

# Impact of the Jade Speaks Up 3 year pilot

## KEY RESEARCH RESULTS 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.

"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

### 18 schools participated

These were primary, full-primary, intermediate and integrated schools across decile 1-9 (average decile 3.3) in Auckland, Bay of Plenty, Dunedin and Christchurch.

### 104 teachers trained

These were teachers plus ancillary staff who were trained and supervised in their delivery of the programme.

### 3,277 children participated

These were children aged 8 to 14 years old. The ethnic breakdown was 18% Asian/African, 24% Pākehā/European, 27% Māori, 31% Pacific Island.

## Pre-survey

At pre-survey, 45.2% of children had **at-risk wellbeing**<sup>1</sup>. They were more fearful and less positive. They had, at pre-survey, fewer safe family, friends and relatives, fewer safety skills, and less safety knowledge.

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)



## Post-survey

Teachers identified major improvements in classroom behaviours.

The number of children in the 3 areas that are very challenging dropped between 42% and 50%.

- frequent anger issues
- being often bullied
- being regularly disruptive in class

This was equivalent to 314 fewer disruptive children in the cohort - 2.55 per classroom.

56% of all areas of concern improved at post-survey: 6/11 areas for each teacher. 58% further improved from post-survey to follow-up.

## Follow-up

Good outcomes for the at-risk children improved 15%, fuelled by a 16% drop in the concerns that at-risk children had about their school environment. These children were learning JSU skills which were now embedded in the practise of their classmates.

Areas of greatest concern to teachers made the biggest improvement (68%-91% of classes)

41% of teachers note literacy improved and 65% noted a drop in frequent anger issues.

There was a 41% drop in teacher observations of bullying.



## Children tell it how it is...

"we can start being honest, it's really helpful because you let those things off your chest"

"telling the truth is getting to show how I feel on the inside"

"being open about feelings and interacting with others means that when we are in a tough situation we can talk to somebody we trust"



Elaine Dyer (Co-Developer)  
[elaine.dyer@jadespeaksup.co.nz](mailto:elaine.dyer@jadespeaksup.co.nz)

Andrea O'Hagan (Co-Developer)  
[andrea.ohagan@jadespeaksup.co.nz](mailto:andrea.ohagan@jadespeaksup.co.nz)

Website: <https://jadespeaksup.co.nz/>  
Facebook: @jadespeaksup