the project, as we get to know you more.	relationships (3&4)		<ul style="list-style-type: none"> Increased hope for the future (5) Improved self control (8) Social benefits (6) Improved mood (5&7) Ability to identify feelings (5, 7 & 8) Awareness of non verbal communication (9)
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Table 7, Set 3, an example of TA from girl's group RAW data, showing impacts of intervention.

Open coding	Examples	Open coding 2	Axial Coding	Themes
<ul style="list-style-type: none"> Different to school Being told what to do Bad behaviour Poor communication More people Less attention 	<p>Staff 2; And is totally different to schooling, to being in class and told all the time what to do</p> <p>Staff1; In school there's all this pushing, shoving, bickering, they just don't do all that when they're outdoors</p> <p>Staff2; It's like as if they get more attention doing this, and whether they don't get it at home or what not I don't know.</p>	<p>Different to school(3)</p> <ul style="list-style-type: none"> Not told what to do Less bad behaviour Better communication/ Language More attention 		<p>Impact of intervention</p> <p>Increased S.E.(2&9)</p> <ul style="list-style-type: none"> Improved relationships(9) <p>Improved E.I.</p> <ul style="list-style-type: none"> Social benefits (7,3&9) Improved identifying feelings(12) Increase in awareness of non verbal comm.(11)
Less bad language outdoors		Less bad language outdoors (7)	Improved E.I.	
<ul style="list-style-type: none"> Team Getting on Thinking of others Fitting in 	<p>Staff1; Girl 1 seems to be fitting in better. doesn't she?</p> <p>Staff1; I think if it was ongoing, I think we'd end up with a really good, I mean they are a good group, but an even better group.</p>	<p>Group thinking (9)</p> <ul style="list-style-type: none"> Teamwork Getting on Thinking of others Fitting in 		

Examples of longer quotations from data;

Staff1; In school when they are being told to do things they rebel against that, and you get a lot of bad language from them, you get bad behaviour, you get them walking off

Staff1; When we're outside we've never heard bad language, we don't hear bad language out here. They might have a little slip up now and again, but it just doesn't come into the equation.

Staff1; I think it's made her think more as a team. She thinks of other people, not just herself, which is eh, she was, very, selfish at one point.

Summary

All those who participated showed excellent attendance levels (mean= 87.21%) with mean scores for t-tests on pre and post scores showing significant increases ($p < 0, 05$) in E.I. ($p=0.017$) S.E. ($p=0.009$) and involvement levels ($p=0,037$). There was no significant gender difference between any pre and post test scores. There was no significant difference in pre and post scores of E.I. (0.824) or S.E. (0.769) within the small control group. A

significant relationship can be seen from the data between EI and esteem ($r = 0.616$), but there is no significant correlation between involvement and EI ($r=0.474$) or involvement and S.E. ($r=0.209$).

Themes from the TA (tables 4 to 7, appendices 13 to 16) can be divided into two themes; features of the intervention and impacts of the intervention. Features of the OI (tables 4&5) collectively identified by the four data sets through TA are;

- A different less stressful environment to school
- Facing fears
- Success with activities
- Enjoyable and exciting activities
- New experiences and opportunities
- Variety in outdoor activities offered
- Different ways of learning
- Opportunities to give back to nature
- Practical skills
- Offers alternative employment ideas

Impacts of the OI (tables 6&7) identified through TA of the four data sets (appendices 13 to 16) are divided into the two main themes of improved E.I. and improved S.E. Improved E.I. has the sub themes of;

- Increased hope for the future
- Increased self control
- Changes in thinking
- Increased motivation
- Social benefits
- Increased ability to improve your mood
- Identifying feelings
- Awareness of non verbal communication

Improved S.E. has the sub themes of building relationships and self efficacy.

Discussion

Table 8 illustrates how the methods employed and data collected provide triangulation of perspectives in order to add strength to the research. Each research aim is addressed by obtaining the perspectives of the YP, RAW and the researcher.

Table 8, Data Triangulation

Aims of research	Data Collection Method and how it supports the specific aim.			
Aim 1	Self assessments of E.I. and S.E. pre and post intervention, to obtain the YPs view of change.	Focus group midway and end of intervention to obtain YPs and RAWs view and opinions of change in YP's E.I. & S.E.	Observations of involvement in activities to indicate level of wellbeing. Observed by researcher.	Baseline and measure self assessments (E.I. & S.E.) of control group to assess any difference between sample and control groups.
Aim 2	Self assessments of E.I. pre and post intervention, to obtain the YPs view.	Focus group midway and end of intervention to obtain YPs view and opinions of change in their E.I.	Focus group midway and end of intervention to obtain RAW views and opinions of change in YP's E.I.	Observations of involvement in activities to indicate level of wellbeing. Observed by researcher.
Aim 3	Self assessments of S.E. pre and post intervention, to obtain the YPs view.	Focus group midway and end of intervention to obtain YPs view and opinions of change in their level of S.E.	Focus group midway and end of intervention to obtain RAW views and opinions of change in YP's S.E.	Observations of involvement in activities to indicate level of wellbeing. Observed by researcher.

Aim 1

The quantitative data shows a significant increase in the E.I. and S.E. scores of the YP participating in the OI (table 1, figures 1 & 2). The control group showed no significant increases in E.I. of S.E. assessment scores (Table 2). The control group was too small to be included in the data analysis, but they provide a comparison and add weight to the test group findings. Therefore findings indicate that the increase in E.I., S.E. and involvement in the YP was as a result of their participation in the OI.

One of the features of the intervention identified through TA of focus group data was that the outdoor activities are 'enjoyable and exciting' (Tables 4 & 5). This means that they

have the potential to support wellbeing and competence as ‘the activity is so enjoyable and rewarding that they want to repeat the experience’ is one of the features of the flow experience (Csikszentmihalyi & Csikszentmihalyi, 1999). The experience of the YP is measured through the researcher’s observations of their involvement. Mean involvement scores showed a significant increase in the second half of the program (figure 3) indicating that developmental change (Leavers, F, 1994).

The YP identified one of the features of the intervention was that it offered ‘opportunities to give back to nature’ (appendix 13, set 1) therefore supporting an emotional response to the natural environment, ‘Creativity, imagination, sense of wonder and emotional response to the natural environment’ is one of Cooper’s (1998, p.17) essential competencies in educating for a more sustainable society. The final QCDA (2010) element of aim two is that YP ‘Are open to the excitement and inspiration offered by the natural world’ this is supported by the findings of the features of the intervention. Therefore, this could be taken as evidence that this OI promotes the YP becoming ‘confident individuals who are able to live safe, healthy and fulfilling lives’ through increased access to the outdoors. Group conditions for the deepest experiences of Friluftsliv, in outdoor education include ‘Keeping activities close to nature’ and ‘Expedition according to ability, allowing for progression.’ (Tellnes, 1992). These conditions are supported by the following features of the intervention, ‘variety in outdoor activities offered’, ‘opportunities to give back to nature’ and ‘success with activities’ indicating that activities are close to nature. This provides further weight to argument that having an affiliation with the nature leads to responsible citizenship.

One of the five characteristics of EL (Kraft & Sakofs, 1985) is that ‘The learner is a participant in activity’. This is supported by the features of the intervention identified as they show that participants and staff considered ‘Practical activities’, ‘Variety in outdoor activities offered’ and ‘Different ways of learning’ as features of the intervention program. Diversity is one of the unique qualities of the outdoors identified by Prescott (1987). Diversity also promotes sense of wonder (Cob, 1977) and creativity (Nicholson, 1971)

leading to increased problem solving ability in order to meet meaningful challenges (Suransky, 1982).

Aim 2

Increase in E.I. assessment scores during the course of the program (figure 1), was supported by the YP and RAW in their comments in the focus groups conducted by the researcher (Tables 6 & 7, appendices 13 to 16).

Increased hope for the future emerged as an impact of the intervention. Increased hope for the future was increased through change in attitude about school, providing knowledge of support networks, good memories, training and employment ideas and experience of practical work. This is important as a sense of purpose and hope for the future contains healthy expectancies, directed goals, orientation to success, and motivation for achievement, persistence, hopefulness, hardiness and belief in a bright future (Werner and Smith, 1982). Increased hope for the future through increased confidence and release of negative emotion is supported by the following quote

'I'd say it's got better because you let all your stress and that out, when we come here, you calm us down and talk and all that, and it gives you more confidence as well, builds everything up.' (Table 6, set 1, girl2).

This adds weight to existing research which indicates S.E. as a predictor of life satisfaction (Neto, 1993, 2001; Zhang & Leung, 2002; Civiti & Civiti, 2009). The above quotation supports positive effects of increased access to the outdoors. Many of the YP from the boys group expressed taking part in the program had given them inspiration for employment.

'It's given me loads (of hope for the future), it's made me change my options' (Appendix 14, set2, boy4).

The features of EL also state that 'Learning must be relevant (in the present and future) for the learner and their community/ society.' (Kraft & Sakofs, 1985). The intervention supports this as it 'Offers alternative employment ideas'. Hope for the future relates to one of the features of the intervention 'Success with activities' as internalizing responsibility for success promotes optimism (Rotter, 1954; Seligman, 1982).

Change in attitude towards school was supported by the boys group RAW who commented;

'...some who had a really negative attitude towards school, for a couple now, that's sort of changing and they're feeling a bit more positive about school life, maybe because they've had a lot of conversations about it, and they've had the opportunity to learn in a different way and maybe see school in a slightly different way..'(Appendix 16 set 4, staff 3).

Changes in attitude towards health and fitness are also apparent;

'they seem to be gradually, slightly changing their way of thinking, or, say giving up smoking and things like that...'(Appendix 16, set4, staff1).

This supports hope for the future as containing motivation for achievement and directed goals (Werner and Smith, 1982). Increased motivation was shown through the attendance rates, with average attendance of 87.2%. Belief in ability to control one's future is also a trait of a resilient child (Daniel et al, 1999).

Changes in thinking was identified as a sub theme as RAW highlighted having a different input and being in a different environment had caused the YP to look at things differently.

'Yeah, they look at things slightly differently. They got a different input, they've been through a few trials, they've done things that have challenged them, they've overcome some things. Yeah, improvement.' (Appendix 16 set 4, staff 2).

This supports meaningful challenge as promoting creativity, problem solving and enabling YP to gain confidence in managing their environment and learning (Suransky, 1982) and increasing wellbeing and S.E. (Maton, 1990) through EL. It also supports personal challenge as providing conditions for change and development (Luckner & Nadler, 1997).

Self control was identified as a sub theme of E.I. and was improved during the intervention through improved listening, increased trust and respect and increased self awareness. Self control is thought to contribute towards maintaining an optimistic view of life (Garmezy et al, 1984)

'the YP are a lot more willing to listen to directions from older people now that a level of trust and respect has come forward' (Appendix 16, set4, staff3)

These findings add weight to existing research that reports increased levels of trust, LOC and S.E. as a result of participation in an OI (Long, 2001).

Social benefits of the intervention identified were making friends, working together and thinking as a team. Thinking as a team was a theme raised by staff regarding one particular YP

'I think it's made her think more as a team. She thinks of other people, not just herself, which is eh, she was, very, selfish at one point.' (Table 7, set3, staff1).

The YP being discussed gave the following comment independently

'stay in a positive mood, coz if you're in a bad mood, you're in a bad mood all day, and it puts everyone else in a bad mood. If you're in a positive mood then you can do more things and be happy and stuff' (Table 6, set1, girl2).

This quote shows evidence of increased ability to improve her mood, along with realisation of the impact of her negative emotion.

Awareness of non verbal communication is supported by the following quotation;

'One YP brought to my attention that another YP wasn't feeling too good. I asked him how he knew and he said, I've been watchin him and he's been giving off body language like that, I think he's gonna start crying soon. At the time he seemed fine to me, but sure enough he shed a couple of tears abut half an hour later. He predicted he was gonna cry and then he actually did.' (Appendix 16, set4, staff3)

Awareness of others feelings can be enhanced by the outdoors through providing space to play with emotions and form relationships with peers. Awareness of other's feelings is essential for the formation of empathy and conscience (Jennings, 2004) and development of E.I.

An increase in the levels of involvement in activities during the second half of the program is indicated by observation scores (Figure 3). This indicates an increase in E.I. through the process of flow. Involvement is an indicator of developmental change (Leavers, 1994).

Aim 3

Increase in S.E. in the YP is indicated through significant change in their self assessment scores (figure 2) and is supported by the YP and RAW in their comments in the midway and end focus groups (Tables 4 & 5, appendices 13 to 16). Mean involvement scores showed an increase for the second half of the intervention (Table 1 & Figure 3), indicating

increased wellbeing and S.E. through success with activities promoting skill development and increased self efficacy.

QCDA's (2010) second aim for the curriculum is that it should enable YP to become 'confident individuals who are able to live safe, healthy and fulfilling lives'. Several elements of this aim are supported by features of the intervention identified by the participants and RAW. One of the elements of aim two is that the curriculum should enable YP to be 'physically competent and confident'. This is supported by findings of the TA which show 'practical activities' and 'success with activities' identified as features of the OI. Another element of the QCDA aim is that YP 'Are willing to try new things and make the most of opportunities' this is supported through the findings as identified features of the intervention are 'variety in outdoor activities offered', 'enjoyable and exciting activities', 'new experiences and opportunities' and 'different ways of learning'.

The significant increase in the YP's scores for S.E. (figure 2) is supported by their comments. Sub codes within the code of increased S.E. are increased self efficacy and building relationships. This is compatible with Maslow's (1954) two part theory of S.E., internal S.E. comprising of mastery over achievement and external esteem comprising of respect, recognition and appreciation. Increases in S.E. linked to personal competence, skill development and self efficacy are indicated by comments such as;

'I reckon, using a saw and stuff. I wouldn't have liked to use one before, just in case I cut myself.' (Appendix 14, set2, boy2)

The RAW support the YP's opinion that their esteem has increased through describing the OI as being;

'... totally different to schooling, to being in class and told all the time what to do, they can now do it with the help from the, eh, instructors, they can do it,' (Table 7, set3, staff 2).

A comment from one of the boy's group RAW gives an excellent example of how developing skills raised the YP's S.E.

'Yeah, I think all individuals showed levels of S.E. and confidence raising, but one example that springs to mind is when an individual said back to the group with regards to the cob building instructions on how to do it. I wasn't actually there

when instructions were given, but I understood the instructions he gave, thinking, this person could be here on his own now, he could show me what to do, he's never done it before and he could do it himself as well. And he had the confidence to speak in front of a small group and it didn't faze him at all.' (Appendix 16, set4, staff 1).

Increase in S.E. in relation to building relationships, trust, teamwork and communication is indicated by several comments

'I don't know, we've like, built up more confidence as we go along with the project, as we get to know you more.' (Table 6, set1, girl 2)

This comment supports confidence being related to positive relationships with staff and peers. Managing relationships is also a competency of E.I. which could support the positive correlation between E.I. and S.E. self assessments (figure 4). This is supported by the following statement;

'Meeting new people like. Communicating with new people, like, if you were shy with people, you're more confident.' (Table 6, set1, girl3).

Improved relationships and teamwork were highlighted by a member of staff from the boys group.

'on the last night of the camp out when some people's spirits were quite low, there were others then who really made an effort to try to support those individuals, rather than taking the Mickey out of them.' (Appendix 16 set 4, staff3).

A supportive environment promoting S.E. supports Roger's (1959) conditions for promoting congruence, as it provides a safe space for the individual to lower their defences and become more congruent in their relationship between self and experience, therefore becoming more fully functioning.

Conclusion

This study has reviewed the relevant literature, provided evidence to support the case for increased access to the outdoors for YP at-risk of disaffection in order to promote increases in their E.I. and S.E. It addressed criticisms by employing a mixed methodology, with quantitative methods to record the outcomes of change in the YP as a result of increased access to the outdoors through gathering empirical data for statistical analysis. Quantitative data collected through self reports, pre and post intervention and observations of the YP's

involvement in activities provided evidence of increases in E.I., S.E. and involvement levels of the YP. Qualitative methods allowed the researcher to observe the process of change in the YP through use of midway and end of program focus group data, from RAW and YP, for TA. This data provided supporting evidence to explain how the OI had impacted on the YP's levels of E.I., S.E. and involvement. TA of this data produced a list of impacts of the intervention and features of the intervention. Features of the intervention support increased contact with nature as being positively associated with increased S.E., E.I. and responsible citizenship (Cooper, 1998). Quantitative methods are more scientifically acceptable for program evaluation whereas qualitative methods are more suited to the outdoors where the researcher is immersed in the OI with the YP in order to evaluate it. Using both ensured research reliability, validity and made data triangulation possible.

There would be benefit in making this a longitudinal study, in order to assess the long term psychological impacts of participation in the 'reaching out' program. However time was limited by the dissertation submission and it would need to form a later add on.

Positive psychology and resilience research is supported by the findings as many impacts of the intervention have also been identified as protective factors of resilience such as, secure attachments to others, commitment, optimism, S.E. and self efficacy (Kobasa, 1979, Rutter, 1985, Lyons, 1991, Crompton & Witt, 1997). Therefore it could be appropriate to use a resilience self report scale such as the CD-RISC (Connor & Davidson, 2003) which has had its reliability, validity and factor analysis tested on a variety of groups. This would reduce the number of assessments forms needed and the CD-RISC is a compact 25 item scale which would not be too long for YP with potentially low literacy levels to engage with.

Maslow's (1954) two part theory of S.E. is supported by themes uncovered through TA, as improved S.E. was represented by improved relationships and self efficacy. SLT is supported through evidence being found to support internal LOC and increased trust leading to optimism and hope for the future in the YP. EL outdoors is supported by findings as providing meaningful challenges which increase YP's levels of S.E. and E.I. and

promote creativity and problem solving abilities. Findings also provide additional evidence for involvement being an indicator of developmental change, as self report scores increased along with involvement scores as the program progressed. Findings of this study will go on to inform practice at DTEP as they have identified features of the intervention that are important to YP and provided evidence to link impacts with existing theory which can now be incorporated as a foundation of the design and delivery of the 'reaching out' program.

Appendices

1. Information sheet for participants in the 'Reaching out' program
2. Consent form for participants
3. Information sheet for control group participants
4. Consent form for control group participants
5. Letter to gate keepers
6. Observation scale for Involvement
7. E.I. Self assessment
8. S.E. self assessment
9. Focus group questions
10. Reaching Out program itinerary for girl's group
11. Reaching Out program itinerary for boy's group
12. Timeline outlining plan of study
13. Set 1, girls group data and TA
14. Set 2, Boys group data and TA
15. Set 3, Girls group referral RAW data and TA
16. Set 4, Boys group referral RAW data and TA

Appendix 1
Information sheet for YP taking part in the ‘reaching out’ program.

Dear participant,

My name is Lois Woodward and I am the Therapeutic Development Worker with DTEP. I will be working with all YP taking part in the ‘Reaching Out’ Program in 2010. Part of my job role is to look at any changes in YP as a result of their taking part in the ‘Reaching Out’ program.

Throughout the project I will be gathering information for an evaluation of the ‘reaching out’ program through doing questionnaires, observations of activities and holding discussion groups with those taking part. All information collected will go towards the project evaluation and a MA research thesis (linked with Swansea University).

The main area I will be researching is ‘E.I.’ which is made up of self awareness, self management, social awareness, social skills and self motivation, and how it is affected by access to the outdoors through a project such as DTEP.

In order to do an effective evaluation I need your help. If you choose to participate in the study:

- Any information about you will be kept anonymous and confidential (inline with DTEP’s confidentiality policy.)
- You will have the right to ask to see any information about you.
- You have the right to withdraw from the research, at any time, without losing your place on the ‘reaching out’ project.
- You will be asked to give your informed consent that you would like to take part in the research, after you have read this information sheet.
- You will be asked to complete two questionnaires, one in February 2010 and one in July 2010.
- You will be asked to participate in two discussion groups throughout the project.
- You will be observed whilst taking part in activities as part of the ‘reaching out’ program.

If taking part in this research uncovers any risk to the YP that was not known at the start of the program, the YP will be offered appropriate support, and end their participation in the research, if it is considered necessary, and they choose to.

I have attached a parental consent form to be completed by the parent or guardian of those YP who wish to take part in the project evaluation.

Thank you for your time. If you have any questions ask me in person or contact me on the email address or number below.

Appendix 2

Parental/Guardian Consent form

Child's name:.....Date of

birth:.....

Parent/Carer:.....

.....

Home

address:.....

.....

Contact Telephone Numbers: Home:Work:

.....

Name of Child's Doctor:Child's NHS no:

.....

I give consent for the above named child...	Yes	No
... for a qualified first aider to deliver first aid to the child in case of a medical emergency.		
... to take part in outdoor adventurous activities such as climbing, surfing, kayaking and hill walking.		
... to use hand tools as a part of the workshops at <i>DTEP</i> . Such hand tools may include saws, knives, axes and hammers.		
...to be photographed and/or filmed during workshops on the <i>DTEP</i> . I am aware that this material may be used by <i>DTEP</i> for publicity purposes, including all forms of media coverage.		
..to take part in an evaluation of the project in line with project objectives (as part of an MA research thesis).		
I confirm that the above named child can competently swim a distance of 50 meters.		

Address:.....

.....

Tel no:

Parent/carer signature:.....Date:

.....

Please complete the section below with the name of a relative or neighbour who can be contacted in case of emergency if you cannot be reached:

Name:

.....Address:.....

.....

Home Phone: Work phone

no:.....

Tick if the above named child has had any of the following:			
Asthma or bronchitis	<input type="checkbox"/>	Fits, fainting or blackouts	<input type="checkbox"/>
Sight or hearing impairments	<input type="checkbox"/>	Severe headaches	<input type="checkbox"/>
Heart condition	<input type="checkbox"/>	Diabetes	<input type="checkbox"/>
Allergies to any known drugs	<input type="checkbox"/>	Any other allergies e.g. food, material, dust	<input type="checkbox"/>
Travel sickness	<input type="checkbox"/>	Migraines or severe headaches	<input type="checkbox"/>

Please give details of any specific needs the above named child may have, so that we can adapt activities accordingly.

.....

.....

.....

.....

.....

Has she/he had a tetanus vaccination?	<input type="checkbox"/>	Other illness, medical condition or impairments?	<input type="checkbox"/>
Has she/he received medical or surgical treatment of any kind from either your doctor or hospital during the last three months?	<input type="checkbox"/>	Has she/he been given specific medical advice to follow in emergencies?	<input type="checkbox"/>

.....

If the answer is YES please give details (including dosage of medicine).....

.....

.....

.....

Appendix 3
Information sheet for YP taking part in research (control group).

Dear participant,

My name is Lois Woodward and I am the Therapeutic Development Worker with DTEP. I am doing a research project (MA, linked with Swansea University) looking at changes in YPs ‘E.I.’ as a result of access to different provisions.

The main area I will be researching is ‘E.I.’ which is made up of self awareness, self management, social awareness, social skills and self motivation.

In order to do an effective research project I need your help, to be a part of the research by completing two questionnaires one in February 2010 and one in July 2010.

If you choose to participate in the study:

- Any information about you will be kept anonymous and confidential (inline with DTEP’s confidentiality policy.)
- You will have the right to ask to see any information about you.
- You have the right to withdraw from the research, at any time, without any penalty.
- You will be asked to give your informed consent that you would like to take part in the research, after you have read this information sheet.

If taking part in this research uncovers any risk to you that was not known at the start of the program, you will be offered appropriate support, and end your participation in the research, if it is considered necessary, and you choose to.

I have attached a consent form to be completed by the YP wishing to take part in the project evaluation.

Thank you for your time. If you have any questions ask me in person or contact me on the email address or number below.

**Appendix 4
Consent for Control Group Participants**

Name: Date of
birth.....

Parent/Carer:
.....
.....

Home Address:
.....

Contact Telephone Numbers: Home: Work:
.....

I give my consent...	Yes	No
..to complete two short questionnaires as a part of an evaluation of DTEP		

(as part of an MA research thesis).		
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By agreeing to participate you will be part of a 'control group' for the research and as such will not participate in any activities other than the questionnaires with DTEP, at this time.

The questionnaires will be completed in February 2010 and July 2010. Information obtained from the questionnaires will be kept anonymous and any personal information will be kept confidential.

Signature:

Date:

Appendix 5

Letter to 'gatekeepers' requesting control group.

To whom it may concern,

My name is Lois Woodward and I am the Therapeutic Development Worker with DTEP. I will be working consistently with groups of YP participating in the 'Reaching Out' Program in 2010. Part of my role is to assess the change in the YP participating as a result of their engagement with the 'Reaching Out' program.

I am currently studying on a 'MA in Developmental and Therapeutic Play' at Swansea University and am in the process of writing a research thesis. I plan to base my research thesis on an evaluation of the 'Reaching Out' project. This would involve using self appraisal questionnaires, focus groups and observations of the YP participating in the project (as an integral part of the 'Reaching Out' program).

The research would be strengthened by the participation of a 'control group'. This entails me locating a group of YP from one of the service providers participating in the 'Reaching Out' program, who are not participating in the program. These YP would complete two short questionnaires, one in February 2010 and one in July 2010, and would provide a comparison group for those taking part in the 'Reaching Out' program.

A group of approximately 10 YP is needed. I would be able to attend your premises to deliver the questionnaires and all information provided by the questionnaires will be kept anonymous, and personal information (from consent forms) will be kept confidential.

If you can provide a group of approximately 10 YP, who are not participating in the 'Reaching Out' program with DTEP, to complete the two questionnaires and participate in an evaluation of program, please contact me at DTEP. I have attached an information sheet for participants and a parental consent form to be completed by the guardian of those YP who wish to participate in the project evaluation.

Thank you for your time, I look forward to hearing from you

Appendix6

LIS-YC - The scale rates

○ Scale rate 1: no activity

This level is reserved for moments when children are “**non-active**”. This is most obvious when they are staring into space, sitting in a corner (listlessly and absent), “doing nothing”. Yet, one has to be cautious: a child appearing “to do nothing” can still be inwardly concentrated! Observation of the signals can sort this problem out.

Scale rate 1 also includes those moments when children **appear** to be active, but are in fact totally absent. In that case, the action is a purely stereotypic repetition of very elementary movements.

○ Scale rate 2: frequently interrupted activity

Whereas for level 1 the observation mainly showed apparent activity or even lack of activity, there are **moments of activity** on level 2. The child is doing a jigsaw puzzle, listening to a story or doing some work at the table. Yet, this approximately only takes up half of the time of observation. There are frequent or long interruptions in the activity, including staring into space, dreaming, fiddling.

A **variation** on this level consists of a more or less uninterrupted activity going on, the complexity of which however, does not match up to the child’s capacities. It is more than simple stereotypical action, but it is not a real “activity” yet. Because of the low complexity the child can go through the actions with a certain “absent-mindedness”.

○ Scale rate 3: more or less continuous activity

During the observation period the children are more or less continuously engaged in **activity**. Even so, there are no real signs of involvement. The children appear to be indifferent to the activity, they hardly put in any effort. In contrast to ‘apparent’ activity, however, there is some kind of progress, a chain of actions that makes sense. It is not just a repetition of elementary movements. The children are fully aware of what they are doing, the actions are performed deliberately. Yet, they are not really involved. They are ‘doing things’, but this ‘doesn’t do anything’ to them. The actions are ceased whenever an interesting stimulus appears.

A **variation** on this level of involvement consists of a relatively intense activity (see level 4) being interrupted by moments of non-activity (level 1 or 2).

○ Scale rate 4: activity with intense moments

Level 4 is reserved for activities also fitting the previous level. However, they possess the additional quality that **involvement** is expressed in the signals for as much as half of the observation time. The activity is of real consequence to the child as far as can be deduced from his concentration and persistence, energy, satisfaction,...

A **variation** consists of a sustained activity with a good deal of concentration (see level 5), but lacking in complexity: the actions are thoroughly motivated as parts of a chosen task (e.g. build a castle), yet in the sense that they serve a specific purpose (make something). But in themselves they are rather routine, they do not require great mental effort (e.g. going back and forth to get building blocks).

○ Scale rate 5: sustained intense activity

Level 5 is reserved for activities being accompanied by the **greatest involvement possible**. The child is clearly absorbed in his/her activities. His/her eyes are more or less **uninterruptedly** focused on the actions and on the material. Surrounding stimuli do not or barely reach him/her. Actions are readily performed and require mental effort. This effort is brought up in a natural way, not so much by willpower. There is a certain tension about the action (an intrinsic, not an emotional tension!).

Level 5 especially requires that the signals “concentration”, “persistence”, “energy” and “complexity” abound.

LIS-YC / Form 5

**OBSERVATION SHEET FOR THE ASSESSMENT OF INVOLVEMENT
AT THE LEVEL OF A CLASS(GROUP) (time sampling)**

*class or group:
*form n°

*date:

Child : Episode n° Time interval: from to

Description 1 2 3 4 5 Comment

	1	2	3	4	5	
--	---	---	---	---	---	--

Child : Episode n° Time interval: from to

Description 1 2 3 4 5 Comment

	1	2	3	4	5	
--	---	---	---	---	---	--

Child : Episode n° Time interval: from to

Description 1 2 3 4 5 Comment

	1	2	3	4	5	
--	---	---	---	---	---	--

Child : Episode n° Time interval: from to

Description 1 2 3 4 5 Comment

	1	2	3	4	5	
--	---	---	---	---	---	--

Child : Episode n° Time interval: from to

Description 1 2 3 4 5 Comment

	1	2	3	4	5	
--	---	---	---	---	---	--

Appendix 7

E.I. Self Assessment

1. I know when to speak about my personal problems to others
 2. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them
 3. I expect that I will do well on most things I try
 4. Other people find it easy to confide in me
 5. I find it hard to understand the non-verbal messages of other people*
 6. Some of the major events of my life have led me to re-evaluate what is important and not important
 7. When my mood changes, I see new possibilities
 8. Emotions are one of the things that make my life worth living
 9. I am aware of my emotions as I experience them
 10. I expect good things to happen
 11. I like to share my emotions with others
 12. When I experience a positive emotion, I know how to make it last
 13. I arrange events others enjoy
 14. I seek out activities that make me happy
 15. I am aware of the non-verbal messages I send to others
 16. I present myself in a way that makes a good impression on others
 17. When I am in a positive mood, solving problems is easy for me
 18. By looking at their facial expressions, I recognize the emotions people are experiencing
 19. I know why my emotions change
 20. When I am in a positive mood, I am able to come up with new ideas
 21. I have control over my emotions
 22. I easily recognize my emotions as I experience them
 23. I motivate myself by imagining a good outcome to tasks I take on
 24. I compliment others when they have done something well
 25. I am aware of the non-verbal messages other people send
 26. When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself
 27. When I feel a change in emotions, I tend to come up with new ideas
 28. When I am faced with a challenge, I give up because I believe I will fail*
 29. I know what other people are feeling just by looking at them
 30. I help other people feel better when they are down
 31. I use good moods to help myself keep trying in the face of obstacles
 32. I can tell how people are feeling by listening to the tone of their voice
 33. It is difficult for me to understand why people feel the way they do*
- Schutte et al (1998)

Appendix 8

S.E. Scale

Instructions: Below is a list of statements dealing with your general feelings about yourself. If you strongly agree, circle **SA**. If you agree with the statement, circle **A**. If you disagree, circle **D**. If you strongly disagree, circle **SD**.

1.	On the whole, I am satisfied with myself.	SA	A	D	SD
2.*	At times, I think I am no good at all.	SA	A	D	SD
3.	I feel that I have a number of good qualities.	SA	A	D	SD
4.	I am able to do things as well as most other people.	SA	A	D	SD
5.*	I feel I do not have much to be proud of.	SA	A	D	SD
6.*	I certainly feel useless at times.	SA	A	D	SD
7.	I feel that I'm a person of worth, at least on an equal plane with others.	SA	A	D	SD
8.*	I wish I could have more respect for myself.	SA	A	D	SD
9.*	All in all, I am inclined to feel that I am a failure.	SA	A	D	SD
10.	I take a positive attitude toward myself.	SA	A	D	SD

Scoring: SA=3, A=2, D=1, SD=0. Items with an asterisk are reverse scored, that is, SA=0, A=1, D=2, SD=3. Sum the scores for the 10 items. The higher the score, the higher the S.E..

Taken from: Rosenberg (1965)

Appendix 9

Focus group questions

1. Do you think you have benefited from being in the outdoor environment?
2. How have you benefited, can you give an example?
3. Would you say that your S.E. has been affected by participating in the program?
4. How has participation in the program affected you S.E.?
5. Can you give examples?
6. Since starting on the program how would you rate your level of self control?
7. Since starting on the program how would you rate your level of hope for the future?
8. Since starting on the program how would you rate your ability to improve your moods?
9. Since starting on the program how would you rate your ability to identify how you are feeling?
10. Since starting on the program how would you rate your awareness of non-verbal communication?

Appendix 10

**Girl's group program for 'Reaching Out' program, developing self reliance;
Wilderness therapy and traditional/ natural building**

Session	Date	Location	Workshop
1	25/2/2010	Project site	Introduction to site, baseline assessments, behavioral contract and first therapeutic 'play with clay' session
2	4/3/2010	Project site	Introduction to Green woodwork and seed planting. Second therapeutic 'play with clay' session
3	11/3/2010	Woodland site	Introduction to woodland management and tool use. Third therapeutic 'play with clay' session.
4	15/3/2010	Climbing site	Coastal journey and introduction to climbing and abseiling. Fourth therapeutic 'play with clay' session.
5	25/3/2010	Project site	Cobbing workshop (traditional building), fire lighting and cooking. Fifth therapeutic 'play with clay' session.
6	1/4/2010	Project site	Animal husbandry, cooking with meat from the site. Final therapeutic 'play with clay' session.
Easter Break			
7	22/4/2010	Project site	Group focus group review. OCN workbooks, green woodwork.
8	29/4/2010	Woodland site	Woodland management and cooking on fire.
9	6/5/2010	One night camp out at project site.	River journey adventurous activity with coracle. Cooking with earth oven and camp craft. Making natural cosmetics.
10	13/5/2010	Project site	Timber framing workshop.
11	20/5/2010	Woodland site	Woodland management, woodland games and camp site preparation.
12	27/5/2010	Project site	Green woodwork
May Half Term			
13	10/6/2010	Project site	Focus group review. OCN workbooks and final assessments. Planning of two night wilderness campout.
14	17/6/2010	Project site	Making natural cosmetics and cob building.
15	24/6/2010	Two night camp out. Woodland site.	Coastal boat trip. Introduction to kayaking. Cooking and sleeping in hammocks at the woodland site. Next day horse riding and coastal climbing.
16	1/7/2010	Project site	Finishing green woodwork items, making natural cosmetics.
17	8/7/2010	Project site	Presentation preparation and planning
18	15/7/2010	Project site	Final presentation with cooking for guests.
19	22/7/2010		Cancelled by referral agency.

Appendix 11

**Boys's group program for 'Reaching Out' program, developing self reliance;
Wilderness therapy and traditional/ natural building**

Session	Date	Location	Workshop
1	24/2/2010	Project site	Introduction to site, baseline assessments, behavioral contract. Making cockle shell paths.
2	3/3/2010	Project site	Introduction to Green woodwork and seed planting.
3	10/3/2010	Woodland site	Introduction to woodland management and tool use.
4	14/3/2010	Climbing site	Coastal journey and introduction to climbing and abseiling.
5	24/3/2010	Project site	Cobbing workshop (traditional building), fire lighting and cooking.
6	31/3/2010	Project site	Animal husbandry, cooking with meat from the site.
Easter Break			
7	21/4/2010	Project site	Group focus group review. OCN workbooks, green woodwork.
8	28/4/2010	Woodland site	Woodland management and cooking on fire.
9	5/5/2010	One night camp out at project site.	River journey adventurous activity with coracle. Cooking with earth oven and camp craft.
10	12/5/2010	Project site	Timber framing workshop.
11	19/5/2010	Woodland site	Woodland management, woodland games and camp site preparation.
12	26/5/2010	Project site	Green woodwork
May Half Term			
13	19/6/2010	Project site	Focus group review. OCN workbooks and final assessments. Planning of two night wilderness campout.
14	16/6/2010	Project site	cob building.
15	23/6/2010	Two night camp out. Woodland site.	Horse riding. Introduction to kayaking. Cooking and sleeping in hammocks at the woodland site. Night walk with beach fishing. Next day coastal climbing and circus skills.
16	30/6/2010	Project site	Finishing green woodwork items, making duck house fence.
17	7/7/2010	Project site	Presentation preparation and planning

18	14/7/2010	Project site	Making cockle shell paths and orienteering.
19	21/7/2010	Project site	Final presentation with cooking for guests.

Appendix 12

Timeline outlining plan of study

September – November 2009	Confirm two agencies that will access the program			
December 2009	Send out consent forms and information sheets to agencies for participants.	Send out letter for gatekeepers, consent forms and information sheet for control group.		
January 2010	Receive completed consent forms	Test E.I. and S.E. measures with existing group	Start literature review.	Stakeholders to design Program for new intake of YP.
February 2010	Start program. Conduct baseline self assessments with participants.	Conduct baseline self assessments with control group.	Continue literature review.	Start observations of participants.
March 2010	Record baseline data.			Continue observations.
April 2010	Conduct midway focus groups with YP, RAW and stakeholders.			Continue observations.
May 2010	Analyse data from focus groups.			Continue observations.
June 2010				Continue observations.
July 2010	Complete measure self assessments with YP (control group and participants). Program end.	Complete end of program focus groups with YP, RAW and stakeholders.		Continue observations.
August 2010	Analyse self assessment data.	Analyse focus group data		Analyse observational data
September 2010			Write up findings	
October 2010	Present research summary to YP and agencies.		Complete and submit dissertation	

Appendix 13; Set 1, girls group data and TA

Open coding	Examples from data	Open coding 2	Axial coding	Themes
<ul style="list-style-type: none"> Benefited from outdoors Giving back to nature Safety Facing fears 	<p>Girl2; we've been looked after</p> <p>Girl 4; because we've looked after the outdoor country</p> <p>Girl 2; we've faced our fears about staying outside.</p>	<p>Benefits from outdoors (1)</p> <ul style="list-style-type: none"> Giving back to nature Facing fears 	<p>(1 & 2)</p> <p>Positive about outdoor environment</p>	<p>Features of intervention</p> <ul style="list-style-type: none"> Opportunities to give back to nature facing fears variety of activities new experiences different ways of learning Enjoyment
<ul style="list-style-type: none"> Positive about activities Positive about variety Learning Fun and enjoyment 	<p>Girl 2; the river walk was good</p> <p>Girl 2; you learn stuff</p> <p>Girl 4; because I can go camping and that now</p> <p>Girl 2 and 4; it's more funner</p>	<p>Positive about activities and learning (2)</p> <ul style="list-style-type: none"> Variety of activities Enjoyment New experiences 		
<ul style="list-style-type: none"> S.E. increased S.E. same More confident Less shy Building relationships 	<p>Girl 4; if you were shy with people, your more confident.</p> <p>Girl 2; we're more confident.</p> <p>Girl 3; we're more confident, especially you girl 4.</p> <p>Girl 2; I don't know, we've like, built up more confidence as we go along with the</p>	<p>S.E. increased (3)</p> <ul style="list-style-type: none"> Increased confidence(3 &5) Less shy Building relationships (3&4) 	<p>(3,4 & 5)</p> <p>Increased S.E.</p>	<p>Impact of intervention</p> <ul style="list-style-type: none"> (3,4 & 5) Increased S.E. Self efficacy Building relationships Increased E.I Increased hope for the future (5) Improved self control (8)

	project, as we get to know you more.			<ul style="list-style-type: none"> • Social benefits (6) • Improved mood (5&7) • Ability to identify feelings(5,7 &9) • Awareness of non verbal communication (9)
<ul style="list-style-type: none"> • Improved communication • Meeting new people • Trust 	Girl 3; Meeting new people, like. Communicating with new people, like, if you were shy with people, your more confident.	Improved Communication(4) <ul style="list-style-type: none"> • Trust (3&4) • Meeting new people (3&4) 		
<ul style="list-style-type: none"> • Hope for future • Improved • Feeling calmer since the project • More confident 		Increased hope for the future (5) <ul style="list-style-type: none"> • Feeling calmer (5&7) • More confident (3&5) 	Increased E.I.	
<ul style="list-style-type: none"> • Ability to improve mood increased • Group thinking • Increased productivity and happiness 	Girl 3; I'd try and not let the team down and cheer myself up.	Group thinking(6) <ul style="list-style-type: none"> • Increased ability to improve mood • Increased productivity and happiness (6&5) 		
<ul style="list-style-type: none"> • Ability to identify feelings • Feeling calmer 	Girl 2; I think mine's got a bit better. With me I used to loose it all the time. Since I've been coming here I've calmed down a bit	Ability to identify feelings (7) <ul style="list-style-type: none"> • Feeling calmer (5 &7) 		
<ul style="list-style-type: none"> • Improved self control • More respect 	Girl 2; have more respect and that.	Improved self control (8) <ul style="list-style-type: none"> • More respect 		
<ul style="list-style-type: none"> • Awareness of non-verbal comm. • Body language & behaviour 	Girl 2; like yesterday, she felt ill and you could tell by her facial expression that she wasn't well and that.	Awareness of non verbal comm. (9) <ul style="list-style-type: none"> • Body language & behaviour 		

Examples of longer quotations from data;

Girl 2 ; I'd say it's got better because you let all your stress and that out, when we come here, you calm us down and talk and all that, and it gives you more confidence as well, builds everything up.

Girl 2; yeah, stay in a positive, stay in a positive mood, cause if your in a bad mood, your in a bad mood all day, and it puts everyone else in a bad mood. If you're in a positive mood then you can do more things and be happy and stuff

Appendix 14; Set 2, Boys group data and TA

Open coding	Examples from data	Open coding 2	Axial Coding	Themes
<ul style="list-style-type: none"> Positive about outdoors Enjoyment Outdoor benefits 	<p>All; Yeah</p> <p>Boy 4; More people like doing more outdoor stuff, and work stuff, not just sitting inside and listening and stuff.</p> <p>Boy 5; I always enjoy myself when I come here</p>	<p>Positive about Outdoor Environment (1)</p> <ul style="list-style-type: none"> • Outdoor activities • Enjoyment • Learning • Doing 	<p>(1&4)</p> <p>Positive about outdoor environment</p>	<p>Features of intervention (1, 4&8)</p> <ul style="list-style-type: none"> • Outdoors better than school, less stressful • Enjoyment • Variety in Outdoor activities • Different ways of Learning

				<ul style="list-style-type: none"> Practical skills Offers alternative employment ideas
<ul style="list-style-type: none"> Less negative emotion Less stress Less anger Less bad mood 	<p>Boy 5; and you don't get stressed or anything</p> <p>Boy 4; Yeah, but I never really have a bad mood coming here</p> <p>Boy 1; I'm not in a mood when I come here</p>	<p>Less negative emotion (2)</p> <ul style="list-style-type: none"> Less stress Less anger Less bad moods 	<p>Improved E.I. (2, 3, 6, 7, 8 & 9)</p>	<p>Impact of intervention</p> <p>Improved E.I.</p> <ul style="list-style-type: none"> (7&8) Increased hope for the future Improved self control Improving your mood <p>Increased S.E.</p> <ul style="list-style-type: none"> Building relationships Self efficacy
<p>Improving your mood</p> <p>Managing feelings</p>	<p>Boy 6: When we came back, and everyone was feeling down, I helped motivate them, make them feel better.</p>	<p>Managing feelings (3)</p> <ul style="list-style-type: none"> Improving your mood Improving others moods 		
<p>Better than school</p> <p>Less stress</p> <p>More doing</p>	<p>Boy 4; not stressed out like I used to be in school</p>	<p>Outdoors better than school(4)</p> <ul style="list-style-type: none"> Less stress More practical 		
<p>Activities promoting S.E.</p> <p>S.E. through relationships</p>	<p>Boy 1; I reckon, using a saw and stuff. I wouldn't have liked to use one before, just incase I cut myself.</p> <p>Boy 4; Feedin the pigs (grunts and laughs), I used to be scared of pigs</p> <p>Boyl; we started to bond with more people</p>	<p>Increased S.E. (5&10)</p> <ul style="list-style-type: none"> Practical activities Building relationships Team work 	<p>(5&10) Increased S.E.</p>	
<p>Positive about self control</p>	<p>Boy 1; Better, mine's got better</p>	<p>Improved self control (6)</p>		
<p>Practical experience of work</p>	<p>More people like doing more outdoor stuff, and work stuff</p>	<p>Experience of practical work(7)</p>		
<p>Hope for future increased</p> <p>Employment ideas</p>	<p>Boy 4; It's given me loads, it's made me change my options</p> <p>Boy 1; Yeah, I still wanna be a mechanic, but I want to do things like this on the weekend.</p>	<p>Increased hope for the future (8)</p> <ul style="list-style-type: none"> Training/ Employment ideas 		
<p>Positive about identifying feelings</p>	<p>Boy 1; when I'm happy I wind people up</p>	<p>Identifying feelings (9)</p>		

Examples of longer quotations from data;

Boy 1; like when I was doing the wall, an when I was putting you know the helmets together. I got frustrated with that, and then I got stressed, walked away for five minutes and then came back. Normally I would have just picked it up and chucked it.

Appendix 15, Set 3, Girls group RAW data and TA

Open coding	Examples	Open coding 2,	Axial Coding	Themes
Benefits of outdoors	Staff 2; Oh yeah, big time	Positive about the outdoors (1)	Positive about	Features of intervention

	Staff1; In school there's all this pushing, shoving, bickering, they just don't do all that when they're outdoors		<p>outdoor environment (1)</p> <p>Different to school(3)</p> <p>Positive about intervention(4)</p> <p>Success with activities (5)</p> <p>New and unusual opportunities (6)</p>	<ul style="list-style-type: none"> • Different to school(3) • Success with activities (5) • Exciting(4) • New and unusual opportunities • Variety in outdoor activities(6)
<ul style="list-style-type: none"> • Increase in confidence • Increase in S.E. 	Staff 1; It boosts their S.E. gives them confidence. Something like this, it makes their confidence double, doubles their confidence!	<p>Increased S.E.(2)</p> <ul style="list-style-type: none"> • Increase in confidence 	<p>Increased S.E.(2)</p> <p>Improved relationships(9)</p>	<p>Impact of intervention</p> <p>Increased S.E.(2&9)</p> <ul style="list-style-type: none"> • Improved relationships(9) <p>Improved E.I.</p> <ul style="list-style-type: none"> • Social benefits(7,3&9) • Improved identifying feelings(12) • Increase in awareness of non verbal comm.(11)
<ul style="list-style-type: none"> • Different to school • Being told what to do • Bad behaviour • Poor communication • More people • Less attention 	<p>Staff 2; And is totally different to schooling, to being in class and told all the time what to do</p> <p>Staff 2; This is totally different from their normal environment</p> <p>Staff1; In school there's all this pushing, shoving, bickering, they just don't do all that when they're outdoors</p> <p>Staff2; It's like as if they get more attention doing this, and whether they don't get it at home or what not I don't know.</p>	<p>Different to school(3)</p> <ul style="list-style-type: none"> • Not told what to do • Less bad behaviour • Better communication/ Language • More attention 		
<ul style="list-style-type: none"> • Excitement about attending • Not wanting it to end 	<p>Staff2; not since I've been doing it has one of them has said that they didn't like it.</p> <p>Staff 1; Nah, They love it!</p> <p>Staff 2; They really look forward to coming, don't they.</p> <p>Staff 1; Yeah, they are excited, yeah.</p> <p>Staff2; it'll be so sad if it does come to a stop cause I think it's bloody brilliant!</p>	<p>Positive about intervention(4)</p> <ul style="list-style-type: none"> • Excitement about attending • Not wanting it to end 		
<ul style="list-style-type: none"> • Success with tasks • Willing to try 	<p>Staff1; they succeed at something without someone nagging them.</p> <p>Staff1; yeah, they are willing to have a go at anything, and they usually succeed in</p>	<p>Success with activities (5)</p> <ul style="list-style-type: none"> • Willing to try 		

	whatever they do.			
<ul style="list-style-type: none"> New and unusual opportunities Making things Using tools Rock climbing Making fire 	Staff 1; they just wouldn't normally do that in normal everyday life	New and unusual opportunities(6) <ul style="list-style-type: none"> Making things Using tools Rock climbing Making fire 		
Less bad language outdoors		Less bad language outdoors (7)	Improved E.I.	
harder working with girls than boys	Staff2; This is a little bit harder work with the girls, compared to the boys. Staff1; cause girls being girls, they have their little bitchy moments.	harder working with girls than boys(8)	Features of female group	Features of female group <ul style="list-style-type: none"> harder working with girls than boys(8) Need for attention
<ul style="list-style-type: none"> Team Getting on Thinking of others Fitting in 	Staff1: Girl 1 seems to be fitting in better, doesn't she? Staff1; I think if it was ongoing, I think we'd end up with a really good, I mean they are a good group, but an even better group	Group thinking (9) <ul style="list-style-type: none"> Teamwork Getting on Thinking of others Fitting in 		
Need for attention	Staff2; they get more attention doing this	Need for attention (10)		
Increase in awareness of non verbal comm	Staff 1; Yes, I do think that's improved. I think they're pretty wise to that now. They see me frown, they know I'm not happy	Increase in awareness of non verbal comm(11)		
Improved identifying feelings		Improved identifying feelings(12)		

Examples of longer quotations from data;

Staff1; In school when they are being told to do things they rebel against that, and you get a lot of bad language from them, you get bad behaviour, you get them walking off

Staff 1; definitely, they've seen themselves making things, using tools, rock climbing, they'll probably never get to do that again in their lives. It's a one off thing for them.

Staff 1; When we're outside we've never heard bad language, we don't hear bad language out here. They might have a little slip up now and again, but it just doesn't come into the equation

Staff1; I think it's made her think more as a team. She thinks of other people, not just herself, which is eh, she was, very, selfish at one point.

Staff1; I think it's got better. I think they realise when there's something not quite right, not that they put it right, sometimes it can have the opposite effect and they know something's wrong, so they go deeper inside themselves, and really shut down. But, eh, I do think they recognise it more.

Appendix 16, Set 4, Boys group RAW data and TA

Open coding	Examples	Open coding 2	Axial coding	Themes
<ul style="list-style-type: none"> Appreciation of outdoors Good attendance 	Staff2; I think that some of them really appreciate the outside environment. Staff3; yeah, definitely, even more so since the last review I'd say. Yeah, there's been big changes in everyone. They've really relished being outdoors and the attendance reflects that.	Appreciation of the outdoors (1) <ul style="list-style-type: none"> Good attendance 	Appreciation of the outdoors (1) Different to school(2) Enjoyment of intervention (3) New	Features of the intervention (1,2,3 & 4) <ul style="list-style-type: none"> Good attendance Different to school(2) Facing fears Success with activities Enjoyable(2&3) New opportunities(4) Different ways of learning

			opportunities (4)	<ul style="list-style-type: none"> Alternative employment ideas
<ul style="list-style-type: none"> Better outside of school Different environment Different ways of learning Alternative to academic route Something enjoyable Alternative employment options 	<p>Staff2; I think that some of them really appreciate the outside environment, outside of the formalised schooling scenario, in nature.</p> <p>Staff1; I think a combination of being outside and a different way of learning</p>	<p>Different to school(2)</p> <ul style="list-style-type: none"> Different ways of learning Alternative employment ideas Something enjoyable 		
Enjoyment of program	Staff2; some of them have given verbal feedback, such as it's great, I'm enjoying it.	Enjoyment of intervention (3)		
<ul style="list-style-type: none"> New opportunities Facing fears Things they didn't think they could do 	<p>Staff1; It occurred to me that he's never really had an opportunity to do things like this before.</p> <p>Staff3; example of a YP on the project who didn't think he could do heavy work, or physical work before.</p>	<p>New opportunities(4)</p> <ul style="list-style-type: none"> Facing fears Doing things they thought they couldn't 		
Physical benefit	<p>Staff1; I would like to use and example of Boy 7 physically looking better.</p> <p>Staff2; I've seen physical changes in them.</p>	Physical benefit (5)	Physical benefit (5)	
<p>Increased self confidence</p> <p>Increased S.E.</p> <p>self efficacy</p>	<p>Staff3; Who didn't have much confidence in his abilities, and now does have more confidence</p> <p>Staff2; I would say that the confidence of them has increased, that they've looked forward to coming here.</p>	<p>Increased S.E.(6)</p> <ul style="list-style-type: none"> Increased self confidence Increased self efficacy 	Increased S.E.(6)	
<ul style="list-style-type: none"> Increased hope for the future New Employment ideas Change in attitude about school Knowledge of support Good memories 	<p>have commented that they could do something like this in the future. That maybe, they've been thinking about those sorts of jobs they might wanna do, it's given them a few more ideas.</p> <p>Staff 1; yeah, um, oh... Boy 1 has mentioned is there a job in this, is there a career. He's got a keen interest in the outdoor, with horses and stuff. And some of the skills that um, I think he can adapt those. He seems like the kinda person who could thrive in that environment.</p> <p>Staff2; I think a lot of them wanna continue the project, they wanna come back and do some work with us, some of</p>	<p>Increased hope for the future(7)</p> <ul style="list-style-type: none"> New Employment ideas Change in attitude about school Knowledge of support Good memories 	<p>Increased E.I.</p> <p>Increased hope for the future(7)</p> <p>Increased self control(8)</p> <p>Changes in thinking(9)</p> <p>Increased motivation(10)</p> <p>Social benefits(11 & 12)</p> <p>Improving others mood(12)</p> <p>Identifying feelings(13)</p>	<p>Impact of the intervention</p> <p>Increased E.I.</p> <ul style="list-style-type: none"> Increased hope for the future Increased self control(8) Changes in thinking(9) Increased motivation(10) Social benefits(11 & 12) Improving others mood(12) Identifying feelings(13) <p>Physical benefit (5)</p> <p>Increased S.E.(6)</p>

	them have got some ideas about future jobs, future opportunities			
<ul style="list-style-type: none"> Increased self control Improved listening Increased trust and respect Self awareness 	<p>Staff 3; they seem to have good self management</p> <p>Staff2; the YP are a lot more willing to listen to directions from older people now that a level of trust and respect has come forward</p>	<p>Increased self control(8)</p> <ul style="list-style-type: none"> Improved listening Increased trust and respect Self awareness 		
Changes in thinking	<p>Staff3; the way they seem to be gradually, slightly changing their way of thinking, or, say giving up smoking and things like that ...</p> <p>Staff2; Yeah, they look at things slightly differently. They get a different input, they've been through a few trials, they've done things that have challenged them, they've overcome some things</p> <p>Staff3; With some support from their peers and the workers they managed to change their thinking.</p>	Changes in thinking(9)		
Increased motivation	Staff3; yeah, like they feel more motivated to get up and do this on Wednesday..	<p>Increased motivation(10)</p> <ul style="list-style-type: none"> attendance 		
Social benefits	Staff2; they work together better as a group some of them mentioned that they've made friends with the other participants who they didn't know before the course. More socially positive.	<p>Social benefits(11)</p> <ul style="list-style-type: none"> improved relationships teamwork 		
<ul style="list-style-type: none"> Positive Team work Negative teamwork Improving others mood 	Staff2; they are still very peer influenced so sometimes, some behaviour that isn't necessarily good for their health for example smoking, they can take part in as a group activity.	<p>Teamwork(12)</p> <ul style="list-style-type: none"> Positive Team work Negative teamwork Improving others mood 		
Identifying feelings		<p>Identifying feelings(13)</p> <ul style="list-style-type: none"> Talking about feelings Awareness of non-verbal communication Helping others 		

Examples of longer quotations for data set 4;

Staff2; I agree. I think a lot of people have asked to take part in future camping trips, and have asked if they can do something similar, so good feedback from the YP on that.

Staff2; Boy 1 asking about work in that field, is a sign that he has optimism that he doesn't have to follow a traditional, academic, line of earning a crust, and he can learn through things that he enjoys doing.

Staff2; But the fact that they've enjoyed the process means that they've got something from it, and made it a positive experience, you know, really enjoying it. When they've spoken to other people they've said it's brilliant. Those are all good indications that they've enjoyed it.

Staff3; having done things that they wouldn't have expected to do before. Quite a lot of the YP when we did the horse riding, they were quite, really scared of the horse riding. That was a really big challenge!

Staff1; Yeah, I think all individuals showed levels of S.E. and confidence raising, but one example that springs to mind is when an individual said back to the group with regards to the cob building instructions on how to do it. I wasn't actually there when instructions were given, but I understood the instructions he gave, thinking, this person could be here on his own now, he could show me what to do, he's never done it before and he could do it himself as well. And he had the confidence to speak in front of a small group and it didn't faze him at all.

Staff1; I think it's always an interesting question, purely because of the amount of engagement they have with organisations like ourselves and other provisions. I'd like to say, yes they're all going to produce great work and become active citizens in their community. But there are, unfortunately, other influences which tend to live on in estates like where we live here. Unfortunately the situation is that they could spend up to 2-3 hours a week with us, where we try and tell them right from wrong and what not. But there's these other people then, these mentors for all the wrong reasons, which can cause them to head towards the wrong track.

Staff3; there's been a lot of conversations over the weeks about futures and what they're going to do with the rest of their lives, if they're still in school, the next year, what they want to do when they leave school. They are obviously thinking about these things and some who had a really negative attitude towards school, for a couple now, that's sort of changing and they're feeling a bit more positive about school life, maybe because they've had a lot of conversations about it, and they've had the opportunity to learn in a different way and maybe see school in a slightly different way. And opportunities to talk about different career possibilities.

Staff1; one thing that's everlasting is that we'll give them good memories. And it's probably installed in them now, that there is somewhere for them to go to if they're on that fence line and they could go either way. That's a classic positive, and they'll probably pass that information on to their friends as well.

Staff4; A different type of self control, but self awareness, the YP would moderate each others behaviour a bit with regard to language and how they were treating others and with certain issues. There was a really interesting conversation regarding racism at one time, I was on the side of the benches listening, but some of the YP presented some background and attitudes that they'd heard and maybe felt were true and others challenged these in quite a clear way, other YP challenged these. So as far as self control, and self awareness, there was some really interesting stuff going on, not even led by us, just between themselves.

Staff2; one thing I've noticed is that youngsters, when people are talking they interrupt a lot less. I think that's a fantastic way of maintaining your own control, even when you sometimes hearing things that interest you, or disinterest you, or you don't wanna hear. Even when they agree with something your saying, and they wanna give their two pence as well. I think it's good they're holding that back now.

Staff3; I noticed on the camp out, on the last night of the camp out when some people's spirits were quite low, there were others then who really made an effort to try to support those individuals, rather than taking the Mickey out of them, and whatever, they tried to do things to make them feel better, and didn't undermine them, which I was impressed with.

Staff2; I think the fact that you've brought it up, you now. How do you feel? What do you feel? Do you notice this change? Just thinking about that can give people a bit of a seed. It may be their first time to talk about it you know? Maybe in some cases their first time to be asked how you are feeling and be able to say how you are feeling and be able to express it. The fact they can even consider it like, I think it's new for everybody at some point, when you actually talk about your feelings. They might think what, you talk about them, don't we just feel them? That kinda attitude.

Staff3; another instance when that happened was with * when he was on the horse and he was really scared, and some other YP were talking to the instructor saying *'s really nervous he wants to get off can you keep an eye on him. They were trying to talk to him as well and calm him down.

Staff1; One YP brought to my attention that another YP wasn't feeling to good. I asked him how he knew and he said, I've been watching him and he's been giving off body language like that, I think he's gonna start crying soon. At the time he seemed fine to me, but sure enough he shed a couple of tears about half an hour later. He predicted he was gonna cry and then he actually did.

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