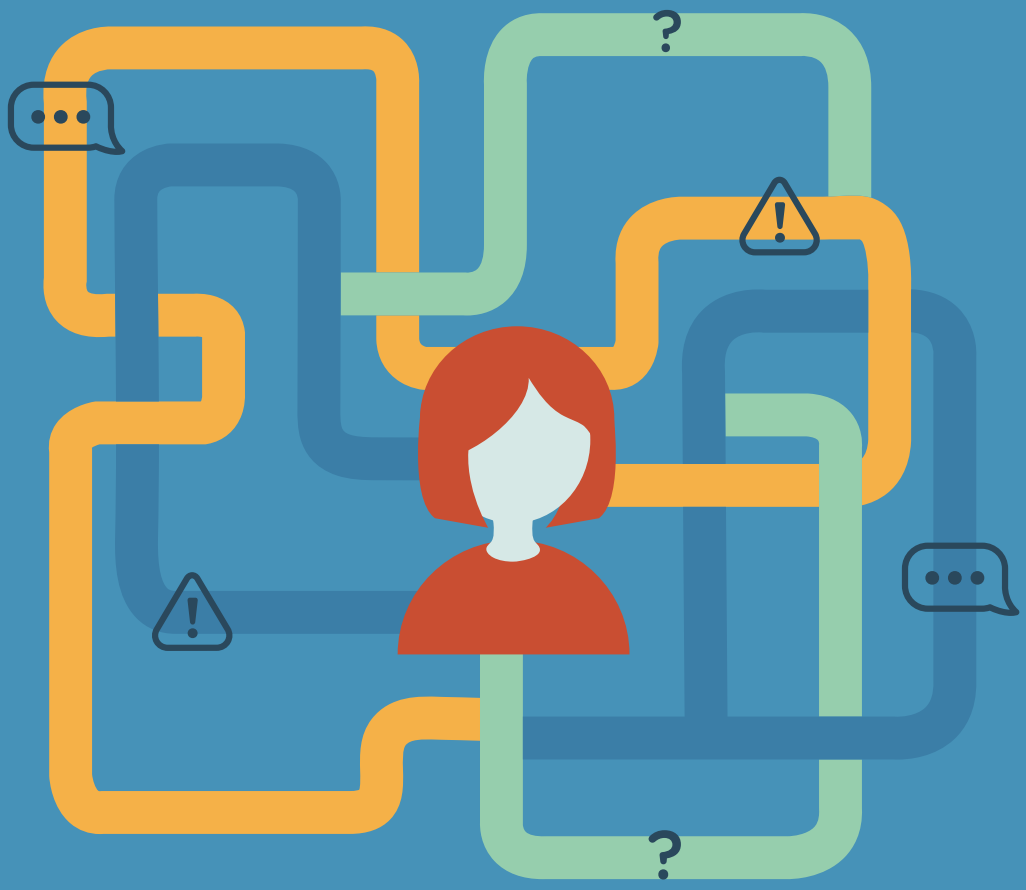

EMPOWERED TO INTERVENE

AN IMPACT REPORT ON THE SPLC/PERIL GUIDE TO YOUTH RADICALIZATION

SPLC Southern Poverty Law Center

Polarization & Extremism Research & Innovation Lab
Center for University Excellence

POLARIZATION AND EXTREMISM RESEARCH AND INNOVATION LAB (PERIL)

PERIL brings the resources and expertise of the university sector to bear on the problem of growing youth polarization and extremist radicalization, through scalable research, intervention, and public education ideas to reduce rising polarization and hate.

SOUTHERN POVERTY LAW CENTER

The SPLC seeks to be a catalyst for racial justice in the South and beyond, working in partnership with communities to dismantle white supremacy, strengthen intersectional movements, and advance the human rights of all people.

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INTRODUCTION

Rates of radicalization, extremism, and far-right political violence in the United States have skyrocketed in recent years. However, interventions remain focused on a securitized approach to the problem, only addressing the symptoms of this crisis and rarely their causes. The Southern Poverty Law Center (SPLC) and American University's Polarization and Extremism Research and Innovation Lab (PERIL) have developed a resource— *Building Resilience & Confronting Risk in the COVID-19 Era: A Parents and Caregivers Guide to Online Radicalization*—to begin to address a lack of "pre-preventative" resources. The guide offers background information on extremism and online radicalization, effective strategies for engaging youth on these topics, and an extensive list of accessible resources.

The guide was developed through a combination of focus groups, academic research, and writing by subject-matter experts. PERIL takes an evidence-based approach to developing content and intervention strategies, using data-driven analysis and regular review and modification to tailor our work to the needs of the field.

The guide was then subjected to rigorous impact study to assess its effectiveness in achieving these outcomes. What follows is a summary of that impact study. As its findings will show, the guide succeeded in achieving all of its intended outcomes.

Every section improved participants' awareness and understanding of extremism and youth radicalization

KEY FINDINGS

Increased Knowledge & Awareness

1. *The Parents and Caregivers Guide* significantly improved overall awareness and understanding of extremism and youth radicalization.

2. *The Parents and Caregivers Guide* significantly improved overall willingness to act on issues related to extremism and youth radicalization.

3. Looked at separately, every single section of the *Parents and Caregivers Guide* greatly improved our participants' awareness and understanding of extremism and youth radicalization.

Greater Engagement = Better Results

4. The longer people spent reading the guide, the more likely they were to report having the confidence and skills to intervene, and the more understanding they had about topics related to extremism.

5. Women spent significantly longer reading the guide and learned significantly more than men.

FIGURE 1. Time spent reading the guide predicting total post-test skills score.

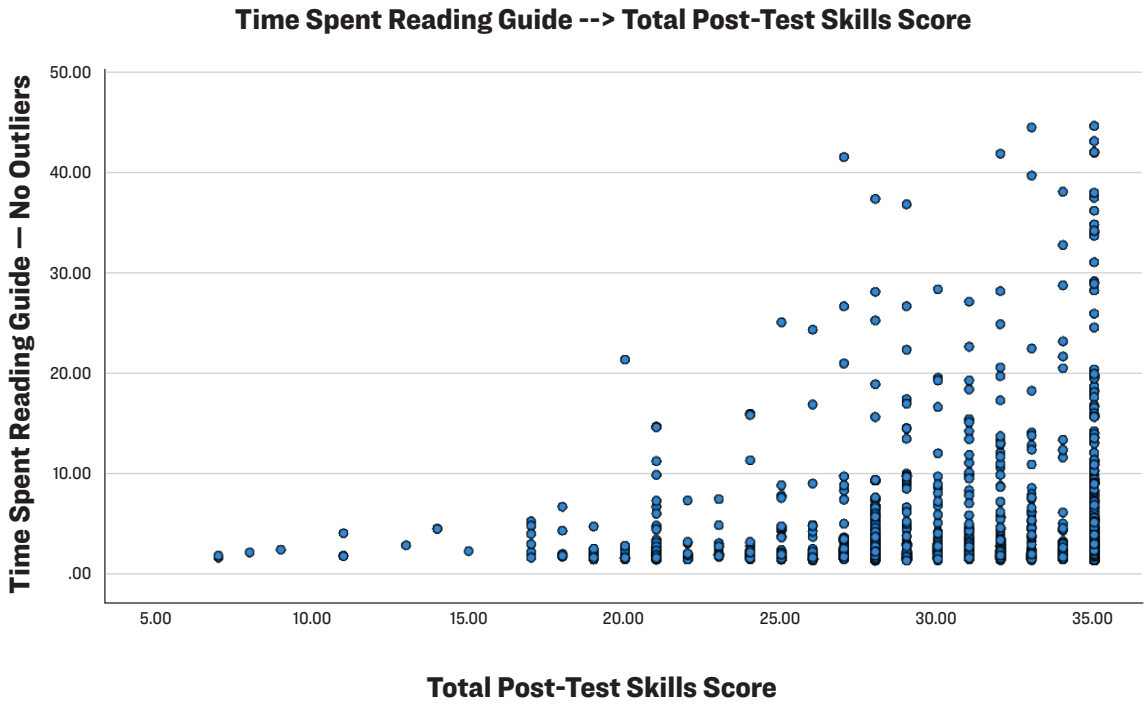
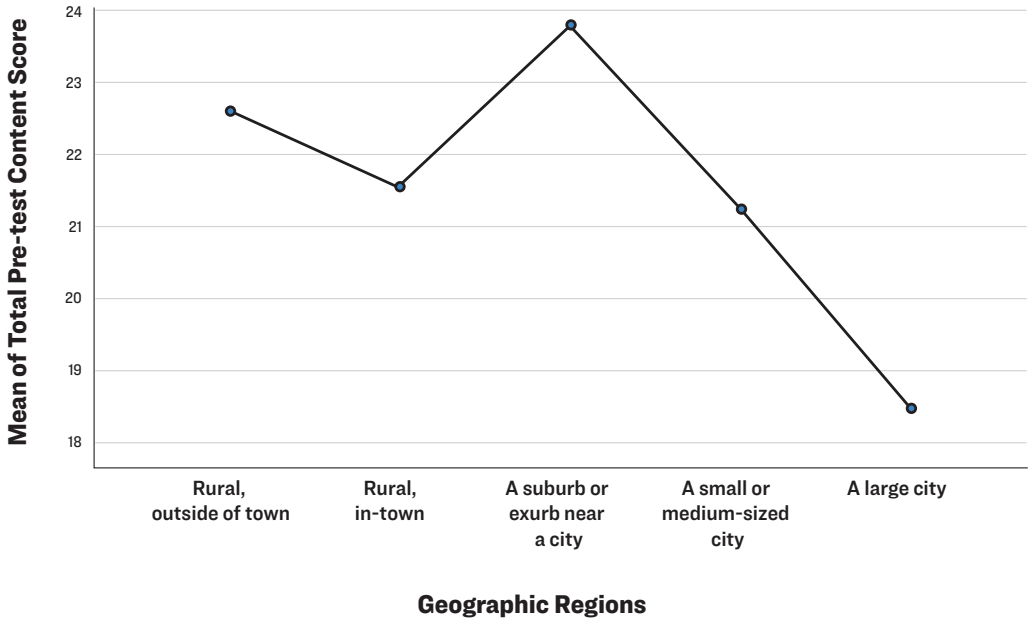


FIGURE 2. Breakdown of total pre-test content score by geographic region.



Insights: Confidence, Overconfidence, & Filter Bubbles

6. Although men and women did not come into the study with different levels of confidence and skills related to extremism, women left the study significantly more willing to intervene on behalf of young people coming into contact with extremism.

7. Coming into the study, respondents living in big cities knew significantly *less* about extremism than those living in any other geographic area (e.g. rural, suburbs, small city).

8. People with lower levels of education came into the study with significantly more knowledge and understanding of extremism, compared to those with higher levels of education.

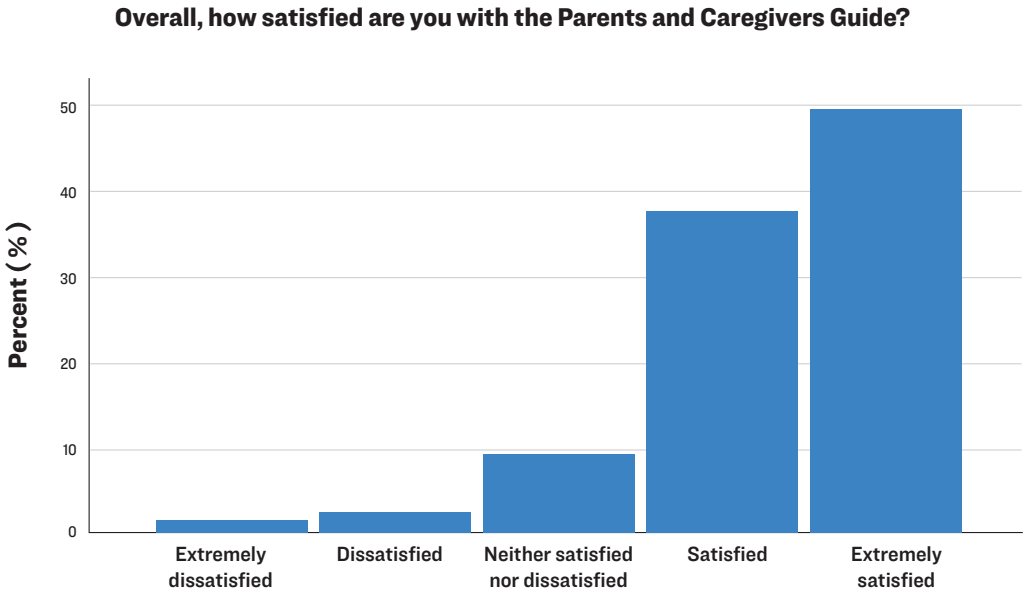
9. Prior to reading the guide, parents of younger children (younger than 18 years old) knew significantly less about extremism and radicalization than parents of older children (19+ years old).

10. Mothers came into the study already knowing more about extremism and radicalization than fathers, and that gap only widened after reading the guide.

11. Prior to reading the guide, Democrats and Republicans did not significantly differ in their knowledge of extremism. However, Republicans did significantly better than Democrats in terms of knowledge of extremism after having read the guide.

Mothers came into the study knowing more about extremism and radicalization than fathers ...that gap only widened after reading the guide

FIGURE 3. Overall satisfaction with Parents and Caregivers Guide (n = 755).



12. Both prior to and after reading the guide, Democrats were significantly more willing to intervene on behalf of young people they suspect are becoming radicalized compared to Republicans.

13. Prior to reading the guide, respondents with higher education levels reported high levels of confidence in their ability to help a child distinguish between trustworthy and untrustworthy news sources. However, after reading the guide, they reported lower confidence in this ability. This suggests that the guide may have helped to reduce over-confidence among educated respondents.

The guide may have helped to reduce overconfidence among educated respondents

Parents & Caregivers Liked the Guide

14. Democrats rated their overall satisfaction with the guide higher than Republicans.

15. The overall assessment of the *Parents and Caregivers Guide* was extremely positive. Half of participants were extremely satisfied with the guide, and 87% of participants said they were either satisfied or extremely satisfied.

METHODS

Participants

We recruited 755 total subjects from the Qualtrics database to participate in our project. Respondents self-reported their sex, for a spread of 49% female, 49.8% male, and .3% non-binary (2 total subjects). Mean subject age was 43.1 years old (SD = 10.9), with subjects ranging from 18 to 80 years old. Our sample had parents of children from a variety of age groups: 19.4% of their children were 0-6 years old; 27.6% of their children were 7-12 years old; 39.7% of their children were 13-18 years old; 7.5% of their children were 19-23 years old; and 5.8% of their children were 24 years old or older. Subjects were given the opportunity to self-report race-ethnicity with an option of "choose all that apply." Of the sample, 82% identified as white, 7.8% identified as black/African American, 3.2% identified as Asian or Asian-American, and the rest identified as some combination of Latinx, American Indian, or "mixed race-ethnicity." Our sample consisted predominantly of parents (92%).

TABLE 1. Demographic information for total sample (n = 755).

DEMOGRAPHICS	N	%
EDUCATION LEVEL		
Less than HS Diploma	15	2%
HS Diploma or equivalent	196	26%
Bachelor's degree	229	30.3%
Master's degree	189	25%
Professional degree (JD, MD)	32	4.2%
Doctorate degree (PhD, Ed.D)	53	7%
EMPLOYMENT		
Full-time (40+ hours per week)	493	65.3%
Part-time (less than 40 hours per week)	52	6.9%
Retired	52	6.9%
Student	4	0.5%
Unable to work	23	3%
Unemployed (currently looking for work)	40	5.3%
Unemployed (not currently looking for work)	46	6.1%
HOME LOCATION		
A large city	326	43.2%
A small or medium-sized city	101	13.4%
A suburb or exurb near a city	195	25.8%
Rural, in-town	77	10.2%
Rural, outside of town	49	6.5%

POLITICAL IDEOLOGY		
Democrat	366	48.5%
Independent	157	20.8%
Republican	212	28.1%
Green Party	4	.5%
Libertarian	5	.7%
Other	10	1.3%
MARITAL STATUS		
Married	569	75.4%
In a domestic partnership	38	5%
Separated	11	1.5%
Divorced	45	6%
Widowed	17	2.3%
Single	75	9.9%
INCOME		
Over $120,000 per year	218	28.9%
$101,000 - $120,000 per year	103	13.6%
$81,000 - $100,000 per year	94	12.5%
$61,000 - 80,000 per year	96	12.7%
$41,000 - $60,000 per year	73	9.7%
$21,000 - $40,000 per year	111	14.7%
Under $20,000 per year	60	7.9%
PARENT STATUS (FOR THOSE WHO ARE PARENTS)		
Full-time	661	87.5%
Part-time	27	3.6%
Other	10	1.3%

Materials & Measures

We developed this impact study using the Qualtrics online survey platform, designing the survey instrument to measure outcomes SPLC outlined as important for determining the guide's overall impact. These outcomes included assessing how the guide changed awareness and understanding of online radicalization, as well as behavioral intention to engage actively with young people at risk for radicalization. The impact study assesses two different components of the guide's impact: content and skills. The content section assesses changes in awareness and understanding, while the skills section assesses behavioral intention. Each section of the guide has a corresponding subsection in the instrument, e.g. the "Understanding the Drivers" section of the guide has a corresponding subscale in the survey instrument. The measures are either multiple choice or "choose all that apply."

Procedure

The impact study survey instrument was structured for a pre-test/post-test analysis, where the full pre-test assessment of knowledge and skills was delivered to the subject first. Then, the subject was instructed to take the post-test version, in which each subsection of the post-test instrument was preceded by that corresponding section of the guide. Respondents were allowed as much time as they wanted to read each section before moving on to answer questions about that section. There were six sections of knowledge/content, which were compared from pre-test to post-test, as well as one section of skills related to intervening on behalf of young people, which was also compared from pre-test to post-test. In this way, the impact study determined each subject's change in both knowledge about radicalization and willingness/ability to intervene. Finally, the respondent was instructed to fill out a summary "wrap-up" section, where their overall feelings about the guide and their willingness to intervene were assessed.

The main hypotheses and the statistical tests to be used for analysis were recorded prior to analyzing any study data in order to ensure that post hoc data mining was not done. The main hypotheses for this impact study were: 1) that there would be an increase in knowledge/content scores from pre-test to post-test, and 2) that there would be an increase in the behavior/skills scores from pre-test to post-test. Other hypotheses predicted that the intersection of demographic variables and pre-test scores would impact post-test scores. Paired samples t-tests were used to measure the main hypotheses, and linear regressions, bivariate correlations, and analysis of variance were utilized in subsequent analysis of the data.

DISCUSSION

This study measured the impact of the *Parents and Caregivers Guide* on respondents' awareness and understanding of online radicalization, as well as their behavioral intention to intervene in the life of a young person exposed to radicalizing content. Overall, this impact study demonstrated that the *Parents and Caregivers Guide* was a resounding success. In almost every measure, the post-test scores strongly and significantly increased compared to seven pre-test counterparts. Knowledge of the issues and warning signs of radicalization increased, as did subjects' willingness to intervene in the life of a young person falling down a rabbit hole of extremism. Subjects reported being more willing to speak with a child about extremism, and demonstrated a better understanding of how to speak with that child, i.e. not being punitive, not underestimating the influence of humor and "edgy" jokes, and recognizing how more hours spent online means a need for better safety practices.

Some of the most interesting findings reflected exposure to extremist beliefs and ideas prior to reading the guide. People living in large cities knew significantly less about extremism and online radicalization compared to any other region. Respondents who had completed graduate school knew less about extremist ideas than those who hadn't, and higher education levels predicted lower knowledge of extremism. This strongly suggests that large cities and higher education are acting as their own sorts of filter bubbles, in which education about extremism, radicalization, and the internet is badly needed.

Unfortunately, it was not possible to evaluate how effective the guide was with readers who have children in their lives but are not themselves parents. Out of 755 total respondents, only 10 indicated that they were not parents, but still had a child or children in their life.

In order to more extensively evaluate the impact of this guide, it is critical to learn how long the knowledge and skills conferred by the guide stay with those who read it. Conducting a 3, 6, and 9 month follow-up with subjects would allow for longitudinal analysis, measuring what readers retain or forget, and for how long. It is important to acknowledge the possibility of learning effects in any study utilizing pre-test/post-test analysis with this short of a time interval in between assessments. Reading through sections of the guide and seeing information that directly relates to the questions a respondent previously answered could make that information seem particularly important. Future work might incorporate a partner study in which post-test content assessment is conducted as a treatment condition, and pre-test content assessment is conducted as a control condition. Triangulating the conclusions of this impact study using multiple research methodologies would allow for maximum confidence in the conclusions drawn from the present impact study.

This impact study demonstrated that the *Parents and Caregivers Guide* confers real knowledge to those who take the time to read it. A mere seven minutes of reading the guide resulted in subjects coming away with valuable information and increased confidence in their ability to talk with young people about online radicalization. That is a tremendous success and will have a real impact on any parent or adult charged with keeping the child or children in their life safe from extremists and online radicalization.

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APPENDIX A
CONTENT & SKILLS ASSESSMENT QUESTIONS

[CONTENT SECTION: EXTREMIST KNOWLEDGE AND INFORMATION]
This group of questions will ask about your knowledge regarding radicalization. This will include questions about new risk factors and traditional risk factors involved in radicalization, signs of radicalization, toxic online communities, tactics used by extremists, internet safety strategies, and resources available to you.

4-option multiple choice; randomize answer order

[Online Radicalization: OR1 - OR4]
1. As it relates to extremism, what is a content rabbit hole ?
2. As it relates to extremism, what is a filter bubble ?
3. Does sharing extremist content with friends or peers contribute to radicalization?
4. How do extremists use the internet to recruit and spread propaganda?

[COVID: CVD1 - CVD4]
1. Due to COVID, youth are now spending _____, and _____.
2. What effects have COVID-related restrictions had on youths' contact with trusted adults outside of their home?
3. COVID has negatively impacted youth in the following ways: [choose all that apply]
4. How do extremists exploit COVID-related tragedy and loss?

[Warning Signs: WS1 - WS4]
1. What does the Great Replacement refer to?
2. What is another term for supporting a second American Civil War? [choose all that apply]
3. Which of the following belief or beliefs are related to extremist ideology? [choose all that apply]
4. How do extremists radicalize youth using conspiracy theories that are seemingly unrelated to one another?

[Drivers: D1 - D5]
1. Which of these do extremist groups offer to young people? [choose all that apply]
2. Is there a connection between sharing "edgy" or shocking material as a joke and extremism?
3. How does social isolation relate to extremism?
4. What are tactics that extremists use to convince people of their beliefs? [choose all that apply]

[Sites and platforms: SP1 - SP5]
1. Which of the following websites or apps are red flags for parents/caregivers? [choose all that apply]
2. How do extremists exploit mainstream websites like Discord, Reddit, Facebook, Tik Tok, Youtube, Instagram, or Twitter? [choose all that apply]
3. How do sites with limited or no content moderation contribute to online radicalization?
4. Which of these are good internet safety practices for children to use? [choose all that apply]

[Responding to Hate/Getting Help: RHGH1 - RHGH3]
1. Children and adolescents who experience harassment are more likely to experience... [choose all that apply]
2. If a child or youth is experiencing online harassment or bullying by students at their school, parents/caregivers should...
3. If you suspect a child is at risk for radicalization, you should...

[Skills Section: Behavioral Intention]
This group of questions will ask about your ability to discuss and confront radicalization. This will include listening skills, discussion skills, and ways to empower youth.

5-point Likert scale; 1 (Definitely not); 2 (Probably not); 3 (Maybe or maybe not); 4 (Probably); 5 (Definitely)

[Engage and Empower: EE1 - EE7]
1. Would you talk with a child about online radicalization if you suspected they were coming in to contact with extremist material online?
2. Can you talk with a child who is discussing extremist ideas without ridiculing or punishing them?
3. Can you help a child distinguish between trustworthy and untrustworthy news sources?
4. Can you identify propaganda tactics that extremists use to recruit youth?
5. Can you identify behaviors that build resilience against radicalization in youth?
6. Could you talk with a child about online extremism from a place of curiosity and not a place of judgment?
7. Can you inform a child or children about good internet safety practices?

APPENDIX B
RESULTS SECTION & STATISTICAL ANALYSIS FOR KEY FINDINGS

Results

The average time spent reading the guide was 7.3 minutes (SD = 12.43). Subjects left the study believing that, measured on a 5-point likert scale, they definitely understood the process by which youth become radicalized online (M = 4.38, SD = .86), with 47% indicating Definitely Yes and 37% indicating Probably Yes; that they were very prepared to talk with youth about online extremism (M = 4.44, SD = .79), with 48% indicating Definitely Yes, and 35% indicating Probably Yes; that they could intervene with youth whom they suspect are in contact with extremist ideas (M = 4.43, SD = .80), with 46.5% indicating Definitely Yes, and 35.4% indicating Probably Yes; and that they would know where to get help if they suspected a child was coming into contact with extremist ideas (M = 4.41, SD = .86), with 48.5% indicating Definitely Yes, and 32.6% indicating Probably Yes. Finally, 49.5% of all subjects said that they were Extremely Satisfied with the P*arents and Caregivers Guide* overall, and another 37.5% said that they were Satisfied with the guide.

Below is the statistical analysis for each of the key findings:

Increased Knowledge & Awareness

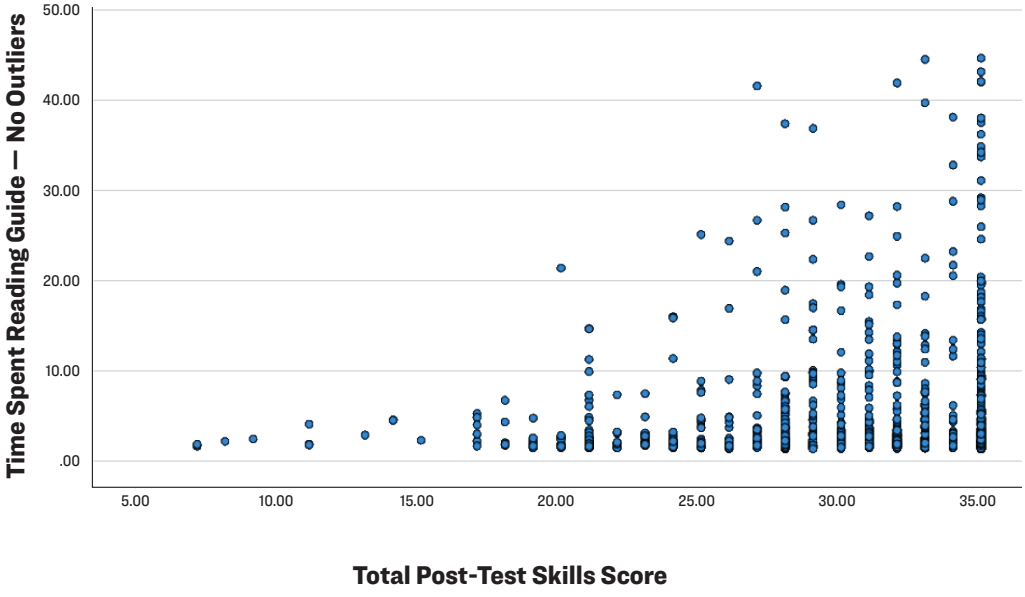
1. A paired-samples t-test was conducted to compare the total amount of knowledge and information a subject had about extremism prior to reading the guide, versus how much total knowledge and information they had about extremism after reading the guide. Comparing the pre-test content score (M = 21.5, SD = 7.7) to the post-test content score (M = 24.4, SD = 10.3), results indicate that after an individual read the *Parents and Caregivers Guide*, they saw a statistically significant improvement in understanding the issues involved in youth radicalization, t(623) = -13.8, p < .000.

2. A paired-samples t-test was conducted to compare a subject's overall willingness to intervene on behalf of a young person exposed to extremist content prior to reading the guide, versus how willing a subject was to intervene on behalf of a young person exposed to extremist content after reading it. Comparing the pre-test skills score (M = 29.0, SD = 5.2) to the post-test skills score (M = 30.1, SD = 5.1), results indicate that after an individual read the *Parents and Caregivers Guide*, they saw a statistically significant improvement in their willingness to intervene and prevent youth radicalization, t(754) = -8.37, p < .000.

TABLE 2. Paired samples t-tests evaluating pre-test to post-test for each content-related section of the guide.

PRE-TEST/POST-TEST PAIRED SUBSCALES	X DIFFERENCE	95% CL LOWER	95% CL UPPER	T	P
Pre-test Online Radicalization Subscale x Post-test Online Radicalization Subscale	-.24	-.32	-.15	-5.28	.000
Pre-test COVID subscale x Post-test COVID subscale	-.39	-.50	-.29	-7.48	.000
Pre-test Warning Signs subscale x Post-test Warning Signs subscale	-.75	-.88	-.62	-11.54	.000
Pre-test Understanding Drivers subscale x Post-test Understanding Drivers subscale	-.33	-.44	-.22	-5.82	.000
Pre-test Responding to Hate, Getting Help subscale x Post-test Responding to Hate, Getting Help subscale	-.93	-1.11	-.75	-10.25	.000
Pre-test Warning Signs subscale x Post-test Warning Signs subscale	-.08	-.15	-2.23	-2.23	.03

FIGURE 4. Time spent reading the guide predicting total post-test skills score.



Greater Engagement = Better Results

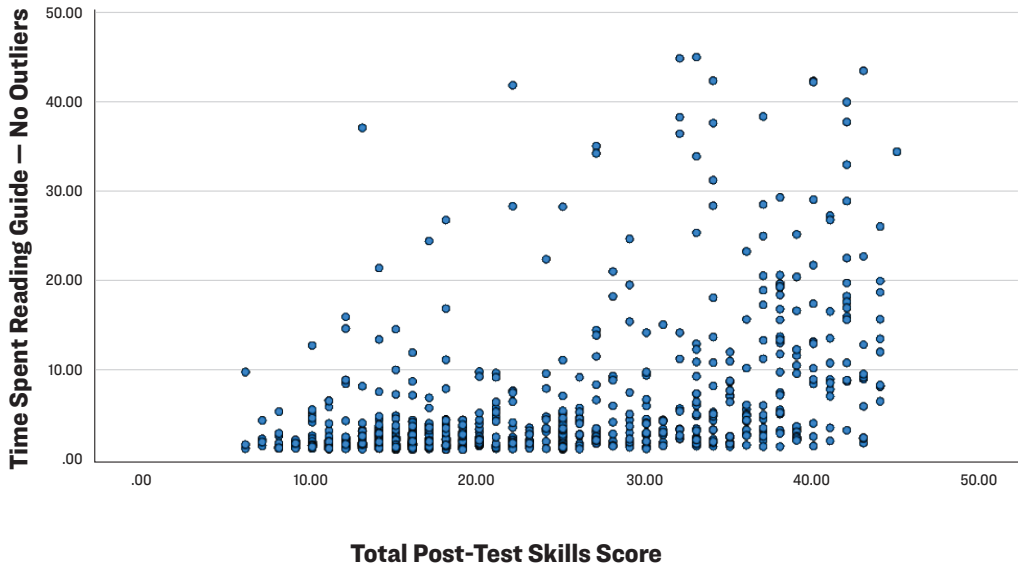
3. A linear regression was calculated to predict total post-test skills score based on total time spent in minutes reading the guide. A significant regression equation was found, which indicated that minutes spent reading the guide significantly predicted total post-test skills scores, b = .16, t(753) = 4.43, p <.001. Minutes spent reading the guide explained a significant proportion of variance in post-test skills scores, R2adj = .02, F(1, 753) = 19.61, p <.001.

Further, a second linear regression was calculated to predict total post-test content score based on total time spent in minutes reading the guide. A significant regression equation was found here as well, which indicated that minutes spent reading the guide significantly predicted total post-test content scores, b = .40, t(644) = 50.12, p <.001. Minutes spent reading the guide explained a significant proportion of variance in post-test content scores, R2adj = .16, F(1, 644) = 119.67, p <.001.

4. An independent samples t-test was conducted to compare the effect of sex on total time spent reading the guide. The effect of sex on total time spent reading the guide was significant at the p < .05 level [t(744) = -2.95, p = .003]. Women (M = 8.60, SD = 12.5) read the guide for significantly more minutes than men (M = 5.93, SD = 12.23). With only 2 people identifying as non-binary, the comparison was dropped in the final analysis.

An independent samples t-test was conducted to compare the effect of sex on total post-test content score. The effect of sex on post-test content score was significant at the p < .05 level [t(636) = -5.59, p <.000]. Women (M = 26.70, SD = 10.57) did significantly better on the total assessment of knowledge gained in the post-test compared to men (M = 22.21, SD = 9.64). With only 2 people identifying as non-binary, the comparison was dropped in the final analysis.

FIGURE 5. Time spent reading the guide predicting total post-test content score.



Confidence, Overconfidence, & Filter Bubbles

5. An independent samples t-test was conducted to compare the effect of sex on total pre-test skills score. The effect of sex on pre-test skills score was not significant at the $p < .05$ level [$t(744) = -1.37$, $p = .172$]. Women ($M = 29.23$, $SD = 5.11$) did not demonstrate significantly different levels of behavior intention on the total assessment of skills exhibited in the pre-test compared to men ($M = 28.71$, $SD = 5.32$). With only 2 people identifying as non-binary, the comparison was dropped in the final analysis.

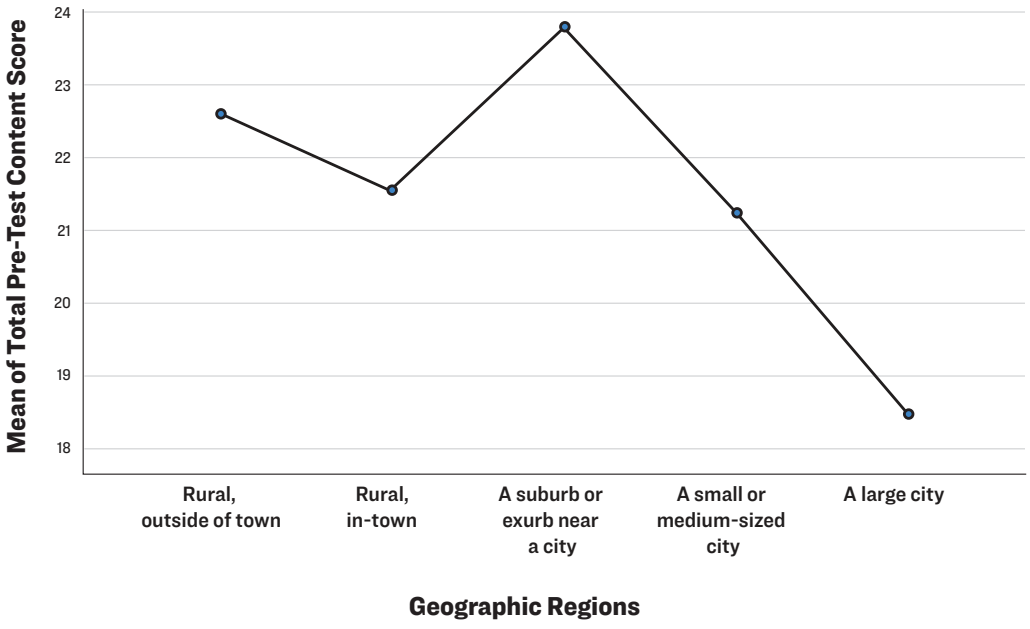
Another independent samples t-test was conducted to compare the effect of sex on total post-test skills score. The effect of sex on post-test skills score was significant at the $p < .05$ level [$t(744) = -2.94$, $p = .003$]. Women ($M = 30.68$, $SD = 4.89$) demonstrated significantly higher levels of behavior intention on the total assessment of post-test skills compared to men ($M = 29.59$, $SD = 5.22$). With only 2 people identifying as non-binary, the comparison was dropped in the final analysis.

6. A one-way between subjects ANOVA was conducted to compare the effect of geographic region on pre-test content scores, in individuals who reported their home to be either "Rural, outside of town," "Rural, in-town," "A suburb or exurb near a city," "A small or medium-sized city," or "A large city." There was a significant effect of geographic region on the mean pre-test content scores at the $p < .05$ level for the five conditions [$F(4, 698) = 16.0$, $p < .000$].

Post hoc comparisons using the Tukey HSD test indicated that the mean score for those reporting living in "A large city" ($M = 18.5$, $SD = 6.9$) was significantly different than all other conditions, i.e. those living in "A small or medium sized city" ($M = 21.3$, $SD = 7.7$), "A suburb or exurb near a city" ($M = 23.8$, $SD = 7.8$), "Rural, in town" ($M = 21.6$, $SD = 8.0$), and "Rural, out of town" ($M = 22.6$, $SD = 7.6$).

Taken together, these results suggest that those who say they are living in large cities are significantly less knowledgeable about extremist ideas than those who live in other areas. This finding suggests that living in a large-city may act as a sort of geographic filter bubble, and thus may require extra efforts to learn about radicalization and extremism.

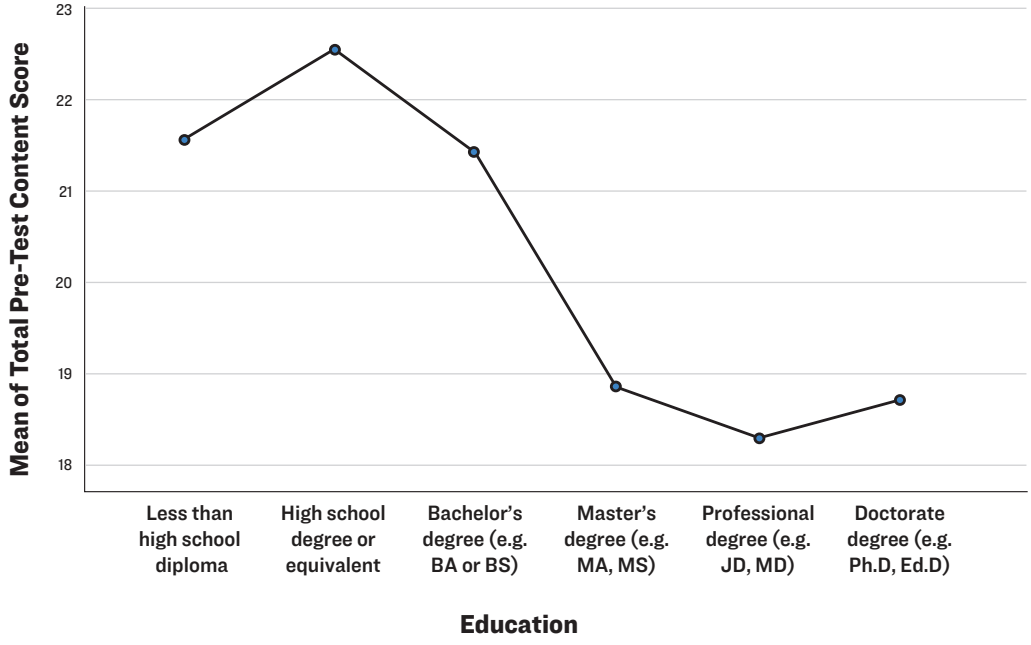
Figure 6. Breakdown of total pre-test content score by geographic region.



7. A linear regression was calculated to predict total pre-test content score based on education level. A significant regression equation was found here, which indicated lower education levels significantly predicted higher pre-test content scores, b = -.19, t(670) = -4.89, p < .001. One's education level explained a significant proportion of variance in the pre-test content scores, R2adj = .03, F(1, 670) = 23.87, p <.001.

An independent samples t-test was conducted to compare education level—"Less than high school diploma," "High school degree or equivalent," and "Bachelor's degree" versus "Master's degree," "Professional degree," or "Doctorate degree"—on pre-test content scores. There was a significant difference for lower education levels (M = 21.96, SD = 7.76) compared to higher education levels (M = 18.79, SD = 7.16) on the pre-test content scores at the p < .05 level, t(669) = 5.30, p <.001. These results reflect the regression findings above and indicate that those with graduate level degrees knew significantly less about extremist ideas compared to those with less education.

Figure 7. Pre-test total content score, broken down by education level.

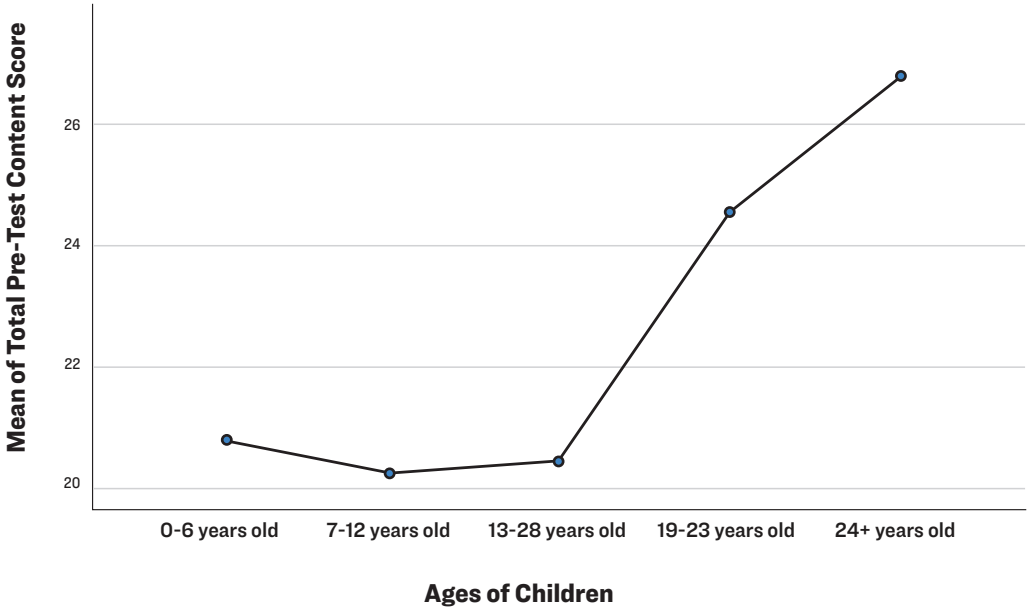


8. A one-way between subjects ANOVA was conducted to compare the effect of child age on pre-test content scores, in parents with 0-6-year-old children, parents with 7-12-year-old children, parents with 13-18-year-old children, parents with 19-23-year-old children, and parents with children older than 24 years old. There was a significant effect of age group on the mean pre-test content scores at the $p < .05$ level for the five conditions [$F (4, 605) = 10.27$, $p < .000$].

Post hoc comparisons using the Tukey HSD test indicated that the mean score for the 19 to 23-year-old children condition (M = 24.5, SD = 6.9) was significantly different than the 0-6-year-old condition (M = 20.7), the 7-12-year-old condition (M = 20.2, SD = 7.1), and the 13-18-year-old condition (M = 20.4, SD = 7.6). Post hoc comparisons using the Tukey HSD test indicated that the mean score for the 24-year-old children or older condition (M = 26.8, SD = 6.4) was significantly different than the 0-6-year-old condition (M = 20.7), the 7-12-year-old condition (M = 20.2, SD = 7.1), and the 13-18-year-old condition (M = 20.4, SD = 7.6). However, the parents with children ages 19-23 (M = 24.5, SD = 6.9) did not significantly differ from the parents with children 24 years old or older (M = 26.8, SD = 6.4)

Taken together, these results suggest that children's age has an effect on their parents' pre-test content/information scores, where parents of younger children knew significantly less about online radicalization than parents of older children.

FIGURE 8. Breakdown of total pre-test content score by age of our subjects' children.



9. An independent samples t-test was conducted to compare pre-test content scores between mothers and fathers. There was a significant difference in the scores for mothers (M = 22.5, SD = 7.7) and fathers (M = 19.1, SD = 7.2); t(653) = 5.83, p < .000. These results suggest that mothers came into the study knowing more about online radicalization and extremism than fathers.

10. An independent samples t-test was conducted to compare the effect of political party affiliation on total pre-test content score. The effect of political party affiliation on total pre-test content score was not significant at the p < .05 level [t(691) = -.91, p = .36]. Republicans (M = 21.00, SD = 7.49) knew slightly more about extremism than Democrats (M = 20.47, SD = 7.79) but not significantly more.

However, looking at post-test content scores using an independent samples t-test, a comparison was made to evaluate the effect of political party affiliation on total post-test content score. The effect of political party affiliation on total post-test content score was significant at the p <.05 level [t(628) = -2.48, p = .014]. Republicans (M = 25.31, SD = 10.33) demonstrated a significantly higher amount of knowledge regarding extremism than Democrats (M = 23.28, SD = 10.22) after having read the guide.

11. An independent samples t-test was conducted to compare the effect of political party affiliation on total pre-test skills score. The effect of political party affiliation on total pre-test skills score was significant at the p <.05 level [t(733) = 3.62, p <.001]. Before reading the guide, Democrats (M = 29.74, SD = 5.00) were significantly more likely to indicate an overall willingness to intervene with young people regarding extremism compared to Republicans (M = 28.39, SD = 5.11).

A second independent samples t-test was conducted to compare the effect of political party affiliation on total post-test skills score. The effect of political party affiliation on total post-test skills score was significant at the p

TABLE 3. Overall satisfaction with Parents and Caregivers Guide (n = 755).

HOW SATISFIED?	N	%
Extremely Satisfied	374	49.5%
Satisfied	283	37.5%
Neither Satisfied nor Dissatisfied	70	9.3%
Dissatisfied	17	2.3%
Extremely Dissatisfied	10	1.3%

<.05 level [t(733) = 2.22, p = .027]. After reading the guide, Democrats (M = 30.58, SD = 5.00) were significantly more likely to indicate an overall willingness to intervene with young people regarding extremism compared to Republicans (M = 29.77, SD = 4.92).

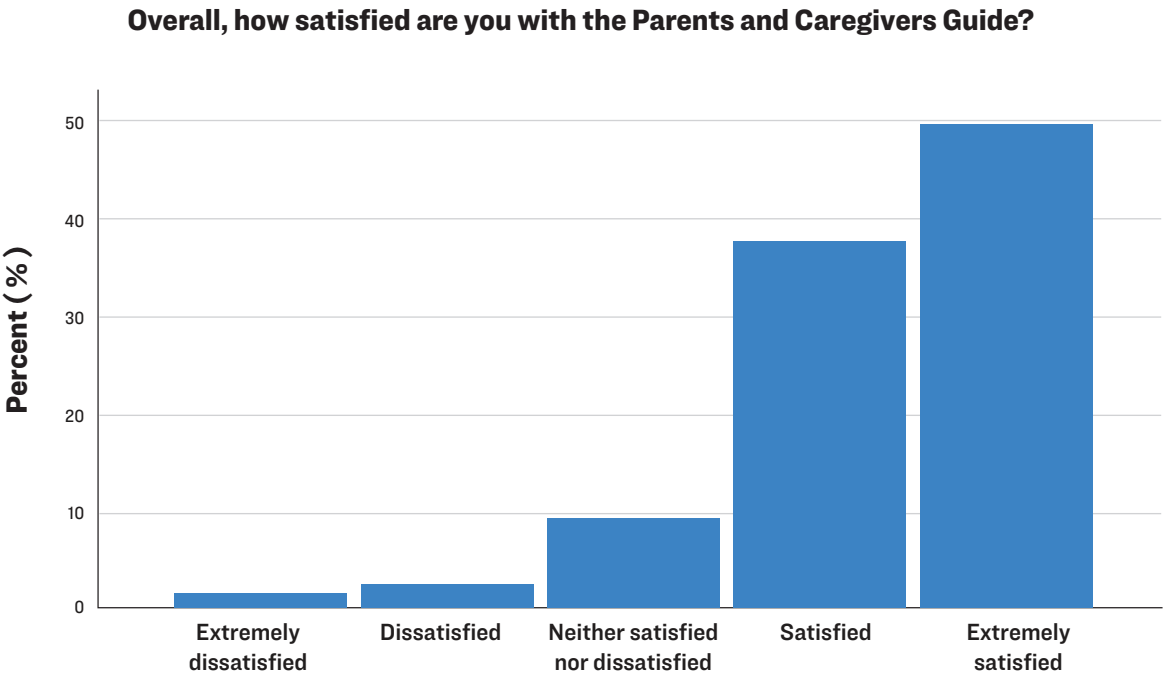
12. The pre-test relationship between education level and one's belief in their ability to help a child distinguish between trustworthy and untrustworthy news sources was positively and significantly correlated, r(712) = .10, p = .007. That is, the higher the education level a respondent reported, the more confidence they tended to have in their ability to help a child distinguish between trustworthy and untrustworthy news sources. However, the post-test relationship between education level and belief in one's ability to help a child distinguish between trustworthy and untrustworthy news sources was negatively correlated and not statistically significant, r(712) = -.02, p = .70. This indicates that the guide undermined overconfidence in more educated people in our sample.

Parents & Caregivers Found the Guide Valuable

13. An independent samples t-test was conducted to compare the effect of political party affiliation on overall satisfaction with the guide. The effect of political party affiliation on overall satisfaction of the guide was significant at the p <.05 level [t(732) = 3.16, p = .002]. Democrats (M = 4.42, SD = .77) rated their overall satisfaction with the guide slightly but statistically significantly higher than Republicans (M = 4.23, SD = .85).

14. On Wrap-Up Question 2, "Overall, how satisfied are you with the *Parents and Caregivers Guide*," the mean score was 4.32 out of 5 (SD = .835), indicating a mean satisfaction between "Satisfied" and "Extremely Satisfied.

FIGURE 9. Overall satisfaction with Parents and Caregivers Guide (n = 755).



CREDITS

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