Evaluation of Zippy's and Apple's Friends Emotional Literacy Programme

October 2019 – July 2020

PRE-IMPLEMENTATION AND POST-IMPLEMENTATION ANALYSIS REPORT

ALEX PANTON FOUNDATION

Partnership for Children

Good mental health for children - for life

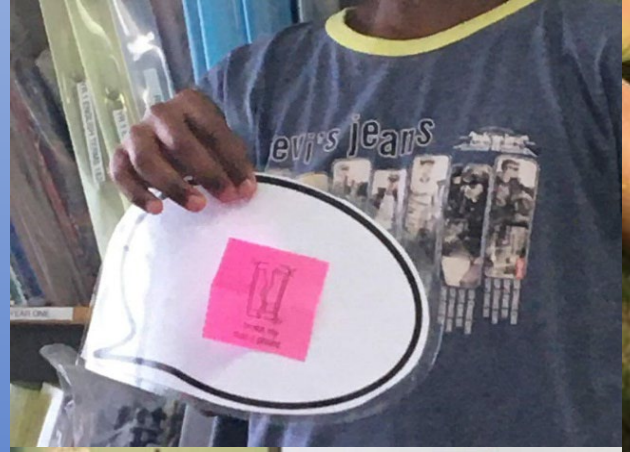
SKILLS FOR LIFE Programmes

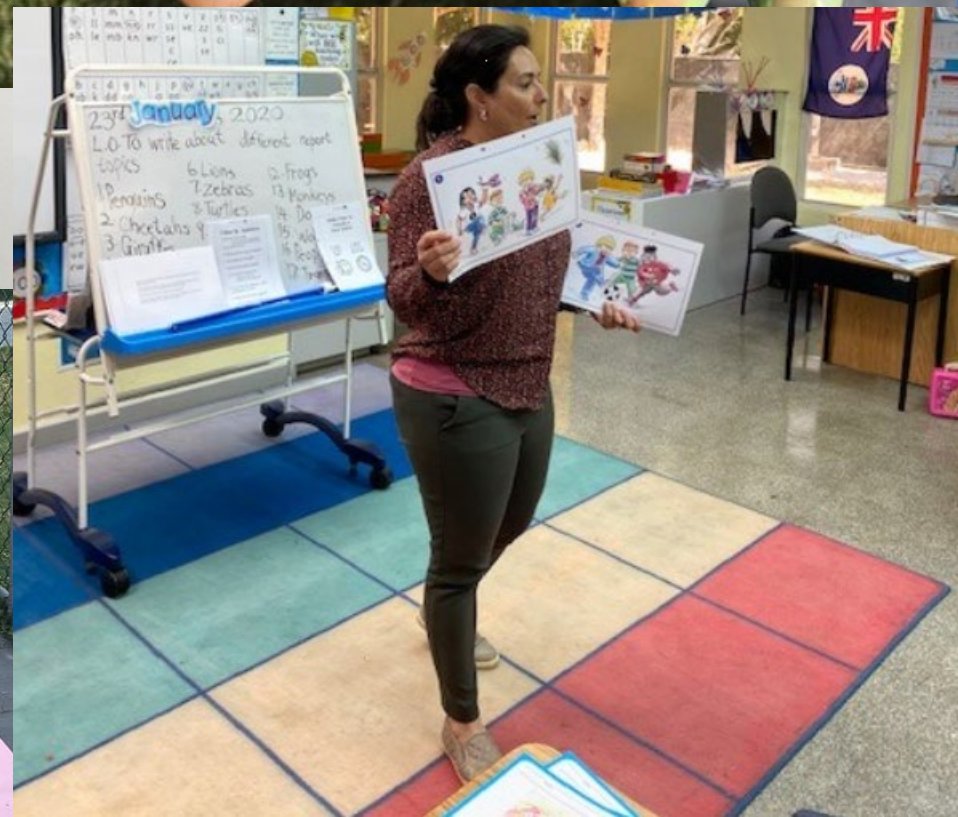
ABSTRACT

While this was not a formal research study, the purpose of this evaluation exercise was to internally evaluate the effectiveness of the “Zippy’s Friends and Apple’s Friends” programmes – hereon referred to as the “Emotional Literacy Programme”. This evaluation exercise was done in primary schools across the Cayman Islands.

21 Teachers across 8 participating schools were asked to complete surveys for their classroom(s). Surveys were completed for 22 classrooms in total. These surveys were completed before the programme was implemented (pre-implementation), and after the programme had been implemented for roughly 8-9 months (post-implementation).

The Partnership for Children’s Classroom Evaluation Survey was used, which measures a total of 36 behaviours, divided into the following 3 categories:
1. Social / Communication skills
2. Self-awareness = Responsibility, Cooperation, Self-control
3. Coping skills / Resilience / Emotional Literacy and Regulation.



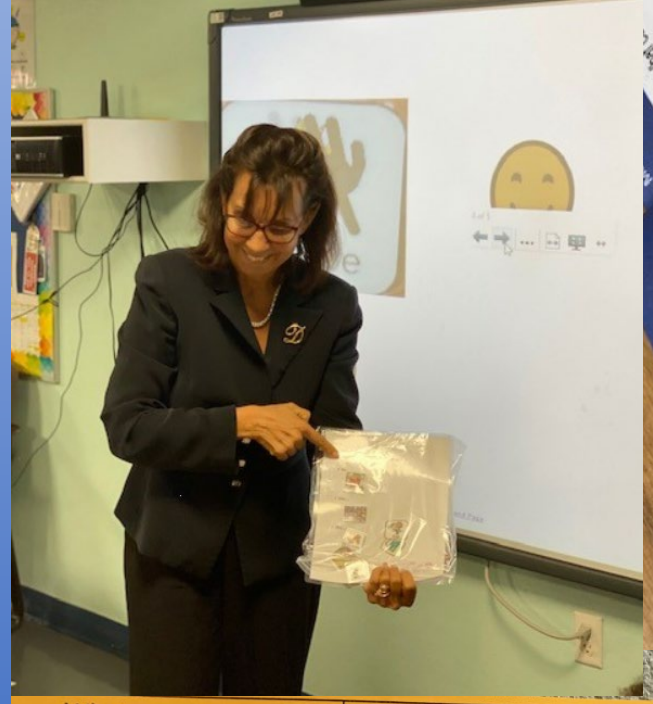


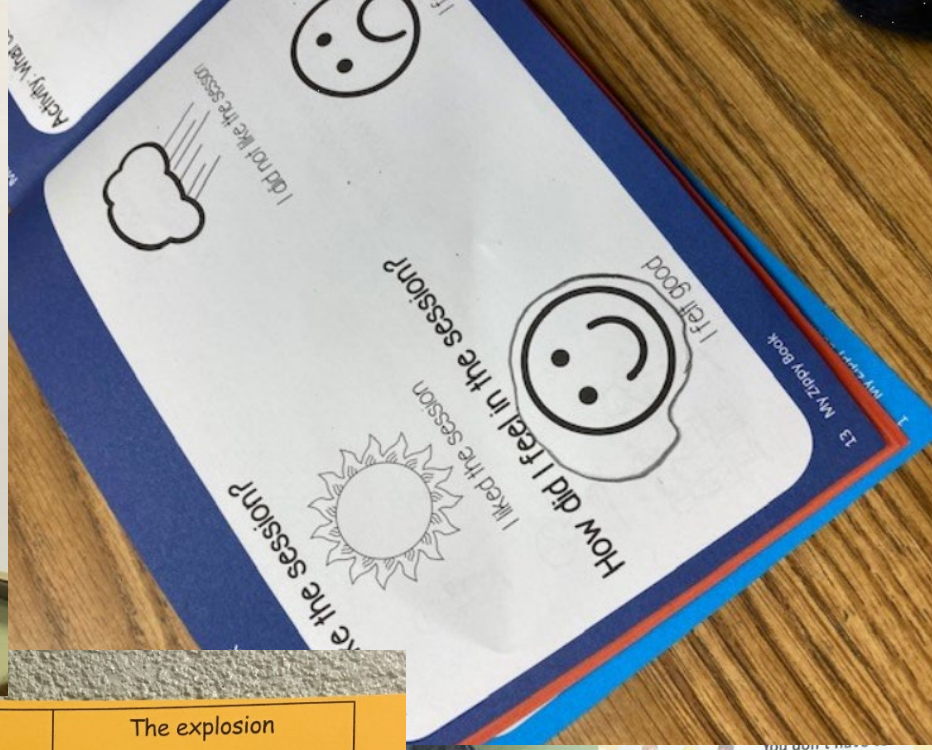
ABSTRACT (CONTINUED)

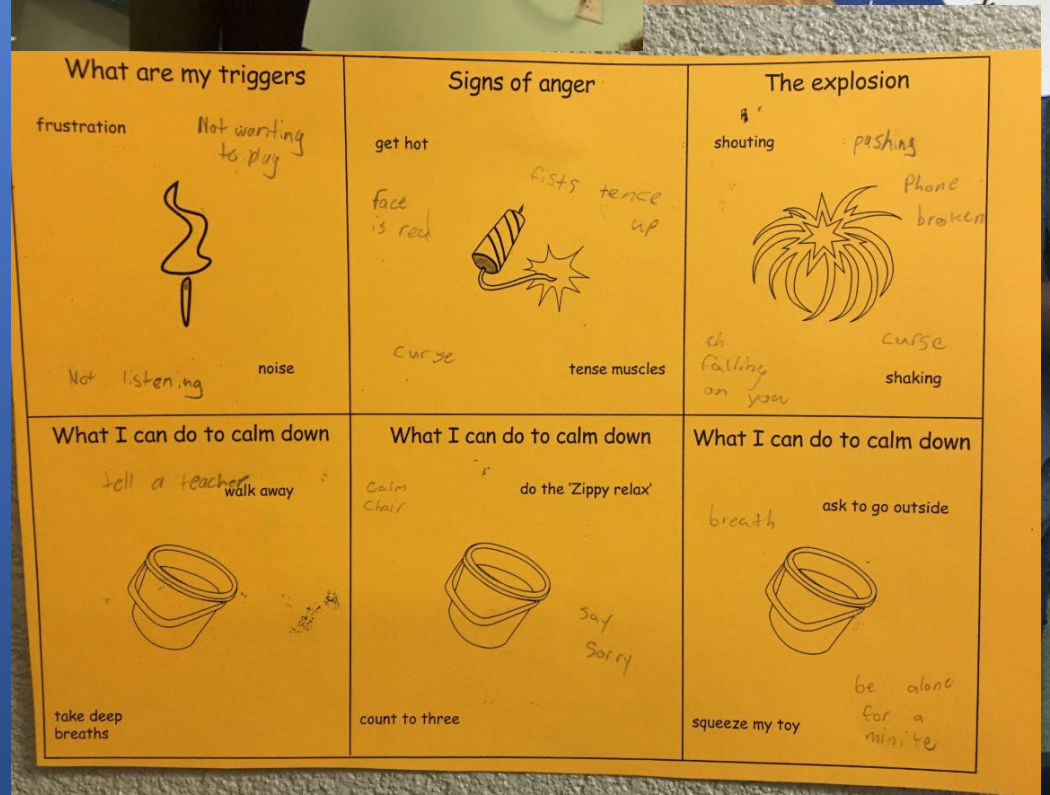
For Data Analysis, paired sample t-test analysis was done, comparing the mean / average marks within behaviours (pre- versus post-implementation) and the *t-statistic*s was generated at significance level of 0.05.

For the overall group (all classrooms), the pre-implementation and post-implementation marks were statistically significant for 36% (13/36) of the behaviours evaluated in the questionnaire.

When broken down per behavioural category, it would seem that the students made slightly better progress in social/ communication skills over self-awareness and coping skills, which accounted for equal proportions.





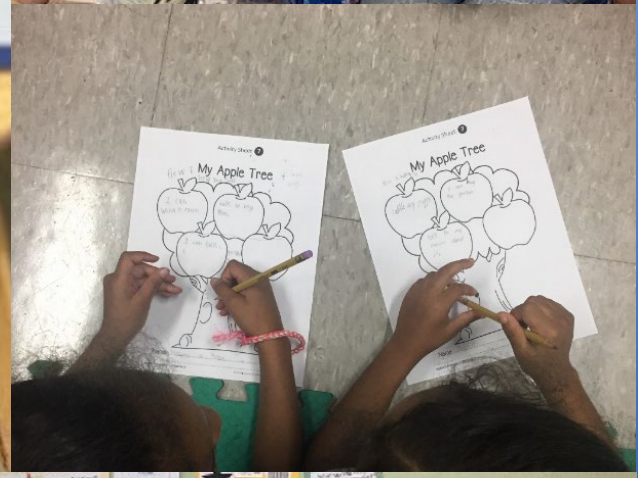


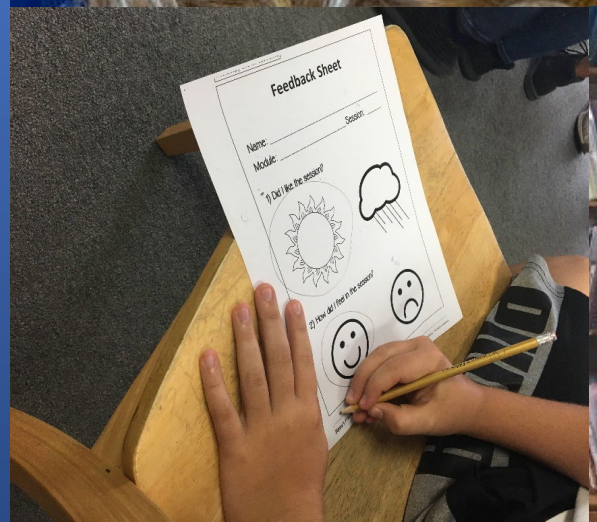
INTRODUCTION

In October 2019, the Alex Panton Foundation launched the evidence based “Zippy’s Friends and Apple’s Friends” Emotional Literacy Programme in collaboration with the UK Partnership for Children across 8 participating schools in the Cayman Islands. The Emotional Literacy Programme is one of the first promotional Mental Health programmes in the Cayman Islands aimed at children and embedded in their school curriculum.

Through the implementation of the Emotional Literacy Programme, the Alex Panton Foundation is aiming to enhance the mental health of children across the Cayman Islands by teaching and building resilience, increasing empathy and cooperation, reducing bullying and improving classroom climate. The Emotional Literacy Programme will be rolled out over 5 years.

Children will learn how to cope with everyday difficulties; how to communicate with and get along with others; and will become more self-aware and emotionally resilient.





METHOD – PARTICIPANTS

21Teachers from 8 schools across the Cayman Islands were asked to participate in the data collection process for the Emotional Literacy Programme. Amongst the 21 teachers who were asked to participate in the data collection process, a total of 28 classrooms formed part of the Emotional Literacy Programme. The total of 28 classrooms were distributed across 2 government schools and 6 private schools / NGOs. Responses were provided for 22 classrooms in total. Therefore, n = 22 and the response rate was 78.57%.

It is important to note that for the Zippy's Friends programme, there is both a mainstream pathway, and a special educational needs and disability pathway (SEND). Out of the 22 classroom surveys received, 3 classrooms formed part of the SEND pathway. While it was initially envisioned to do a separate analysis for each group (SEND and mainstream), the number of SEND data received (3 classrooms) was not sufficient to justify running a paired t-test analysis for comparison. As such, results are reported for both the SEND and mainstream groups as a whole.

*Due to the Covid-19 pandemic school closures in the Cayman Islands, many teachers had to discontinue delivering the Emotional Literacy Programme and subsequently the programme was not completed in all classrooms. The progress made (from Module 1-6) had therefore differed from classroom to classroom. Additionally, it is important to note that SEND students usually complete the Emotional Literary Programme at their own pace and are not expected to progress through the Modules in the same manner as Mainstream students. The benefit received from the programme would therefore differ from classroom to classroom.

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METHOD - METHODOLOGY

The teachers were asked to complete the first round of the Partnership for Children's Classroom Evaluation Surveys before implementing the programme in their classrooms, and responses were received during October 2019- January 2020.These responses formed part of the 'pre-implementation' data collection phase. The teachers were then asked to complete a second and final round of the Partnership for Children's Classroom Evaluation Surveys, after the 2019 academic year had come to an end. Responses were received during June-September 2020. These responses formed part of the 'post-implementation' data collection phase. A link to the Partnership for Children's Classroom Evaluation Survey was distributed to the teachers to complete the survey online, via SurveyMonkey, and they were guided through the process by the Alex Panton Foundation's Administrative Coordinator.

METHOD – SURVEY

The Partnership for Children's Classroom Evaluation Survey was used, which measures a total of 36 behaviours, divided into the following 3 categories:

1. Social / Communication skills
2. Self-awareness – Responsibility, Cooperation, Self-control
3. Coping skills / Resilience / Emotional Literacy and Regulation.

On this survey, teachers are asked to evaluate their classroom(s) on each of the 36 behaviors, on a five-point Likert rating scale: Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree. It is important to emphasize that the Partnership for Children's Classroom Evaluation Survey was designed internally by the Partnership for Children to evaluate the effectiveness of the programmes – it does not claim to be a psychometric assessment tool that has been scientifically proven to be a valid, reliable and unbiased assessment of Social / Communication, Self-awareness or Coping skills / Resilience / Emotional Literacy and Regulation.

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METHOD - HYPOTHESIS AND ANALYSIS

Paired sample t-test analysis was done comparing the mean / average marks within subjects (pre- versus post-implementation) and the t-statistics was generated at significance level of 0.05. Analysis also generated the mean / average mark for each of the paired sample variables, the standard deviation (std) and the mean / average difference between marks (which is the number of points the post-implementation mark has changed due to the intervention). Note that this mean / average difference could be a negative value, meaning that the post-implementation mark had decreased. Likewise, it can be a positive value, meaning that the post-implementation mark had increased.

The 'null hypothesis' might be:
- H0: There is no difference in mean / average ‘pre- and post-implementation’ marks

And an 'alternative hypothesis' might be:
- H1: There is a difference in mean / average ‘pre- and post-implementation’ marks

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KEY FINDINGS

The observed mean / average differences in the ‘pre- and post-implementation’ marks were statistically significant for 36% (13/36) of the behaviours described in the questionnaire. Meaning that here is strong evidence of the success of the intervention in the following behaviours:

- Follows the directions of the teacher and other adults at school
- Apologizes if they have done something wrong
- Is good at resolving conflicts
- Can calm themselves down when they feel angry or upset
- Is considerate of other people’s feelings
- Initiates conversation with peers
- Invites others to join in activities
- Argues frequently
- Is easily upset
- Often has temper tantrums or hot tempers
- Often fights with other children or bullies them
- Acts impulsively
- Is nervous in a group of children

It would seem that the students made slightly better progress in **social/ communication** skills over **self-awareness and coping skills,** which accounted for equal proportions.

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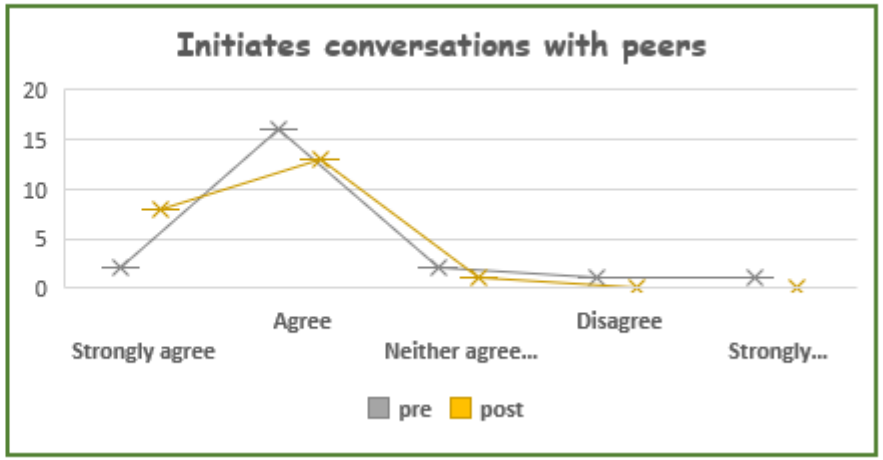
OVERVIEW OF STATISTICALLY SIGNIFICANT RESULTS PER BEHAVIOURAL CATEGORY

CATEGORY 1: SOCIAL / COMMUNICATION SKILLS

For the overall group (all classrooms), the ‘pre- and post-implementation’ marks were statistically significant for 42% (5/12) of the behaviours evaluated in the questionnaire, listed below:

Initiates conversations with peers		
	Percent response	
	Pre-test	Post-test
Strongly agree	2 (9.1)	8 (36.4)
Agree	16 (72.7)	13 (59.1)
Neither agree nor disagree	2 (9.1)	1 (4.5
Disagree	1 (4.5)	-
Strongly disagree	1 (4.5)	-



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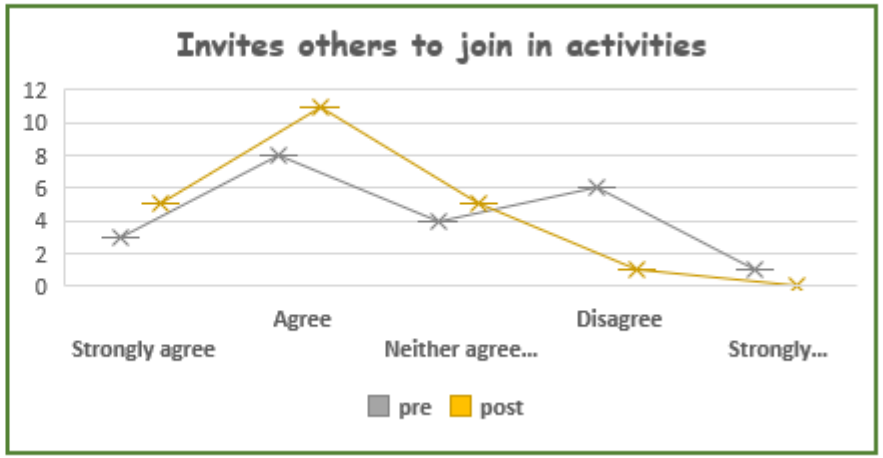
OVERVIEW OF STATISTICALLY SIGNIFICANT RESULTS PER BEHAVIOURAL CATEGORY

CATEGORY 1: SOCIAL / COMMUNICATION SKILLS (CONTINUED)

Invites others to join in activities		
	Percent response	
	Pre-test	Post-test
Strongly agree	3 (13.6)	5 (22.7)
Agree	8 (36.4)	11 (50.0)
Neither agree nor disagree	4 (18.2)	5 (22.7)
Disagree	6 (27.3)	1 (4.5)
Strongly disagree	1 (4.5)	-



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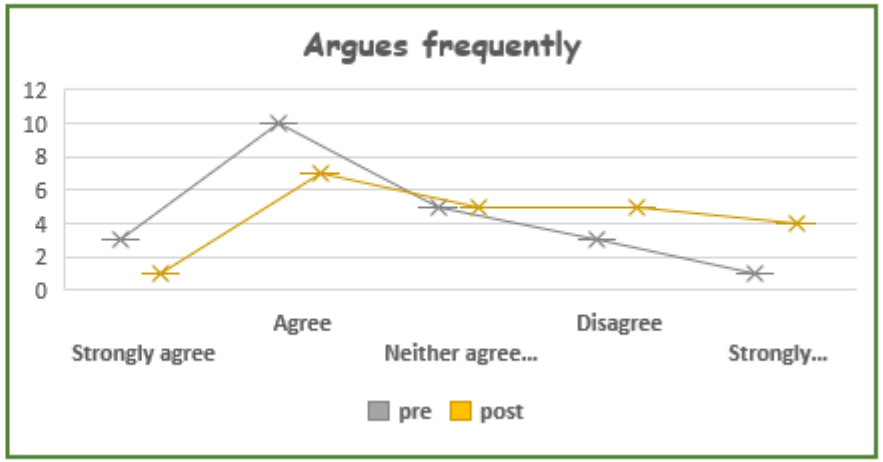
CATEGORY 1: SOCIAL / COMMUNICATION SKILLS (CONTINUED)

Argues frequently		
	Percent response	
	Pre-test	Post-test
Strongly agree	3 (13.6)	1 (4.5)
Agree	10 (45.5)	7 (31.8)
Neither agree nor disagree	5 (22.7)	5 (22.7)
Disagree	3 (13.6)	5 (22.7)
Strongly disagree	1 (4.5)	4 (18.2)



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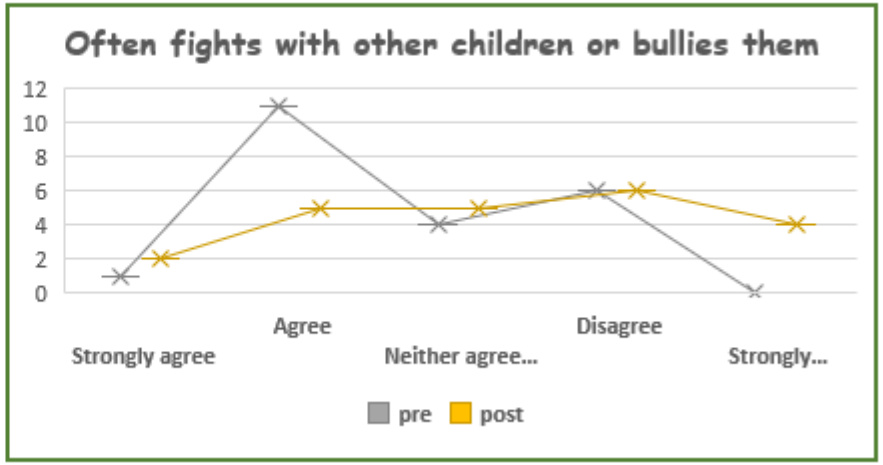
OVERVIEW OF STATISTICALLY SIGNIFICANT RESULTS PER BEHAVIOURAL CATEGORY

CATEGORY 1: SOCIAL / COMMUNICATION SKILLS (CONTINUED)

Often fights with other children or bullies them		
	Percent response	
	Pre-test	Post-test
Strongly agree	1 (4.5)	2 (9.1)
Agree	11 (50.0)	5 (22.7)
Neither agree nor disagree	4 (18.2)	5 (22.7)
Disagree	6 (27.3)	6 (27.3)
Strongly disagree	-	4 (18.2)



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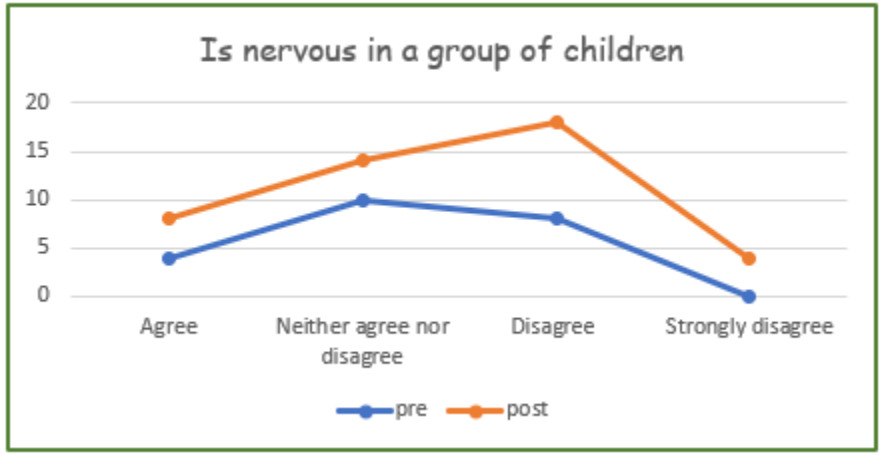
OVERVIEW OF STATISTICALLY SIGNIFICANT RESULTS PER BEHAVIOURAL CATEGORY

CATEGORY 1: SOCIAL / COMMUNICATION SKILLS (CONTINUED)

Is nervous in a group of children		
	Percent response	
	Pre-test	Post-test
Agree	4 (18.2)	4 (18.2)
Neither agree nor disagree	10 (45.5)	4 (18.2)
Disagree	8 (36.4)	10 (45.5)
Strongly disagree	-	4 (18.2)



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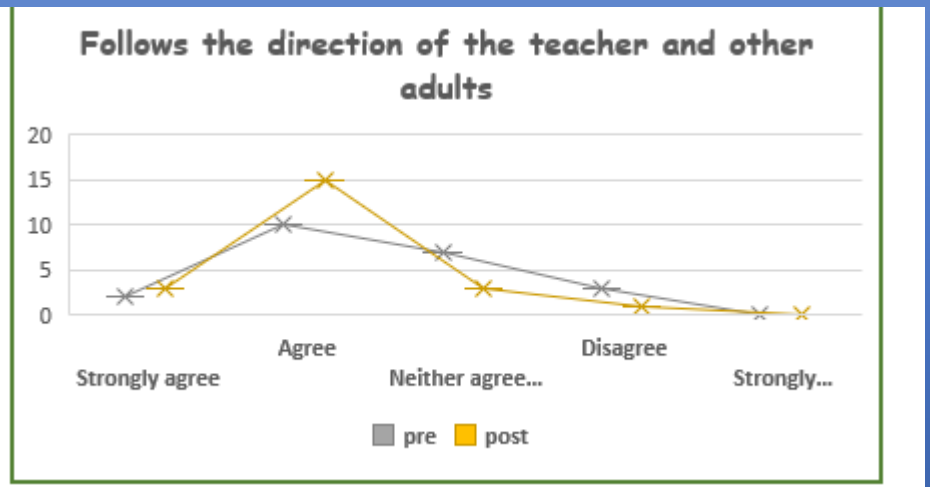
OVERVIEW OF STATISTICALLY SIGNIFICANT RESULTS PER BEHAVIOURAL CATEGORY

CATEGORY 2: SELF-AWARENESS = RESPONSIBILITY, COOPERATION, SELF-CONTROL

For the overall group (all classrooms), the 'pre- and post-implementation' marks were statistically significant for 33% (4/12) of the behaviours evaluated in the questionnaire, listed below:

Follows the directions of the teacher and other adults at school		
	Percent response	
	Pre-test	Post-test
Strongly agree	2 (9.1)	3 (13.6)
Agree	10 (45.5)	15 (68.2)
Neither agree nor disagree	7 (31.8)	3 (13.6)
Disagree	3 (13.6)	1 (4.5)
Strongly disagree	-	-



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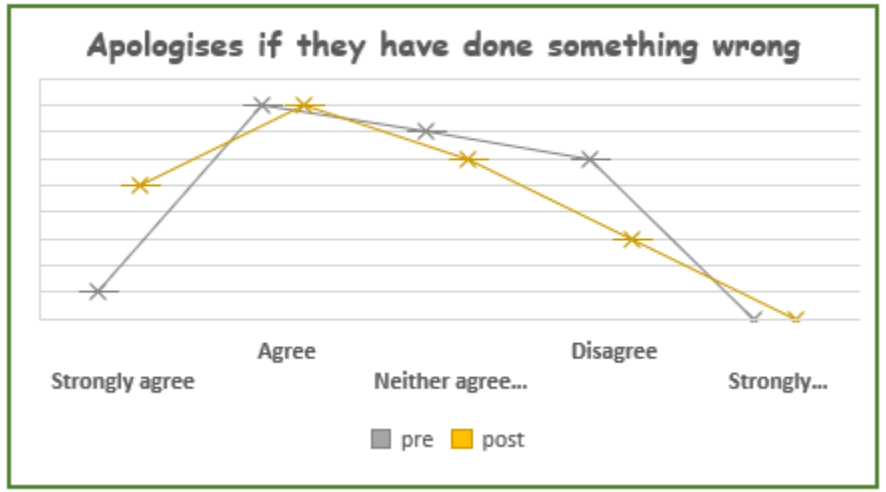
OVERVIEW OF STATISTICALLY SIGNIFICANT RESULTS PER BEHAVIOURAL CATEGORY

CATEGORY 2: SELF-AWARENESS = RESPONSIBILITY, COOPERATION, SELF-CONTROL (CONTINUED)

Apologises if they have done something wrong		
	Percent response	
	Pre-test	Post-test
Strongly agree	1 (4.5)	5 (22.7)
Agree	8 (36.4)	8 (36.4)
Neither agree nor disagree	7 (31.8)	6 (27.3)
Disagree	6 (27.3)	3 (13.6)
Strongly disagree	-	-



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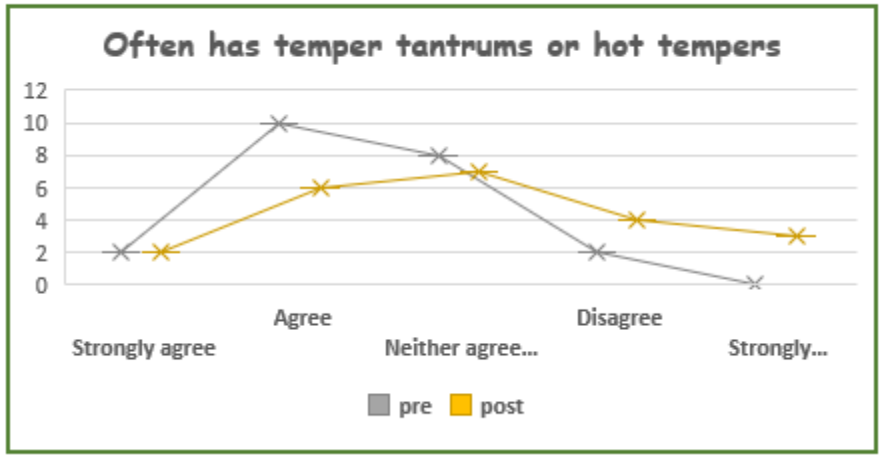
OVERVIEW OF STATISTICALLY SIGNIFICANT RESULTS PER BEHAVIOURAL CATEGORY

CATEGORY 2: SELF-AWARENESS = RESPONSIBILITY, COOPERATION, SELF-CONTROL (CONTINUED)

Often has temper tantrums or hot tempers		
	Percent response	
	Pre-test	Post-test
Strongly agree	2 (9.1)	2 (9.1)
Agree	10 (45.5)	6 (27.3)
Neither agree nor disagree	8 (36.4)	7 (31.8)
Disagree	2 (9.1)	4 (18.2)
Strongly disagree	-	3 (13.6)



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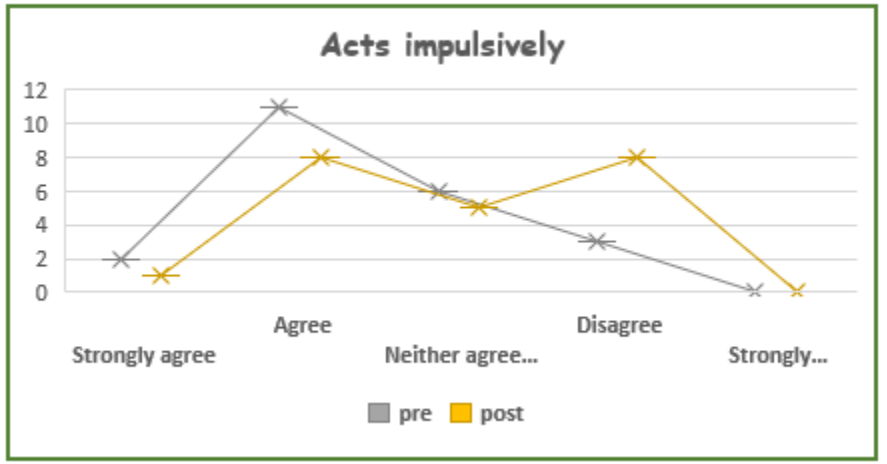
OVERVIEW OF STATISTICALLY SIGNIFICANT RESULTS PER BEHAVIOURAL CATEGORY

CATEGORY 2: SELF-AWARENESS = RESPONSIBILITY, COOPERATION, SELF-CONTROL (CONTINUED)

Acts impulsively		
	Percent response	
	Pre-test	Post-test
Strongly agree	2 (9.1)	1 (4.5)
Agree	11 (50.0)	8 (36.4)
Neither agree nor disagree	6 (27.3)	5 (22.7)
Disagree	3 (13.6)	8 (36.4)
Strongly disagree	-	-



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OVERVIEW OF STATISTICALLY SIGNIFICANT RESULTS PER BEHAVIOURAL CATEGORY

CATEGORY 3: COPING SKILLS / RESILIENCE / EMOTIONAL LITERACY AND REGULATION

For the overall group (all classrooms), the ‘pre- and post-implementation’ marks were statistically significant for 33% (4/12) of the behaviours evaluated in the questionnaire, listed below:

Is good at resolving conflict		
	Percent response	
	Pre-test	Post-test
Strongly agree	-	1 (4.5)
Agree	4 (18.2)	5 (22.7)
Neither agree nor disagree	4 (18.2)	9 (40.9)
Disagree	11 (50.0)	6 (27.3)
Strongly disagree	3 (13.6)	1 (4.5)

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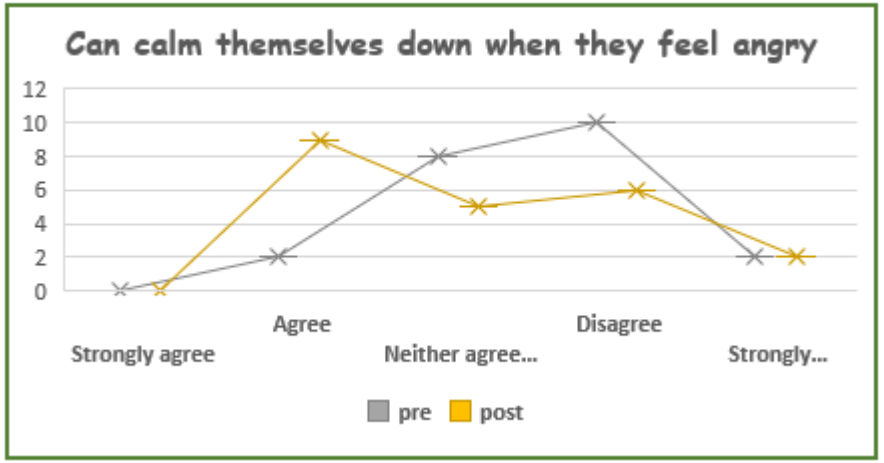
OVERVIEW OF STATISTICALLY SIGNIFICANT RESULTS PER BEHAVIOURAL CATEGORY

CATEGORY 3: COPING SKILLS / RESILIENCE / EMOTIONAL LITERACY AND REGULATION (CONTINUED)

Can calm themselves down when they feel angry		
	Percent response	
	Pre-test	Post-test
Strongly agree	-	-
Agree	2 (9.1)	9 (40.9)
Neither agree nor disagree	8 (36.4)	5 (22.7)
Disagree	10 (45.5)	6 (27.3)
Strongly disagree	2 (9.1)	2 (9.1)



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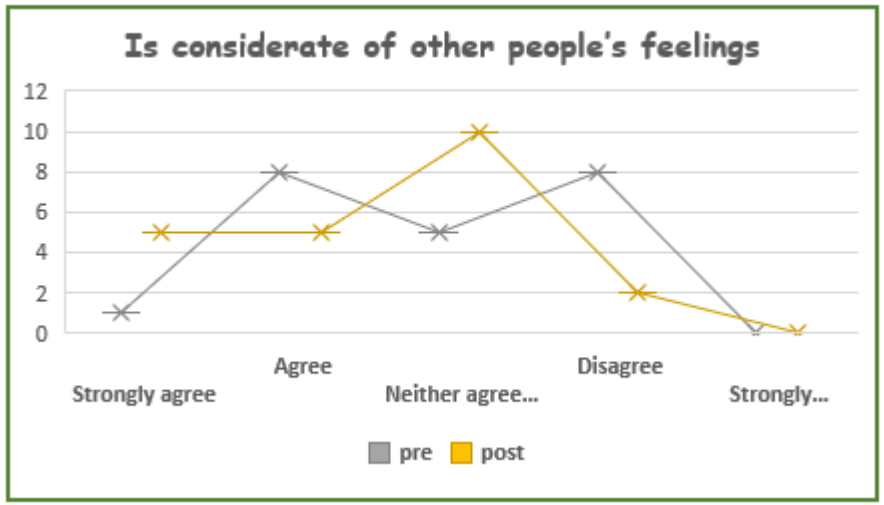
OVERVIEW OF STATISTICALLY SIGNIFICANT RESULTS PER BEHAVIOURAL CATEGORY

CATEGORY 3: COPING SKILLS / RESILIENCE / EMOTIONAL LITERACY AND REGULATION (CONTINUED)

Is considerate of other people's feelings		
	Percent response	
	Pre-test	Post-test
Strongly agree	1 (4.5)	5 (22.7)
Agree	8 (36.4)	5 (22.7)
Neither agree nor disagree	5 (22.7)	10 (45.5)
Disagree	8 (36.4)	2 (9.1)
Strongly disagree	-	-



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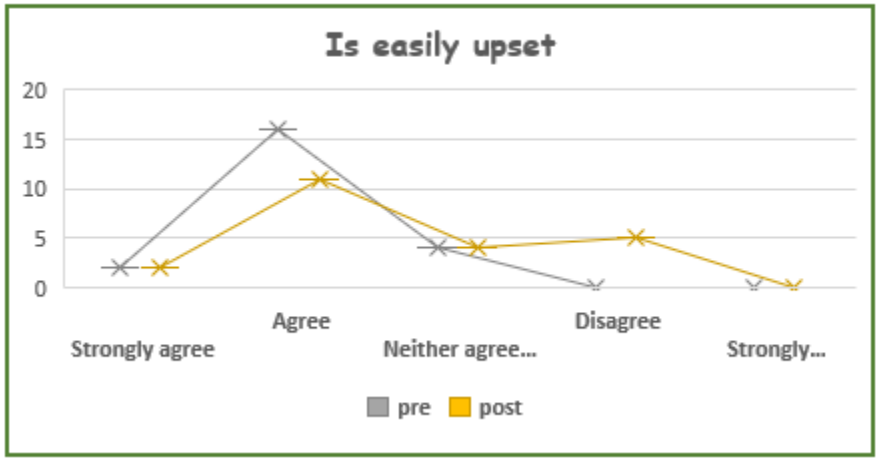
OVERVIEW OF STATISTICALLY SIGNIFICANT RESULTS PER BEHAVIOURAL CATEGORY

CATEGORY 3: COPING SKILLS / RESILIENCE / EMOTIONAL LITERACY AND REGULATION (CONTINUED)

Is easily upset		
	Percent response	
	Pre-test	Post-test
Strongly agree	2 (9.1)	2 (9.1)
Agree	16 (72.7)	11 (50.0)
Neither agree nor disagree	4 (18.2)	4 (18.2)
Disagree	-	5 (22.7)
Strongly disagree	-	-



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OVERVIEW OF RESULTS THAT WERE NOT STATISTICALLY SIGNIFICANT

The following behaviours show marks difference in the ‘pre- and post-implementation’ marks but were not statistically significant differences ($p>0.05$, the null hypothesis was therefore not rejected):

- Volunteers to help others (parents, teachers, other children)
- Cooperates well with classmates
- Shares readily with other children (treats, toys, pencils etc.)
- Can work well with little supervision
- Can describe their own feelings
- Is able to ask for help
- Tells the truth when they have done something wrong
- Controls their temper well
- Can accept criticism
- Responds appropriately to peer pressure
- Deals well with change
- Makes friends easily

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OVERVIEW OF RESULTS THAT WERE NOT STATISTICALLY SIGNIFICANT (CONTINUED)

The following behaviours show marks difference in the ‘pre- and post-implementation’ marks but were not statistically significant differences ($p>0.05$, the null hypothesis was therefore not rejected):

- Is generally liked by other children
- Ignores peer distractions when doing class work
- Can wait their turn patiently
- Speaks politely to teachers and other adults at school
- Can solve problems independently
- Fidgets or moves excessively
- Is easily distracted
- Has low self esteem
- Is often unhappy, downhearted or tearful
- Is rather solitary, tends to play alone
- Has many worries, often seems worried

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