

Jade
Speaks
Up!



"I'll be happy
and smiling all
the time"

The impact of
relational and safety
learning for 9-12-
year-old children.

Geoff Bridgman
Elaine Dyer
Andrea O'Hagan

Trauma Informed Practice conference
Brisbane 20th and 21st of June 2019

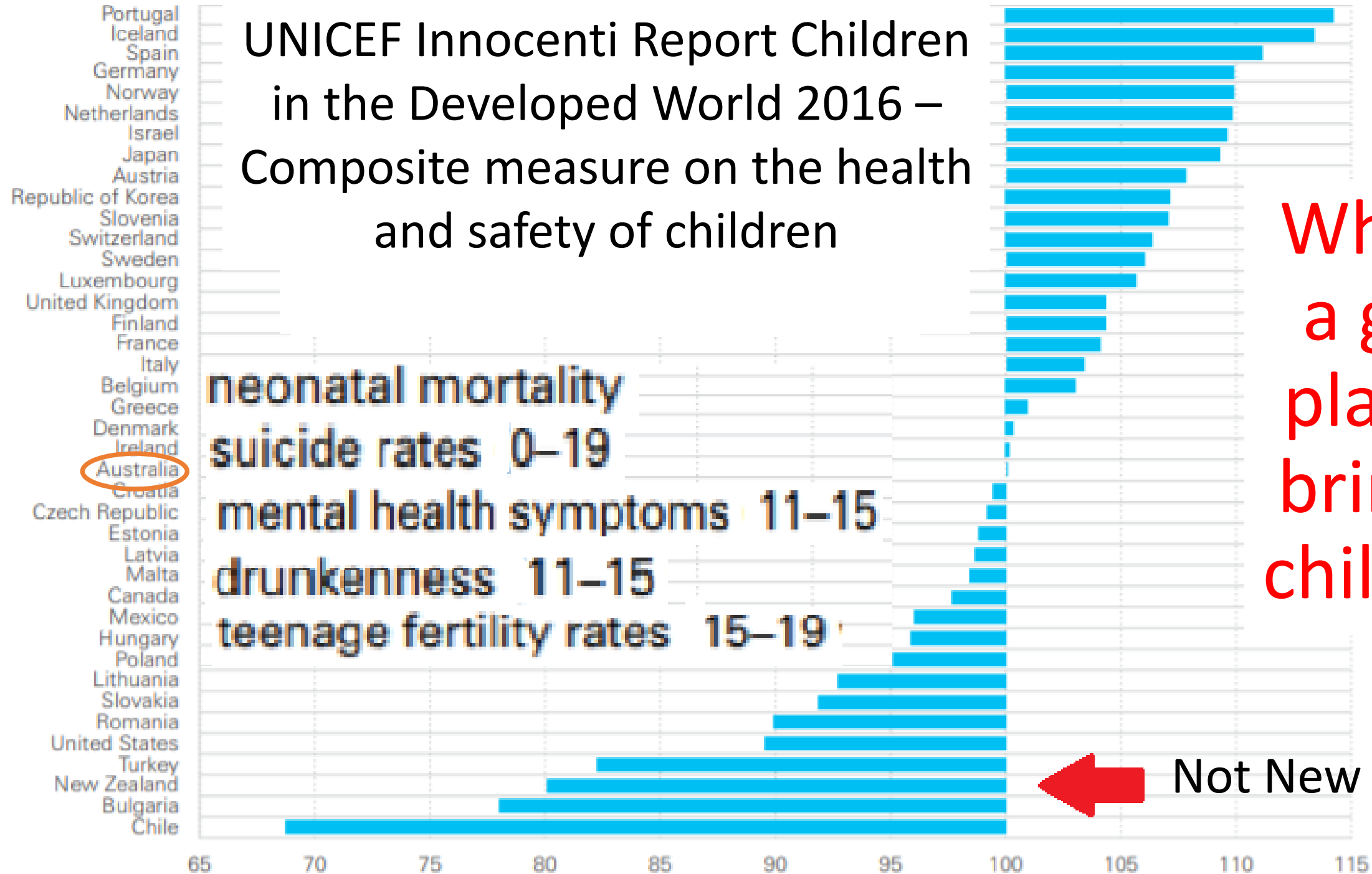


UNICEF Innocenti Report Children in the Developed World 2016 – Composite measure on the health and safety of children

neonatal mortality
 suicide rates 0–19
 mental health symptoms 11–15
 drunkenness 11–15
 teenage fertility rates 15–19

Where's a good place to bring up children?

← Not New Zealand



What's happening in our schools? Unsafe and unwell?



- The OECD 2015 PISA international surveys show New Zealand educational achievement in **science, maths and reading declining** against past OECD surveys and in the rank order of more than 50 nations
- New Zealand has the second highest percentage of school children who are **frequently bullied, double** the OECD average

- Our age-standardised rates of admissions to mental health services for **10-14 year olds** have risen 63% from 2010 to 2016 and from 8th of 18 five-year age brackets to **third**, and are **rising faster than any other age** group (Ministry of Health, 2013, 2014a,b, 2016a,b,c, 2018).



- A NZ programme for 9-12 year-olds created by Elaine Dyer and Andrea O'Hagan
- Teaches safety strategies for responding to family violence and bullying
- Real enough and safe enough to address the issues for children
- Gives children practical and relational strategies to keep themselves safe
- Develops emotional literacy, trust and self agency
- A key resource is the 7-minute Jade Speaks Up video

plastics, cans, glass

Waste Management

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How is it delivered?

- Whole of school/cohort approach
- Teachers, ancillary, supervisory and external support staff – one day pre-training
- Schools funded for teacher time in training
- Teachers supported by a manual with lesson plans aligned with the Health and Physical Education Curriculum and linked with literacy, social sciences, drama, art, music
- Communication skills, emotional literacy, safety planning, making choices, managing self, good self-talk, respectful relationships
- Taught over a school term or longer
- Teachers given support and supervision during the programme



Jade Speaks Up

Sample Manual

2019 Teacher's Guide to
Cross-Curricular Sessions for Years 5-8



A Programme that Protects, Promotes
and Supports Student Wellbeing



Comprehensive
teacher's
manual with
activities and
lesson plans
supported by
narratives,
video stories
and instructions

Who pays?



\$0.74M 3 yrs



Why?

ACC is an insurance company. It pays out \$80 M /year on assault claims. It hopes to reduce this

For what?

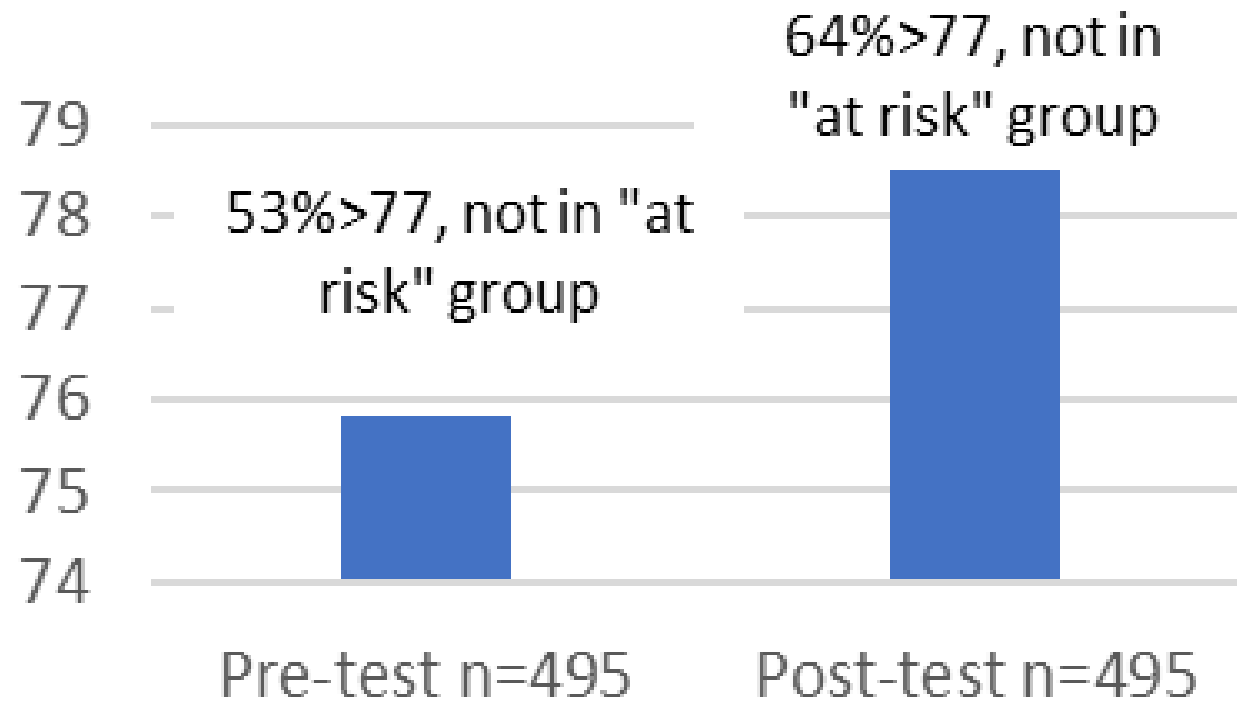
- Delivery and evaluation of the programme 2017 – 7 schools in Auckland, one Bay of Plenty

Plenty –1300 children, 45 teachers – 5 intermediate level, 3 full-primary.

- Experimental and control groups, online pre- post- and follow-up tests (6 months later).
- Assessing child wellbeing, emotional competency, trust, safety attitudes and use of safety skills, value of the programme
- Assessing teacher challenges, programme impact and value, child progress

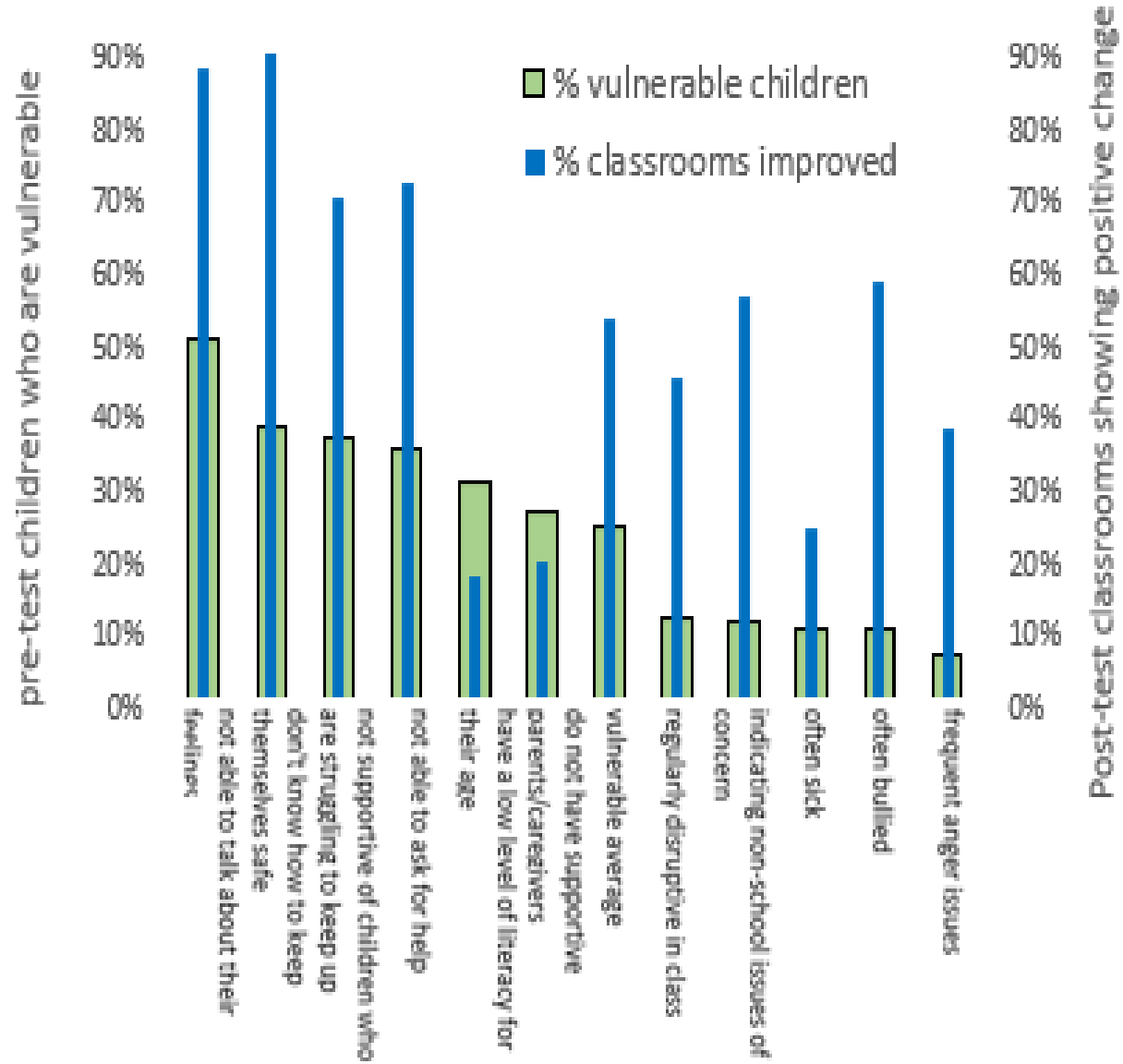
Headline 1: Significant wellbeing improvement

Figure 4.1: CES-DC+CORS repeated measure - showing improved wellbeing



- Two standardised assessments combined.
- At risk cut-off = 77
- All children completing both pre and post assessment.
- Pacific 34%, Māori 26%, Pākehā 21%, Asian/African 19%,

Figure 1.1: Comparison of teacher pre-test assessment of the % of children who are vulnerable in each classroom vs the % of classrooms at post-test where there has been positive change (a bit better/a lot better) due to the Jade Speaks Up programme.



Headline 2: The teachers' biggest challenges were addressed

The biggest challenges – % of children (pre-test) and % of classrooms that improved (post-test)

- Not able to talk about feelings – 50% (87%)
- Don't know how to keep themselves safe – 38% (90%)
- Not supportive of children struggling to keep up – 37% (69%)
- Not able to ask for help – 36% (71%)

Headline 3: Children more emotionally competent

- Better recognition of emotions
- Less upset by unpleasant events (e.g. being teased, put down)



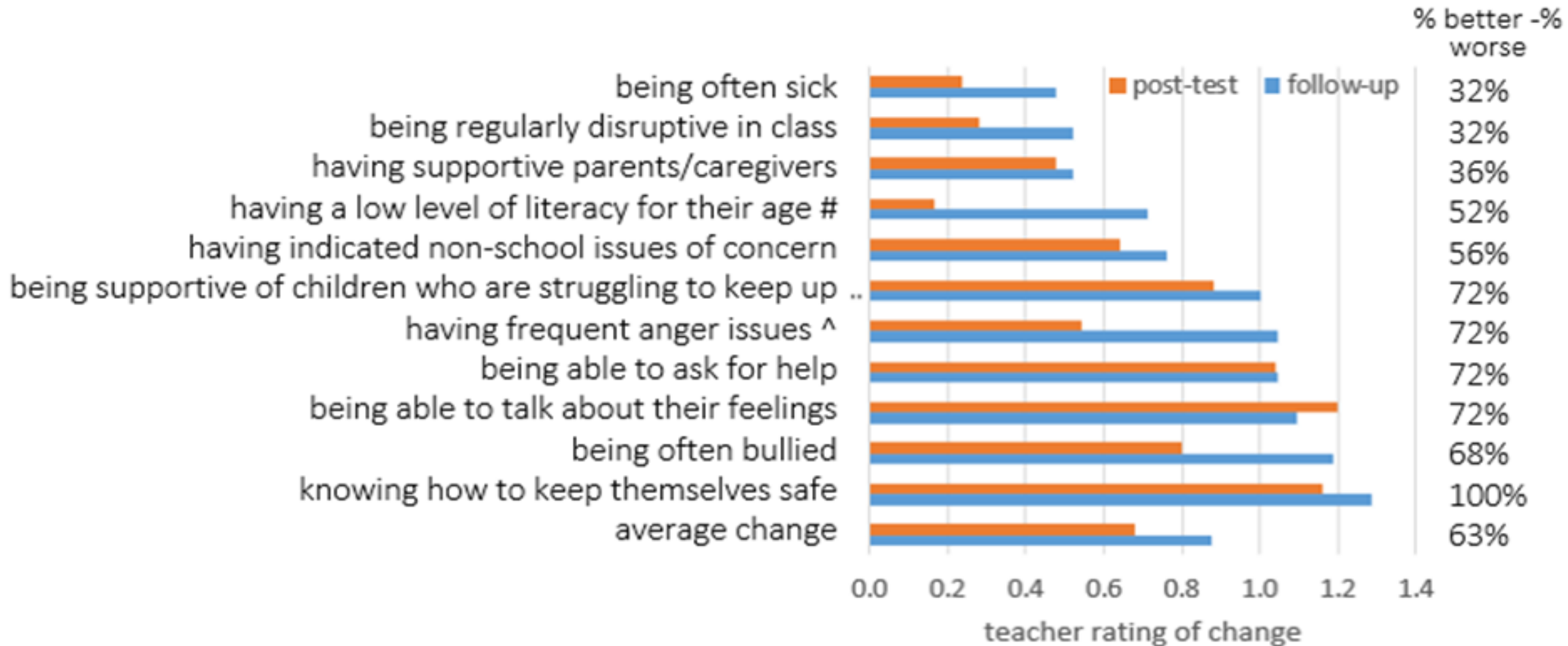
Headline 4: children's greater use of safety strategies

Pre-test to post-test to follow-up and **Experimental vs control**

- Go to a safe place
- Talk to an adult about what happened when you could
- Just breathe and keep calm
- Walk away when that person was there
- Ask a friend to help sort things out
- Call for help
- Talk to the person you are scared of

Headline 5: it gets even better at follow-up

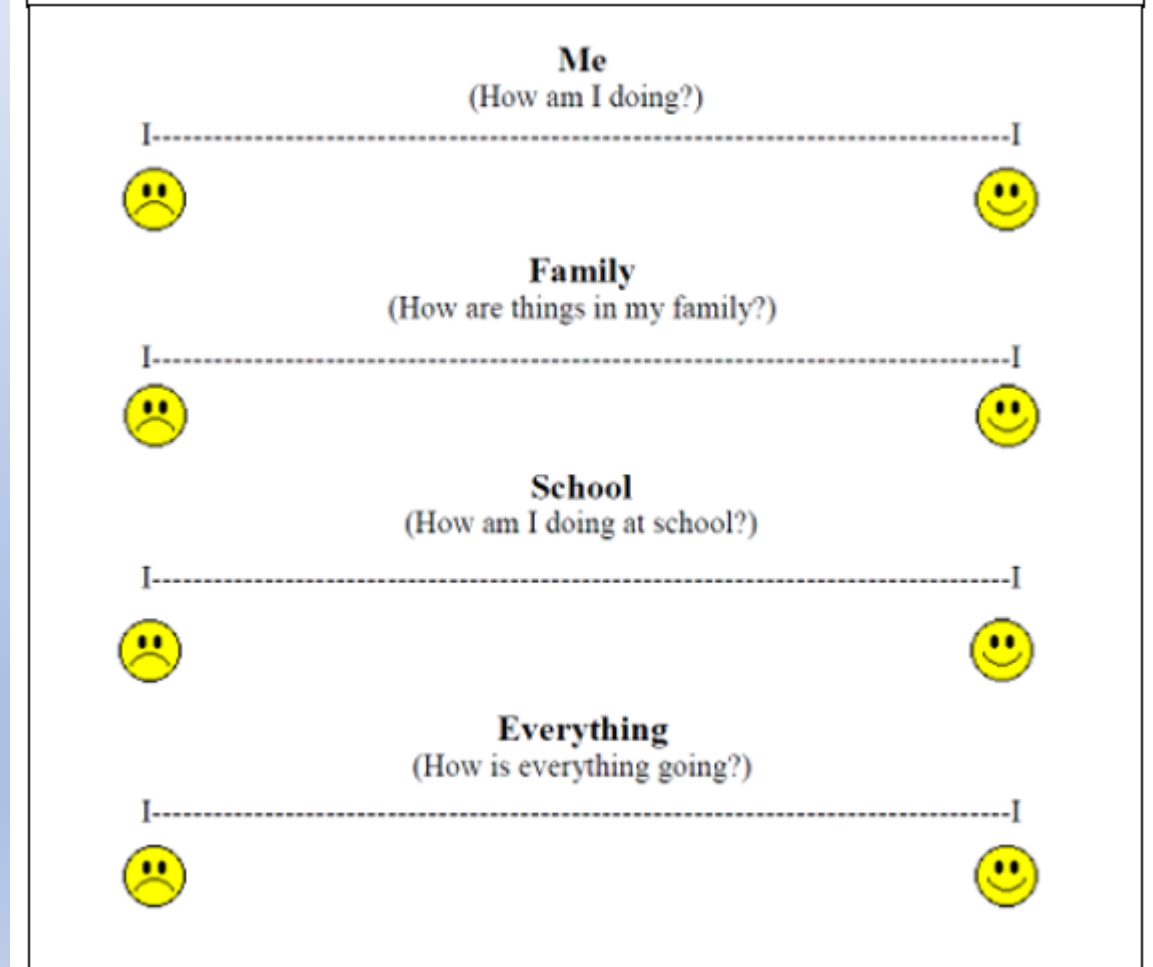
Figure 5.6: Comparison of post-test and follow-up of teacher assessment of what things have changed over the period of the Jade Speaks Up programme. Data from 8 schools and 25 teachers. 0=about the same, 1=a bit better, 2=much better; *=p<0.05, #=p<0.01.



Headline 6: the most vulnerable children did well

- Child Outcome Rating Scale tests helped teachers notice when children were vulnerable – “I wouldn't have known there was any issue at all with this student if it wasn't for JSU, [he] keeps these issues well hidden”.
- Vulnerable children, when noticed, make significant gains in wellbeing (7.3 points on CORS)

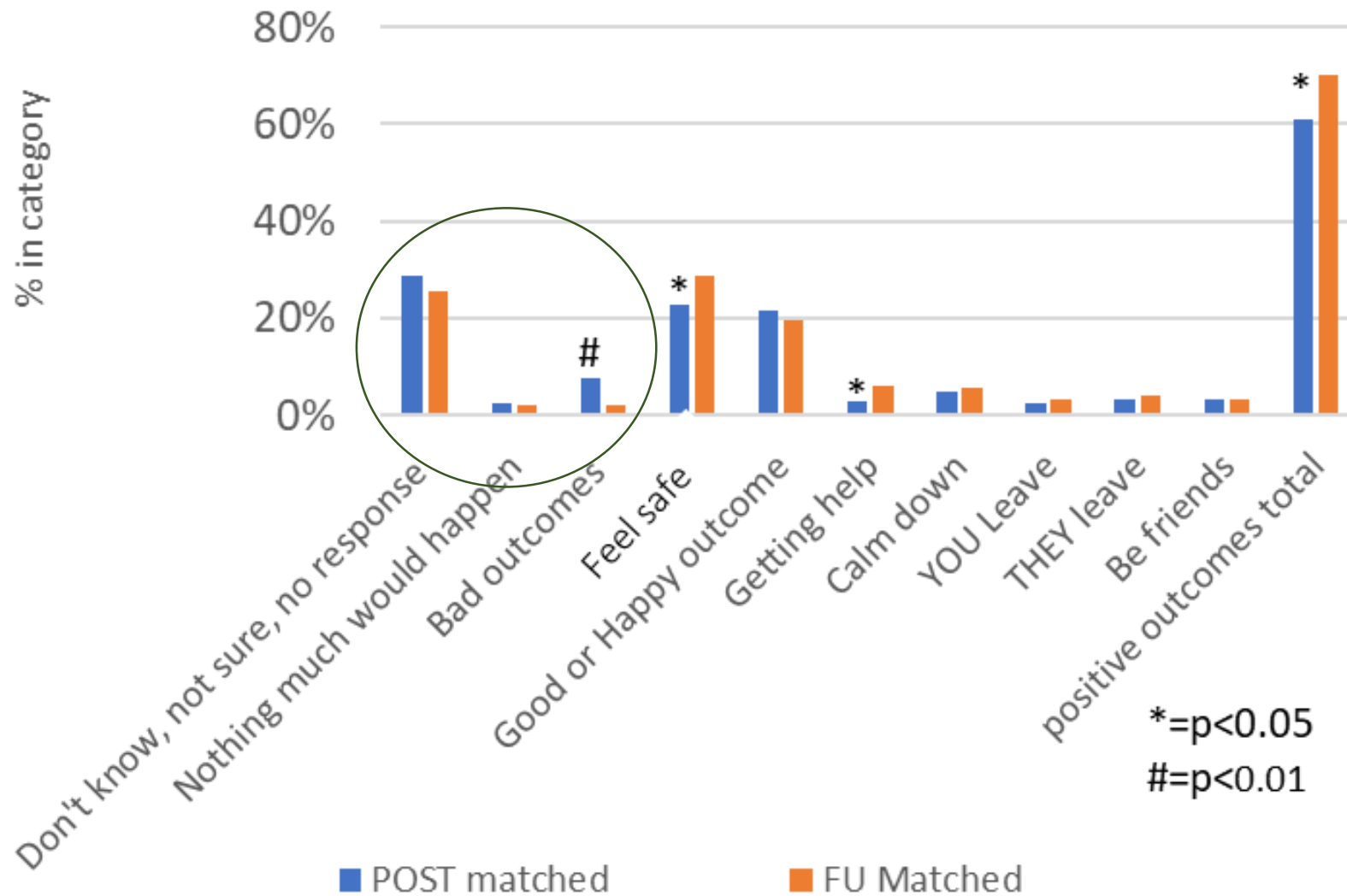
Figure 3.1: The Child Outcome Rating Scale (CORS)



Update from 2018 data: the most vulnerable children make the greatest improvement across most measures of change, even though they are less satisfied with the programme

Group	Relatives key support person	Counsellor / SW key support person	Knowing key phone numbers	Worried about verbal bullying 0= almost always - 3=never	Wellbeing total (0-100)	Programme helpfulness: 4= very helpful, 0= not at all helpful	Recommended? 2=yes, 1=maybe 0=no
<81 pre	74%	5.3%	45%	1.53	64.3		
<81 post	88%	3.5%	55%	1.65	69.9	2.63	1.34
>80 pre	92%	1.9%	55%	2.25	90.6		
>80 post	93%	3.1%	66%	2.19	86.6	3.05	1.45

Figure 4.4: Comments made to the question on post-test and follow-up: What do you think would happen next if you did these things (the things referred to in Table 23) n=319 repeated measures.



Headline 7:
the
programme
created
culture
change

Children who were negative or neutral about JSU made the greatest shift from post-test to follow-up

Where to next?

- 2018: Seven new schools in Dunedin and Auckland; two repeat schools. Over 1000 children. Younger cohort – 43% levels 4-6
- 2019: Addition of schools in Christchurch.
- Preparation for a national roll-out in 2020 with 30 schools growing to 500 by 2024 with 28 trainer/facilitators
- Breaking the programme into two components 1) Relationship, connection identity and 2) Safety, managing threats and crises
- Cost/child = \$80 or 1% of the state spending/child on education



“I like Jade Speaks Up. Our kids are walking differently, more upright. They are confident and able to talk about what is going on for them. Jade Speaks Up should definitely be supported to continue.” Deputy School Principal



“I'll be happy and smiling all the time.”

Intermediate School Girl