

# ANNUAL REPORT 2021-2022



## CHILD RESILIENCY PROGRAMME

Violence Prevention Alliance



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## Child Resiliency Programme

**HUG A CHILD!**

### OBJECTIVE

- To foster the development of Resilient attributes, pro-social behaviours and mental wellbeing in referred children and their parents; and facilitate protection against violence, abuse, neglect, and trauma.

- To provide training in Building Peace, Resiliency and Wellness to adults including university students and persons providing care for children 'at risk'

# PROGRAMME DIRECTOR'S MESSAGE



The advent of the COVID-19 pandemic forced the Jamaican Government to suspend face-to-face learning in March 2020 for all primary and secondary schools, which eventually continued for close to two years due to several waves of the virus. This meant that the Grade 5 cohort from which referrals to the programme were taken, were not in face-to-face contact with their schoolteachers since Grade 3. During these two years of school closure however, the Child Resiliency Programme continued to offer its supportive intervention by a hybrid approach (virtual and face-to-face) for children referred from home and community. This was well needed particularly given the increased trauma resulting from the effects of the pandemic and increased incidents of violence and abuse.

2021-2022 continued with the community-based approach in September with the recruiting of children to the Boys Town site and pivoted back to include school referrals as of January 2022 with the re-opening of schools face-to-face. CRP also expanded to include an in-school Programme at Red Hills Primary School. Mental health and psychosocial support for children, parents and facilitators remained our

focus for this reporting period.

Another main focus was the expansion of our Objectives to include Training in Building Peace, Resiliency and Wellness (PRW) to university students at the International University of the Caribbean (IUC); and to church and community leaders as well as Government Case Managers involved in providing care for children “at risk” or emerging from trauma. This reporting period saw 100 persons completing the course.

The year presented many challenges but in the spirit of Resiliency, the Programme continued to thrive and adapt to the needs of the rapidly changing Jamaican landscape, charting new territories through partnership with the Peace Institute of the IUC and an increased focus on training. It is our pleasure to present this year’s findings and look forward to another year of Resilience!

*Dr Kim Scott*

## RESILIENCE

THE HUMAN CAPACITY AND ABILITY TO FACE, OVERCOME,  
BE STRENGTHENED BY, AND EVEN BE TRANSFORMED BY EXPERIENCES OF ADVERSITY.  
THE ABILITY TO ‘**BOUNCE BACK**’ FROM LIFE’S CHALLENGES.

# INTRODUCTION

The Child Resiliency Programme (CRP) resumed its much welcomed intervention for children 9-11 years for the 2021-2022 school year as schools remained closed to face-to-face attendance (for the Christmas term) amidst the ongoing COVID-19 pandemic.

The Programme continued its **community-based approach** in recruiting and interfacing with the children and their families **at its Boys Town Centre** (40 children); and **officially established its in-school model at Red Hills Primary School** (25 children). During the Christmas term, it continued its hybrid method of delivery (face-to-face and virtual) while ensuring that the Government of Jamaica's Risk Management Protocols were adhered to. This included 4 sets of 10 children face-to-face at Boys Town, 1 set of 10 children face-to-face at Red Hills Primary and 1 set of 10 children online. With the resumption of full face-to-face schooling in January 2022, the In-school model eventually increased to 25 children.

The Programme's partnership with its feeder schools was maintained in the Christmas term (2021) by phone calls to Principals and Guidance Counsellors; and was **re-energised with focus group discussions** (in-person and on-line) with Guidance Counsellors and Grade 5 teachers in February and June 2022.



**Parent WhatsApp Group Chat** along with **monthly parent training workshops** kept up to 20 parents engaged throughout the year. The facilitators were given mobile data to keep in regular contact with the children and their families. An Implementers training workshop for staff of Boys Town and Red Hills sites focused on Building Resiliency and Wellness in the context of COVID.

The **congratulatory field trips** at the end of every term were particularly appreciated and therapeutic for the children as the county gradually relaxed and eventually withdrew its Disaster Risk Management Protocols.

One major highlight this reporting year was the **expansion of the Programme to include the delivery of training in Building Peace, Resiliency and Wellness to all adults**, including church leaders, community leaders as well as university students of the International University of the Caribbean (IUC) with whom the Programme partnered in early 2021. Under this partnership the community-based and in-school sites of the Child Resiliency Programme will be used as models for the students' practicum and internship.



# THEORY OF CHANGE

The Child Resiliency Programme assumes that structured, after-school programmes for behaviour 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 behaviourally 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.



Fig.1 Arms of The Child Resiliency Programme

# THE CHILD RESILIENCY PROGRAMME...

Through primary support from the Joan Duncan Foundation of the Jamaica Money Market Brokers (JMMB), and additional support from the Victoria Mutual Foundation and the American Friends of Jamaica (AFJ); as well as from other small private donors...

1] The CRP partnered with the non-profit organization Boys’ Town (BT) and the Red Hills Primary School, to identify and build Resiliency and Wellness in a cohort of 65 children, ages 9-11 years, who are ‘at risk’ for violence, exploitation, abuse, neglect and trauma, while continuing to strengthen the sites’ capacities for long term impact. The children are referred from feeder schools in the Boys Town community (community-based model) and from Red Hills Primary School only (in-school model).

2] The CRP provided training in Building Peace, Resiliency and Wellness to 110 adults (University students, FBOs, NGOs, Relevant ministry groups) in small groups of 15-20 persons who are involved in providing care to children “at risk” or who are generally working in the Violence Prevention Sector. This training is guided by the Peace Building Resiliency and Wellness manual developed in July 2021 and spearheaded by Dr. Kim Scott.

# CRP MODEL

The **holistic approach** of the CRP model focuses on building resilience in a fun and nurturing environment.

The Programme is delivered **after school, three times per week** at the Boys' Town community centre and the Red Hills Primary school from 3:00 p.m. to 5:00 p.m. The activities offered are rotated among 6 and 2 'houses' or teams respectively.

Every child starts each term with five stars and gains or loses stars for themselves and their 'house'/team based on their behaviour/performance. The students who show exemplary behaviour are publicly recognised with behavioural prizes twice per term; and the winning 'house'/ team is rewarded with a field trip at the end of each term. The children are suspended from the programme if they lose all their stars.

The prize trip venues this reporting period were Hope Gardens / Hope Zoo in Kingston and Castleton Gardens in St Mary.

[www.childresiliency.org](http://www.childresiliency.org)

BOYS' TOWN Community-based Model	RED HILLS PRIMARY In-school Model
<b>Meet:</b> Mondays, Tuesdays and Wednesdays 3:00-5:00 pm	
<b>Literacy/</b> Literacy through Computer	<b>Literacy</b>
Circle Time	Circle Time
<b>Sports/</b> Football	<b>Sports/</b> Football
Dance	Drumming
<b>Art &amp; Craft</b>	
<b>Parent Workshops:</b> last Wednesday of every month <b>Family Counselling &amp; Home Visits</b>	
<b>Stakeholders' Workshop:</b> Biennial <b>Teacher Training:</b> Biennial	
<b>Life Skills Training Thematic Approach:</b> Weekly life skills themes are used to guide the focus of activities	
<b>Nutritional Support:</b> a meal is served every day of Programme sessions	
<b>Annual Sports Day &amp; Mini Sports Competitions</b> <b>Fun Day, End of term Field Trips</b> End-of-term <b>Prize Giving, Awards Ceremonies &amp; Concerts</b>	
<b>Reward &amp; Recognition Programme</b> The leading 'House'/team wins a prize field trip at the end of each term.	
6 different coloured 'houses'/teams of 10 children each at Boys' Town. <b>12 Individual Behavioural Prizes awarded every 5 weeks</b>	2 different coloured 'houses'/teams of 12 children each at Red Hills. <b>4 Individual Behavioural Prizes awarded every 5 weeks</b>

# WHAT WAS MEASURED

The analytical framework (Fig.2) to assess where changes ought to take place, is outlined in the Programme's Outcomes and Indicators (Fig.4).

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

- Risk: the children's level of aggression, exposure to violence as well as their mental health and wellbeing.
- Resilience: protective factors/ level of the children's resilience.

Guided by the Programme Outcomes (Fig.4), baseline data was collected from a sample of 55 (of 60) children in October 2021; and exit data was collected from a cohort of 65 children in June 2022.

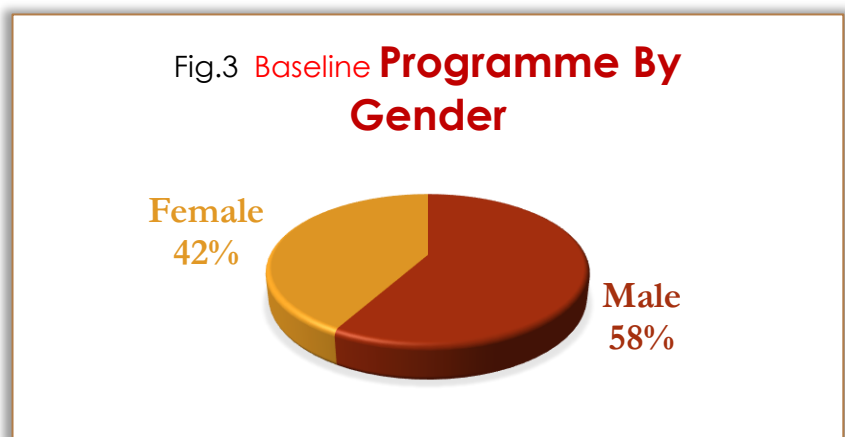
Quantitative data was collected using questionnaires administered to each child individually by a trained researcher.

The 55 children surveyed at baseline included **58% males and 42% females** (Fig.3)

Qualitative exit data was taken in June 2022 with children, parents, teachers and facilitators by interviews and focus group discussions.

Observation and monitoring took place by weekly site visits and phone calls by Programme Director and Programme Operations Manager

All tools were administered by trained personnel to ensure confidentiality and to prevent re-traumatising the children. The data was stored in PSPP the statistical analysis tool.



**Fig.2 Analytical Framework Measuring Change**

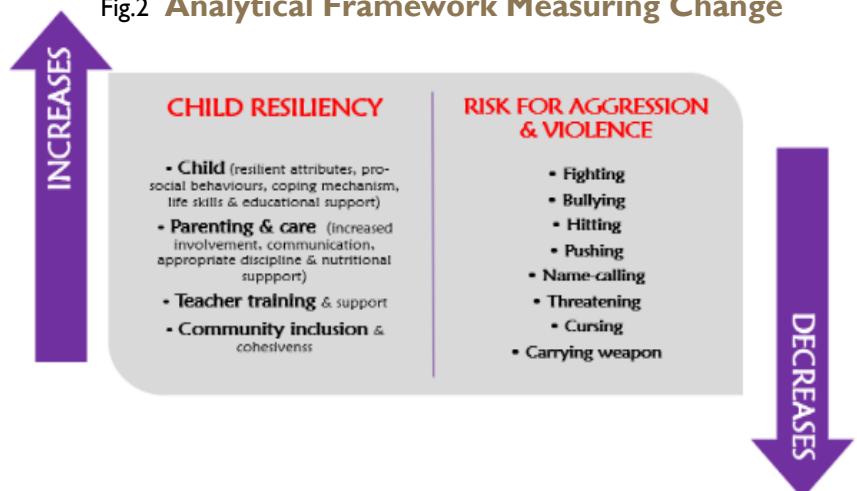


Fig.4 **OVERALL OUTCOME**

**G**reater protection from and prevention of trauma, violence, exploitation, and abuse:

**1. Strengthened resilient attributes, coping mechanisms, and life skills in Programme children**

**Indicators:**

- Extent to which children demonstrate increase in resilient attributes and pro-social behaviours.
- Extent to which children feel comfortable and supported to express their emotions of grief, anger, sadness/depression, and happiness.
- # /percentage of children reporting that they have an adult from the programme who cares and to talk to for support.

**2. Strengthened mental wellbeing in Programme children**

**Indicators:**

- Extent to which children demonstrate increased emotional, social and mental wellbeing.
- #/ percentage of children engaged in life skills training and mental health literacy.

**3. Increased engagement in educational activities**

**Indicators:**

- Extent to which children demonstrate an increased love for learning and reading.
- #/ percentage of children showing a positive attitude towards school.

**4. Increased parent/family engagement**

**Indicators:**

- Extent of improvement in appropriate discipline versus corporal punishment among parents.
- Extent to which parents listen and talk more with their children.
- #/percentage of parents receiving family counselling/ training.

**5. Reduced level of aggression in Programme children**

**Indicators:**

- Extent to which children demonstrate less aggressive tendencies.
- #/ percentage of children reporting ability to resist fighting.

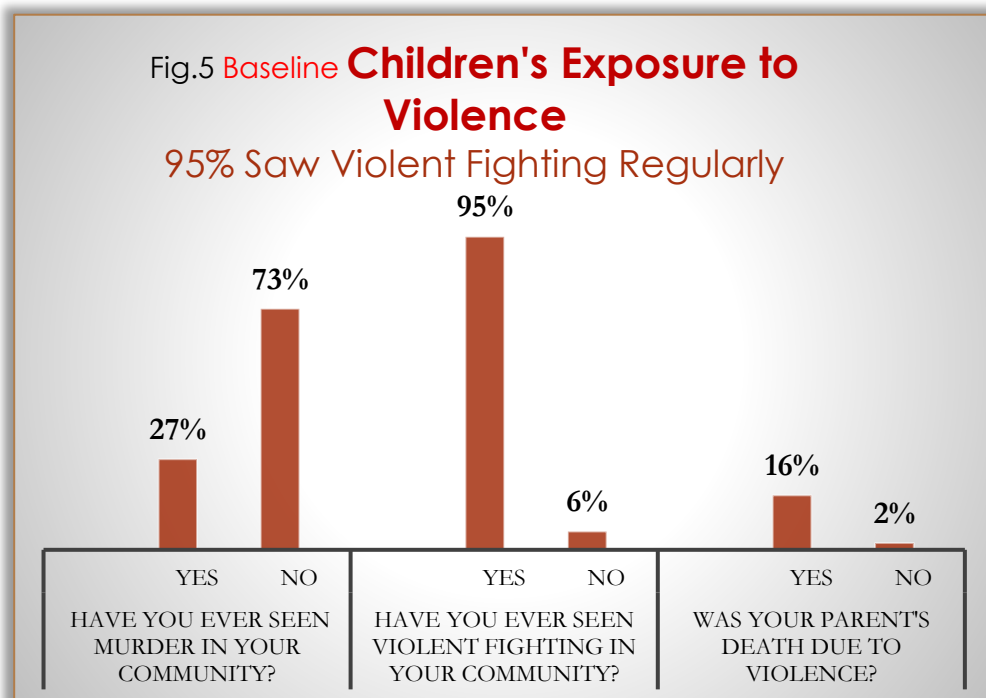


# I. KEY FINDINGS

## 1.1 Background

The Child Resiliency Programme measured the level of the children's exposure to aggression and violence in their communities as well as the level of their protection against the RISK for such behaviour.

The baseline data highlighted the children's constant exposure to violence with **95%** of them reported **having seen ongoing aggression and violent fighting**; **27%** reported **having seen murder** in their communities; and **16%** said their parents' deaths were due to **violence** (Fig.5).



'This student lost 2 close family members recently to gun violence, so he is definitely at risk. I pay very close attention to him because not only is he grieving, we want to protect him from any possible reprisal. That is why I'm so glad he is in this Programme.' Teacher



As a result, the children entered the programme displaying and confessing to high levels of aggression:

**83%** said they **would fight back**

sometimes or all the time;

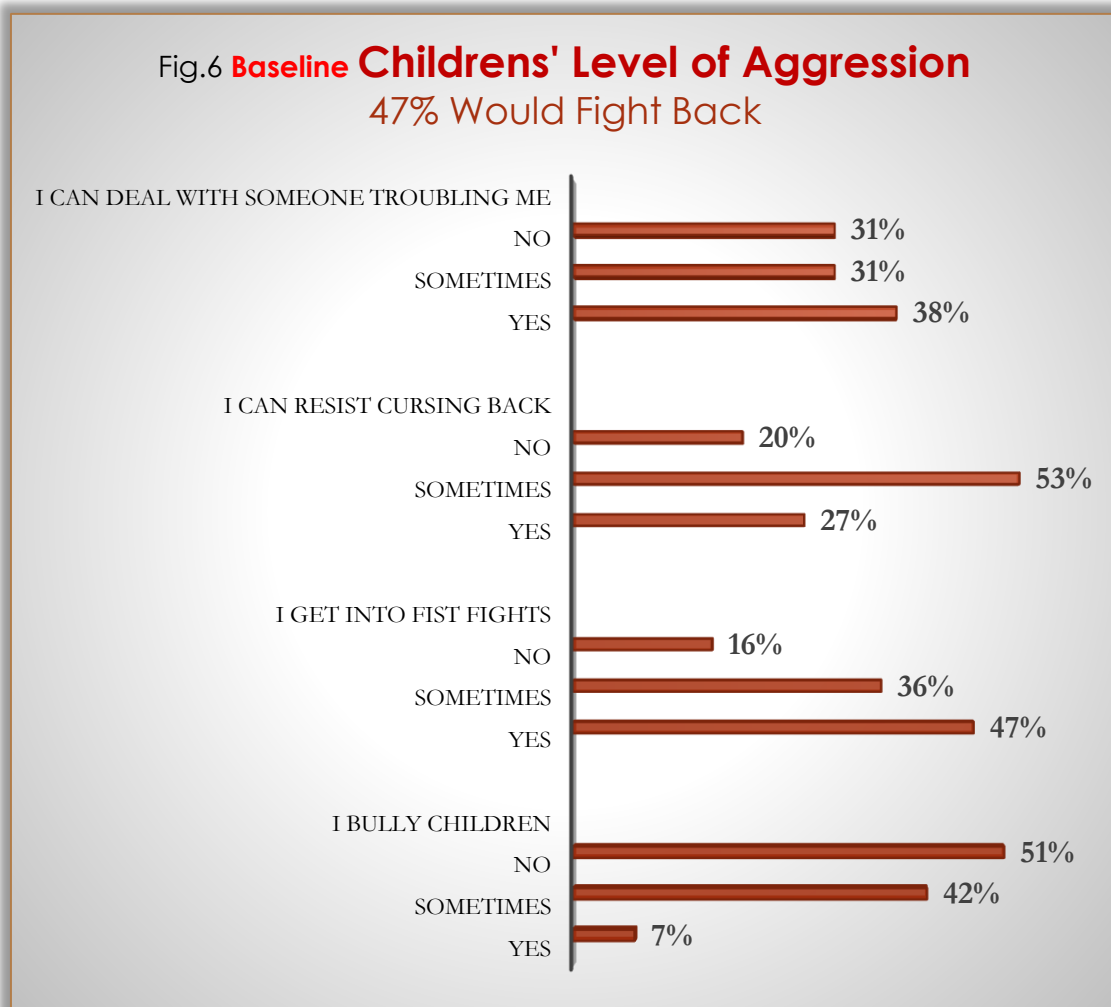
**49%** said they **bullied children**

sometimes or all the time;

**73%** said they **could not resist cursing back**

sometimes or all the time;

and 62% said they could not resist troubling someone back (Fig.6).



**'One of the things I learned in Circle Time is how to control my anger. I learned to walk away from unkind words and actions.'** Child

## Focus Group Discussion with Teachers of Feeder Schools

In March 2022, interviews and focus group discussions were conducted with two Guidance Counsellors (GC) and four Grade 5 (G5) teachers at feeder schools to re-energise their partnership with the Child Resiliency Programme; the GCs and G5 teachers were **reminded of the schools' symbiotic relationship with the Programme** in that while the Programme provided the 'pull' factor with its child-friendly, fun activities, the schools provided the 'push' factor in ensuring that the children attended the Programme immediately after school.

The summary findings are outlined below:

- **Effect of the 2-year COVID Lockdown:**

- Since January 2022, most feeder schools experienced **over 90% in-person attendance** as the **children were eager to get back to school** to see their friends etc.; and their parents/caregivers were more than happy to send them out as most of them struggled with providing mobile data and sufficient devices for online classes.

- Some teachers were distressed however, that although the attendance was high, **the children had gotten lazy/complacent and disconnected from schoolwork as a result of being at home for such an extended period.** They said it was therefore **challenging for the students to get back into the rhythm and structure of face-to-face school** in terms of **attendance, behaviour** as well as the **discipline of focusing on schoolwork.** It was also overwhelming for them as teachers to maintain classroom control. **The teachers were reminded that the Programme not only provided literacy and homework help, but other Life Skills training** (couched in activities such as sports, creative/cultural arts, Circle Time and counselling services) that **provided therapeutic and nurturing outlets for the children.** **This, they were reminded, should improve the children's behaviour, focus and their love for learning,** which should in turn, help the teachers with classroom control.

- In addition, the teachers noted that a lot of their students had fallen behind in their reading and therefore, did not do well in their PEP exams. This resulted in some schools **reporting over 50% repeaters** in grades 5 and 6. Consequently, some of these children **also repeated the programme** for a second consecutive year, which was welcomed as the teachers said they **needed the continued intervention.**

- Some teachers also reported that since **several children did not attend school online for the entire 2 years, and had somewhat lost interest in learning,** their **in-person attendance fluctuated** - sometimes two/three times for the week or every other week. This they said, may also have had to do with the financial situation at home. This **inconsistent attendance** not only reduced the teacher/student contact hours at school, it also **affected the feeder schools' effect** in ensuring that students went to the Programme after school.



**'I was warned that this student was going to fight regularly but since going to the Programme, he is one of those who helps to resolve issues in the class. And if he's upset about something, he tries to explain to me. He would tell me to listen to him 'Miss hear mi out nuh'. He has learned how to talk things out. So, whatever you're doing over there in terms of problem-solving, they take it back to the class and help with behavioural management in the class. I can really see the change in their behaviour.'** Teacher

## 1.2 Child Referrals

With the closure of face-to-face schooling during the Christmas term, the Programme continued its community-based approach in recruiting forty (40) children at the Boys Town site both from the usual feeder schools (Boys Town, St. Alban's, Trench Town, Edward Seaga (formerly Denham Town) and St. Annies Primary schools); as well as children from the community who attended other schools (such as Duhaney Park, North Street, Rosseau's, Irish Gully, Independence City and Hagley Park Primary schools). Twenty-five (25) children were recruited from Grade 5 at the Red Hills Primary School site for the in-school model.

All sixty five (65) children were recruited using the Child Resiliency Referral Criteria listed in Annex 5

## Attendance

Consistent attendance was largely challenged by repeated flare up of violence in the Boys Town community. However, with ongoing calls, school visits and home visits, regular attendance of the targeted 40 children averaged 35-40 at the Boys Town site; and of the targeted 25 children at the Red Hills site 23-25 were in regular attendance. The children were also supported by telephone calls and home visits where necessary.



**'Your programme gives them something constructive to do after school and avoid the various types of abuses that can pull them in various directions.'** Teacher

**'The programme is a good way for the children to spend time after school and not idle and waste time.'**

Parent



### 1.3 Life Skills Training for Psychosocial Support and to Impact Behaviour Change



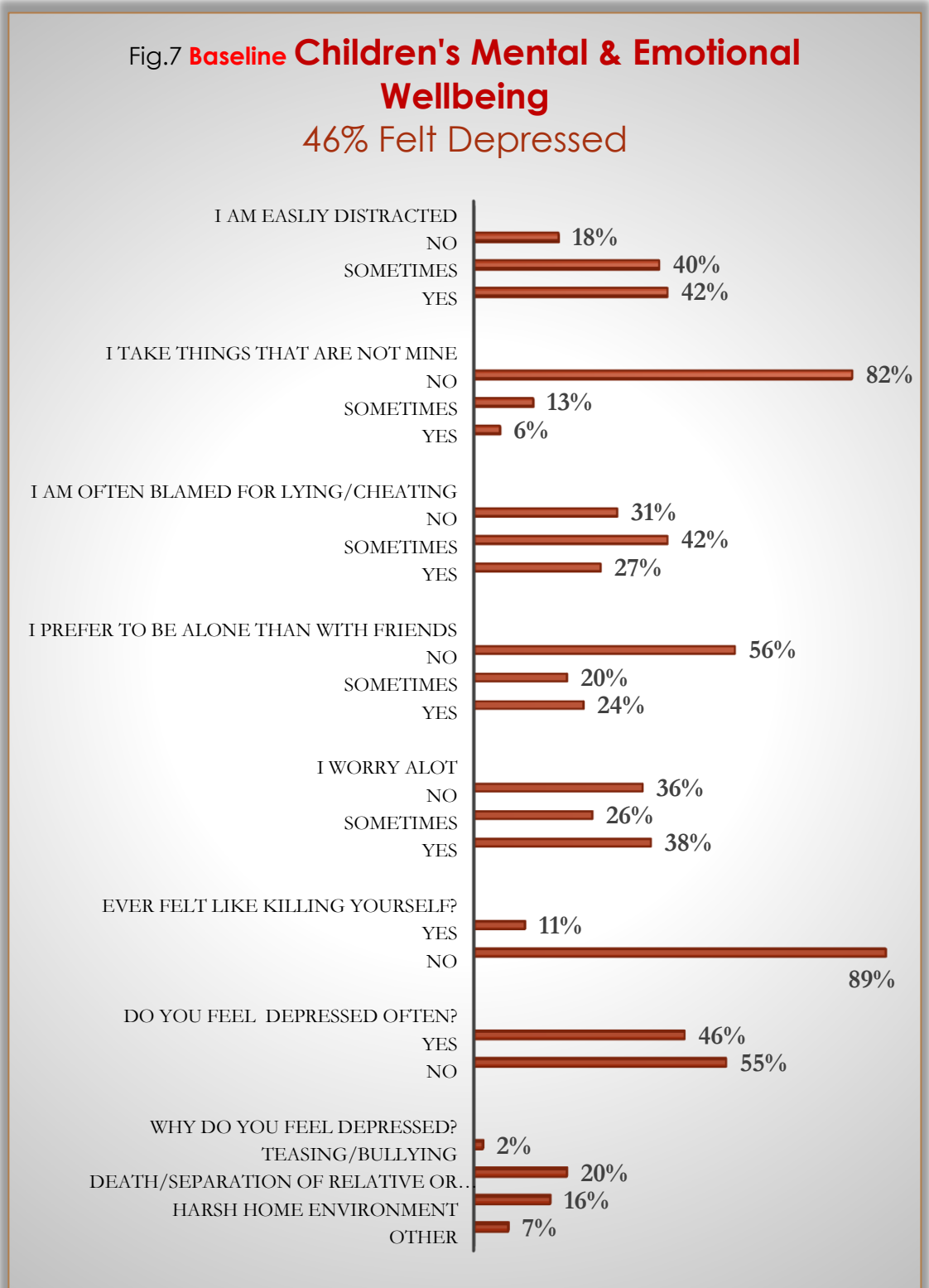
Each week, a Life Skills Theme (Annex 9) along with the Theme 'NO TO CORONA' (Annex 10) provided the 'topic of the week' which guided the focus of each activity. This ensured that while the children were engaged in various fun activities, they were learning important 'soft' skills and developing their emotional intelligence, resilient attributes and pro-social behaviours (Annex 7) without even realizing it. Topics included Stress Management, Healthy Response to COVID, Anger Management, Conflict Resolution, Teamwork, Problem Solving.



'They are now reminding me to say 'please' and 'thank you' and they give a lot of compliments and are bolder than the others in the class. So, whatever you're doing in the programme, it's working!' Teacher

The children's ongoing exposure to violence and trauma contributed to their mental and emotional wellbeing as indicated by the baseline data:

**46% children admitted feeling depressed often, of which 20% said it was due to the loss of or being separated from a parent or loved one.** In addition, **11%** of the children said they **felt suicidal**. Further, some children confessed to possible symptoms of stress/trauma: **38%** said they **worried a lot**; **24%** preferred to be **alone** than play with friends; **27%** said they were always **accused of lying/cheating**; **19%** said they **took things that did not belong to them** some or all the time; and **42%** reported that they were **easily distracted** (Fig.7).



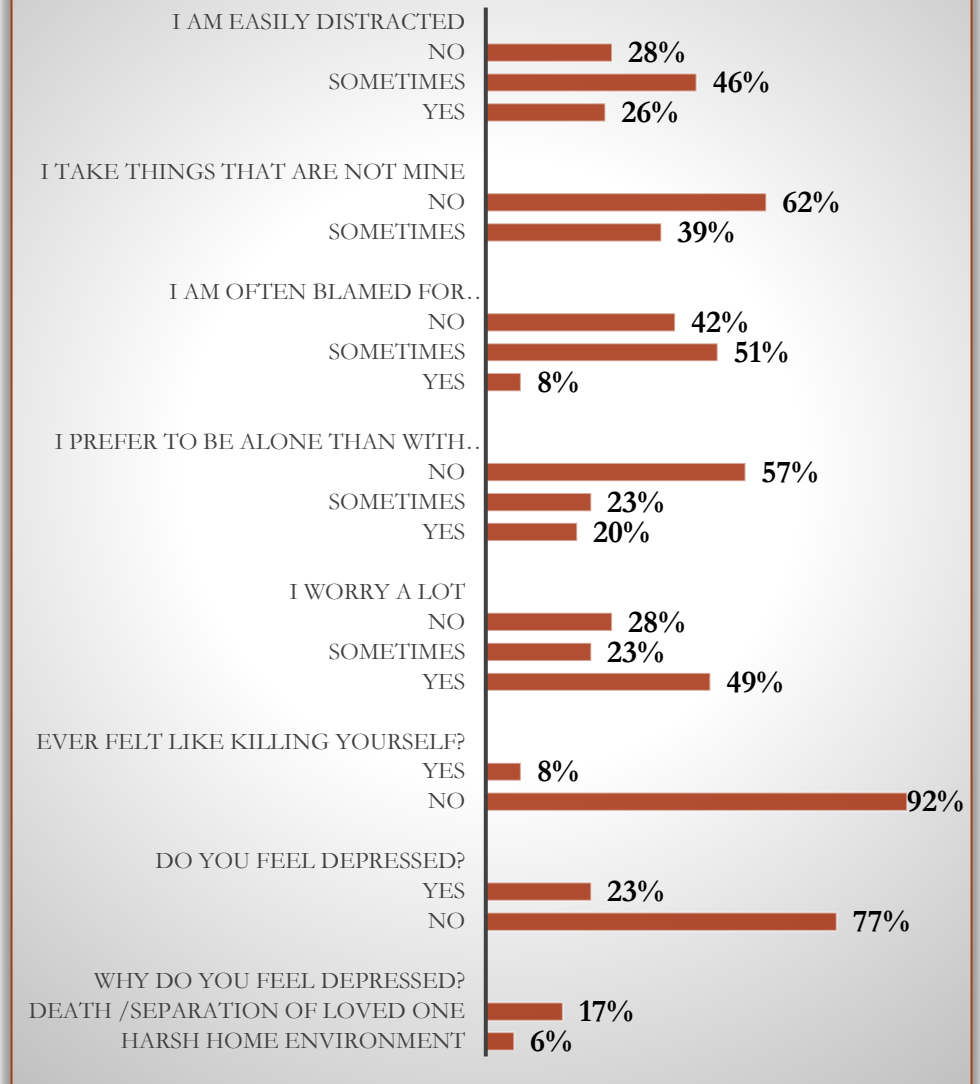
The exit data showed improvement in some areas as 92% said they did not feel suicidal and 77% said they did not feel depressed (Fig.8).

It should be noted that the main reason for feelings of depression according to the children is death/separation from a loved one. A lot of them are grieving.

Qualitative findings from focus group discussions and interviews revealed encouraging signs of improvement in ability to express oneself; confidence and self-esteem; boldness; more aware of social, mental, civic and developmental issues; better able to act appropriately in social settings; and increased willingness to operate in groups as teams. They also met and formed solid friendships from different schools and communities.



Fig.8 **Exit Children's Mental & Emotional Wellbeing**



## Sports to Reinforce Life Skills



**'My son come here and him learn football and get excited about it. and he wasn't reading and he improve in his reading. He love de programme.'** Parent

**S**ports teaches how to enjoy the thrill of victory and how to 'bounce' back from the agony of defeat. It brings communities together; is therapy for coping with stress; cultivates self-discipline; positive thinking and the value of hard work; develops listening and problem-solving skills; teaches respect and teamwork; and fosters life-long skills that are transferable off the field/court. Sports is essential for both physical and mental health and fosters gender equality at the Programme.

Mini football competitions along with track and other sporting activities were held leading up to Sports Day on March 29<sup>th</sup> and Sports Day itself exhibited all the fun, competitive nature and Life Skills in the children...and the facilitators!



**'I learned how to play football and being a girl, that is nice and I love dancing too.'** Child



# SPORTS DAY!!!



'They are now beginning to accept winning and losing in sports' Facilitator



## Spiritual Development to Reinforce Life Skills

Spiritual development is one of the proven survival tools in building resilience and wellness. The Programme fostered this through devotion times spent focusing on faith in God, songs, and reading Bible passages. They also learned that Jamaica's National Anthem is a prayer asking God to bless the their island Jamaica!

**'The programme has given them hope. You give them a reason to show off because they always talk about the programme. School alone cannot meet their needs. We the teachers/schools need programmes like yours. These children are 'at promise' they have a lot of potential. They only need the help and hope. Your programme is that little glimmer of hope for these children.'** Teacher



**'They are more happy, speaking up, and look forward to coming to the programme. They definitely love to learn more.'** Parent

## Circle Time to Reinforce Life Skills



**'I learn a lot at Circle Time. I learn to be a more disciplined student, how to express myself and how to dress properly'** Child

Circle time explored topical issues guided by weekly Life Skills and NO TO CORONA themes. The children not only learned to express their emotions and opinions on a variety of topics, they were sensitized to psychosocial issues and given tools on how to conduct themselves in various social settings. They learned the value of social graces, gender equality, mental health, goal setting, healthy sexual behaviour, anger management, conflict resolution, civic pride, civic duty etc.

**'I never knew anything about puberty and how to handle my anger but now I know because of Circle Time.'** Child

## Creative Expression to Reinforce Life Skills

Expressing oneself creatively is liberating and healing. The children learned dance, drumming and art and craft skills, and were able to express themselves through these activities on a weekly basis; as well as showcasing these skills to their caregivers and stakeholders at end of term functions. This boosted a positive, meaningful self-image and self-confidence; helped them to develop leadership and relationship skills; as well as re-enforced a sense of belonging.



**'They've developed discipline in learning drumming and when they see that they're learning, they don't focus on conflicts. They're eager to learn different songs and techniques'** Facilitator



**'I love dancing because I get to do all kinds of dancing. Slow dances, regular type of dances. The dance teacher loves me because I can do ballet'** Child



**'The programme helps them to learn outside of the classroom. The drumming on the playing field is therapeutic and different and exciting for them. It lets them learn while enjoying and experiencing nature.'**

**Facilitator**

## Nutritional Support

**N**utrition is fundamental in building resilient children in that they become easily distracted, tired and cannot learn when hungry. In addition, the quality of the food that they eat is also important. Meals that are not nutritionally balanced can contribute to malnourished/under-nourished children. This Arm of the Programme is therefore an integral part of its intervention as the cooked meals that are provided every day they came to the Programme, are sometimes the only meals the children get for the day.

**‘When some children are hungry, they display a different mood. They are not particularly aggressive or curse badwords, but they will fight. And having a full stomach helps their mood.’ Teacher**



**‘Without food and nutrition, children can’t learn pon hungry belly so dem haffi have something inna dem system fi learn, so I’m glad fi the cook food they get.’ Parent**

**‘Many of the students will eat at home but not a cooked, balanced, nutritious meal. So, a lot of times these children come to school hungry. One child sleeps in class 50% of lesson time because she’s weak. So, in a lot of cases, it’s more than behavioural problems ...they’re malnourished or undernourished.’ Teacher**



**‘The Programme gives them something to eat. You know how many mothers don’t have anything to give them to eat in the evenings? You have done a whole lot and we are blessed and we thank you.’ Teacher**

## 2. FINDINGS BY OUTCOME

### 2.1 Strengthened resilient attributes, coping mechanisms, and life skills

in programme children

Indicators:

- Extent to which children demonstrate increase in resilient attributes and pro-social behaviours.
- Extent to which children feel comfortable and supported to express their emotions of grief, anger, sadness/depression, and happiness.
- #/percentage of children reporting that they have an adult from the programme who cares and to talk to for support.

&

### 2.2 Strengthened mental wellbeing in programme children

Indicators:

- Extent to which children demonstrate increased emotional, social and mental wellbeing.
- #/ percentage of children engaged in life skills training and mental health literacy.



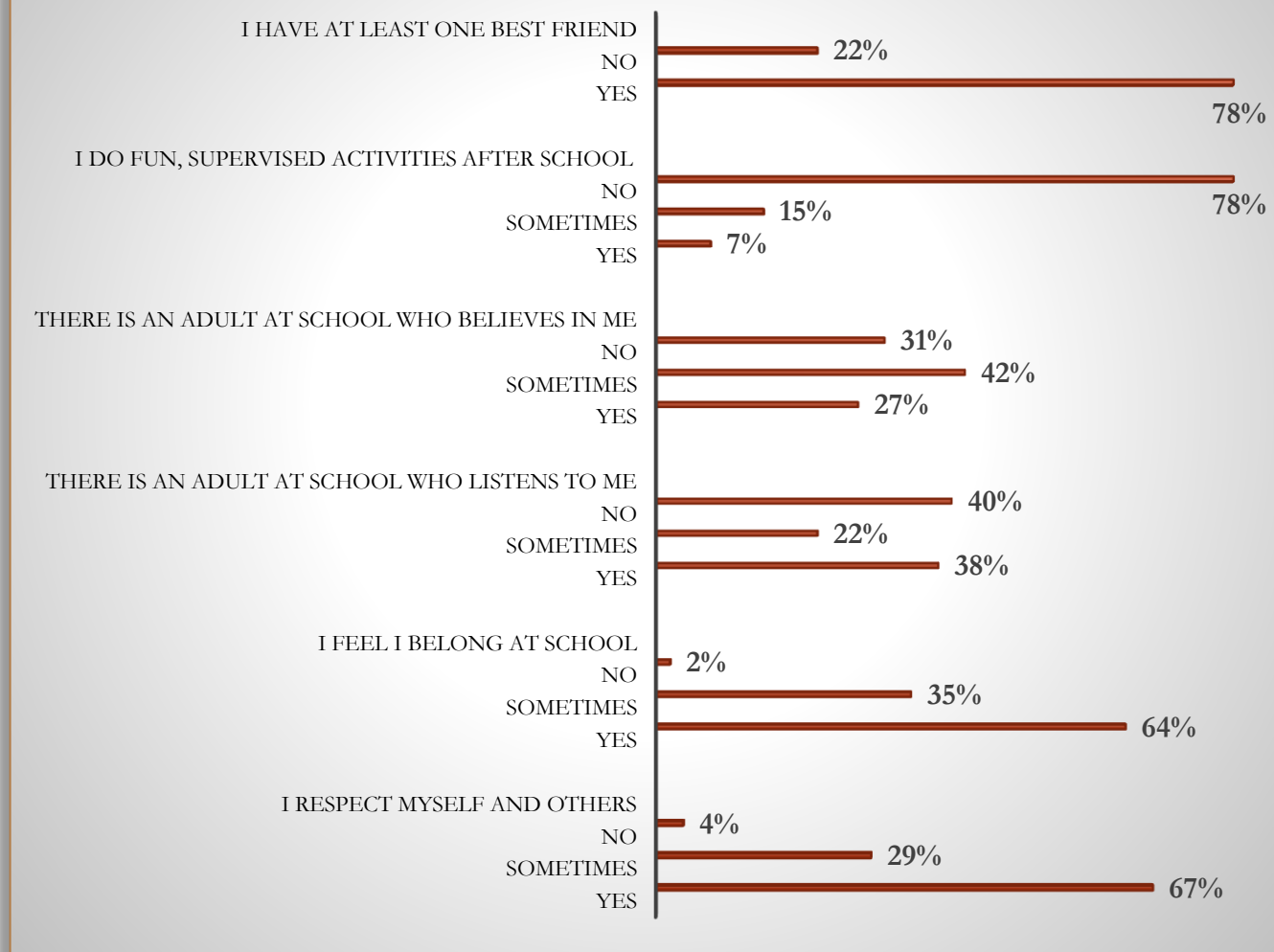
'I loooove how the the Aunties and Uncles treat me. They are very nice and loving and I can understand them easily.'

Child

'I want to say a big thank you to the Aunties & Uncles because they have helped me to develop a lot and they make me feel special. They help me to bounce back.' Child

'The children take the Programme as an extra lesson opportunity and others go to feel better because they like the Aunties & Uncles. It is good for them socially because they are from a depressed area. So, they get to see another way of life and pathway out of their 'at risk' lifestyle. These children need a programme like this and the children want to go and it's nearby.' Teacher

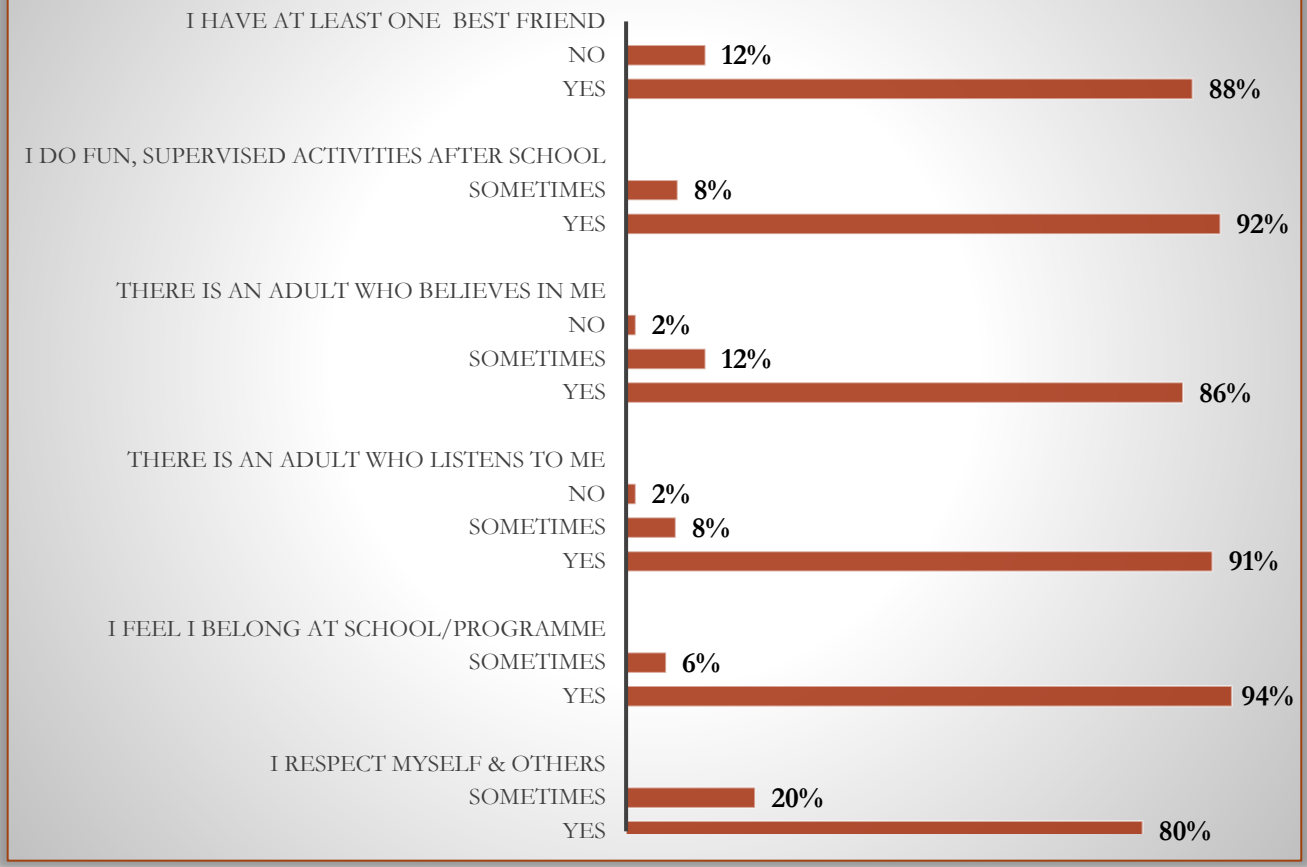
Fig.9 **Baseline Children's Level of Coping Mechanism & Support**



With the background of violence exacerbated by COVID restrictions, the baseline data revealed that the coping mechanism and support of the children entering the Programme were minimal: 40% of the children said they did not have a caring adult at school who they felt comfortable to talk to when happy/sad, grieving, angry etc.; 31% reported that they did not have an adult at school who believed in them; 78% reported not being involved in any structured, supervised after-school activity and life skills training; and 22% said they did not have at least one best friend (Fig.9). By the end of the school year in June, the children said they loved the aunts and uncles at the programme because they cared for them, and they helped them to talk about their feelings.

**'They are more confident and are now participating in class. One student would be afraid to say something...now she will explain why she's late for example. Both girls and boys are now expressing themselves.'** Teacher

Fig.10 **Exit Children's Level of Coping Mechanism & Support**



The exit data showed improvement in most areas of the children's coping mechanism and support system, such as 92% children interviewed said that they took part in fun, supervised activities after school. In addition, other improved areas included a higher percentage of the children interviewed saying that there was an adult that they could talk to when feeling happy or sad; and that there is an adult who believed in them (Fig.10).

The Reward and Recognition programme (i.e. the star system and the awarding of behavioural prizes and field trips) proved effective as each child tried to ensure that they contributed to the most stars for themselves and their houses/teams by being: polite, courteous, obedient, following instructions, helpful, cooperative, grooming-hygiene, honest, using appropriate language, ask questions, participating and not fighting.



'They're re-learning pro-social behaviours at the Programme, how to function is a structured environment with rules, morals and expectations, having been out of school for 2 years.' Teacher



The children's social skills have also improved. The data shows they are more caring, more helpful, and more obedient (Figs.11 & 12).

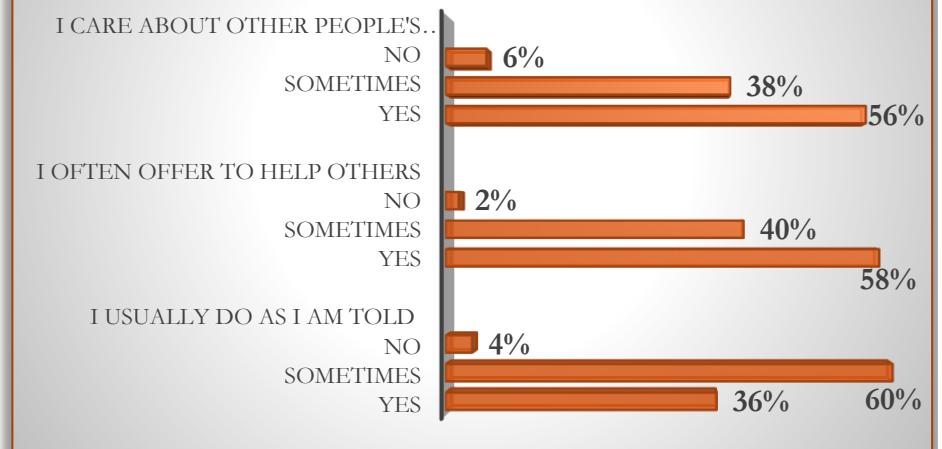
**'The Programme has helped their self-esteem. For example, JT is a fairly shy student and his self confidence has improved because he's doing well in sports now. HR is being more responsible and aware, getting organized for the drumming, leading devotions and showing more leadership qualities. He feels a part of something.'**

**Facilitator**

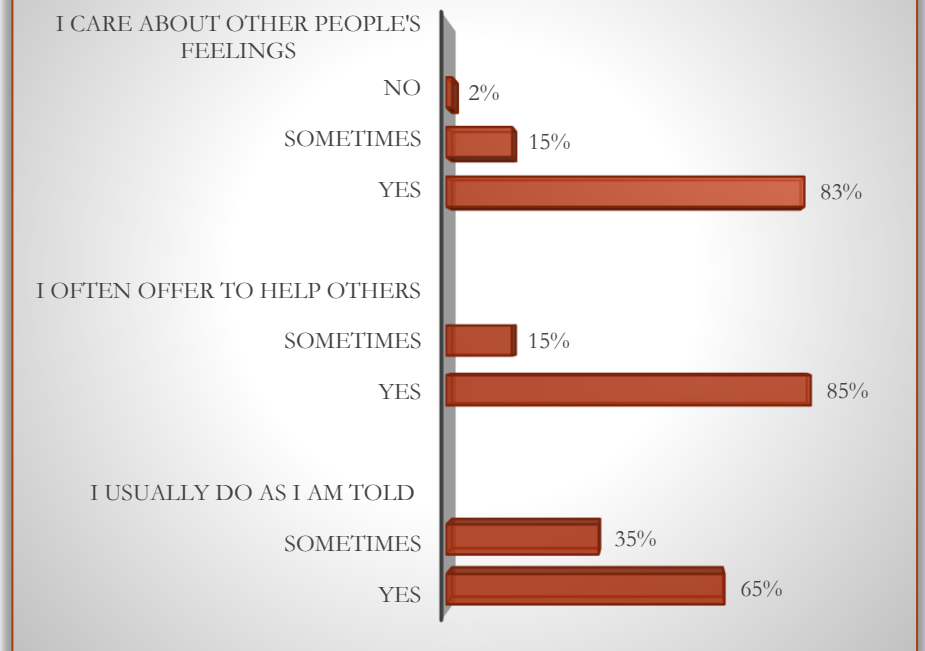
**'They are now expressing themselves more clearly since joining the Programme. First time they couldn't express themselves in a coherent manner. They are asking more questions and are more articulate academically and emotionally and that helps me in the classroom. It shows that they are learning to communicate better. They are not shying away from asking and answering. We are better able to have more meaningful conversations. They are more comfortable to talk to me about things outside of the classroom/ classwork.'**

**Teacher**

**Fig.11 Baseline Children's Social Wellbeing**



**Fig.12 Exit Children's Social Wellbeing**



**'The children in my class who are enrolled in the programme are far more responsible than the others and they are the first to volunteer in the class. They do this a lot.'** Teacher

## 2.3 Increased engagement in educational activities

Indicators:

- Extent to which children demonstrate an increased love for learning and reading.
- #/ percentage of children showing a positive attitude towards school.

Children's academic performance can be an indicator of the health of the environment in their homes and communities including their resultant levels of stress/trauma and how they are coping. This was the case of the children at the Programme whose aggressive and violent living environment contributed greatly to their compromised academic progress; and disruptive/unfocussed classroom behaviour. CRPs Academic Arm therefore aimed to foster a love for reading and learning as well as to help the referred children become functionally literate.

The baseline data revealed that 91% of the children said doing well in school was important to them; and 7% shared that it was important to them sometimes (Fig.13).

In comparison, the Exit data showed all of the children declaring that doing well in school was important to them, including only 3% reporting 'sometimes' (Fig.14).

**'There has been improvement in their behaviour towards reading and learning. Before, AJ wouldn't do anything at all, now he's actually doing something, even if he doesn't complete it, he's making the effort.'** Teacher

Fig.13 **Baseline Doing Well In School Is Important To Me**

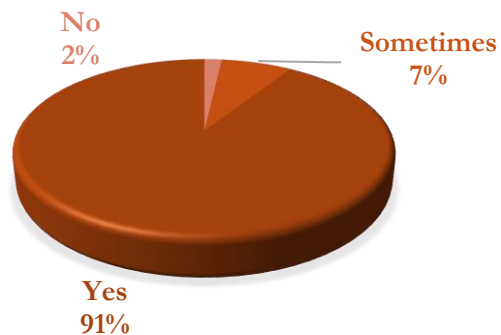


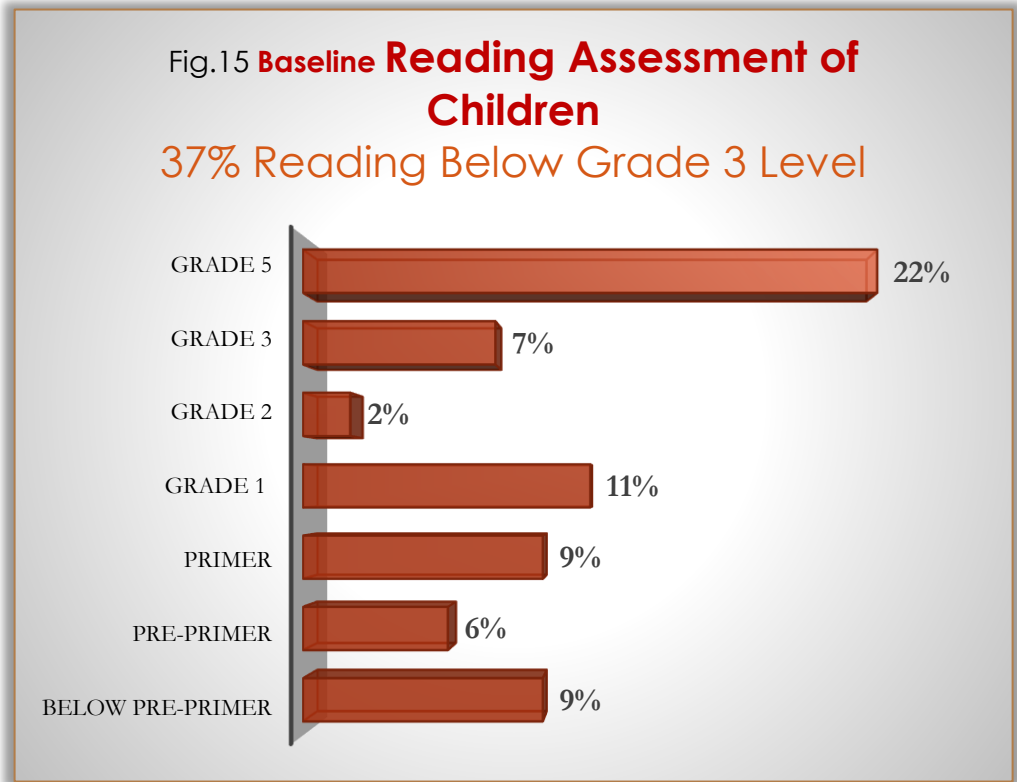
Fig. 14 **Exit: DOING WELL IN SCHOOL IS IMPORTANT TO ME**



The reading assessment of the children reflected their urgent need for literacy support as children who should be reading at Grade 5 level. Of the sample assessed, 37% were reading below Grade 3 level and 24% were reading at primer level and below (Fig.16).

**'My daughter putting out more effort in her schoolwork now and she is more helpful'**  
Parent

**'My son's reading improved. That's why I send him here. His intelligence step up also.'** Parent

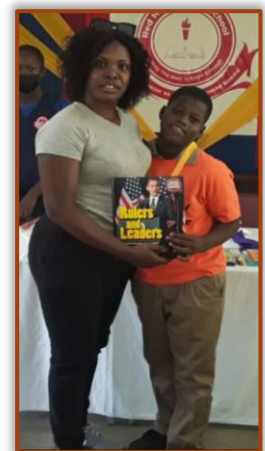


Qualitative Interviews with children, parents and their teachers revealed that by the end of the school year in June, there was significant improvement in the children's love for learning and reading as well as their attitude to schoolwork. The children could identify parts of speech and name other literacy jargon such as 'conjunction', 'clauses' etc.

**'Him tell mi seh he get his adjective and compound words right. I see a lot of changes in him for the better.'** Parent

**'My reading level has improved since I've been coming to this Programme and I learned a lot about clauses, paragraph writing, nouns and verbs'** Child

**'They are participating now which shows that they are interested and learning. The fact that they are answering correctly shows them that they can learn and that they have potential. It also shows improvement in their self-esteem and confidence for them to feel bold enough to open up their mouths and want to contribute in classwork.'** Teacher



Contributing greatly to this improvement was delivering Literacy with the use of computer tablets which peaked the children's interest through interactive, age-appropriate reading and language arts software.

**'I didn't know how to use computer tablets and now I get to know how to use them.'** Child

The Spelling Bee competition held in March leading up to Sports Day stimulated the children (both boys and girls) and significantly contributed to boosting their understanding and interest in reading. They received congratulatory rewards for their literacy achievements at the end of the Easter term.



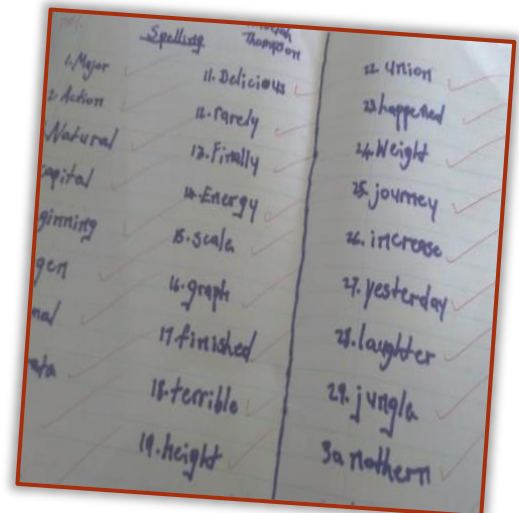
**'My daughter has picked up academically and is spelling better now since joining the programme. She's also more settled and listens more.'** Parent

**'My son couldn't spell before and now he can spell and do his schoolwork.'** Parent



**'Literacy is critical because at least 3 of them were not very strong readers when they started going to the Programme, but I see where they are progressing with the face-to-face interaction and the intervention. Having them at school, and they get the reinforcement from the Programme. It has made a big difference.'**

**Teacher**

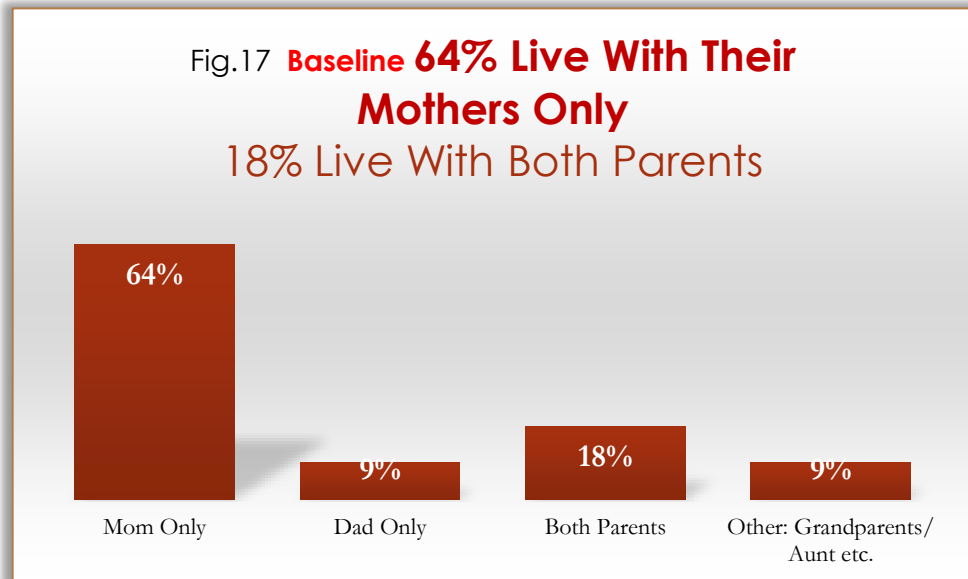


## 2.4 Increased parent/family engagement

### Indicators:

- Extent of improvement in appropriate discipline versus corporal punishment among parents.
- Extent to which parents listen and talk more with their children.
- #/percentage of parents receiving family counselling/ training.

Parenting as an integral part of a child's wellbeing was explored. The Programme focused on communication, discipline and parents'/caregivers' interest in their children's schoolwork. The baseline data indicated that 64% of the children lived in single-parent households headed by their mothers; 9% headed by their fathers; and 18% of the children said they lived with both parents (Fig.17).



**'Sometimes as a mother when you don't grow up with values, you tend to deal with your child a certain way. But when you come to the Programme and you hear other people speak, you take notes and each time the child come with a problem, you know how to deal with the child different from how you used to deal with him and that child respond the way you want him to respond; then you realise there is a better way.'** Parent



The children reported at baseline, that their parents disciplined them by talking (86%); shouting (60%); slapping (51%); beating and harming (33%); and cursing expletives (31%) (Fig.18).

By comparison, the exit data showed that talking (92%) and shouting (62%) remained the top forms of discipline followed by slapping/spanking at 51% (Fig.19).

‘De parent workshop help show me not to tek out de frustration of life on my children, ‘cause the moment wi start deal wid dem a way and start get emotional, de children start feel a way. We have to care for dem and always tek dem into consideration, in how wi discipline them.’

Parent

‘We learn to listen more, to have more patience with them. And that wi nuh haffi a rush them.’

Parent

Fig.18 **Baseline Top Forms Of Parental Discipline:**

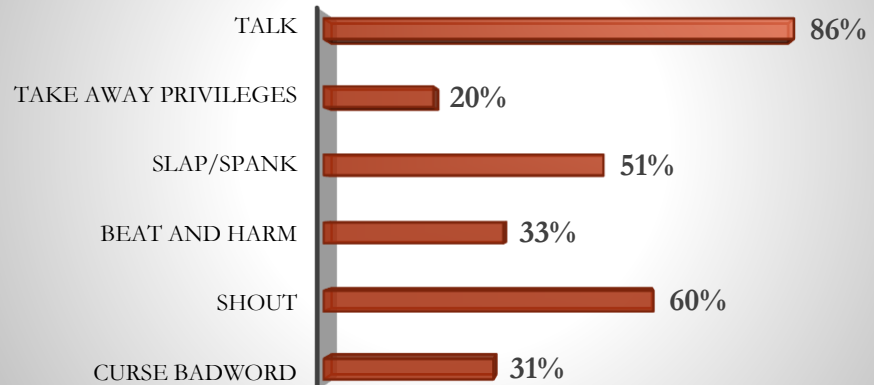
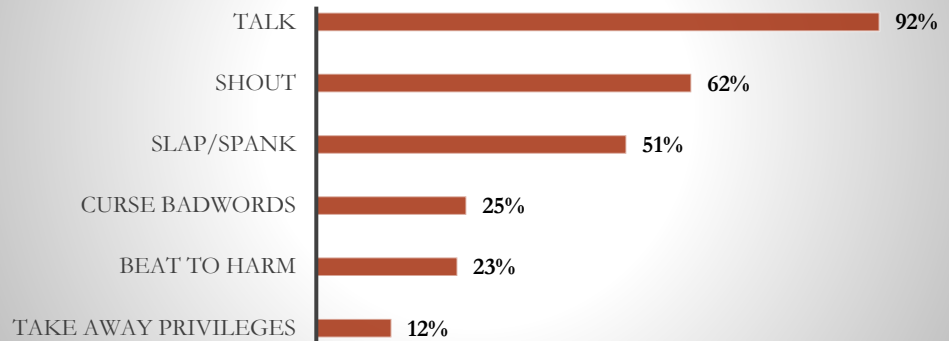


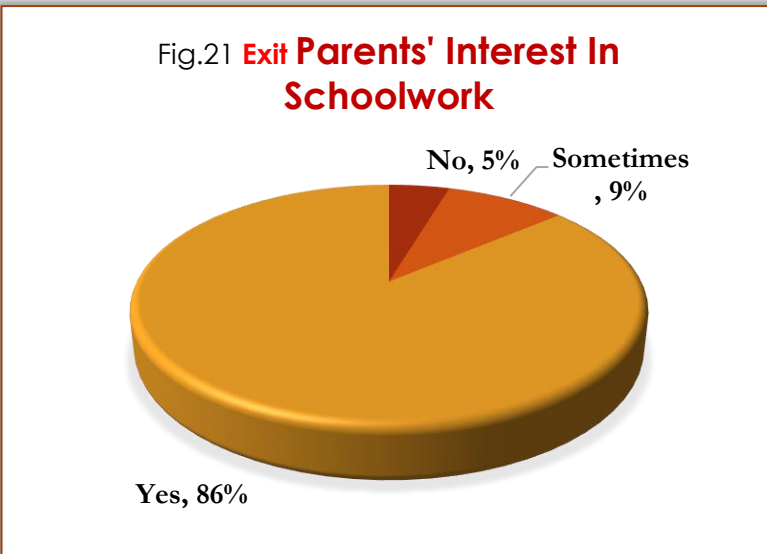
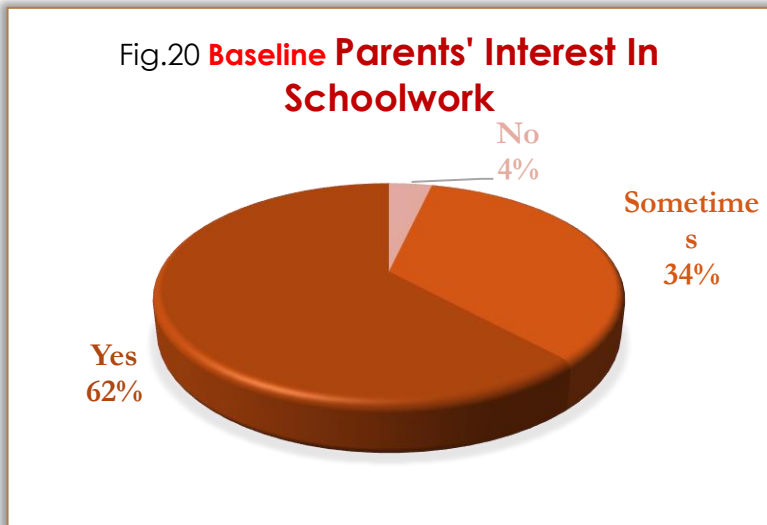
Fig.19 **Exit Top Forms of Parental Discipline**



Most of the children (62%) reported at baseline, that their parents/caregivers showed interest in their school and homework; while 34% said their parents/caregivers showed interest sometimes (Fig.20).

The exit data also showed that most of the children (86%) reported that their parents/caregivers showed some interest in their school and homework; while 9% said their parents/caregivers showed interest sometimes (Fig.21).

**‘My child is really improving and showing interest in his bookwork. I feel very good about the programme.’**  
Parent



**‘She talk more intelligent and she speak up when anything bother her. If she depressed she will speak to me. My communication with her improve. And I always tell her I love her.’** Parent

Monthly Parent Workshops were held on the last Wednesday of every month while increased home visits boosted the parent/facilitator bond and contributed to fair attendance averaging 20 persons.



The workshops sought to help the parents build their own resilience and self-esteem; and gave them tools to handle frustration, grief, prevent abuse and violence at home and in their communities; as well as communicate effectively with their children; and to use appropriate discipline methods rather than corporal punishment. The parents themselves were allowed to express themselves and they learned from each other.

The Parent WhatsApp group chats were successful in keeping the parents/caregivers engaged which contributed to increased bonding between them and the Programme facilitators. The parents were also invited to all end of term activities to watch their children perform or showcase what they learned during the term/school year.



**'De parent workshop teach me how to be discipline and how to deal wid the behaviour attitude of our children. It teach us how to cope wid de children an how to communicate wid dem.'** Parent

**'First time me used to rough dem up and now, mi sit them down and talk to dem and show them what's right from what's wrong. No ignorancy, just deal with them like the children they are.'**

Parent

**'We also learn the importance of father's role in the child's life. We need more fathers to come to the parent workshop.'** Parent



**'The workshop teach me how to speak better to my child. What to say and what not to say. It showed me a better way to approach my child. Made me realise that I wasn't dealing with certain things the right way.'**

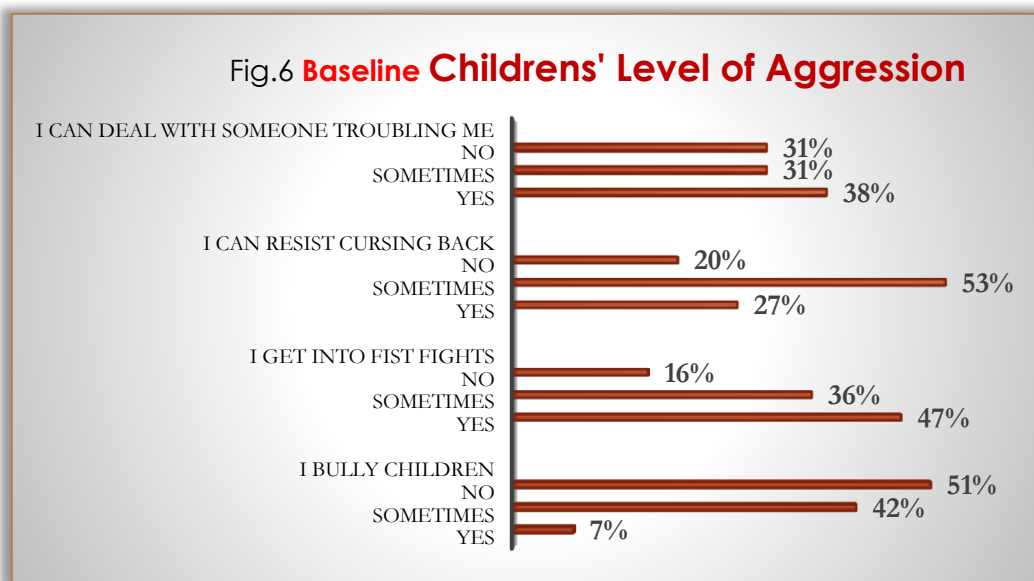
Parent



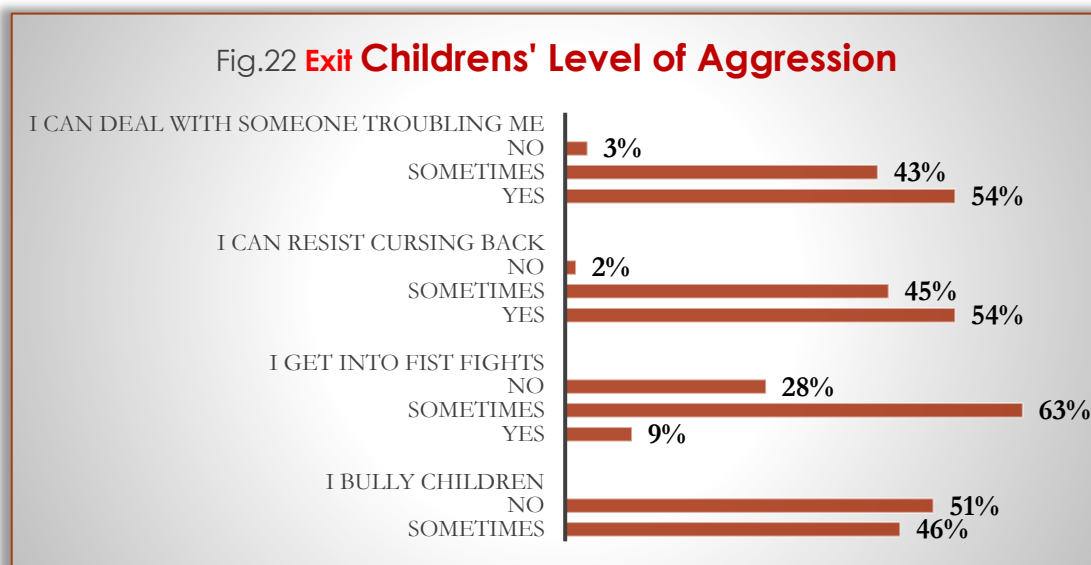
## 2.5 Reduced level of aggression in Programme children

Indicators:

- Extent to which children demonstrate less aggressive tendencies.
- #/ percentage of children reporting ability to resist fighting.



As previously mentioned, the children entered the Programme with high levels of aggression largely due to exposure to violence in their communities (Fig.6). The exit data from interviews done with children in June, showed an overall reduction in their aggressive tendencies: not getting into as many fights; handling persons troubling them without hurting anyone; resisting cursing; and not bullying persons as much (Fig.22).



'My daughter is very vulgar and love to fight. Since she join de programme, I notice seh she nuh love fight so much and she a do har homework now which she neva used to do.' Parent



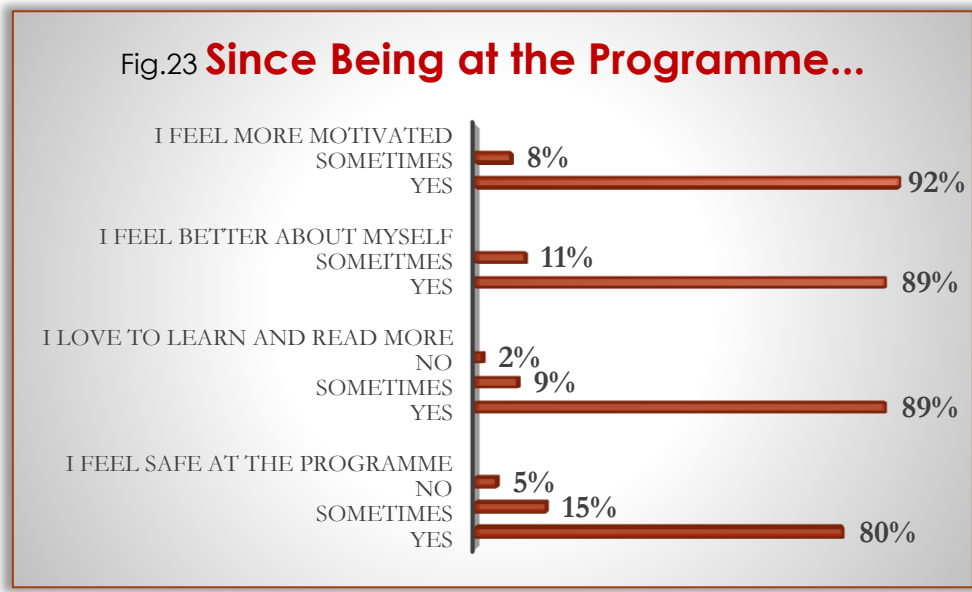
'One of my students is practicing self-control in not fighting back when someone hits him. Instead, he calls to a teacher to intervene. That student has come a far way. He stops and thinks before acting. He's using his energies in more positive ways.' Teacher



'Before going to the Programme, this student was very disruptive in the classroom and he did not care what anybody had to say. Now, if he says something inappropriate, he apologizes. He is now recognizing and acknowledging when he does something wrong.' Teacher

'These two students who are in the programme used to fight religiously. The boy used to bully everybody. Yesterday I saw them playing and laughing together and I was in awe!'  
Teacher

The exit interview captured how the children felt overall after one school year of intervention in Resilience and Wellness. The data showed 92% feeling more motivated; 89% feeling better about themselves; 89% loving to learn and read more and 80% feeling safe at the programme, largely due to the violence in the area (Fig.23).



**‘De programme teach de children to be more responsible and to have more respect for themselves.’ Parent**



**‘Apart from what is happening in the classrooms at their schools, the Programme is allowing them to express themselves, make mistakes and be corrected. Nobody is judged. We’re definitely reaching the children. In literacy, they are excited to do the homework.’**  
**Facilitator**

**‘Everything is free here and I like that.’ Child**  
**‘I have hope for my child. Him wan be teacher and mi nah go stop him.’ Parent**  
**‘I see change in the communication between child and parent. First time you couldn’t talk to him about his mother, he would tell you he doesn’t care. Now, he tells her everything.’ Teacher**





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‘They’re showing more interest in learning and what is taking place in the classroom. They are more focused and disciplined towards their schoolwork. Those who would not raise their hands are coming out of that box. And this is since they’ve been going to the Programme so it has had a lot of impact on them.’ Teacher

‘She is now making an effort. They want to be involved in everything at school and in class and are the top performing students in the class, so I think the programme has contributed to that.’ Teacher

‘I know about everything happening over at the programme and I hardly go over there. It’s become second nature to them because they’re always talking about the Programme.’ Teacher

‘Whatever you are doing over there has definitely made an impact on the children. I see it in my classroom.’ Teacher

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Before coming to the programme my child was reserved, unable to socialize with other children. Now she is more outspoken and making friends easier. She’s now able to resolve issues that may cause arguments in other ways apart from fighting or crying or going into a state of depression. So, I really think that the programme has been and will continue to be a wonderful initiative to help parents and children. Sometimes I cannot be there in the physical for my child because of my work but this Programme gives me the assurance that my child coming here after school will be given the right tools necessary to help her in her development; and I really and truly appreciate it. This Programme should continue. Thank you to all those who are behind it. I pray that God will open doors for you to be able to invest in more children especially in the inner-city communities with a lot of violence.’ Parent



**HUG A CHILD!**

## 3. PEACE RESILIENCY AND WELLNESS TRAINING

This reporting period, the Child Resiliency Programme expanded its Objectives to include the provision of Training in Building Peace, Resiliency and Wellness (PRW) to university students at the International University of the Caribbean (IUC) and to those persons involved in providing care for children 'at risk' or emerging from Trauma. One hundred (100) persons completed the course, using the Peace Building Resiliency and Wellness Manual written and published by Drs Kim Scott and Michelle Miller in July 2021.

The PRW Curriculum developed by the Child Resiliency Programme was integrated into the Masters in Education Administration Leadership (MEAL), the Guidance and Counseling Curriculum, Bachelor of Arts in Education, Community Development and Masters in Counseling and Consulting Psychology (MACP); as part of the initial offerings of the newly launched Peace Institute of the International University of the Caribbean (March 17, 2022). The entire Peace Building Resiliency Wellness Curriculum was highlighted at the Launch of the Peace Institute.

Several faculty meetings were held in the formation of the IUC Peace Institute and Extended Learning Centre: meetings with the Deans of MelNathan College and College for Leadership and Theological Development (CLTD) Theological Leadership.

Contents of the Peace, Resiliency and Wellness Manual was presented at the Launch of the Strong Families Initiative in February 2022 and at the DOVE Violence Prevention Conference in September 2021 as part of the sensitization process to the course availability.

Dr. Scott presented on 'Building Peace Resiliency and Wellness' at the Symposium 'Violent Crime and Criminal Violence in Jamaica and in the United States: What's Going on and Ways Forward' on July 13, 2022, at the Jamaica Pegasus Hotel. She was a panelist on "Youth, Education, & Mental Health: systemic challenges to curbing the proliferation of violence producers."

### Training Completed

- October 7-November 25, 2021. Delivered weekly training course via zoom to 15 Ministry of National Security Case Managers in Building Peace Resiliency and Wellness including final session and certification ceremony at Alhambra Inn.
- November 3-December 8, 2021 (5 weeks). Delivered weekly Building Resiliency Wellness and Peace training course to 18 members of the Executive Leadership at Swallowfield Church via zoom.
- Delivered weekly Building Peace Resiliency and Wellness Curriculum to IUC students in Masters in Education Administration Leadership (MEAL) and Guidance and Counselling, Masters in Mental Health (with 108 students over 5 weeks).





- 22 March-10 May 2022 Delivered weekly Building Peace Resiliency and Wellness Curriculum to 15 persons of the Community Capacity Building project (CAPP) over 12 weeks.

- April 25-May 16, 2022 Swallowfield Children's Ministry and Other Ministry Group Leaders e.g. Youth Reaching Youth (YRY), Boys Club, Liberty etc. (20 persons trained over 5 weeks).



- Child Resiliency Programme's website updated to include Building Peace Resiliency and Wellness Training component.

Initial evaluation of the PRW course revealed 95% of participants found the training material and content to be "very helpful" to themselves personally, and professionally in their ability to deliver their work more effectively; and 95% reported

the Objectives as being "clearly met". In addition, university students and other private individuals attested to greatly benefiting from the support of this training course.

Plans are, that the Boys Town and Red Hills Primary sites will serve as a community-based and in-school CRP models respectively for research and practicum learning assignments for the university students.

## Training Outcomes

- Increased understanding of concepts of Building Resilient Attributes, Coping Mechanisms and overall Wellness including Mental Wellbeing in persons trained.
- Increased understanding of Peace Building Tools.

## Learning Outcomes

- Explain the concept and interrelation between Peace Building, Resiliency and Wellness (PRW).
  - Identify characteristics and protective factors that build Resiliency in a Child/Adolescent/Adult.
  - Become familiar with the Child Resiliency Programme Model for building Resiliency in children and their families
  - Demonstrate the use of 7 Resiliency tools: e.g., awareness of the relationship between thoughts, feelings and behavior, learned optimism, expressing gratitude, savoring positive experiences, building confidence and competence, and the use of appropriate coping strategies to build resiliency.
  - Define the 7 dimensions of Wellness and determine one's own Wellness Score towards optimising one's Wellness.
  - Identify Physical, Emotional. Mental and Spiritual manifestations of stress, and to learn strategies for managing stress.
- Identify characteristics and benefits of healthy relationships and their application in promoting peace.
  - Understand the hallmarks of healthy communication including the difference between demanding obedience and promoting cooperation to foster peace.
  - Define the concepts of safety, justice, restorative justice and freedom
  - Implement tools for analyzing root causes of conflict.
  - Determine how power relationships influence conflict.
  - Apply the conflict resolution tools of negotiation, mediation and reconciliation.
  - Identify early warning signs of trauma that may result in violent behavior including identifying red flags of anger
  - Understand the process of grieving.
  - Understand the signs and PTSD response as well as understand the concept of Post Traumatic Growth

**'Persons have been empowered to Maintain Peace and Build on their own Resiliency and Wellness as they work to impact the lives of persons in challenging circumstances'**

**Dr Kim Scott, Programme Director of CRP**

## 4. OTHER MATTERS

● The staff of the Child Resiliency Programme was treated to a 'well deserved' one-day retreat at Jewel Paradise Cove Resort on 28 February 2022. It was a time of bonding and recharging.



● The Programme said 'farewell' to Aunty Sheena Copeland, Coordinator of the Boys Town site, who will be furthering her studies overseas. Aunty Sheena who joined CRP in 2014 with the launch of the Boys Town site, was congratulated for her outstanding service oftentimes, beyond the call of duty, to the Programme. No doubt, she has left an indelible mark on the lives of the children, their caregivers and the Boys Town community over the years, as well as on the lives of the other CRP staff members.

● Quarterly contributions were made to the newsletter MANNA on Building Peace Resiliency and Wellness.

● The Programme thanks the Jamaican Embassy in Japan for its ongoing contribution from which the children benefitted greatly.

● The Programme also acknowledges with thanks,

the private contributions from several donors; as well as the loan of Christmas decorations, music and other paraphernalia for its Annual Christmas concert, compliments of Mrs Joanne Shorthouse.





# CONCLUDING REMARKS

It has been another successful and Resilient year for the Child Resiliency Programme with children attending regularly. The programme continued to thrive against the odds with the school year culminating in Programme Leaving Ceremonies at both the Boys Town and Red Hills sites on June 22<sup>nd</sup> and 23<sup>rd</sup> respectively; when the children were presented with certificates of participation, behavioural prizes and showcased their talent in dance, drumming and song.

In retrospect, the CRP can be congratulated on several key successes it achieved over the year, the first of which is the expansion of its Objective to include the Building Peace Resiliency and Wellness Training as a complementary component to its overall vision and mission. This has been a pioneering initiative with the Child Resiliency Programme now being rooted in the Peace Institute and Extended Learning Center at the IUC in an effort to ensure its sustainability.

Not only is the expansion of CRPs Objective to be highlighted, but so too, is the expansion of its model to include an in-school site at the Red Hills Primary school. This means that CRP now showcases two models which will be used as on-the-ground training for university students from the Peace Institute and Extended Learning Center at the IUC and other students

Another of the Programme's key successes this reporting period is the ongoing training of its staff in Building their own Resiliency and Wellness as well as the psychosocial support to children and their parents/caregivers.

Also to be applauded is re-energising the partnership between the Programme and its feeder schools. It is recommended that moving forward, the Programme maintains a physical presence at these schools as was done in pre-COVID years. This has proven to boost consistent attendance and by extension increase contact hours of children with the Programme's intervention.

The continued partnership with the police is also to be celebrated and was very helpful in alleviating fears of parents to send out their children in the context of extreme flare ups of violence in the surrounding communities and in assisting with transporting of the children in the difficult times.

Once again, the flexibility of the Programme in delivering Life skills training and literacy activities whether in person or online without compromising quality, is to be commended.

The challenges faced included reverting the Programme to its original model of referrals from feeder schools after two years of no face-to-face learning; maintaining attendance as the children returned to school; adjusting to new building space allocations as renovation of the Boys Town Community Centre remained ongoing; and managing the challenge to the Programme's delivery resulting from multiple flare-ups of violence particularly in the Denham town area.

Despite these challenges, the Child Resiliency Programme 'bounced back' several times during the reporting period to successfully impact not only the children, but their parents/caregivers, the facilitators, the feeder schools and the communities it serves as well as significant impacted the students, church leaders and community leaders trained. The voices of these stakeholders throughout this report speak volumes that the Programme has not only met its Objective but has proven its ongoing effectiveness and relevance in our nation Jamaica.

## I. Programme Outputs 2021-2022

### Programme Output for 2021-2022

- 40 children attending afterschool activities three times per week at the community-based site in Boys Town
- 25 children attending afterschool activities three times per week at the in-school site at Red Hills Primary School
- Implementers' Training Session conducted online for 12 facilitators on September 20, 2021.
- Parenting/Family Counseling and Home visits for 20 families "at risk"
- Monthly Parenting workshops and Parent/Family Counselling October 2021 – June 2022.
- Building Peace Resiliency and Wellness training for 100 participants from the International University of the Caribbean (IUC), Ministry of National Security, Swallowfield Chapel and Community Capacity Building Project (CAPP).

## 2. Child Individual Profile Questionnaire

CHILD RESILIENCY PROGRAMME				
INDIVIDUAL PROFILE				
NAME				
SCHOOL				DATE
GENDER	Male <input type="checkbox"/>	Female <input type="checkbox"/>	D.O.B.: / /	
Who do you live with?	<input type="checkbox"/> Biological mother only		How many persons live in your house?	
	<input type="checkbox"/> Biological father only			
	<input type="checkbox"/> Both parents			
	<input type="checkbox"/> Other			
Parents' /Main Caregiver's Name	Mother:			Tel #:
	Father:			Tel #:
	Other:			Tel #:
Address/ Name of Community:				
Where is your other parent? For those living with single parents/ or caregiver.				
Lives elsewhere in Jamaica: Kingston/another parish	Migrated	Incarcerated	Deceased	Other
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	Was death due to violence? <input type="checkbox"/> Yes <input type="checkbox"/> No	Don't know <input type="checkbox"/>
How often do you see or talk to him/her?	Not at all	Seldom	Often	All the time
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1

RISK BEHAVIOUR ASSESSMENT		
1. Do you feel like crying, unhappy or depressed very often?	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>
If no, skip to next question, if yes, why? Please mark all that apply:		
When they tease/ pick on me/ bully me	Yes	No
Due to death/separation of relative or friend	<input type="checkbox"/>	<input type="checkbox"/>
When parent curses/ harsh home environment	<input type="checkbox"/>	<input type="checkbox"/>
Since COVID	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you ever felt like killing yourself? If no, skip to next question, if yes,	Yes	No
Before COVID	<input type="checkbox"/>	<input type="checkbox"/>
Since COVID	<input type="checkbox"/>	<input type="checkbox"/>
3. Have you ever seen or experienced murder in your community?	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>
4. Have you ever experienced or seen violent fighting in your community (fist, stone, gun, broken bottle etc.)?	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>
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"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk	Time outs	Take away privileges (no TV, video games etc.)
Slap and Spank	Beat with hand or object to harm	Shout
Curse Bad words	Other	
1	2	3
4	5	6
7	8	

2

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## 4. Child Baseline/Exit Questionnaire

**CHILD RESILIENCY PROGRAMME  
MONITORING & EVALUATION QUESTIONNAIRE**

+

NAME:		DATE:			SCHOOL:					
To what extent do the sentences below describe you over the last 10 months? Circle ONE answer for each statement.										
		PRE			POST					
		No	Some times	Yes	No	Some times	Yes			
1	I do fun and interesting activities after school in my community/ programme (e.g. sports, cultural arts, clubs)	1	2	3	1	2	3			
2	There is an adult at school/ programme who tells me when I am doing a good job and believes I will be a success	1	2	3	1	2	3			
3	There is an adult at school / programme who cares (hugs etc.) & listens to me when I have something to say (when feeling bad or good, sad or happy, angry)	1	2	3	1	2	3			
4	I feel I belong at school/programme	1	2	3	1	2	3			
5	Doing well in school is important to me	1	2	3	1	2	3			
6	I respect myself and others	1	2	3	1	2	3			
7	My parent/caregiver shows interest in my schoolwork & homework	1	2	3	1	2	3			
8	I bully children at school and at the programme (hit, push, name-calling, threaten, spread mean rumours, tease about body)	1	2	3	1	2	3			
9	I get a lot of headaches and stomach-aches	1	2	3	1	2	3			
10	I get into a fist fight / pushing when somebody wants to fight me	1	2	3	1	2	3			
11	I can resist cursing students back when they curse me	1	2	3	1	2	3			
12	I can deal with someone troubling me, without hurting myself or others	1	2	3	1	2	3			
13	I try to be nice to other people because I care about their feelings	1	2	3	1	2	3			
14	I worry a lot	1	2	3	1	2	3			
15	I would rather be alone than with my friends	1	1	3	2	3	3			

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**CHILD RESILIENCY PROGRAMME  
MONITORING & EVALUATION QUESTIONNAIRE**

NAME:		DATE:			SCHOOL:					
To what extent do the sentences below describe you over the last 10 months? Circle ONE answer for each statement.										
		PRE			POST					
		No	Some times	Yes	No	Some times	Yes			
16	I am easily distracted. I find it difficult to concentrate	1	2	3	1	2	3			
17	I am often accused of lying or cheating	1	2	3	1	2	3			
18	I take things that are not mine (from home, school or elsewhere)	1	2	3	1	2	3			
19	I often offer to help others (parents, teachers, friends etc)	1	2	3	1	2	3			
20	I usually do as I am told	1	2	3	1	2	3			
21	I have at least one best friend	1	2	3	1	2	3			
22	I think before I act	1	2	3	1	2	3			
<b>ADDITIONAL QUESTIONS FOR END OF YEAR</b>										
23	Since being in the programme, I feel more motivated to do well and to never give up	1	2	3	1	2	3			
24	Since being in the programme I feel better about myself	1	2	3	1	2	3			
25	Since being in the programme I love to learn and read more	1	2	3	1	2	3			
26	I feel safe when I am at the programme	1	2	3	1	2	3			

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## 5. Referral Criteria of Children in The Child Resiliency Programme

<ul style="list-style-type: none"> <li>• Literacy below grade level.</li> <li>• Delinquency, excessive fighting, violence and poor internal locus of control.</li> <li>• Inappropriate behaviour.</li> <li>• Family history of incarceration, death and involvement in gangs.</li> </ul>	<ul style="list-style-type: none"> <li>• History of sexual, emotional, physical abuse and/or neglect.</li> <li>• Exposure to drugs and other substances.</li> <li>• Difficulty coping with COVID/Needing mental health support.</li> <li>• Displays anxiety/depression (e.g., headache, stomach-ache, forgetfulness, clinging, change in sleep &amp; appetite, poor concentration).</li> </ul>
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## 6. Feeder Schools

<b>Community-Based Model Boys Town</b>	<b>In-School Model Red Hills Primary School</b>
<ul style="list-style-type: none"> <li>• Boy's Town All Age</li> <li>• Edward Seaga Primary (formerly Denham Town Primary)</li> <li>• St. Alban's Primary</li> <li>• Trench Town Primary</li> <li>• St. Annie's Primary *</li> <li>• St. Andrew Primary *</li> <li>• Jones Town Primary *</li> </ul> <p>*Not active</p>	<ul style="list-style-type: none"> <li>• Red Hills Primary</li> </ul>

7.

## RESILIENT ATTRIBUTES & 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.

## 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

[http://www.childresiliency.org/featured\\_item/life-skills-training/](http://www.childresiliency.org/featured_item/life-skills-training/)

## 10. 'NO TO CORONA' Theme

<p><b>N.</b> 'Nice it up'. Nice up your clothes, skin, hair house etc. (week 1)</p> <p><b>O.</b> Organise. Set goals (week 2)</p>	<p><b>C.</b> Care &amp; Connect with Friends &amp; family (week 5)</p> <p><b>O.</b> Optimism. Keep a positive mindset (week 6)</p> <p><b>R.</b> Read &amp; Rest. Keep learning/ adequate sleep is critical (week 7)</p>
<p><b>T.</b> Thankful. Cultivate gratitude (week 3)</p> <p><b>O.</b> Outdoors. Get into nature (week 4)</p>	<p><b>O.</b> Our Father Who Art in Heaven. Build faith. Remain prayerful always (week 8)</p> <p><b>N.</b> Nutrition. Increase fruits &amp; vegetables. Cut out sugar &amp; processed food. No junk! (week 9)</p> <p><b>A.</b> Active. Keep exercising. Strength training &amp; aerobic exercise (week 10)</p>



# 1.1. Resiliency Chart

## Resiliency Chart

Name/age: \_\_\_\_\_ Date: \_\_\_\_\_

E.g. Javonia, Age 10

Problems/ Challenges	Strengths/ Positive support
1. Single parent mother makes him do domestic chores	1. Desires to do well in school
2. Beats him	2. Takes time to reflect
3. told he is dunce since his accident	3. Wants to please
4. Fighting, not cooperating	4. Mother recognizes need for more time with child.

List all concerns/ problems - Internal in terms of attitudes and behaviours  
External in terms of environmental risks and stress

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List all positives (attitudes, behaviours, personality characteristics, talents/potential talents, capabilities, positive interests) in child, as well as in the environment (every person, place, organization)

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Counselling/Visits \_\_\_\_\_

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## 12.

### 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