

Impact of Jade Speaks Up 2-year pilot - key statistics 2017 - 2019

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.

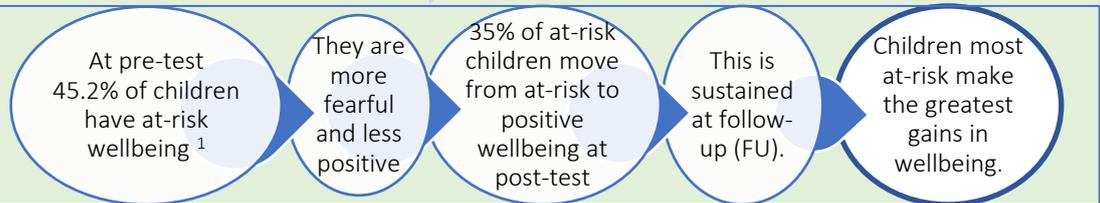
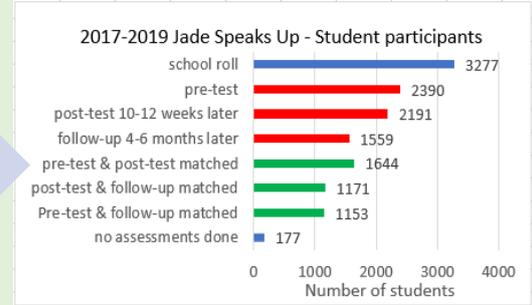


18 schools primary, full-primary, intermediate and integrated; decile 1-9 (average = 3.3) Auckland, BOP, Dunedin & Christchurch

102 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

3277 children, aged from 8 to 14
18% Asian/African, 27% Māori, 31% Pacific Island, 24% Pākehā /European

6141 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.

- At follow-up, 8 months after pre-test:
- ✓ A 41% drop in teacher observations of bullying. Teachers say "students will speak up if they see ... bullying"; "bullying issues are dealt with before they escalate". "attitudes towards bullying have changed"
 - ✓ For at-risk children there is a 32% drop in children worried about being physically bullied by other children, and a 22% increase in feeling they have friends who stick up for them. If you follow JSU strategies "you wouldn't get bullied and picked on".



Children use their new safety and relationship skills

Of the children completing post-test, 82% of children identified that they would use five or more of 15 suggested safety and relationship skills, ranging from *talking to someone that you trust* (88% did this), *stop and breathe slowly* (80%) and *go to a safe place* (77%) to *talk to the person you are scared of* (36%)



Only 1.9% children did not indicate the use of a safety and relationship skill. Where assessed, these skills are sustained in follow-up and children are significantly more positive about the outcomes of their use than in post-test -- see graph above right

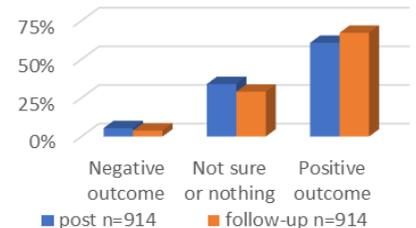
Children cope with scary situations

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



- ✓ 67% at follow-up say using these skills would have a good outcome (they would be safe, people would listen, they would make friends) - 6% more than at post-test -- see graph above right
- ✓ 4% suggest a negative outcome (they will get hurt, lose a friend)
- ✓ 29% are not sure of the outcome.

What would happen if you use Jade Speaks Up skills in a scary situation?

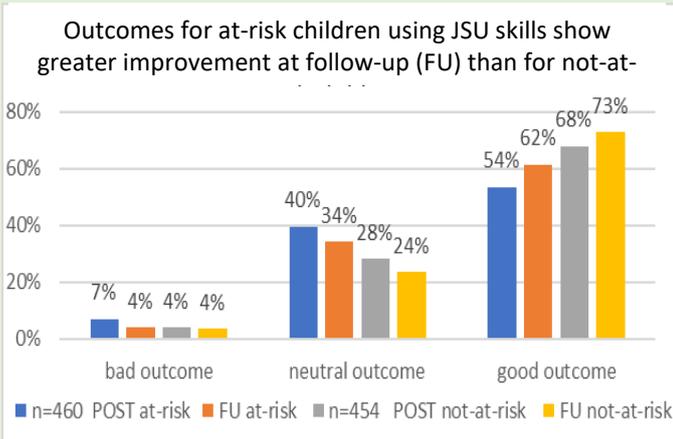


Children find JSU helpful

- ✓ 84% of the children rated the programme as helpful
- ✓ 83% and 81% rated the programme as "interesting" and "fun" In 2019 JSU was more fun and more interesting than in previous years -- up by 7%. 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".

1 Wellbeing is assessed from the combined scores of two international wellbeing tools including the Centre for Epidemiological Studies -- Depression scales for Children assessment (CES-DC, Weissman, Orvaschel & Padian, 1980),

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The at-risk children improve most at follow-up

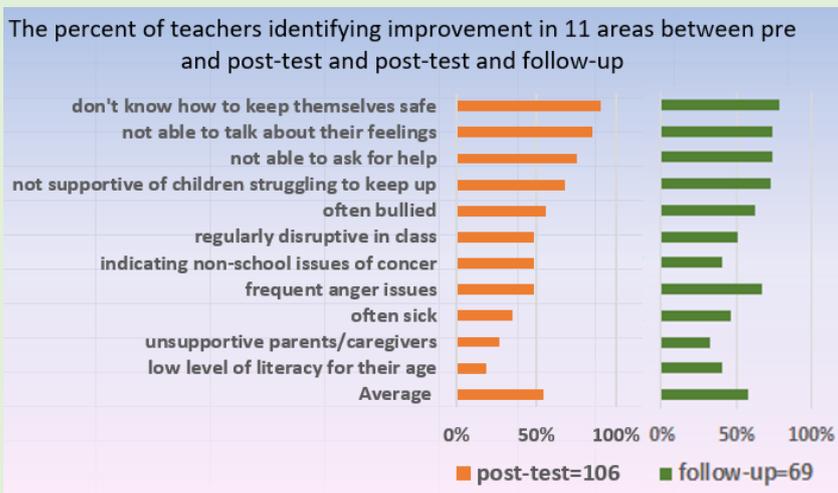
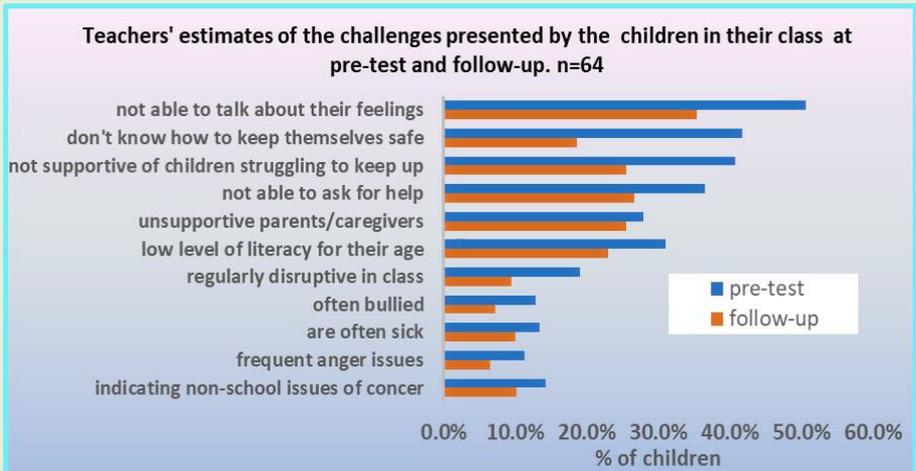
914 children **completed well-being assessments** at post-test and follow-up. 460 were *at-risk* (scoring below 78 on well-being surveys¹). They had, at pre-test, fewer safe family, friends and relatives, fewer safety skills, less safety knowledge and, at post-test, were less positive about JSU than the not-at-risk children.

At follow-up, good outcomes for the at-risk children improved 15%, fuelled by a 16% drop in the concerns that at-risk children have about their school environment. **These children were learning JSU skills which were now embedded in the practice of their classmates.**

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”, arriving 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 identified that children had made progress between and pre-test and post-test and 93% between post-test and follow-up
 - ✓ Improvement was noted in all areas with the **top four areas of concern at pre-test dropping by 27% to 55%**, with 81% of children *knowing how to keep themselves safe* at follow-up (up from 58% at pre-test).
 - ✓ The number of children in the three areas that are very challenging - *frequent anger issues*, *being often bullied* and *being regularly disruptive in class* - dropped between 42% and 50%. This is equivalent to 314 fewer disruptive children in the cohort – 2.55/classroom.



- JSU builds culture change that continues long after the programme has finished**
- ✓ 56% of all areas of concern have improved at post-test – 6/11 areas for each teacher
 - ✓ 58% have **further** improved from post-test to follow-up
 - ✓ **Areas of greatest concern to teachers make the biggest improvement** (68%-91% of classes)
 - ✓ 41% note **literacy has improved** and 65% note a drop in **frequent anger issues** at follow-up
 - ✓ 48% of teachers at post-test note **non-school issues of concern are more likely to be disclosed**, with 41% noting further improvement at follow-up.

One teacher’s final summative comment **“I have been waiting 6 years for a programme like this that addresses the high needs in our school, impacted by the triple trauma of earthquake, shootings and Covid-19. The JSU programme uniquely caters for all, including the students with complex needs, those with trauma, and those in stable home lives. The programme allows all to participate and shine.”** - teacher from Te Ara Koropiko West Spreydon School, Christchurch.