



CHILD RESILIENCY PROGRAMME OF THE VIOLENCE PREVENTION ALLIANCE



FALMOUTH ALL AGE & SAM SHARPE TEACHERS' COLLEGE ANNUAL EVALUATION REPORT 2018-2019

Contents

Introduction 4

CRP Model.....5

Evaluation Design.....7

Outcomes & Indicators.....8

Key Findings.....9

Impact Findings by Outcomes.....19

Concluding Remarks.....30

Annex.....31

Message from The Founder and Programme Director



The Child Resiliency Programme (CRP) was birthed in 2006 at the Hope United Church, out of a passion for the positive development of disadvantaged pre and young adolescents. Since 2014, under the umbrella of the Violence Prevention Alliance (VPA), it has grown to four centres supporting 220 children at risk per year.

CRP is a collaborative effort between schools, community organizations, churches, families and health services to build a broad network of protection for our youths. It is an after-school programme that integrates sports; cultural arts; and social and academic support as tools to affect change.

“Caring relationships, high expectations and meaningful participation in the home, school and community, prevent adolescents from becoming involved in multiple high-risk behaviour.”

2018-2019 began with 100 children surveyed, using our newly developed Child and Youth Resiliency Measure (CYRM), modified to suit our Jamaican context.

This innovative endeavour is showing great promise for building resilience in children and offering protection against violence. We are excited to share the results for this academic year.

Dr. Kim Scott
Programme Director
Child Resiliency Programme

Resiliency: the human capacity and ability to face, overcome, be strengthened by, and even be transformed by experiences of adversity. It is the ability to **‘BOUNCE BACK’** from life’s challenges. The CRP’s objective is to foster the development of resilient attributes in the children referred by offering protection against violence, abuse and neglect.



INTRODUCTION

The **objective** of this **Annual Evaluation** is to assess the **IMPACT** of the Programme's intervention in the year under review (2018-2019).

Our Theory of Change

The CRP assumes that structured, after-school programmes for behavior change in children identified as 'at risk' for violence will be most successful **IF**

Children are:

- **Engaged in educational activities;**
- Supported to **strengthen their coping mechanisms and life skills** through sporting and cultural activities **delivered by caring, consistent adult mentors;**
- Receive **nutritional support;**
- Parents are supported to become better, **more involved parents;** and
- **Teachers are trained to refer and better cope** with these behaviorally challenged children.

IF children, parents and teachers are supported by the **arms of the Programme** (Fig.1), **AND** community cohesiveness is fostered, **THEN children participating in the program will display an increase in resilient attributes, coping mechanisms and life skills and in turn, be better protected from violence, exploitation and abuse.**

What we do

Through funding from the Tourism Enhancement Fund (TEF), Jamaica Tourist Board; the American Friends of Jamaica; and support from the Joan Duncan Foundation of the Jamaica Money Market Brokers (JMMB); as well as other small private donors,

Fig.1 Arms of Child Resiliency Programme

<i>Life Skills Training Including Mentorship and Spiritual Development</i>	<i>Sporting and Creative Activities to Reinforce Life Skills</i>	<i>Parent/ Family Counselling and Training</i>
<i>Academic Support to Increase Literacy</i>	<i>Teacher Training</i>	<i>Nutritional Support</i>
<i>Community Cohesion & Inclusion</i>		

the CRP of the VPA partners with the Falmouth All Age School (FAA) and Sam Sharpe Teachers' College (SSTC),

to identify and build resilience in a cohort of 100 pre and young adolescents per year (FAA:40 & SSTC:60), ages 9-11 years, who are 'at risk' for violence, exploitation, abuse and neglect; while continuing to strengthen the centres' capacity for long term impact. These children were referred from feeder schools in the communities of both centres.



“Hug a child!”

CRP MODEL

The CRP was delivered after school, three times per week at two centres: FAA and SSTC, from 3:00 p.m. to 5:00 p.m. The activities offered were rotated among 6 'houses'.

The Reward and Recognition Programme effectively motivated the children to improve their behaviour. They started each term with five stars each and gained or lost stars for themselves and their 'houses' based on their behaviour/performance. The students who showed exemplary behaviour were publicly recognised with behavioural prizes and field trips during and at the end of each term respectively.

“We’ve seen increases in the self-esteem & confidence of the children.”
Facilitator

ACTIVITIES PER CENTRE	
FALMOUTH ALL AGE	SAM SHARPE TEACHERS' COLLEGE
Meet: Mondays, Tuesdays and Wednesdays 3:00-5:00 pm	Meet: Mondays, Tuesdays and Wednesdays 3:00-5:00 pm
Literacy	Literacy
Circle Time	Circle Time
Art & Craft	Art & Craft
Drama	Literacy through Computer
Sports: Cricket & Football	Sports: Kung Fu, Table Tennis, Football, Cricket, Gymnastics, Darts
Dancing	Music
Parent Workshops: once per term	Parent Workshops: once per month
Family Counselling	
Teacher Training: Biennial	
Life Skills Training Thematic Approach: Weekly life skills themes are used to guide the content of activities Nutritional Support: a meal is served every day	
Annual Sports Day & Mini Sports Competitions; Fun Day; End of term Field Trips; End-of-term Prize Giving & Awards Ceremonies & Concerts	
Reward & Recognition Programme: 6 different coloured 'houses'/teams of up to 12 children each. The leading 'House' wins a prize field trip at the end of each term; 12 Individual Behavioural Prizes awarded every 5 weeks at each centre	
www.childresiliency.org	



**“One boy was very aggressive and would bully his way out of situations. He has learned to use his bullying skills in a positive way by protecting the smaller and younger children.”
Facilitator**



**“My son used to fight everyday but since he start de Programme he stop. I don't get no more complain 'bout him from school.”
Parent**

WHAT WE MEASURED

The analytical framework (Fig. 13) to assess where changes ought to take place, is outlined in CRPs Outcomes and Indicators (Fig.3)

Data was therefore collected to measure the following according to the Programme's Outcomes:

- The children's **level of aggression and exposure to violence.**
- **Protective factors/ level of the children's resilience**

What data was collected and how?

Quantitative and qualitative baseline and post data were collected from 4 credible and reliable primary sources (children, parents, teachers and facilitators) using questionnaires, focus group discussions, interviews and observations as well as Literacy tests and referral information from feeder schools.

Pre-data was collected in October/November 2018 from 100 children (FAA: 40 & SSTC: 60),

with 71% boys and 29% girls (Fig.2). Post-data was collected in May/June 2019 from 100 children, samples of parents, teachers and facilitators.

The Child and Youth Resiliency Measure (CYRM), a questionnaire of 26 statements, was implemented at the beginning of the school year in October/November 2018 and administered again in May/June 2019 along with other tools, to assess the overall change in the children.

All tools were administered by trained personnel to ensure confidentiality and to prevent re-traumatisation of children. The data was stored in the Statistical Package for the Social Sciences (SPSS) for analysis.

Fig. 2 Sample by Gender

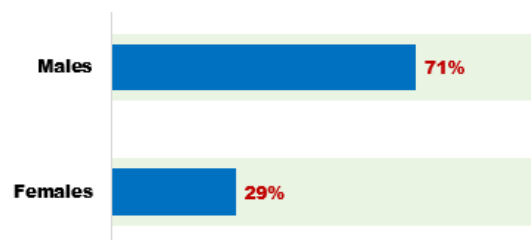


Figure 13: **Analytical Framework Measuring Change**



Fig. 3 OVERALL OUTCOME: Greater Protection from and Prevention of Violence, Exploitation and Abuse by:

1 Strengthening resilient attributes, coping mechanisms, and life skills in project children

Indicators:

- Extent to which children demonstrate an **increase in resilient attributes and pro-social behaviours.**
- # /percentage of children who report that they have an **adult from the programme who cares and to talk to for support**
- # of children **engaged in life skills training** through sports and cultural arts
- Extent to which children feel comfortable and **supported to express their emotions of grief, anger, sadness/depression.**

2. Increased engagement in educational activities

Indicators:

- Percentage of children showing an **increase in literacy by one grade level**
- Extent to which children demonstrate an **increased love for learning and reading.**
- Percentage of children showing a **positive attitude towards school.**

4. Improved community cohesiveness and inclusion towards greater ownership and engagement in addressing the issue of community violence, abuse and neglect.

Indicators:

- # of **community representatives** who are a **part of the CRP model.**
- Extent to which **community members are involved in the programme**, cohesive community activities designed to effectively address the issue of community violence.

3. Increase in positive parental involvement, communication and appropriate discipline

Indicators:

- # of parents trained and reporting an **increase in knowledge of appropriate discipline** (not corporal punishment) and the prevention of physical abuse
- # of parents trained and reporting an **improvement in communication** with their children.
- Level of **parental involvement:** general monitoring and supervising homework, attending parent workshops, PTA etc.

KEY FINDINGS

1 Background: Measure of the level of exposure to aggression and violence.

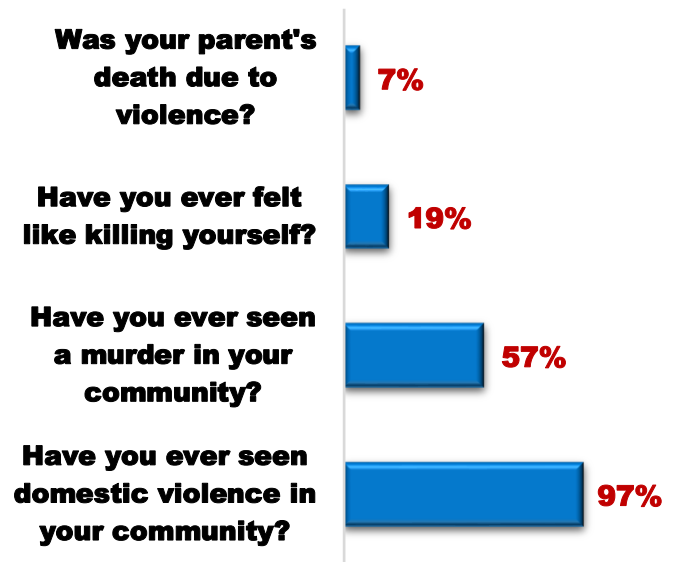
To understand how likely the children are to engage in aggression and violence, CRP explored their exposure to violence in their community and the level of their protection against the RISK for such behaviour.

The baseline data showed that the children experienced high exposure to violence in that 97% of the children witnessed domestic violence daily and 57% saw at least one murder in their community (Fig.4).

“The aunties and uncles help us get along with each other.”
child



Fig.4 **Student exposure: domestic violence & murder rank in the top two occurrences**



“Mi happy fi de programme. My daughter is less angry although she still provoking sometimes. De programme help har improve.”
Parent

‘We enjoy learning and reading, to play football, to be something in life. The aunties and uncles calm us down.’
Child

The children entered the programme with high levels of aggression: 45% said they could not resist hurting someone if they were troubled; 53% FAA children said they could not resist cursing; while 17% SSTC children could not resist fighting (Figs.5-7).

However, by the end of the school year in June, focus group discussions with children, guidance counselors, grade 5 teachers, parents/ caregivers, and facilitators revealed noticeable reduction in frequency and intensity of conflicts: hitting, pushing, name-calling, threatening and bullying; and improvement in anger management and conflict resolution among the children: more children said they were able to resist hurting themselves and others sometimes, if someone troubled them. There was a 16% increase in FAA children who reported they could resist cursing back most of the time; and 13% increase in SSTC children who said they could resist fighting most of the time (Figs.5-7).

Fig.5 More children reported being able to deal with others who troubled them without hurting anyone

	FAA		SSTC	
	Pre %	Post %	Pre %	Post %
No, Not at All	31	25	14	7
Yes/ Sometimes	69	75	86	93

Fig.6 16% increase in FAA children who CAN resist cursing back most of the time

	FAA	
	Pre %	Post %
No, Not at All	53	37
Yes/ Sometimes	47	63



**“I like that they nurture the children instead of reprimanding them at the programme to achieve behaviour change.”
Teacher**

**“They felt safe and confident enough to express their emotions since going to the Programme.”
Teacher**

Fig.7 13% increase in SSTC children who CAN resist fighting most of the time

	SSTC	
	Pre %	Post %
No, Not at All	17	4
Yes/ Sometimes	83	96

2 Child Selection

The children's high level of exposure to violence and aggression contributed to the reasons they were selected for the 2018-2019 cohort. The Baseline Survey indicated that the top reasons for referring the students from their feeder schools included:

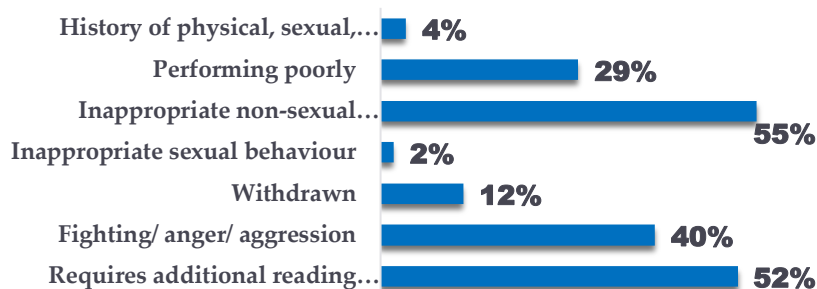
81% for performing poorly and requiring reading support; and 57% for inappropriate behaviour (Fig.8).

Attendance

An average of 35 (out of 40) and 40 (out of 60) children attended the FAA and SSTC Centres respectively on a regular basis, with 5 (FAA) and 20 (SSTC) attending less regularly at both centres.

Fig.8

Top Reasons Schools Referred Students:
81% for reading support & poor performance
57% for inappropriate behaviour
40% for fighting & aggression



“I used to shout in class and talk while the teacher is talking but I stop now because the aunties and uncles at the programme say that if I listen in class, I can answer all the questions on my tests.”

Child

3 Life Skills Training to Impact Behaviour Change

The children took part in a wide variety of activities to stimulate resilient attributes and pro-social behaviours. Each activity re-inforced the weekly themes of the Life Skills Training such as Conflict Resolution, Teamwork, Problem Solving.

By the end of the school year, more children reported respecting themselves and others (Fig.9); and more FAA children reported feeling a sense of belonging (83%); (Fig.10)

Fig.9 More children respected themselves and others

	FAA		SSTC	
	Pre %	Post %	Pre %	Post %
No, Not at All	8	3	3	0
Yes/ Sometimes	92	97	97	100

Spiritual Development to Reinforce Life Skills

Spiritual Development took place for 15 minutes each afternoon. The children spent some quiet time, sang favourite choruses and read bible passages. Faith in God is seen as a key survival tool.



Sports to Reinforce Life Skills

“Sports was used as a powerful tool for engaging these ‘at risk’ children in activities that inspired behaviour change and taught important life skills such as anger management, conflict resolution, team spirit, building self-esteem, decision making and self- discipline. The children learnt cooperation, trust and how to win and lose gracefully.”
Dr. Kim Scott, Programme Director



Fig.10 **11%** Increase in FAA children who felt a sense of belonging/togetherness at their schools and after-school programmes most of the time

	FAA	
	Pre %	Post %
No, Not at All	28	17
Yes/ Sometimes	72	83

“The Programme shows you how to respect people and yourself; how to strive for a goal; to work as a team; to calm us down; how to solve conflict with others; to change bad characteristics; it teaches us not to fight; Don’t threaten people and don’t fight girls.”
 child



**“I came to the Programme to curb my behaviour and learn manners and to have lots of fun especially in sports.”
child**



**“He’s become more interactive, bolder and he’s not so violent now. He was rough around the edges.”
Parent**



**“I don’t do some of the things I used to do like skull class and curse bad-word.”
Child**



**“Sometimes all 4 times fi di week di guidance counsellor call me because him used to fight a lot. But since him coming here I see that cut down a little and I don’t get call from the guidance counsellor about fighting.”
Parent**



“My son was very shy and since he went to the Programme, the shyness went. He’s more polite. He loves all the activities at the Programme



“The Programme provides a platform where the children who are not on the ‘A’ list in their schools and at home can find their voices and shine.”

Facilitator

At the end of the school year in June, focus group discussions and interviews with children, guidance counselors, grade 5 teachers, parents/caregivers and facilitators revealed that **sports easily became a top motivator in building resilient attributes and pro-social practices**. It was an avenue for them to build self-confidence, self-esteem; **encouraged good team spirit and sense of belonging and gave them an avenue to release stress**.

Circle Time to Reinforce Life Skills Training

Circle time gave the children the tools to figure out their feelings/ emotions; explore alternative ways of responding to challenges; encouraged self-expression; and re-enforced positive behaviour. **Topical issues following weekly life skills themes were discussed using methods such as videos, debates, art and craft, role play, music and games.**

By the end of the school year, some children expressed love for circle time where issues, such as anger management, conflict resolution, healthy sexuality problem solving decision making and goal setting were discussed.



Fig.11 Up to 55% increase in children who said Circle Time helped them to express themselves and feel better about themselves

	FAA		SSTC	
	Pre %	Post %	Pre %	Post %
No, Not at All	83	28	55	25
Yes/ Sometimes	17	72	45	75

**“The programme children in my school are now friends.”
Teacher**

IMPACT FINDINGS BY OUTCOMES

1 Strengthening resilient attributes, coping mechanisms and life skills in project children

Indicators

- Extent to which children demonstrate an **increase in resilient attributes and pro-social behaviours.**
- # / percentage of children who report that they have an **adult from the programme who cares and to talk to for support**
- # of children **engaged in life skills training** including sports and cultural arts.
- Extent to which children feel comfortable and **supported to express their emotions of grief, anger, sadness & depression.**

31% of the FAA children entered the programme saying they did have an adult to talk to when they felt bad and 36% reported not being involved in any after-school activities and life skills training (2017-2018 baseline report).

By the end of the school year, **more children (especially at the FAA Centre) said they had adults who cared and to whom they could talk when they felt bad (89%); and that their self-image improved (Figs.12-14).**

Fig.12 **20% increase in FAA children who could identify an adult to talk to when they felt bad most of the time**

	FAA	
	Pre %	Post %
No, Not at All	31	11
Yes/ Sometimes	69	89

Fig.13 **More children said their friends supported them**

	FAA		SSTC	
	Pre %	Post %	Pre %	Post %
No, Not at All	22	19	3	0
Yes/ Sometimes	78	81	97	100

Fig.14 **11% Increase in FAA children who valued personal hygiene most of the time**

	FAA	
	Pre %	Post %
No, Not at All	14	3
Yes/ Sometimes	86	97

Creative Expression to Reinforce Life Skills

According to focus group discussions with teachers, facilitators and children the Creative Expression helped the children gain a positive, meaningful self-image, and self-confidence; develop team work; leadership and relationship skills; conflict resolution, anger management and re-enforced a sense of belonging.



Fig.15 More children going to church

	FAA		SSTC	
	Pre %	Post %	Pre %	Post %
No, Not at All	25	19	17	3
Yes/ Sometimes	75	81	83	97



‘The temper that I had is not as bad as first time. Sometimes I ignore but if it is really serious, I tell my teacher.’

Child



By the end of the school year in June, focus group discussions and interviews with children, guidance counselors, grade 5 teachers, parents/ caregivers, and facilitators revealed that **most children could identify new or additional persons who cared for them and to whom they could go for support, and to share their grief**, including programme facilitators and their guidance counselors. In addition, up to 14% more children were going to church. **The programme environment also made them feel safe to express their emotions, desires and goals.**



Each child is considered to be ‘at promise’.”

2 Increased engagement in educational activities

Indicators

- Percentage of children showing an **increase in literacy by one grade level**
- Extent to which children demonstrate an **increased love for learning and reading**.
- Percentage of children showing a **positive attitude towards school**.

Children who **are unable to read effectively have shown to be more likely to engage in high risk behaviours** such as fighting, aggressiveness, getting involved in gangs and displaying inappropriate behaviour. **This arm therefore aims to help the Programme children become functionally literate through small group teaching; and to foster a love for reading and learning**

The data show less **children scoring below 60%** between the pre and post Literacy tests (Figs. 18-19); and **up to 34% increase in those reading at their Grade 5 Level**. (Figs.16-17).

Comprehension proved challenging among the children.

Fig.16 **34% Increase in FAA children reading at Grade 5 Level**

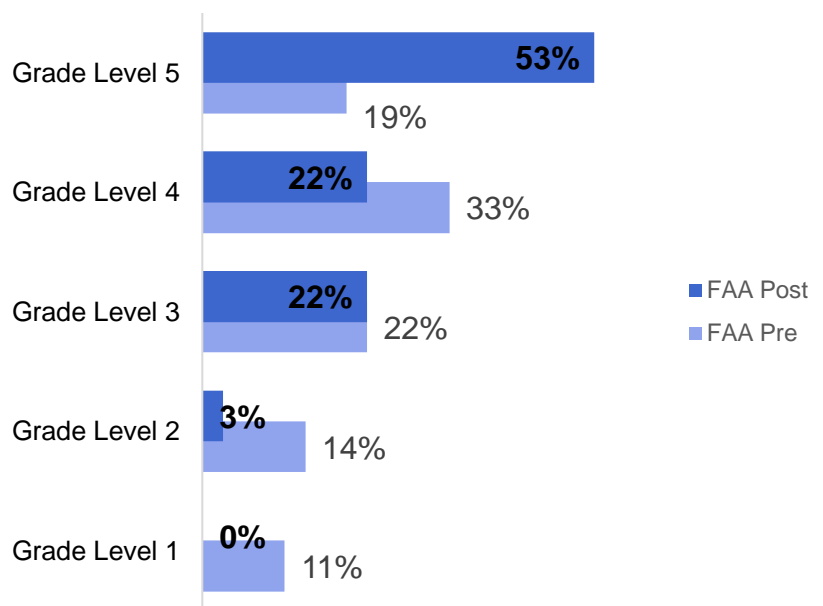
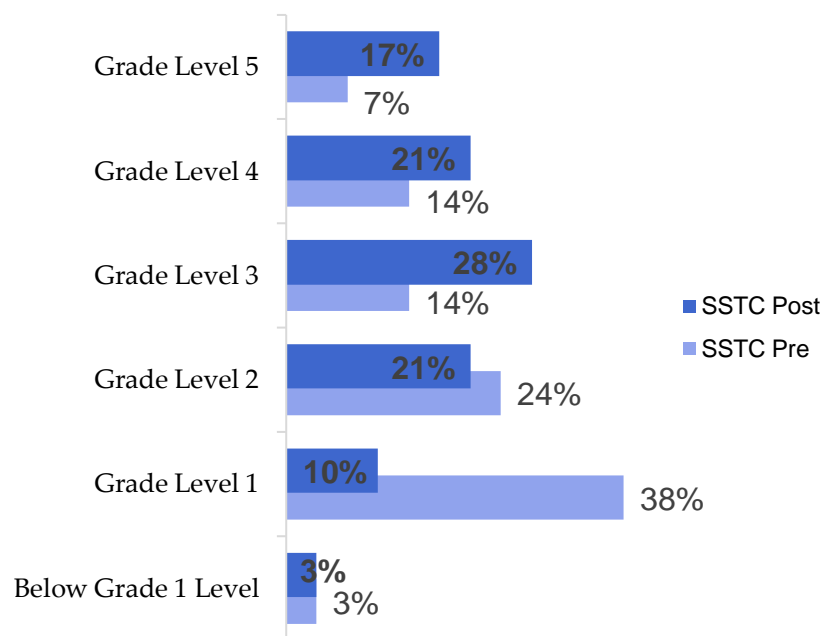


Fig.17 **10% Increase in SSTC children reading at Grade 5 Level**



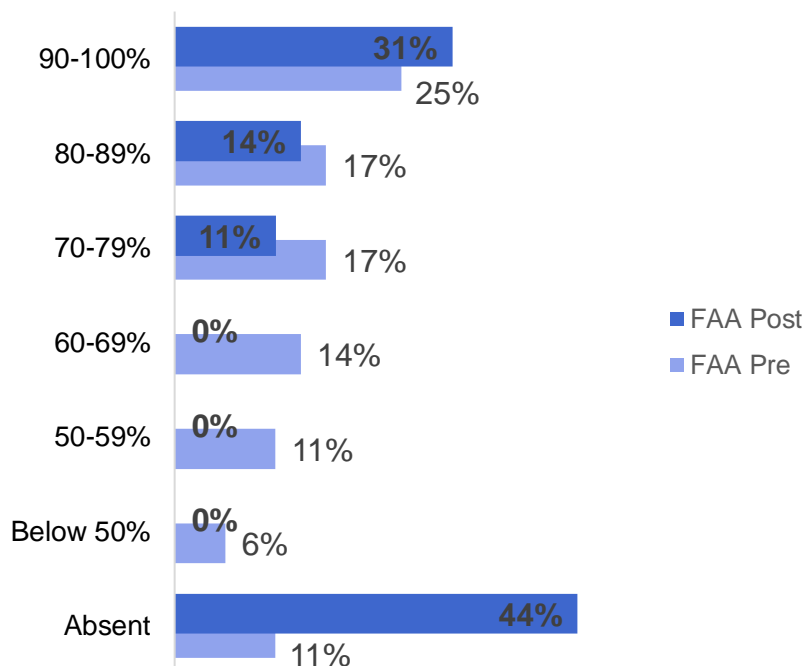
Several techniques were used in the Literacy classes, including spelling card games, crossword puzzles, reading, comprehension and quiz. **Homework help** also became a useful part of the Literacy classes.

Literacy through Computers

Computers were also used to teach Literacy. In addition to giving the children a basic grasp of the computer, the computer provided interactive learning/teaching websites and games to stimulate interest in the children for reading, comprehension, and problem solving.

At the end of the school year in June, focus group discussions with children, guidance counselors, grade 5 teachers, parents and facilitators revealed that **there was a noticeable increase in love for learning and reading among the children which positively affected their attitude and participation at school.**

Fig.18 More FAA children scoring above 90%

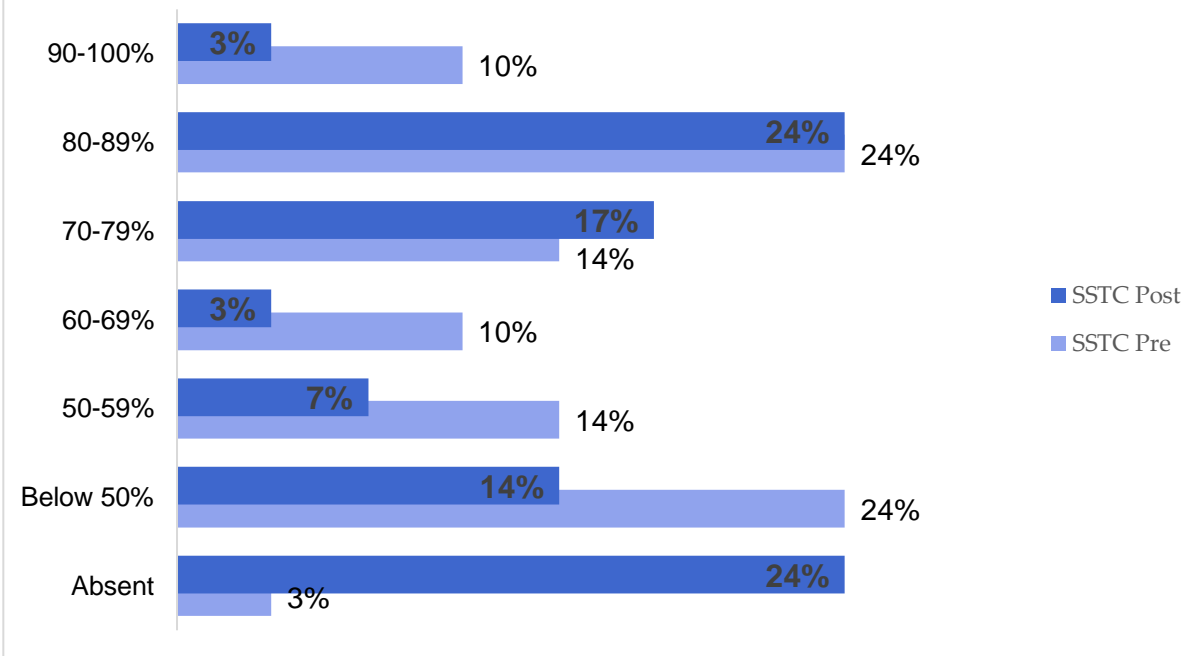


Dem love all the activities dem at the Programme. Dem step up on the language ‘an dem don’t curse any badwords now”
Facilitator

“Him slow pan de learning but de reading tests and vocabulary help him, an’ him school work improve”
Parent



Fig.19 Less SSTC children scoring below 60%



“Because my son can’t read, him have a terrible temper. Right now when him get into temper, him cool down and we talk and him seh dat is de temper that get him in trouble.”

Parent



Fig.20 More children love to learn & read

	FAA		SSTC	
	Pre %	Post %	Pre %	Post %
No, Not at All	8	0	7	0
Yes/ Sometime s	92	100	93	100



Fig.21 More children want to do well in school

	FAA		SSTC	
	Pre %	Post %	Pre %	Post %
No, Not at All	6	0	3	0
Yes/ Sometime s	95	100	97	100

“Jamaican children are the definition of resilience.”

3 Increase in positive parental involvement, communication and appropriate discipline

Indicators

- # of parents trained and reporting an increase in knowledge of appropriate discipline (not corporal punishment) and the prevention of physical abuse

- # of parents trained and reporting an improvement in communication with their children.

- Level of parental involvement: general monitoring and supervising homework, attending parent workshops, PTA etc.

Fig.22 SSTC children reported less spanking and more talking by their caregivers most of the time

	SSTC	
	Pre %	Post %
Talking	38	83
Spanking	52	46

Fig.23 FAA children reported being comfortable talking with their parents when they felt bad most of the time

	FAA	
	Pre %	Post %
No, Not at all	14	8
Yes/ Sometimes	86	92

The Baseline data shows 52% of the children reporting that their parents spanked them; and 14% FAA children not feeling comfortable talking to their parents. By the end of the school in June, interviews with those parents who attended parent training seminars reported a slight increase in children feeling comfortable talking with their parents when they feel bad (especially the FAA children); as well as improvement in the use of appropriate forms of discipline.

“Mi see improvement in my patience since mi ah come ah de parent workshop; and my communication with my child improve”
Parent

Fig.24 14% Increase among SSTC children reporting that their families cared about them most of the time

	SSTC	
	Pre %	Post %
No, Not at all	7	3
Yes/ Sometimes	83	97

**“I learn that I don’t have to beat, I can punish instead. It helped me not to get angry on them. Instead I talk to them.”
Parent**



**“More time dem listen to discipline and advice since dem start go a de programme. Dem don’t talk back or gwaan bad all de time. Wi communicating better”
Parent**

The parents who attended the monthly parent workshops benefitted from the training which covered topics such as discipline versus corporal punishment; sexual and reproductive health; communicating with their children; problem solving; anger management and conflict resolution and the importance of being actively involved in their children’s school and activities

The Parent and Family Counselors spent more in-depth time counseling with a total of 23 of the 100 children referred; and made the necessary recommendations some of which included having their children assessed.

4 Improved community cohesiveness and inclusion in addressing the issue of community violence, abuse and neglect in the programme children

Indicators

- # of **community representatives** who are a part of the CRP model.
- Extent to which **community members are involved in the programme** and concerned/interested in addressing the issue of community violence.

Currently, there are approximately 20 community facilitators and volunteers from the FAA and SSTC communities who are a part of the CRP model. Coupled with this are caregivers, volunteers and community chefs who catered at both centres on a weekly basis. In addition, speakers from the wider community addressed both the children and parents at their workshops including police personnel. Other stakeholders including British Airways also visited and took part in the Programme.

Findings of the 2017-2018 Monitoring and Evaluation Report were shared at the annual Facilitator's workshop in September 2018.



Nutritional Support

“Nutrition and resilience are co-dependent and mutually reinforcing” *FAO*. Children cannot focus and be productive if they are hungry or mal-nourished. One objective of the programme is to provide weekly nutritional meals and refreshment; to reinforce life skills during meal time including proper table etiquette.

The meals were served with water as a policy of the Programme to promote health, proper hydration and to balance the sugar intake. Juice however, was served on special occasions such as parent workshops, staff meetings and prize giving.



“I love the food and de fun at the Programme. The aunties and uncles treat us nice.”

“The aunties and uncles take good care of us and treat us nice and let us have fun. They give us food to eat and they help us with our homework and help us to read.”
Child

CONCLUDING REMARKS

The Child Resiliency Programme (CRP) of the Violence Prevention Alliance (VPA) identifies and builds resiliency in children who are 'at risk' for violence, exploitation, abuse and neglect. As a holistic, after-school, intervention programme, the CRP seeks to build a network of protection (schools, families, communities, churches, police and health services) for these children who the programme considers to be 'at promise'.

By the end of this review period, less children were fighting; more children were feeling safe and supported in expressing their grief; more children were able to identify someone who cared; more children were managing their anger better; and less were depressed. The children's literacy levels have increased and their attitude to learning and reading has improved. Parents were better able to discipline with less beating; and they became more involved in their children's lives. Community members were taking more active interests in these vulnerable children and offering protection.

As we continue to provide a supportive environment for these children at risk (or rather "at promise"), we can continue to hope for a better future, with less crime and violence.



ANNEX

1.

Programme Output for 2018-2019

- **100 children** across both centres **attending afterschool activities three times per week.**
- **Monthly/Termly Parenting workshops** (average: 3-7 parents per session).
- **Facilitators Training Workshop:** September 2018.

2.

The Child and Youth Resilience Measure CHILD RESILIENCY PROGRAMME

NAME:	SCHOOL:		DATE:
To what extent do the sentences below describe you? Circle ONE answer for each statement.	NO Not at All	Sometimes	YES A Lot
	1	2	3
1. I have people I admire/respect in my community (e.g. teacher, police, guidance counsellor, pastor, coaches, programme facilitator)			
2. I respect myself and others			
3. I love to learn and read			
4. My parent(s) watch me closely			
5. My parent(s) help me with my homework			
6. If I am hungry, there is enough food to eat			
7. My faith in God is a source of strength for me			
8. I am proud to be a Jamaican			
9. People think I am fun to be with			
10. I have an adult I can talk to when I feel bad (other than my parents)			
11. My family cares about me			
12. I'm NOT bullied at school or at the programme			
13. I know what I am good at			
14. I go to church			

1

The Child and Youth Resilience Measure CHILD RESILIENCY PROGRAMME

NAME:	SCHOOL:		DATE:
To what extent do the sentences below describe you? Circle ONE answer for each statement.	NO Not at All	Sometimes	YES A Lot
	1	2	3
15. I feel safe when I am at home			
16. I can talk to my parents when I feel bad			
17. Circle time helps me			
18. I DON'T carry a weapon (i.e., gun, knife, sharp object, broken glass, stone)			
19. My friends support me			
20. I feel safe when I am at school			
21. I feel a sense of belonging/togetherness at my school and after-school programme			
22. I DON'T get into a fist fight / pushing even when somebody wants to fight me			
23. When someone troubles me, I can deal with it without hurting myself or others			
24. When students are cursing me, I can tell them how I feel instead of cursing back			
25. Doing well in school is important to me.			
26. Personal hygiene is important to me (e.g. bathing, brushing teeth, smelling fresh, dressing neatly)			

2

3.

Child Resiliency Programme Individual Profile

DATE				
SCHOOL NAME				
GENDER				
Male <input type="checkbox"/>		Female <input type="checkbox"/>		D.O.B.: / /
Who do you live with?			Address/ Name of Community:	
PARENTS' /MAIN CAREGIVER'S NAME		Mother:	Tel #:	
		Father:	Tel #:	
		Other:	Tel #:	
How many persons live in your house?				
For those living with single parent, where is your other parent?				
Lives elsewhere in Jamaica: Kingston/other parish				
<input type="checkbox"/>	Migrated <input type="checkbox"/>	Incarcerated <input type="checkbox"/>	Deceased <input type="checkbox"/>	Other <input type="checkbox"/>
			Was death due to violence? <input type="checkbox"/>	Don't know: <input type="checkbox"/>
How often do you see or talk to him/her?		Not at all <input type="checkbox"/>	Seldom <input type="checkbox"/>	Often <input type="checkbox"/>
				All the time <input type="checkbox"/>

ACADEMIC PROFILE: LITERACY SKILL ASSESSMENT*

Tick the last sentence the child is able to read properly:

SENTENCE TO READ	Sept	June	Comments
1. The big boy can play.			
2. On Sunday we dress for church.			
3. Yesterday my sister baked a cake. We all enjoyed it very much.			
4. Our family likes to listen to music on the radio. We usually do this in the evening.			
5. The coach showed us the book and explained the drawing. When I looked at them, they appeared to have been scribbled on the paper.			

1

RISK BEHAVIOURS ASSESSMENT

1. Do you feel really sad or depressed a lot?	<input type="checkbox"/>	<input type="checkbox"/>	Yes	No
If no, skip to next question, if yes....				
When friends tease/ they pick on me	<input type="checkbox"/>	<input type="checkbox"/>	Yes	No
Due to death/separation of relative or friend	<input type="checkbox"/>	<input type="checkbox"/>	Yes	No
When parent curses/ harsh home environment	<input type="checkbox"/>	<input type="checkbox"/>	Yes	No
2. Have you ever felt like killing yourself?	<input type="checkbox"/>	<input type="checkbox"/>	Yes	No
3. Have you ever witnessed a murder in your community?	<input type="checkbox"/>	<input type="checkbox"/>	Yes	No
4. Have you ever witnessed domestic violence in your community?	<input type="checkbox"/>	<input type="checkbox"/>	Yes	No
5. How do your parents discipline you? Please mark all that apply:				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talking	Time outs	Temporarily take away privileges	Slapping and Spanking	Beating to inflict harm
				Shouting / Cursing
				Nothing
1	2	3	4	5
				6
				7

2

4.

PARENT QUESTIONNAIRE

1. How often do you show your love and affection to your child(ren). Please mark only one?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Never	Very little	Sometimes	Daily hugs, praises	Almost all the time
1	2	3	4	5

2. How often do you talk with and listen to your child?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Never	Very little	Sometimes	Daily hugs, praises	Almost all the time
1	2	3	4	5

3. Describe your involvement with your child's school. Please mark all that apply

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very little involvement	Attending PTA meetings regularly	Attending school functions	Talking to teachers (personally, by phone, or other media)	All of the above
1	2	3	4	5

4. How often do you help your child with homework? Please mark only one.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Almost never	Rarely	Once and a while Monthly	Frequently Weekly	Almost always, everyday
1	2	3	4	5

5. How often is your child involved in church? Please mark only one.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Almost never	Rarely	Once and a while, during holidays	Frequently, once per month	Almost always, every Sunday
1	2	3	4	5

6. How have you been disciplining your child recently? Please mark all that apply:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talking	Time outs	Shouting	Temporarily take away privileges	Slapping and Spanking	Nothing	Other
1	2	3	4	5	6	7

© Child Resiliency Programme

SOCIAL BEHAVIOUR OF CHILD

Date: _____

Name of Child: _____

School: _____

Rate from a scale of 1-4: (1=Bad, 2=Fair 3=Good 4=Excellent)

	Parent	Teacher	Comments
Politeness/ Courteous Please, thank you, etc.			
Obedience- Follow instructions			
Helpful and cooperative Offer to help?			
Well groomed and proper hygiene			
Honesty			
Using appropriate language			
Handling Anger			
Ask questions/ participate			
Number of times caught fighting in the classroom			

© Child Resiliency Programme

5.

PROGRAMME CENTRES AND THEIR FEEDER SCHOOLS	
FALMOUTH ALL AGE CENTRE	SAM SHARPE TEACHERS' COLLEGE CENTRE
Falmouth All Age	Albion Primary
Granville Primary	Barracks Road Primary
Hague Primary	Flankers All Age
Wakefield Primary	Granville Primary
	Irwin Primary
	Mt. Salem Primary

6.

REFERRAL CRITERIA OF CHILDREN IN

THE CHILD RESILIENCY PROGRAMME

- *Literacy below grade level;*
- *Delinquency, excessive fighting, violence and poor internal locus of control;*
- *Inappropriate behaviour;*
- *Family history of incarceration, death and involvement in gangs;*
- *History of sexual, emotional, physical abuse and/or neglect; and*
- *Exposure to drugs and other substances.*

7.

RESILIENT ATTRIBUTES AND PRO-SOCIAL BEHAVIOURS

- **Resilient Attributes:** can identify a goal in life can identify someone who cares ● has good self- esteem ● self-discipline ● sense of purpose and belonging ● good relationship with peers, teachers and parents ● sensitive to feelings and experiences of others ● cares about others ● has insight to one's strengths & weaknesses ● resistance skills i.e. ability to resist negative peer pressure ●
- **Pro-social Behaviours:** – common courtesies: 'please & thank you', 'I'm sorry' ● polite, ●honest ●obedient ●use of appropriate language ●helpful ●proper hygiene ●participative ●optimistic about future.

8.

RESILIENCY STRATEGIES

- **Caring relationships:** Supportive relationships at home, school & community
- **Provide Opportunities for Meaningful Participation:** at home, school & community
- **Have High, yet Realistic Boundaries & Expectations:** clear rules, high expectations, sense of safety & structure at home school & community.

9.

OBJECTIVES: LIFE SKILLS TRAINING THEMATIC APPROACH

- Helping young people gain knowledge, insight and a meaningful perspective of themselves
- Helping youth/adolescents successfully navigate all the major tasks associated with Healthy Adolescent Development
- Encouraging socially acceptable behaviour

Core Topics – 10 Adolescent Development Tasks:

1. Self-Development

- Who am I?
- Moral/Spiritual Development
- Roles & Responsibilities
- Sexuality

2. Emotional & Social Development

- Communication & Cooperation: Team & Group Work
- Friendship & Peer Pressure
- Handling Anger & Conflict
- Handling Complex Emotional Feelings

3. Cognitive Development

- Decision Making & Problem Solving
- Goal Setting

Special Topics – The Prevention of:

1. HIV/AIDS/STI/Pregnancy
2. Drug Use & Abuse
3. Violence & Crime
4. Child Abuse

10.

A CURRICULUM FOR PARENTS OF ADOLESCENTS

- What kind of Parent Do I want to be?
- Promoting Self, Emotional Social and Cognitive Development of Adolescents including the following lessons:
 - Defining a Positive Self Image
 - Building Self Esteem
 - Effective Communication
 - Supportive Peer Friendships
 - Adolescent Sexuality
 - Problem Solving and Decision-making Skills
 - Handling Anger and Conflict
 - Renegotiating Roles and Responsibilities
 - Setting and Achieving Goals
- STI/HIV and Pregnancy Prevention
- Preventing Abuse and Violence at Home and in the Community
- Helping my Adolescent Resist Drugs and Alcohol
- Handling Grief and Building Resilience