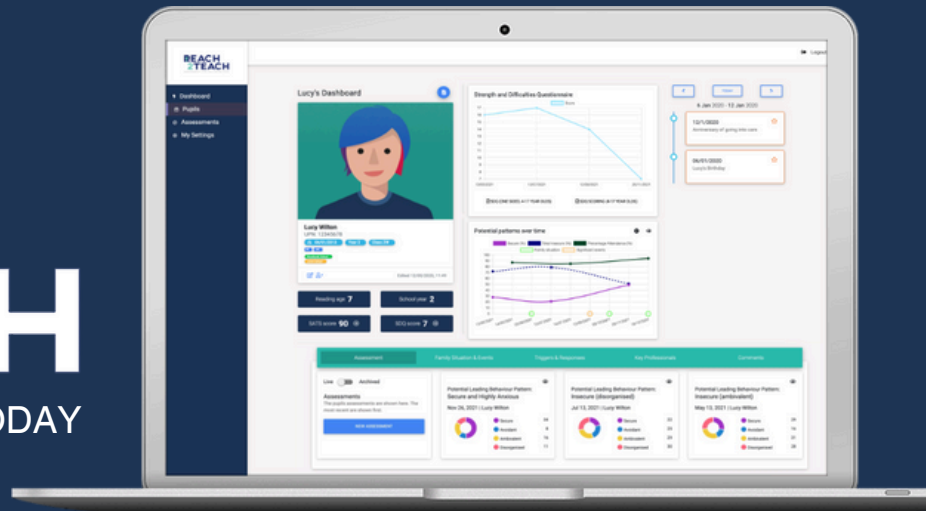# CourseWeDo

REACH 2TEACH

AFIT - ACTION FOR INCLUSION TODAY

Reach2Teach AFIT has been proven to improve behaviour, help children settle to learn and do better at school

What is AFIT?

AFIT is an online tool that identifies a child's or young person's relational and learning needs, offering attachment-aware and trauma-informed interventions. It conducts a needs analysis, suggests interventions, generates reports, and evaluates the impact on behaviour

Why Choose AFIT

- Improves behaviour & promotes inclusion
- Evidence-based
- Improves communication
- Powerful reporting
- Low cost
- Saves time

Research Findings

Imapct of AFIT

The use of **Reach2Teach AFIT** significantly i**ncreased secure behaviours** and **reduced insecure behaviours** (ambivalent, avoidant, and disorganised), with these changes being statistically significant and not by chance.

Insecure Behaviours & SDQ

There is a **significant positive correlation** between total insecure behaviours recorded in a **AFIT needs analysis and SDQ scores**, meaning lower insecure behaviours are linked to lower SDQ scores and vice versa.

Conclusion

Given that the use of AFIT can reduce insecure behaviours, it can be inferred that **SDQ scores should also decrease as a result of using Reach2Teach AFIT**, due to the positive relationship between insecure behaviours and SDQ outcomes.

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Does the use of Reach2Teach Action for Inclusion Today (AFIT) have an impact on a child or young person's behaviour and can AFIT be correlated with Strength and Difficulties Questionnaire score (SDQ)?

Research Objectives

✓ The purpose of this research is to determine whether the Reach2Teach Action for Inclusion Today (AFIT) evidencing tool has an impact on a child's or young person's behaviour (secure and insecure behaviours)

✓ It will be determined whether there is a correlation between total insecure behaviours from the AFIT needs analysis and SDQ score

Method

Research Design

Quantitative data.

Participants

- A total of 589 children across the UK had a least 2 AFIT needs analysis and therefore were included in this study
- 510 children had at least 1 AFIT needs analysis and 1 SDQ scores entered onto AFIT

Data Collection

Anonymised data from children or young people who had 1 or more needs analyses on AFIT between March 2020 and January 2025 were analysed.

Analysis Approach

Analysis Approach: A comparison was made between the first and last needs analysis to identify significant statistical differences in behaviours. Data from AFIT needs analysis were compared to SDQs

Data Analysis

Statistical analysis - Paired T-Test and Pearson's Correlation
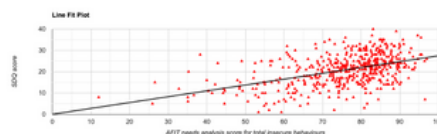
Results

The effects of using Reach2Teach AFIT on behaviour

- **Secure Behaviours** - the last needs analysis average is greater than the first needs analysis average, and the difference is big enough to be statistically significant $P<.001$
- **Insecure Behaviours** (Ambivalent, Avoidant, Disorganised and total insecure behaviours - the last needs analysis average is smaller than the first needs analysis average, and the difference is big enough to be statistically significant $P<.001$

Graph 1: Comparison of mean behaviour percentage score from first and last needs analysis for children with 2 or more completed needs analysis (n=589)
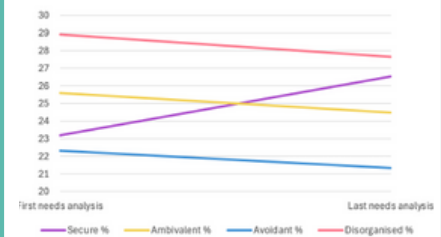
Graph 2: Correlation between Total insecure behaviour percentage score and SDQs before using Reach2Teach AFIT (n=510)

The correlation between AFIT total insecure behaviours & SDQs

Results of the Pearson correlation indicated that there is a significant positive relationship between AFIT needs analysis score for total insecure behaviours and SDQ score, $(r(510) = .429, p < .00$

Conclusion

✓ I**mpact of AFIT:** The use of Reach2Teach AFIT significantly increased secure behaviours and reduced insecure behaviours (ambivalent, avoidant, and disorganised), with these changes being statistically significant and not by chance.

✓ **Insecure Behaviours & SDQ:** There is a significant positive correlation between total insecure behaviours recorded in a AFIT needs analysis and SDQ scores, meaning lower insecure behaviours are linked to lower SDQ scores and vice versa.

✓ **Conclusion:** Given that the use of AFIT can reduce insecure behaviours, it can be inferred that SDQ scores should also decrease as a result of using Reach2Teach AFIT, due to the positive relationship between insecure behaviours & SDQ outcomes.

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