

**Jade
Speaks
Up!**



Summary Report of the Data from the 2018 year of the Jade Speaks Up Pilot

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Impact of Jade Speaks Up 2-year pilot - key statistics 2017 and 2018

Jade Speaks Up (JSU) is a teacher-led programme that gives Year 4 to 8 school children practical and relational strategies, emotional literacy and self-agency tools to develop trusting relationships, build resilience and keep themselves safe from bullying and family violence.

JSU addresses a key component of the Ministry of Education's Health Curriculum designed to improve future New Zealand's very negative statistics on bullying, youth suicide and domestic violence.

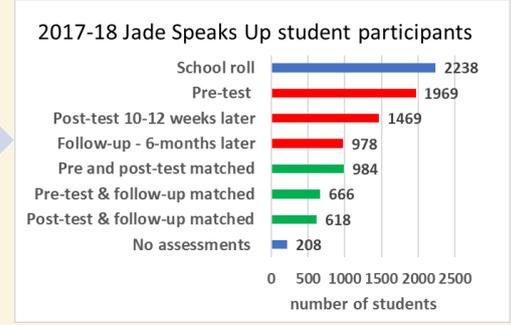


17 programmes in 15 schools primary, full-primary & intermediate decile 1-9 (average decile = 3.2) Auckland, Bay of Plenty and Dunedin

85 teachers (plus a number of ancillary staff) completed questionnaires on the value of training, the resources and overall quality of the programme, classroom challenges and changes in student attitudes and behaviour, short and long-term

2238 children, aged from 8 to 13
15% Asian/African, 29% Māori, 26% Pacific Island, 19% Pākehā/European

4416 questionnaires were completed covering emotional literacy, people connections, relational and safety skills, wellbeing and satisfaction with and benefits of the programme



Children feel safer!

- Less school bullying (2018).** At follow-up, 8 months after pre-test:
- ✓ A 29% drop in teacher observations of bullying Teachers say “most students will speak up if they see ... bullying”; “bullying issues are dealt with early before they escalate”
 - ✓ An 11% drop in children worried about being teased or hurt by other children, and a 19% increase in children both knowing phone numbers of people that they can trust and knowing trusted family friends, neighbours and relatives who can provide places of safety.



Children use their new safety and relationship skills

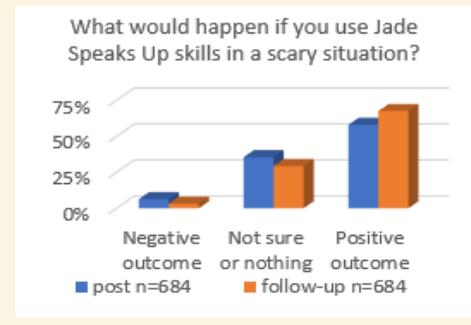
74% of children on average said they used the 16 safety and relationship skills in 2018, ranging from *talking with a friend about their worries* (86% did this) and *going to a safe place* (81%) to *making a safety plan and remembered the messages* (56%)

and *talking to someone you are scared of* (42%). Only 1.8% children did not indicate the use of a safety and relationship skill. This was a 19% average improvement on 2017. These skills are sustained in follow-up assessments.

Children cope with scary situations

Children overwhelmingly comment that using Jade Speaks Up skills in a scary situation has positive outcomes (they will walk away, stay safe, stay calm, get help, solve the problem, or even become friends with, the person they are scared of).

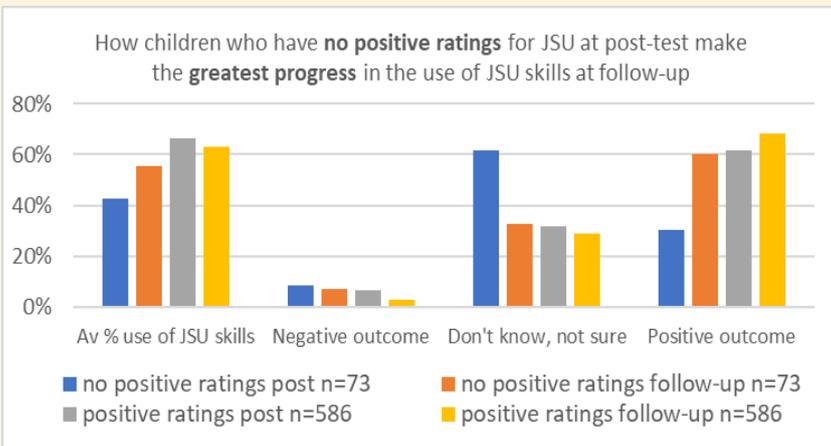
- ✓ 68% say using these skills would have a positive outcome – they are 10% more positive at follow-up
- ✓ 3% suggest a negative outcome (they will get hurt, lose friendship)
- ✓ 29% not sure of the outcome.



Children find JSU helpful

- ✓ 81% of the children rated the programme as helpful
- ✓ 76% and 74% rated the programme as “interesting” and “fun”
- ✓ 9% felt that they got “no help” from the programme

All ages, cultures and genders liked Jade Speaks Up. An 11-year-old Māori girl liked JSU because it was about “learning emotions and how to take care of my Hinengaro”.



The least satisfied children improve most at follow-up

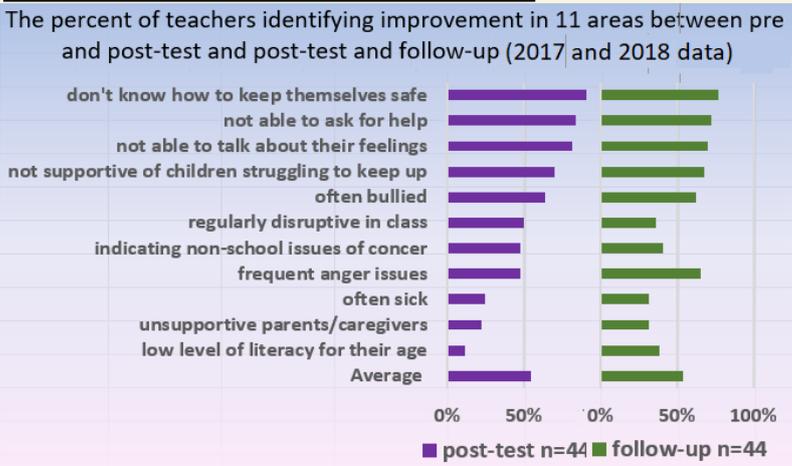
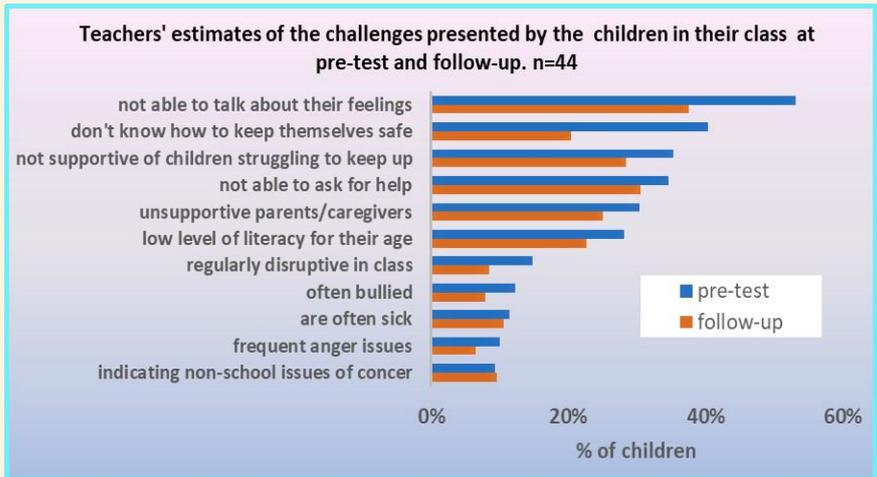
73 children in four categories **made no positive ratings** at post-test and were more vulnerable – low wellbeing scores, fewer trusted support people, limited use of safety and relationship skills – than other children.

At follow-up these children had a 15% jump in the use of safety and relationship skills and a 30% jump in stated positive outcomes. **These children continue learning to use the JSU skills embedded in the practice of their classrooms.**

Trust: disclosing bad stuff – children tell it how it is

Students can start “BEING HONEST”. “Its really helpful ... because you let those things off your chest”, “because i can tell you how my family is going and school and who i trust”. Also “telling the truth [is]... getting to show how i feel in the inside”. There is more to being truthful than just letting off steam. “Being open about feelings and interacting with others” means that when “we are in a tuff situation we can talk to somebody we trust” or “call a family member”. They move from “expressing my feelings to finding solutions”, arrive at the “very good and interesting question” that comes up when they “get to work with other people” and this makes them “think about life”.

- Teachers identified major improvements in classroom behaviours**
- ✓ 94% of teachers felt that children had made progress between and pre-test and post-test.
 - ✓ Improvement was noted in all areas with the top four areas of concern dropping by 12% to 54%, with 80% *knowing how to keep themselves safe* at follow-up (up from 56% at pre-test).
 - ✓ The number of children in the three areas that are very challenging - *being often bullied, frequent anger issues* and *being regularly disruptive in class* - dropped between 29% and 42%. This is equivalent to 141 fewer disruptive children in the cohort.



- JSU builds culture change that continues long after the programme has finished**
- ✓ 55% of all areas of concern have improved at post-test – 6/11 areas for each teacher
 - ✓ 54% have **further** improved from post-test to follow-up
 - ✓ Areas of greatest concern make the biggest improvement (70%-95% of classes)
 - ✓ 39% of teachers note **literacy has improved** in their classroom at follow-up
 - ✓ 48% of teachers at post-test note non-school issues of concern are **more likely to be disclosed**, with 40% noting further improvement at follow-up

One teacher’s final summative comment

The rate of violence in New Zealand as a country is shockingly increasing. This programme lays the foundation for young people - and maybe taking it to the families is the next step - all families will benefit from this great programme.



