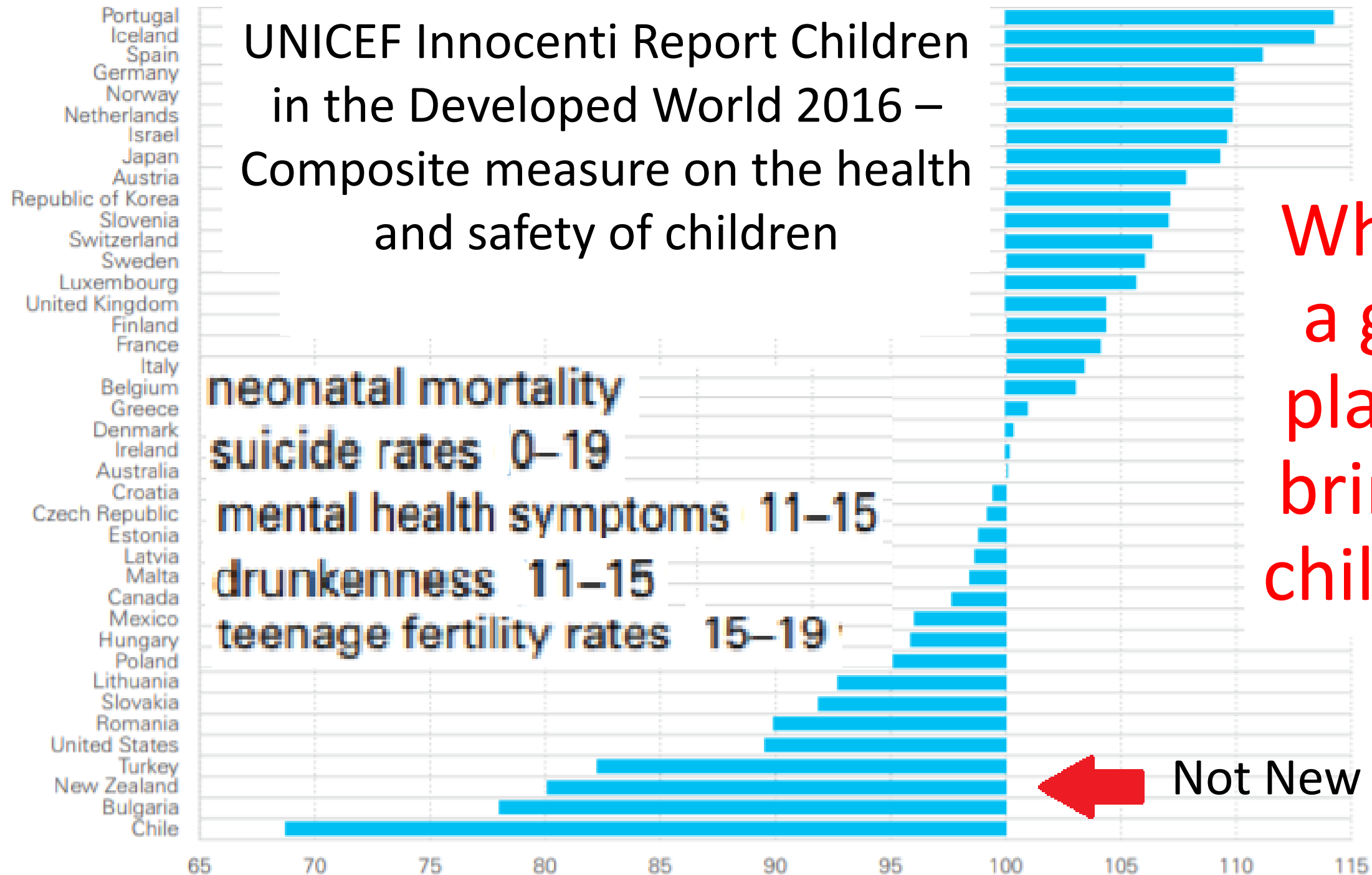UNICEF Innocenti Report Children in the Developed World 2016 – Composite measure on the health and safety of children

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

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

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
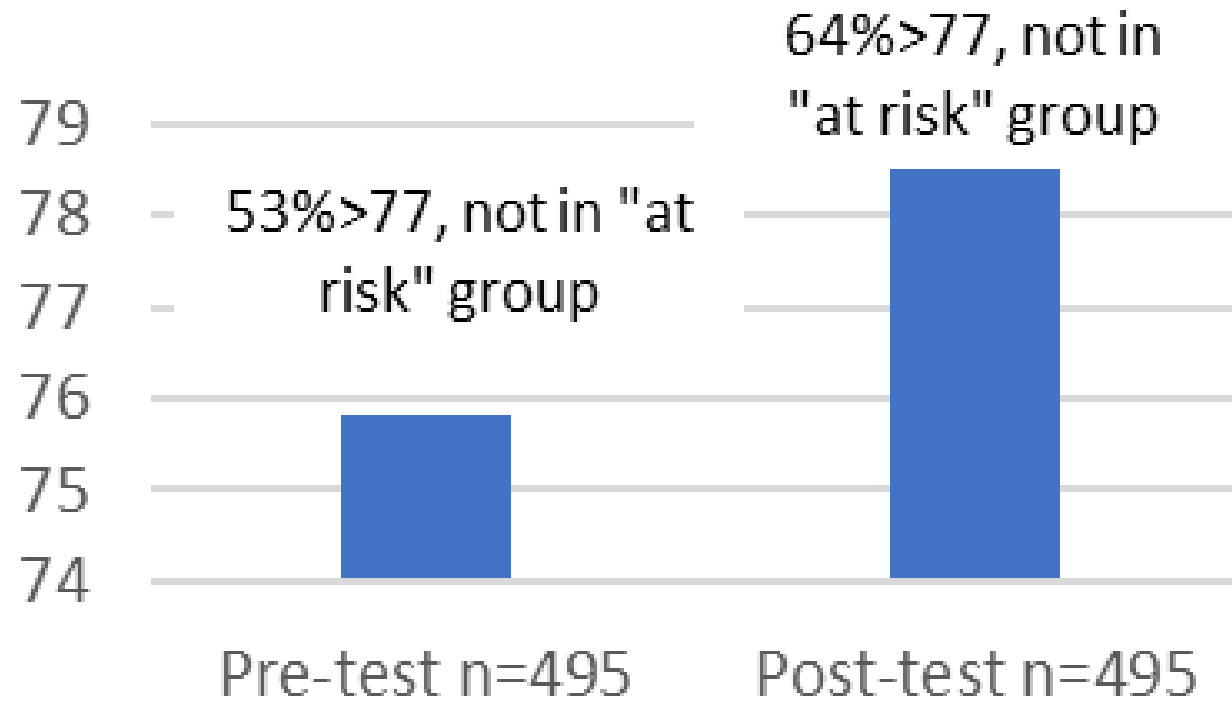
For what?

- Delivery and evaluation of the programme 2017 – 7 schools in Auckland, one Bay of Plenty –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
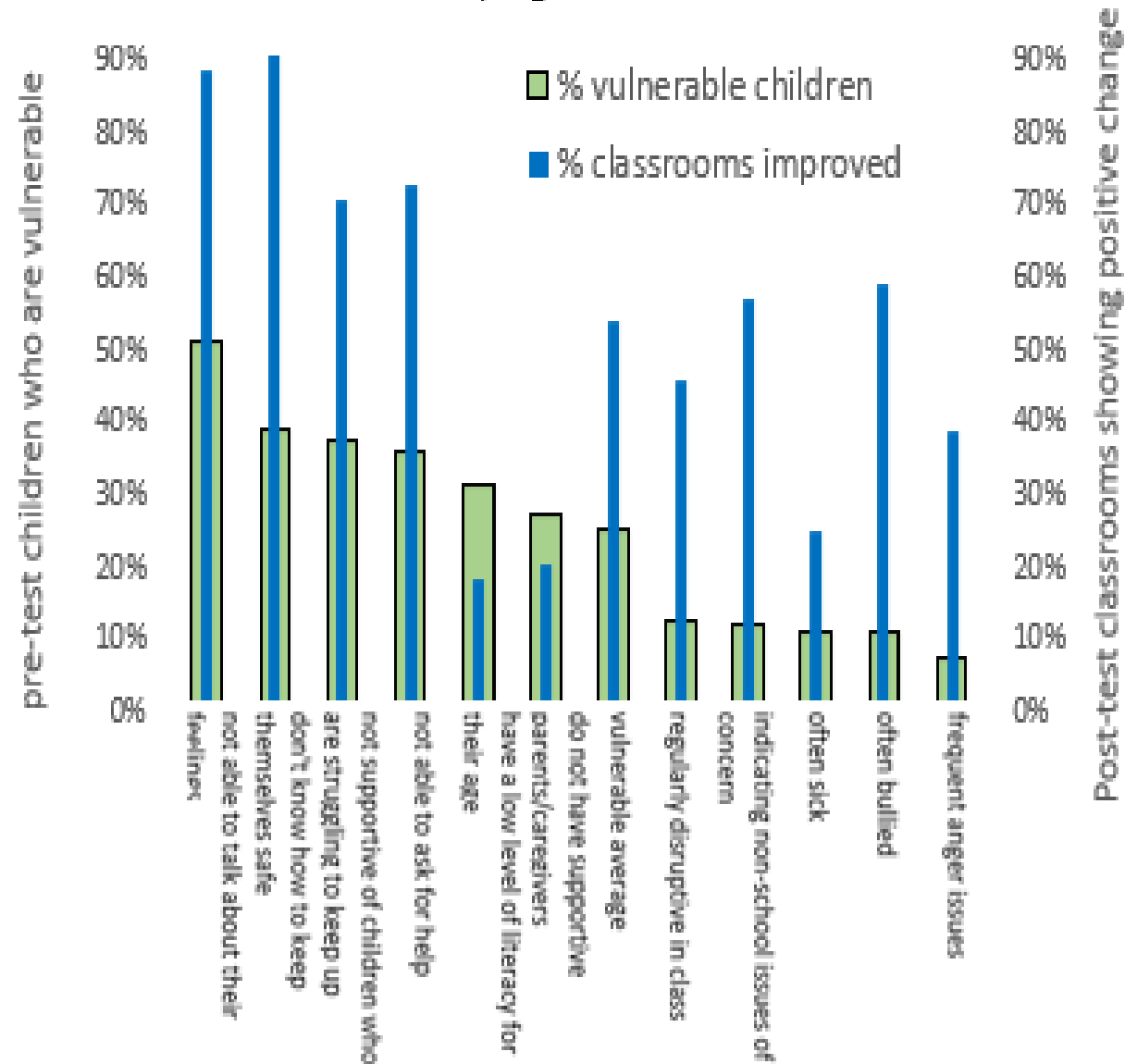- Assessing teacher challenges, programme impact and value, child progress

Headline 1: Significant wellbeing improvement

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

64%>77, not in "at risk" group

53%>77, not in "at risk" group

Pre-test n=495   Post-test n=495

- 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 classrom 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
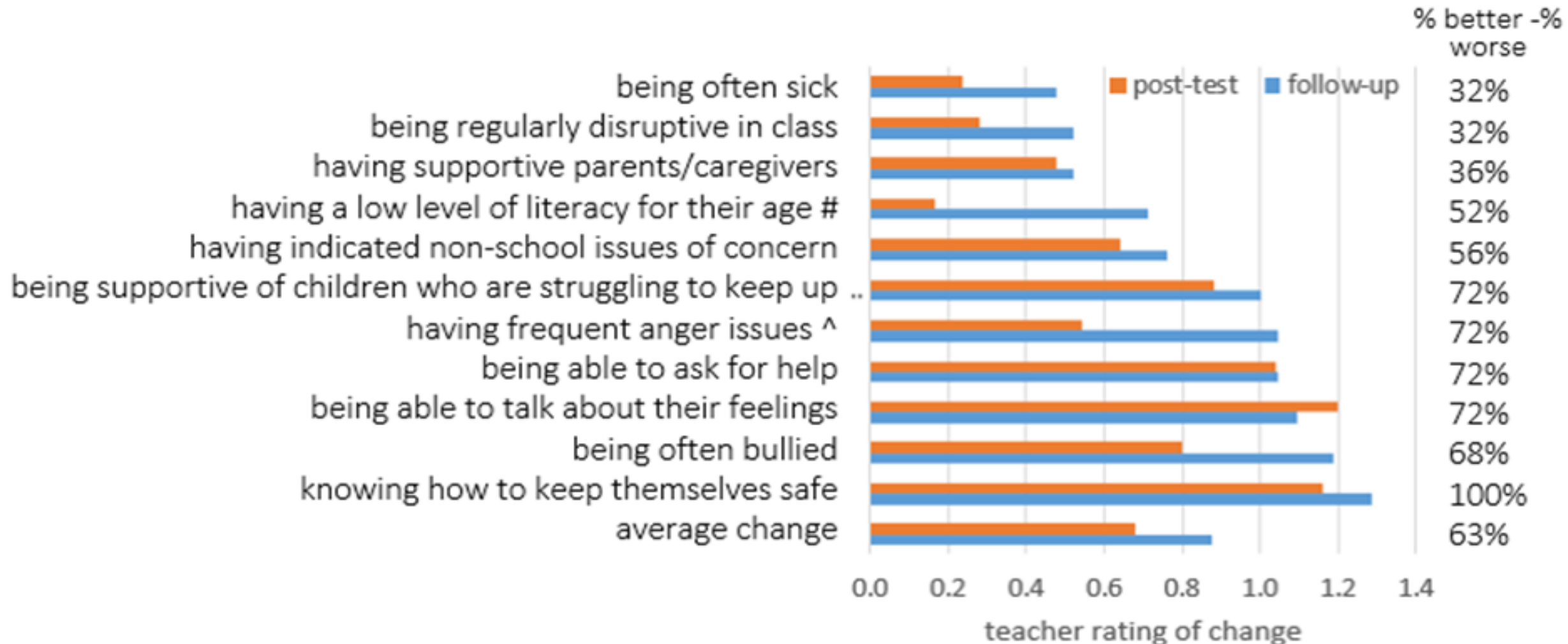- Less upset by unpleasant events (e.g. being teased, put down)

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; *=$p<0.05$, #=$p<0.01$.

	% better -% worse
being often sick	32%
being regularly disruptive in class	32%
having supportive parents/caregivers	36%
having a low level of literacy for their age #	52%
having indicated non-school issues of concern	56%
being supportive of children who are struggling to keep up ..	72%
having frequent anger issues ^	72%
being able to ask for help	72%
being able to talk about their feelings	72%
being often bullied	68%
knowing how to keep themselves safe	100%
average change	63%

teacher rating of change

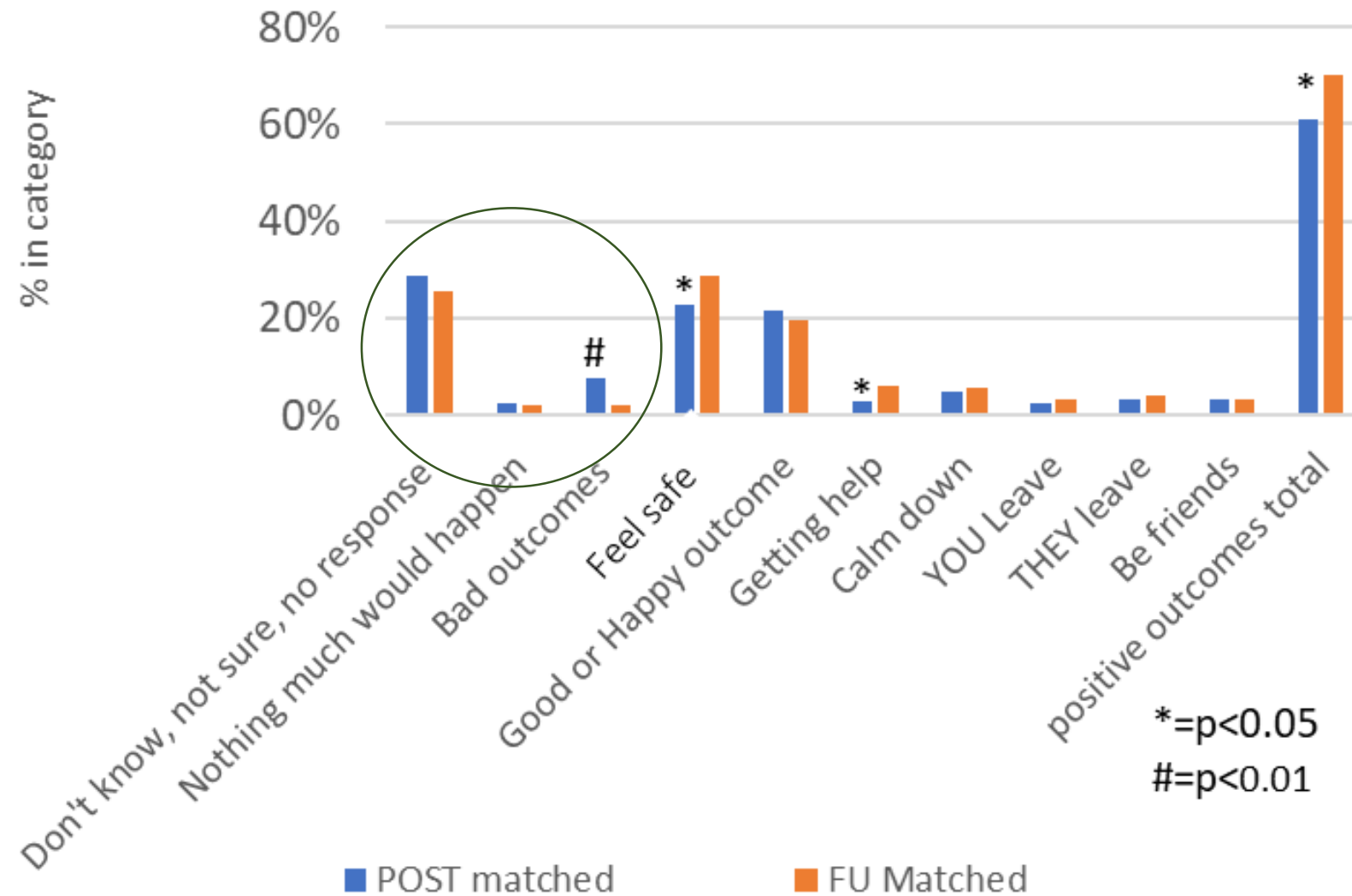# Headline 6: the most vulnerable children did well

- 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)

Me
(How am I doing?)

Family
(How are things in my family?)

School
(How am I doing at school?)

Everything
(How is everything going?)

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 refered 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: Four new schools in Dunedin, three new schools in Auckland; two repeat schools (one Auckland, one Bay of Plenty).

- Greater focus on full primary schools.

- New models of leadership, streamlined assessment, manual upgrade

- 2019: Ten to 12 repeat schools, one new collective school group outside Auckland

- Training the trainers/facilitators

- Negotiating the funding and structures for a 2020 national roll-out

"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