

*“To provide evidenced-based, social and emotional learning opportunities and programs to empower youth and adults to make healthy lifestyle choices”*

# **ANNUAL PROGRAMME**



# **SUMMARY REPORT 2020**

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## INTRODUCTION

Thanks to the support of The Bank of Bermuda Foundation and XL Foundation, and supporting sponsors Axis Specialty, Argo Foundation and Renaissance Re, PRIDE Bermuda continues to lead the way in delivery of The PATHS Programme in schools. The programme started as a resource programme to help students understand and manage their emotions and reduce problem behaviours. PATHS is now being offered schoolwide in three public primary schools. The evidence-based social and emotional learning program, taught by teachers, focuses on five areas of development:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship skills and
- Responsible Decision-Making

PATHS has been rigorously evaluated internationally. The programme has received the highest rating by several organizations including Blueprints for Healthy Youth Development, University of Colorado; Substance Abuse and Mental Health Services Administration (SAMHSA) in the United States and Level 3+ by Early Intervention Foundation in the United Kingdom.

**Social Emotional Learning (SEL)** as defined by the Collaborative for Academic, Social and Emotional Learning (CASEL) ([www.casel.org](http://www.casel.org)) is “the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.” All children must learn to relate well with others and to develop a positive well-being. Effective SEL teaching can be preventative, preventing or reducing risky behaviours in children of all ages.

PRIDE Bermuda, a prevention organization, implements SEL programmes to empower children to develop the essential social emotional learning skills to make healthy life decisions, manage life’s challenges and reduce problem behaviours like substance abuse, violence and school drop-out.

This report provides the pretest results of the PATHS Programme in 3 schools from October 2019 through March 2020. Due to the Covid-19 pandemic schools were unable to complete the programme and the post-assessments for students.



**OBJECTIVE**

To enhance the student's social and emotional learning and reduce problem behaviours

**PROGRAMME DESCRIPTION****Promoting Alternative Thinking Strategies (PATHS)**

The PATHS® Curriculum is a comprehensive program for promoting emotional and social competencies. It also reduces aggression and behavior problems in primary school-aged children while simultaneously developing a caring, pro-social context that facilitates educational processes in the classroom.

The PATHS Curriculum provides facilitators with a systematic developmental procedure to:

- Increase self-control.
- Enhance self-esteem, self-confidence and the ability to give and receive compliments.
- Increase understanding and use of the vocabulary of emotions, verbal, mediation, dialogue and interpersonal communication.
- Improve ability to recognize and interpret the differences between feelings, behaviors and perspectives of self and others.
- Understanding of attributional processes that lead to an appropriate sense of self-responsibility.
- Recognition and understanding about how one's behaviours affect others.
- Enhance motivation and use of creativity.
- Increased understanding and use of logical reasoning and problem-solving vocabulary.
- Improved knowledge of, and skill in, the steps of social problem solving – leading to the prevention and/or resolution of problems and conflicts in daily life.

**PARTICIPANT OUTCOMES**

Students participating in the PATHS Program will:

- Reduce Aggressive/Disruptive Behaviour
- Increase Concentration/Attention
- Increase Social & Emotional Competences

**FIDELITY CRITERIA:**

1. Offered twice a week for 20 – 30 minutes
2. Concepts modeled throughout the school day
3. PATHS Kid of the Day activity
4. Parent/child activities

## PATHS ACHIEVEMENTS



**3 Primary Schools**

Elliot Primary

Heron Bay Primary

Prospect Primary



**294 students**

126 students

71 students

97 students



**26 Classes**

11 classes

6 classes

9 classes



**26 trained teachers**

11 teachers

6 teachers

9 teachers

The PATHS curriculum (Primary 1 to Primary 6) was implemented schoolwide at three primary schools Elliot, Heron Bay and Prospect Primary. There were a total of 294 students enrolled. All three schools were engaged in full implementation from October through March 2020.

The impact of The PATHS Programme is normally tested using a variety of quantitative and qualitative data collection methods. In each class, 8 randomly selected students are evaluated by the classroom teacher using the PATHS Student Evaluation tool before the program started and again at the end of the program. The goal is to see if the PATHS Programme would improve student behaviour in three key behavioural areas: aggressive and disruptive behaviors (e.g. yells at others during conflicts, fights), attention and concentration (e.g. stays on task, engages in an activity for a sustained period of time) and social and emotional competence (e.g. accepts when things don't go his or her way, expresses needs and feelings appropriately).

Due to the impact of Covid-19 to shelter-in-place and subsequent school closures; teachers were unable to complete the post-assessments. PRIDE was also unable to conduct annual student, teacher and parent surveys for their opinion of PATHS and their perception of the impact of the programme.

## PATHS RESULTS

The three schools provided 189 pre-assessment evaluations.

Pre-Assessment results showing percentage of students at risk in each behavioural area:

Aggressive/Disruptive

P1 – 12% of students (P1 figures include PPS specialized learning classes)

P2 - P6 – 7% of students

Concentration/Attention

P1 – 45% of students (P1 figures include PPS specialized learning classes)

P2 - P6 – 40% of students

### Social Emotional Skills

PI – 45% of students (PI figures include PPS specialized learning classes)

P2 - P6 - 13% of students

### **FIDELITY**

Throughout the year, the PRIDE Programme Team provided support for teachers to achieve the programme outcomes. The Team observed quality implementation during classroom visits with most of the lesson to the entire lesson being delivered effectively. Observation data from all three schools revealed that teachers were teaching lessons with high fidelity, averaging 5.95 out of a maximum of 7 (85%) for Global rating of Implementation Quality. The team was also able to observe PATHS Kid of the Day in most classrooms during PATHS teaching time (average rating of 3.68 out of a maximum of 4 – 92%). Lessons were observed from October 2019 to March 2020. Due to COVID-19, most teachers did not complete teaching the required number of lessons in their PATHS curricula.

### **PATHS TEACHER TRAINING**

In February 2020, PRIDE facilitated the second PATHS Teacher Training Workshop. The one day training was attended by 26 staff from the Prospect Primary and Elliott Primary Schools. The training was facilitated by PRIDE's own PATHS Affiliate Trainers Lisa Brewster and Samantha Smith. 88% of the participants completed evaluations. All participants reported that their understanding of the PATHS programme had been enhanced; they understood how to implement the programme and they felt prepared to implement it with fidelity.

## LIFESKILLS TRAINING PROGRAMME

Thanks to the support of our principal sponsor The Department for National Drug Control and supporting sponsors XL Foundation, AXIS Specialty and Renaissance Re, PRIDE led the delivery of the LifeSkills Training Programme in partnership with 8 public primary schools. During implementation, 359 students were enrolled in the program with 12 trained adult facilitators.

Due to the impact of Covid-19 pandemic, this report only summarizes the results of the pre-assessment of Primary LifeSkills Training Programme from September 2019 to March 2020.

The population served is as follows:

- Just over eight in ten students (82%) reported being Bermudian.
- Just under half of the students (47%) reported living in a two parent home.
- Almost two-thirds (64%) reported being black.
- Males and females were equally proportioned (males 51%).

## LIFESKILLS YOUTH SURVEY ADMINISTRATION

A pre-post method is utilized to evaluate the LST Programme. There were 336 pre-assessment evaluations available for this school year. Due to COVID-19 we were not able to post-assess students.

	# OF CLASSES	# ENROLLED			
SCHOOLS			P4 LEVEL 1	P5 LEVEL 2	P6 LEVEL 3
East End Primary	3	41	12	15	14
Francis Patton Primary*	1	16	0	16	0
Harrington Sound Primary	4	73	0	37	36
Northlands Primary	6	94	36	26	32
Purvis Primary*	1	21	0	21	0
Somerset Primary*	4	51	18	14	19
West End Primary	3	49	19	18	12
West Pembroke Primary*	1	14	0	14	0
<b>8 School Sites</b>	<b>23</b>	<b>359</b>	<b>85</b>	<b>161</b>	<b>113</b>

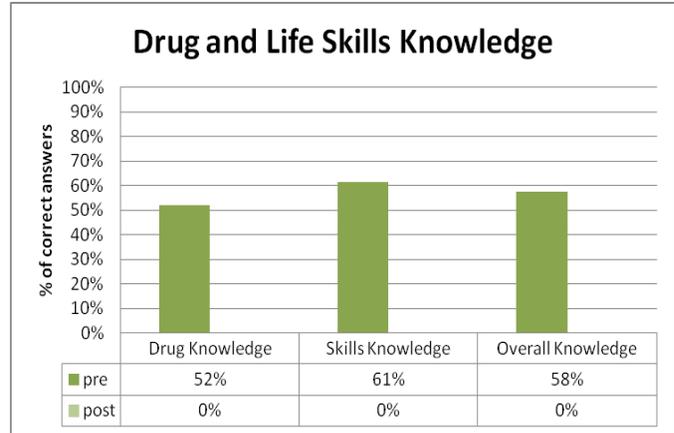
## KNOWLEDGE

The knowledge scale in the LST-PS questionnaire (pre & post) examines knowledge in some of the key areas covered in the programme such as substances, decision making, advertising, anxiety and coping with stress. There are 18 questions to which the student responds True or False. Examples of the questions:

- Most adults smoke cigarettes.

- Advertisements are always true.
- There is nothing you can do about peer pressure except go along with it.

An overall knowledge score is measured as well as two subscales: anti-drug and life skills knowledge. The overall knowledge score is the percentage of the total number of knowledge questions answered correctly. Students showed that their overall knowledge score for both drug and skills knowledge was at 58% of the items answered correctly.

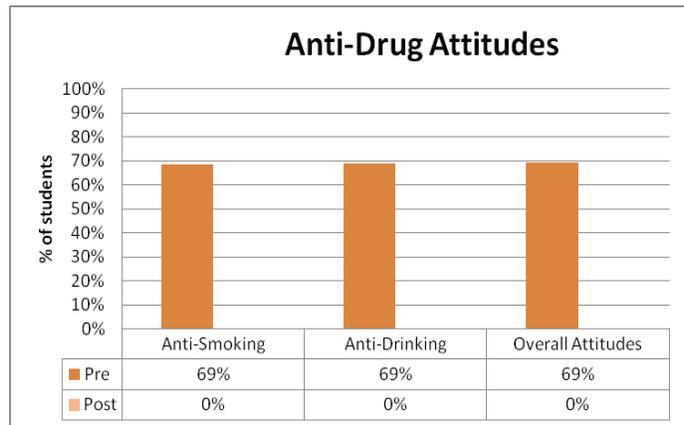


## ATTITUDES

Students answer a series of 8 questions on the LST-PS questionnaire examining attitudes towards alcohol use and smoking on a 3 point Likert scale (Disagree, Not Sure, Agree). Examples of questions:

- Kids who smoke cigarettes have more fun than non-smokers
- Since a lot of people drink alcohol it can't be that bad for you

Higher scores indicate healthier attitudes towards smoking and drinking. Students show healthy overall anti-drug attitudes with a score of 69% of students responding that they disagree with the items presented at pre-assessment time.



## LIFE SKILLS

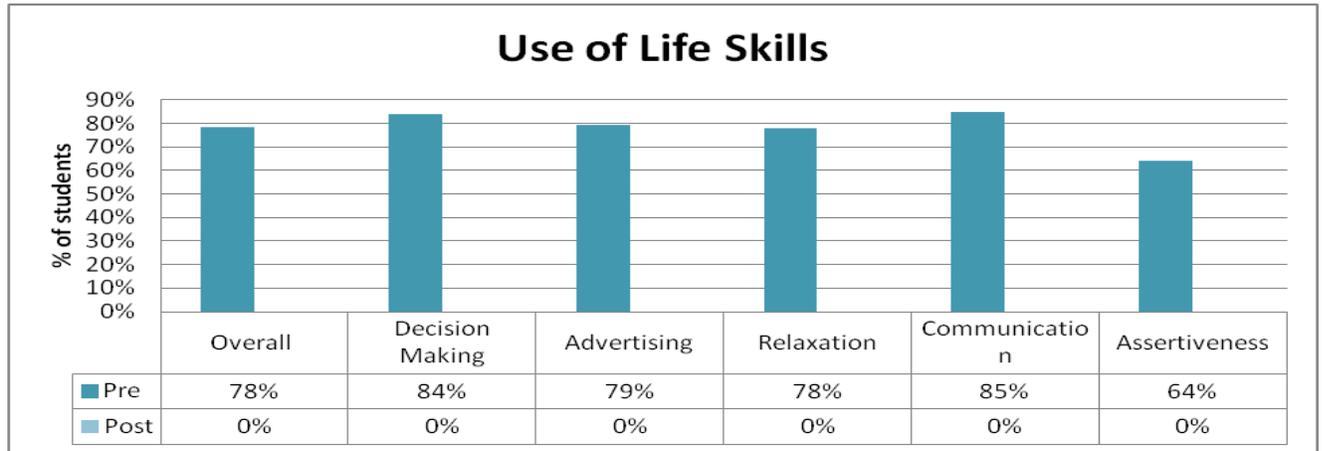
This section of the LST-PS questionnaire examines students' reactions to how they would handle various situations with a series of 8 questions measured on a 3 point Likert scale.

Examples of questions:

- When you need to make a decision how often do you think about your choices and what will happen?
- How often do you ask questions when you don't understand?

Some questions may be answered Never, Sometimes or Most of the Time. Others may be answered Not Likely, Somewhat Likely or Very Likely. There are subscales for Decision-making, Advertising, Relaxation, Communication and Assertiveness.

Students showed a healthy use of how to apply life skills with the questions presented at pre-assessment time. All categories were higher than 75% besides the assertiveness category.



## CONCLUSION

Student self-reports of the prevalence of substance misuse remains a great concern in Bermuda. In addition, we know that children experience many risk factors in their homes and community. For those that have the protective factors to buffer the effect of such risky encounters, the consequences are minimized. However, for those children who have fewer protections in place the outcome of exposure can lead to a host of health risk behaviours including substance abuse, violence and school failure.

In collaboration with the Department of Education, PRIDE Bermuda is focused on providing quality prevention programmes, LifeSkills Training, which enhances social and emotional skills while increasing protection against the impact of exposure to risk. The LifeSkills Programme has been proven to reduce substance abuse while enhancing other social and emotional developmental areas in youth including social skills, decision making, assertiveness and understanding how to cope with peer pressure, stress and anxiety.

However, due to the impact of the Covid-19 pandemic and subsequent shelter in place order, school closures were implemented as of March 20, 2020. As a result facilitators' access to students was impeded. There was also, concern of overload on students and parents with the consequent shift in education to online platforms. As a result the LST programme was not completed this school year and results are not available.

PRIDE's response to the impact of Covid-19 encompassed the Programme Team and Facilitators engaging in a series of ongoing workshops and training, local and international, to gain knowledge of the online resources made available by programme developers and trainers in order to sustain efforts in the next school year 2020/2021. The Team provided support to schools with online Social Emotional Learning resources via face book and email. PRIDE Team continues to build capacity to be able to pivot services to offer all workshops, specialized trainings and programmes via online platforms for classroom-based and afterschool delivery.

PRIDE remains committed to offering quality, social and emotional learning opportunities and programmes to empower youth and adults to make healthy lifestyle choices in the midst of a changing world.



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