

CHILD RESILIENCY PROGRAMME



BUILDING

PEACE, RESILIENCY AND WELLNESS (PRW)



**ANNUAL REPORT / 2022-2023
BOYS TOWN**

**PEACE INSTITUTE/ IUC
VIOLENCE PREVENTION ALLIANCE**

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OBJECTIVES

- To continue **the Child Resiliency Programme** that fosters the development of Resilient Attributes, pro-social behaviours and psychosocial support/ mental wellbeing in referred children and their parents; and facilitates protection against violence, abuse, neglect, and trauma.
- To provide **training in Building Peace, Resiliency and Wellness** including the Child Resiliency Programme model, to university students and persons from various sectors providing care for children and youth affected by trauma.

INTRODUCTION

The 2022-2023 school year began with primary schools returning to full-time, in-person classes after two years of on-line sessions due to the COVID-19 pandemic. As a result, the Child Resiliency Programme (CRP) reverted to recruiting its original cohort size of 60 children mainly from its five feeder primary schools (St Alban's, Trench Town, Edward Seaga, Boys Town and St. Annie's) in the Boys Town (BT) community.

The criteria for recruitment remained the same: 9-11 year old children with Adverse Childhood Experiences (ACEs) and 'at risk' for violence, abuse, trauma and neglect (Annex 4). The Programme continued to offer a protective environment and intervention for these children which included Literacy and psychosocial support through Life Skills training, sporting and creative activities to reinforce the lifeskills; as well as monthly workshops and family counselling for their parents/caregivers. The facilitators were given mobile data to keep in regular contact with the children and their families, which strengthened the CRP/ caregiver bond and helped to maintain consistent attendance of the children to the Programme.

The academic year kick-started with two Building Peace, Resiliency and Wellness Workshops. One for Principals, Guidance Counsellors and Grade 5 Teachers of the feeder schools; and the other for staff of the Boys Town CRP site. The workshops focused on equipping the participants with tools for maintaining their own Resilience and Well-being with a view to better handle the 'at risk' children with whom they worked.



The academic year also saw further development of the Training Objective of the CRP as well as strengthening of the CRP/ IUC partnership, with the establishment of the Peace Institute and Extended Learning Centre's office.

The follow up of football talent with CRP children competing on Saturdays at the Constant Spring football field and attending the Stadium for matches was another addition to CRP this year to encourage and support 'at promise' children within and outside of the Programme. This included one CRP graduate supported to compete overseas in a football competition.

'If him miss de Programme fi even one day, him vex because when him come a di Programme, it relax him mind, him calm down and come home nice and in a better attitude and mindset.' Parent

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 with community cohesion and inclusion by the Arms of the Programme (Fig.1),

Fig.1 Arms of The Child Resiliency Programme



AND Peace Resiliency and Wellness (PRW) training/support for frontline workers is offered,

THEN children participating in the Programme along with their parents, will display an increase in resilient attributes, coping mechanisms and life skills including • impulse control • ability to express emotions (positive & negative) • increased sense of belonging • improved self-esteem • greater confidence • and ability to engage in productive, social interactions with peers, siblings & authority figures.

IF children display an increase in these resilient attributes, **THEN** they will have greater protection from, and reduced risk of, violence, exploitation and abuse. **IF** frontline workers display an increase in their ability to remain at Peace, Resilient and Well, they will be better able to provide these positive/supportive services.

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) to identify and build Resiliency and Wellness in a cohort of 60 children, ages 9-11 years, who have suffered Adverse Childhood Experiences (ACEs) and are ‘at risk’ for violence, exploitation, abuse, neglect and trauma, while continuing to strengthen the site’s capacity for long term impact. The children are referred from feeder schools in the Boys Town community (community-based model).
2. The CRP provides training in Building Peace, Resiliency and Wellness to adults (University students, FBOs, NGOs, Relevant ministry groups) in small groups of 15-30 persons who are involved in providing care to children ‘at risk’ or affected by trauma. This training is guided by the Peace Building Resiliency and Wellness Manual spearheaded by Dr. Kim Scott in July 2021 (Annex 9).

CRP MODEL

BOYS' TOWN Community-based Model

Meet: Mondays, Tuesdays and Wednesdays
3:00-5:00 pm

Literacy/ Literacy through Computer

Circle Time

Sports/ Football/ Athletics

Dance

Drumming

Art & Craft

Parent Workshops: last Wednesday of every month
Family Counselling & Home Visits

Stakeholders' Workshop: Annual
Teacher Training: Annual

Life Skills Training Thematic Approach:
Weekly life skills themes are used to guide the focus of activities

Nutritional Support: a meal is served every day of Programme sessions

Annual Sports Day & Mini Sports Competitions

Fun Day, End of term Field Trips
End-of-term **Prize Giving, Awards Ceremonies & Concerts**

Reward & Recognition Programme
The children earn/lose stars for their 'House'/Team and the leading 'House'/team wins a prize field trip at the end of each term

6 different-coloured 'houses'/teams of 10 children each.
12 Individual Behavioural Prizes awarded every 5 weeks

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

It is based on 3 major Pillars of Resiliency: 1) Caring relationships 2) High expectations of children, and 3) Involvement in meaningful activities.

It aims to promote physical, social, cognitive, vocational and moral competences.

The Programme is delivered **after school, three times per week at the Boys' Town community site** from 3:00 p.m. to 5:00 p.m. The activities offered are rotated among 6 '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 congratulatory field trips at the end of every term were particularly appreciated and therapeutic for the children. The prize trip venue this reporting period was Castleton Gardens in St Mary.

The CRP model was externally evaluated in 2020 by Manitou Inc., New York and has been deemed an Evidence Based Best Practice Violence Prevention

Initiative. It is also included in Jamaica's National Plan of Action for Children and Violence (NPACV).

www.childresiliency.org

PEACE INSTITUTE AND EXTENDED LEARNING CENTRE

Launched on March 17, 2022, the Peace Institute and Extended Learning Centre of the IUC partnered with the Child Resiliency Programme administered by the Violence Prevention Alliance. As such, the CRP has now been integrated as part of the institution and the Peace Institute office (housed on the IUC campus) was designed and furnished in this reporting period.

Mission

The Mission of the Peace Institute is to pursue Peace in Jamaica through education and leadership initiatives for positive social change with an emphasis on individual empowerment, Peace Building, Resiliency and Wellness studies and community involvement through the implementation of the Child Resiliency Programme.

Statement of Intent

The IUC Peace Institute – An Institute for the study of Peace building and social cohesion within the Jamaican society. The focus of the institution reflects the motto of the university: “Seek Peace, Pursue Excellence”. The motto envisages the building of a Jamaican society and world that is non-violent, sustainable and peaceful. This research and training institution seeks to equip students, staff and community members in peace making skills through building Resiliency, Wellness and Peaceful conflict resolution that is rooted in respect for human rights standards and responsibilities. The institute will engage in research, training and advocacy activities to build strong, resilient and peaceful individuals and communities. It will also provide a strategic framework for students, researchers, activists, peace builders, and peace makers to work together for the wholesome transformation of the Jamaican society that eschews violence and embraces just peace.

Objective

The Objective of the Peace Institute is as follows:

- To engage vulnerable children identified to be at risk for violence in the Child Resiliency Programme at 2 locations: an In-school model and a Community Based Model.
- To provide training/monitoring/ auditing for the replication/ expansion of the CRP as an evidence-based programme for the prevention of violence in children (see National Plan of Action for Children & Violence (NPCAV)).
- To involve students in community service projects e.g. the Child Resiliency Programme in neighbouring communities (Research practicum, community service hours) for credit (3 credits for doing community work through the Peace Institute).

- To offer Peace Building, Resiliency and Wellness (PRW) certificate training to students, community leaders, NGOs, ministry and church groups, frontline workers (e.g. police, teachers, guidance counsellors) and to feeder schools of the Child Resiliency Programme.
- To integrate the Peace, Resiliency and Wellness studies Curriculum into the existing degree programmes at the University e.g. the Masters in Education Administration Leadership (MEAL), the Guidance and Counselling Curriculum, Bachelor of Arts in Education, Community Development and Masters in Counselling and Consulting Psychology (MACCP). The Curriculum is based on an experiential approach (learning based on experience) and a philosophy that Life Skills can empower individuals to function responsibly and appropriately in real-life situations and be able to strike a balance between their needs and the needs of others.
- To network with other Foundations/campuses/groups involved in Peace Building Resiliency and Wellness internationally and domestically to create partnerships and shared learning experiences for students.

PEACE RESILIENCY AND WELLNESS TRAINING

Objectives

- To continue training the involved Principals, Teachers, Guidance Counsellors, Pastors, Elders and relevant church and community personnel to the Child Resiliency Programme.
- To learn Peace Building, Resiliency and Wellness strategies.

The Training Arm of the Child Resiliency Programme continued sessions in Building Peace, Resiliency and Wellness (PRW) to university students at the Peace Institute of the International University of the Caribbean (IUC) and to those persons involved in providing care for children “at risk” or emerging from Trauma. The PRW Curriculum was integrated into the Masters in Educational Administration Leadership, Masters in Counseling and Consulting Psychology (MCCP), the Bachelors of Education and Bachelors in Guidance and Counseling as part of the Institute’s offerings.

The Boys Town (BT) and Mountain View Primary and Infant School (MVPI) Child Resiliency Programme sites were show-cased as community-based and in-school models respectively for research and practicum learning assignments for the university students (Annex 10). The Masters in Counselling and Consulting Psychology students assigned to CRP to conduct their research thesis have been assigned to do a focus group 5 year follow up of a cohort of Boys Town graduates from 2015.

PRW Training Completed

- 24 October 24, 2022 – 5 December 5, 2022. Peace Resiliency and Wellness (PRW) Training for 11 Rose Town Interns and staff at Gore Foundation, at the end of which, they received Certificates of Completion.
- October 20, 2022 – November 24, 2022. PRW Training of 22 CRP Feeder School Teachers at St. Patrick's Primary and St. Alban's Primary who received Certificates of Completion.
- PRW Course to IUC Students: Total of 197 IUC students completed PRW Course for September 2022 – June 2023:
 - Christmas Term: 112 Undergraduates - 23 Guidance and Counselling final year students, 50 Bachelors in Education students and 10 students in Masters in Counselling and Consulting Psychology. All students graduated from the university on November 24, 2022.
 - Easter Term: 45 Undergraduates
 - Summer Term: 40 Undergraduates total of 197 university students in the Guidance and Counseling and Bachelors in Education completing the course for this academic year.



Rev. Dr. Roderick Hewitt, President of IUC at Graduation in November 2022



'The course is a breath of fresh air...I am learning so much and already I feel empowered to build peace and resilience in myself and my students' IUC student

'This class was interesting, educational and informative.'
IUC student

- March – April 2023. Training of Instructors for HEART Personnel working with At-Risk Youth.

The Child Resiliency Programme leadership team offered PRW Training to 45 HEART instructors as part of a European Union (EU) Consultancy during the period March-April 2023. 27 Institutional stakeholders attended the first of two in-person training workshops on Monday February 20, 2023 at the Courtleigh Hotel; followed by four weekly, 2-hour virtual sessions (March 2-23) to complete the course content and achieve the course objectives.

The second group of in-person training took place at the Cardiff Hotel & Spa, Runaway Bay, St Ann on March 22nd with 23 institutional stakeholders; followed by four weekly, 2-hour virtual sessions (March 30 – April 20).

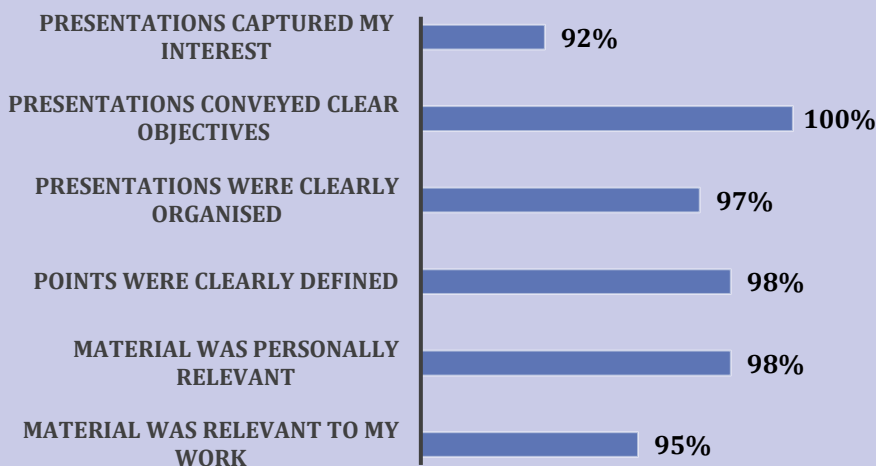


'The classes on "Maintaining Your Own Resiliency and Wellness" were an eye opener for me as I have realised areas in my life that need to be addressed.'

Participant

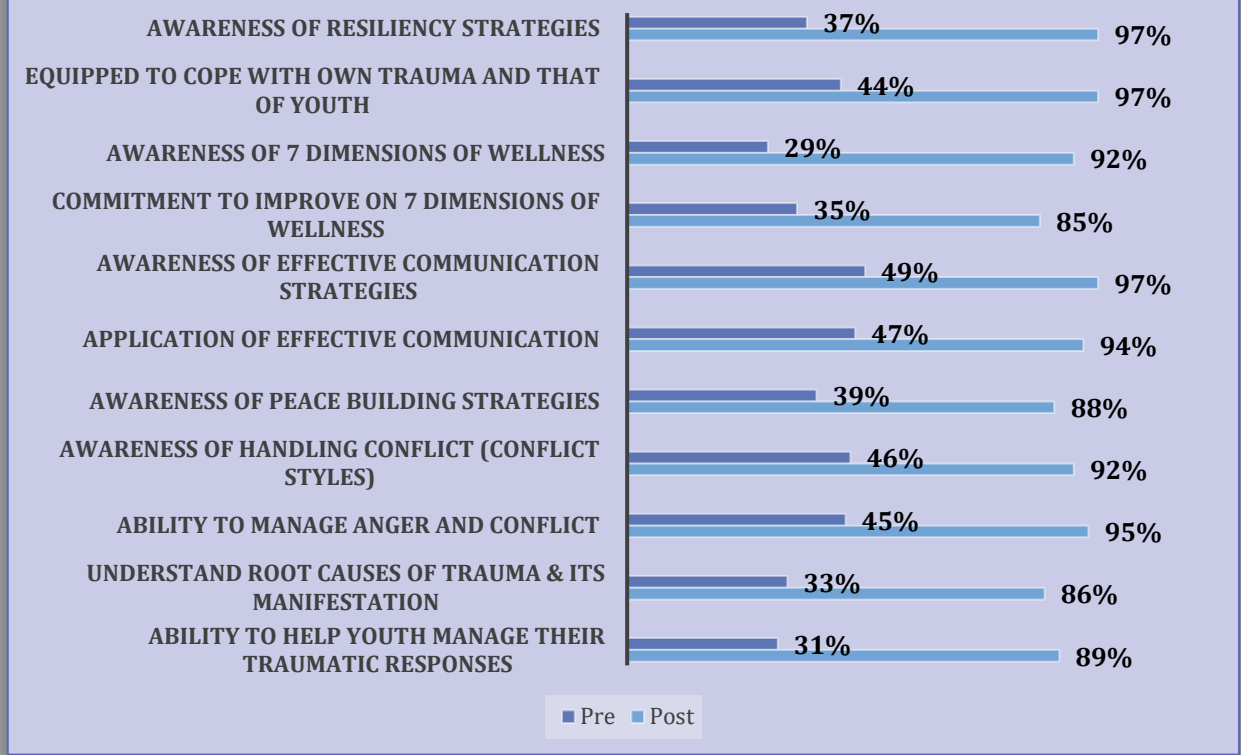
'Overall, 100% useful. Everything was on point. Thank you ALL!' Participant

Fig.2 **HEART EVALUATION OF PRW TRAINING**



The evaluation survey both Groups completed at the end of the training showed 92% reporting that the presentations captured their interest and 100% reporting that the presentations conveyed clear objectives. 97% reported that the presentations were clearly organised, and 98% said that the points were clearly defined. 98% of participants reported that the material was relevant to them as individuals in their personal lives, and 95% said it was relevant to their work (Fig.2)

Fig.3 **PRW TRAINING PRE/ POST RESPONSE**



Analysis of the pre/post-tests of Groups 1 and 2, and feedback during the in-person and virtual sessions, revealed that participants were better able to cope better with traumatic events; demonstrated increased awareness and application of resiliency strategies; better equipped to cope with their own trauma and that of others; increased awareness and application of the seven dimensions of wellness; use effective communication strategies; understand Peace building strategies including ‘Building Healthy Relationships’; increased awareness of handling conflict and managing anger; sensitised to the root causes of trauma that eventually leads to maladaptive behaviour; and better understood post-traumatic stress and its manifestation (Fig.3).

‘I enjoyed the entire series and would do it all over again. These sessions are applicable in my work and personal life, and I have started to utilize the knowledge with my own child and the youth with whom I work. Thanks a million.’ Participant



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





Implementers' Training

Objectives

- To ensure quality delivery of the CRP.
- To keep up with the latest Resiliency research findings and best practices.
- To incorporate Monitoring and Evaluation findings in current practice.
- To brainstorm solutions for existing logistical challenges.

The Annual Implementers' Training Workshop took place on September 21, 2022 and incorporated some PRW sessions in addition to presentation of Monitoring and Evaluation findings and operations planning for the 2022/ 2023 cohort.

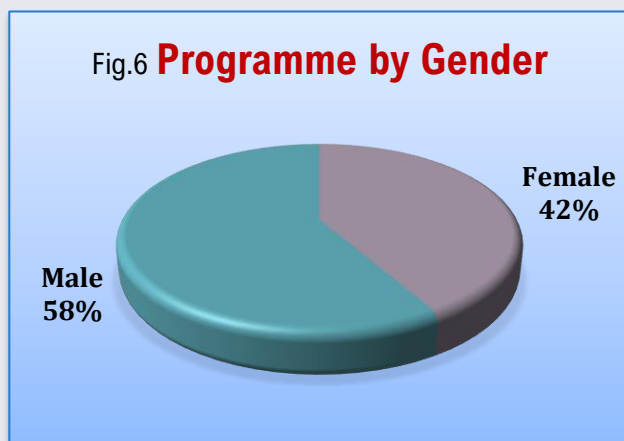


WHAT THE PROGRAMME MEASURED

The framework (Fig.4) to assess where changes ought to take place, is outlined in the Programme's Outcomes and Indicators (Fig.5).

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

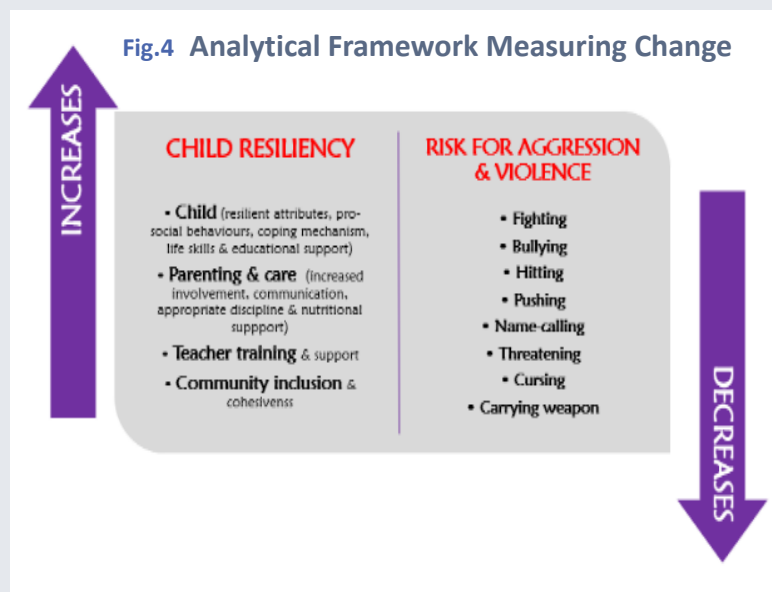
- Risk: the children's level of aggression, exposure to violence as well as their mental health and wellbeing.
- Resilience: protective factors/ level of the children's resilience.



Guided by the Programme Outcomes (Fig.5), quantitative baseline data and exit data were collected from the Programme's population of 60 children in October 2022 and June 2023. The questionnaires (Annexes 2&3) were individually administered to each child by trained researchers.

The 60 children surveyed included **58% males and 42% females** (Fig.6)

Qualitative exit data was collected in June 2023 from interviews and focus group discussions with children, parents, teachers and facilitators. Observation and monitoring took place by weekly site visits and phone calls by Programme Director and Programme Operations Manager. All questionnaires were administered by trained personnel to ensure confidentiality and to prevent re-traumatising the children. The data was stored in JASP the statistical analysis tool.



'The way my son is communicating and responding now is a big Improvement and he's more disciplined' Parent

'My son is more calm and stable cause him used to be aggressive. Him now know how fi interact wid other people and express himself. So mi know di Programme a help him a lot.' Parent

Fig.5 **OVERALL OUTCOME**

Greater protection from and prevention of trauma, violence, exploitation, and abuse

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

Indicators:

- Children demonstrate an increase in resilient attributes and pro-social behaviours.
- 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:

- 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:

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

4. Increased parent/family engagement

Indicators:

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

5. Reduced level of aggression in Programme children

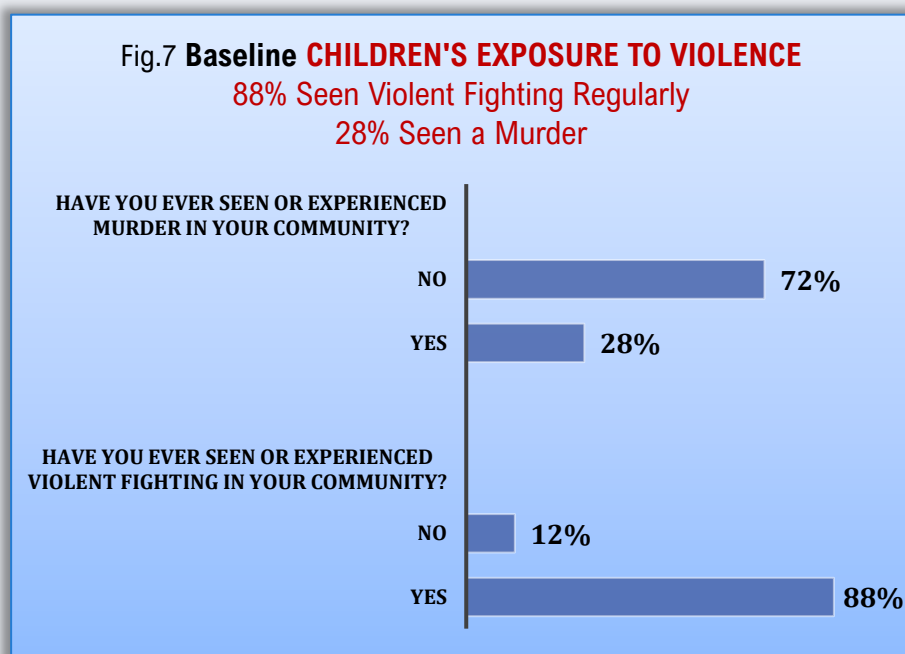
Indicators:

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

KEY FINDINGS OF PROGRAMME

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 children's excessive exposure to violence was underscored by the baseline data which showed 88% of them seeing ongoing aggression and violent fighting regularly (sometimes several times in one week); and 28% of them having actually seen murder committed in their communities (Fig.7).

'I love di Programme 'cause it get har off de road after school. She seh she love di Programme well 'cause she have plenty fun an' she learn a lot of things.' Parent

'I see where the overall behaviour of the Programme children in my class has improved. Their attitude towards schoolwork has also improved. Some who would argue a lot, have toned down and, instead of retaliating, they remain calmer.' Teacher

'I like the food, classes and Aunties and Uncles because they treat us very kindly, want the best for us and want to see us prosper. I feel comfortable with them and I love them. Thank you for your kindness and showing us how to do work and teaching us new things. The Programme also helps the children to change their attitude in their homes.' Child

Focus Group Discussion with Teachers of Feeder Schools

With the resumption of full in-person schooling in the current academic year 2022-2023, the Child Resiliency Programme sought to re-energize its partnership with its feeder schools, with a sensitizing/ Building Peace Resiliency and Wellness training workshop in September 2022; as well as to gather mid-year feedback from Guidance Counsellors (GCs) and Grade 5 (G5) teachers in March 2023.



'Her attitude is coming down. It is somewhat under control and she's settling somewhat, and she's trying a little bit more.'

Teacher

The Programme helped me with PEP and things like paragraph writing, art, the art of speaking and to do well in my work at school.' Child

The summary findings are outlined below:

- All the GCs reported that they loved the Programme and believed that for the most part, the children were definitely benefitting from attending: they were **more motivated** and **quicker to settle down**; were able to speak about **how to deal with conflict**; **not referred to the GCs as much**; **participated in classwork** and class discussions which indicated their **improved self-confidence and self-esteem**; enjoyed the **cooked meals** and treats; showed **some improvement in their behaviour and attitude** which meant less talking for the teachers; showed **improvement in their love for learning** although there was still room for improvement in their reading and comprehension; and they showed **some improvement in their spelling**.
- Some teachers said that **a lot of the students were not academically inclined and therefore, the schools needed to provide creative ways to uncover what they are good at such as drama, singing, dancing, sports etc.** They were reminded that the Programme provided these activities in addition to literacy and outlets for Life Skills training in addition to extra lessons in PEP.
- **Improved personal hygiene.** A GC noted that some students used to be untidy and since going to the Programme she noticed that they started taking pride in how they looked.
- One teacher noted that while COVID contributed to learning loss, there were **some serious behavioural, grooming, nutritional, attendance challenges that were in play before COVID.**
- **Neglect – Lack of /Poor Parental Supervision.** Some teachers lamented that the behavioural challenges being displayed by the children were bigger than the CRP or the school itself, and largely involved parental neglect, poor parental supervision and overexposure to adult content in the communities and at home. *'We can do all the teaching and counselling and intervention and when they reach home, they continue to do/engage in activities they are exposed to without proper supervision.'* GC

'Children are coming to school tired and irritable due to lack of sleep, stresses at home, and poor diet. They are not getting quality care and supervision at home. They are just left to grow themselves and therefore, spend so much time on their tablets on social media.' G5 teacher.

- A G5 teacher pointed out that **poor sanitary conditions at home** easily **contributed to the children's illness and by extension, poor attendance.**

Attendance: •Some GCs said the parents were **not sending their children to the Programme because of the violence** not the distance to the BT Programme site; to cross the 'gun shot' street is to cross a political/ other turf boundary •Another factor is **extra lessons being conducted at some feeder schools** •Further, **some children took it upon themselves not to attend the Programme** they chose to link up with friends or maybe other persons of ill repute...and **get into 'bad company'**

Recommendations

- **Ongoing communication between the Programme Coordinators and GC/G5 teachers to hold the children/parents accountable & regular/monthly face-to-face visits of CRP facilitators to the feeder schools to interact directly with the G5 teachers, students and GCs. to strengthen the CRP/feeder school partnership and boost attendance.** Informal texting between Coordinators and teachers to check up on students re: attendance, school/homework, reading, spelling, behaviour etc. When the children see that the Programme Aunties/Uncles know how they are behaving/ at school & vice versa, their behaviour and attitude should improve; the CRP/feeder school partnership will come alive and become an active force in the intervention process.
- *'Some of these children need professional counselling, not guidance counselling. Some issues are bigger than the school and the Programme.'*
- **Find creative ways of engaging the parents** to sensitize them to the value of the Programme (to themselves and their children) which in turn, can help in boosting attendance at the Programme.



'They love going to the Programme because they are learning a lot from it, and they have fun with all the games they play and activities they do.' Teacher



HUG A CHILD!!

Child Referrals

With the targeted number of children reverting to 60, the Programme continued its community-based approach in recruiting from its main feeder primary schools (Boys Town, St. Alban's, Trench Town, Edward Seaga and St. Annies); as well as children from the community who attended other primary schools (such as Rosseau's, Balmagie, Iris Gelly, Richmond Park). All children were recruited using the Child Resiliency Referral Criteria listed in Annex 4.

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 60 children averaged 46; while the other 14 children did not attend as consistently.



'Overall, the children are very motivated and very excited to go to the Programme. They talk about it all the time, and when they do, the whole class mash up!' Teacher

'I see good change in my daughter. She's more outspoken an' she express herself more an' she get fi love dance even more. As she come home, she tell me all a wah she learn at the Programme.' Parent

'Him improve a lot and him really love di Programme 'cause when I was concerned about the violence in the community, him tell me he will pray for protection and walk with the other children. I see that the Programme help him a lot in him schoolwork, 'cause him will tek up him book more now; sometimes mi will hear him a sing and him always a tell me seh Aunty seh dis and Uncle seh dat' Parent

Life Skills Training for Psychosocial Support and to Impact Behaviour Change

The main objective of Life Skills training is:

- To help referred children successfully navigate all the major tasks associated with Healthy Adolescent Development.
- To encourage socially acceptable behaviour.
- To help these young people gain knowledge, insight and a meaningful perspective of themselves.

The Life Skills Themes (Annex 9) provided the 'Topic of the Week' which was the focus for each activity for the week. This meant 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 6) without even realizing it. Topics included Stress Management, Goal Setting, Anger Management, Conflict Resolution, Teamwork, Problem Solving.

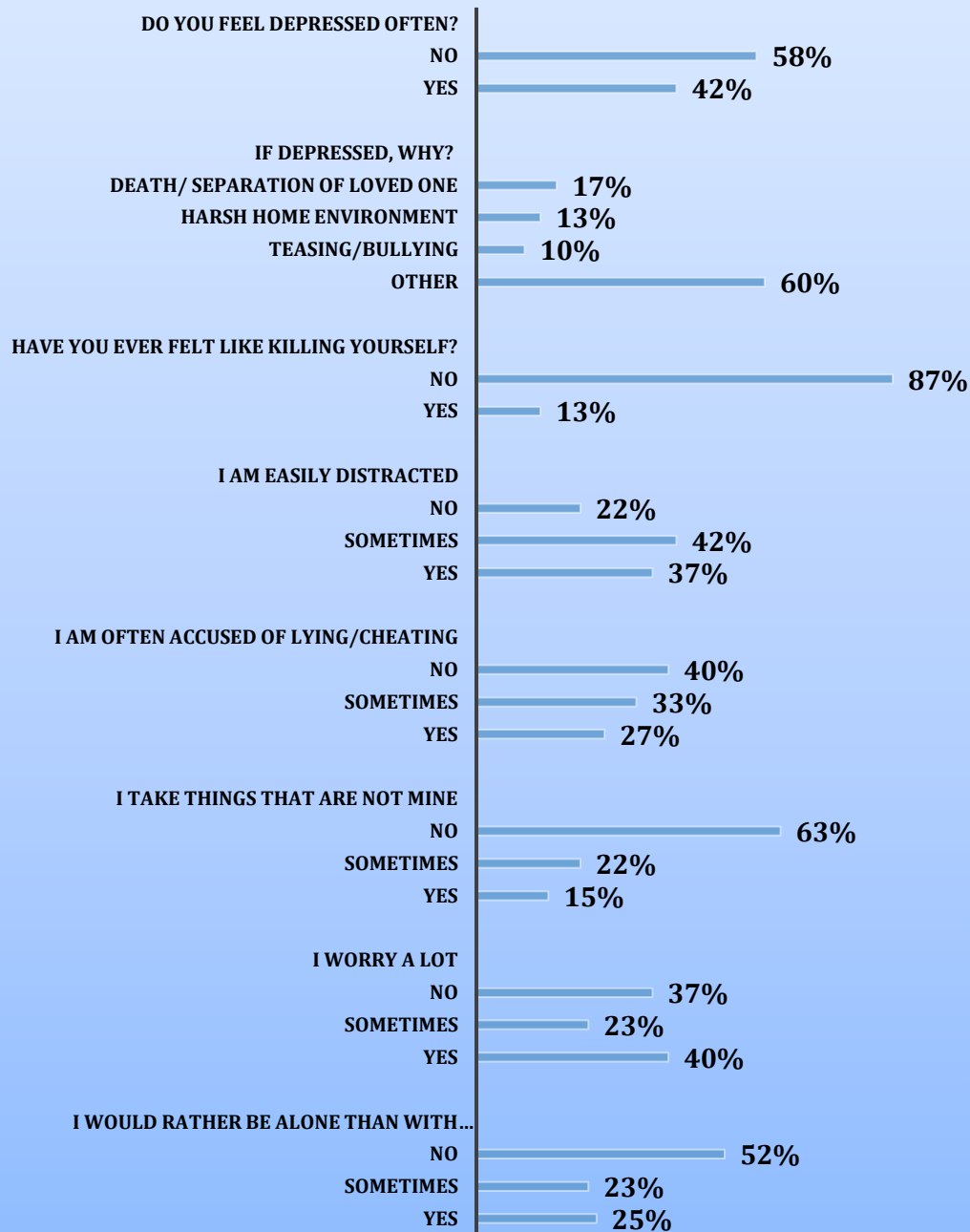
'The Programme has certainly helped him holistically with his behaviour. He raps a little more with his peers and participates more in class.' Teacher



'I feel inspired by coming to the Programme. I had lots of fun learning new things everyday. It helped me to express my feelings to others.' Child



Fig.8 **Baseline CHILDREN'S MENTAL & EMOTIONAL WELLBEING**

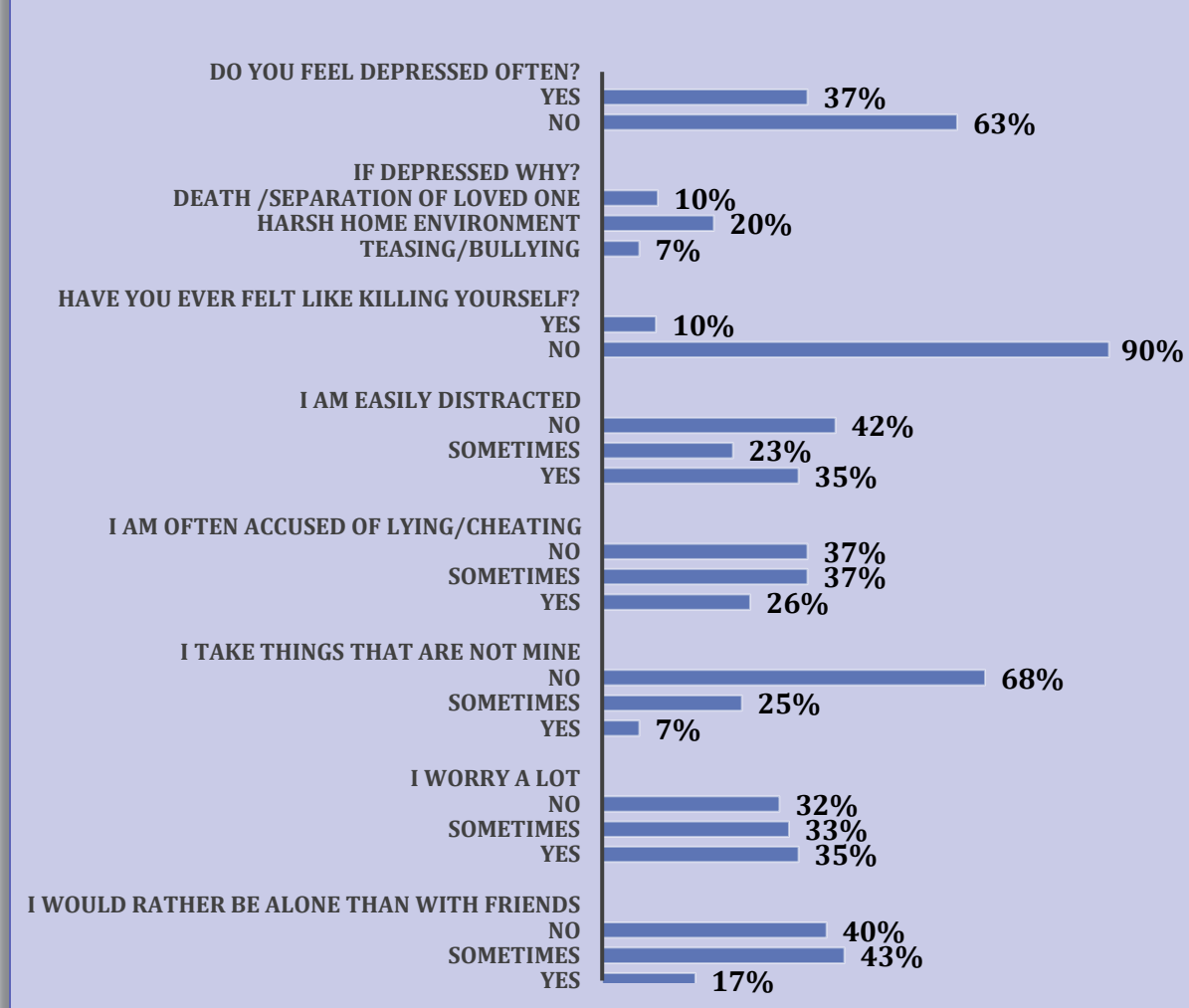


The baseline data further spotlighted the adverse effect of these vulnerable communities on the mental and emotional wellbeing of children: 42% of the children admitted to often feeling depressed, of which 17% said it was due to the loss of or being separated from a loved one. In addition, 13% of the children said they felt suicidal. Further, some children confessed to possible symptoms of stress/trauma: 37% reported that they were easily distracted; 27% said they were often accused of lying/cheating; 15% said they took things that did not belong to them; 40% said they worried a lot; and 25% preferred to be alone than play with friends (Fig.8).

'I have fun at the Programme and I meet new people. It helped me with my PEP preparation and it teach me how to act and that respect carries you through the world' Child

'I learn how to deal with my anger. Count to 10 and breathe in and out and calm down and shut you eye and just walk it out.' Child

Fig.9 **Exit CHILDREN'S MENTAL & EMOTIONAL WELLBEING**



The exit data showed improvement in some areas as 63% said they did not feel depressed; 42% said they were not easily distracted; and 32% said they do not worry a lot (Fig.9). Most children said they worry for the safety of themselves and their loved ones. Qualitative findings from focus group discussions and interviews in June revealed significant improvement in ability to express oneself; confidence and self-esteem; boldness; more aware of social, mental, civic and developmental issues; and better able to act appropriately in social settings.

'My son will fight and give trouble in class sometimes. Him friendly though and him love to play de drum. Him seh him want to become a drummer. Him love Circle Time and drumming.' Parent

'My child loves the Programme so much. He talks about it all the time and is very upset if he cannot go to the Programme. He loves the interaction with his peers and with the Aunties and Uncles. I don't really allow him to interact much in our community because we live in the inner city.' Parent

Sports to Reinforce Life Skills

The objective of the Sports Arm of the Programme is:

- To reinforce life skills messages through physical and sports activities.
- To learn basic skills of football, netball, track and field, martial arts, boxing, table tennis, swimming etc. (according to the sport available).

Sports teaches how to enjoy the thrill of victory and how to 'bounce' back from the agony of defeat. It is therapy for coping with stress; cultivates self-discipline; the value of hard work; develops listening and problem-solving skills; teaches respect and teamwork. Sports is essential for both physical and mental health and fosters gender equality at the Programme.

Football Follow-up

The Programme children involved in this initiative gained invaluable exposure and experiences through several competitions outside of their communities.



'Another successful weekend for the kids. They won both U10 & U11 titles. A CRP boy was the top goalkeeper after not conceding a single goal, and one CRP boy scored the winning goal in the U10 match.' Facilitator/Coach



Mini football competitions were held leading up to Sports Day in March and Sports Day itself exhibited all the fun, competitive nature and Life Skills in the children...and the facilitators!

'My son love to play football. Him get a whole heap a experience pan de ball field. Over here motivate him. Him want to be like the ballers him see pan de TV. Unu just keep up de good job and when him graduate, him can pass it on to who nuh know bout it yet. So thank you very much.' Parent



SPORTS DAY!!!



'I recommend children to come to the Programme because they will have fun and great experiences.'

Child





Spiritual Development to Reinforce Life Skills



Spiritual development is one of the proven survival tools in building resilience and wellness as it is a known protective factor for children at risk. The Programme fostered this through devotion times spent focusing on faith in God, favourite choruses and songs, and reading Bible passages.

'The Programme made me confident. I've told persons about it and how it helped me learn and to speak up as well.' Child

Circle Time to Reinforce Life Skills

The Objective of Circle Time is:

- To help referred children successfully navigate all the major tasks associated with Healthy Adolescent Development.
- To encourage socially acceptable behaviour.
- To help these young people gain knowledge, insight and a meaningful perspective of themselves.

The group sessions explored topical issues guided by weekly Life Skills themes (Annex 8). 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; the cons of 'keeping bad company' and the negative consequences of joining a gang.

'Circle time teach me how not to get involved in violence by prevent yourself from getting into bad company. It help me understand how to reduce violence in my community like how to walk away from hurtful comments and it teach me self-confidence because once you know that you not ugly, you can ignore it if someone says you are.' Child



'During a discussion about long and short term goals, a boy adamantly insisted that his short term goal was to rob people and Brinks. After the class discussion, he got up and told the class that he does not want to do it anymore' Facilitator

'Circle time with Uncle is fun. He teach us about the words we speak, and our body language.' Child

Creative Expression to Reinforce Life Skills



'The Programme help me with my confidence. I was shy to go on stage in front of a lot of people until I come to the Programme and had dancing with Aunty Denise. And at the Christmas party I went in front of all the children, parents, Aunties and Uncles and guests and I danced and that made me feel more confident. And now I'm going to dance at Programme Leaving and I feel confident in myself!' Child



The Objective of this Arm of the Programme is:

- To reinforce life skills messages.
- To help young people gain insight and a positive, meaningful perspective of themselves through creative endeavours.
- To help them to successfully navigate all the life skills themes taught throughout the term.
- To encourage socially acceptable behaviour.

Expressing oneself creatively is therapeutic. 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.



'Me nevah know how to play drum. But since mi start come a di Programme and Uncle Job tek time wid us and go slow and teach us and now mi know how fi play di drum!' Child

Nutritional Support

The Nutritional Arm of the Programme serves to:

- Provide weekly nutritional meals and refreshments to the referred children.
- Offer children and parents practical advice regarding the purchasing and provision of inexpensive nutritional foods.
- Reinforce life skills themes taught during mealtime including politeness, table etiquette, sharing, kindness, conflict management, patience etc.

Nutrition is fundamental in building resilient children in that they become easily distracted, tired and cannot learn when hungry. The cooked meals provided every day at the Programme, are sometimes the only meals the children get for the day.



'De food keep dem energised 'cause dem leave from school and come straight to de Programme.' Parent



'Him love de cooked food at de Programme. Especially de fry chicken! Him always come home an tell me when him get fry chicken 'cause him is a 'fry chicken man!' Parent



'The Programme helps me with interacting more with other people. learning about their different characteristics and how to remember people's names.' Child

FINDINGS BY PROGRAMME OUTCOMES

1 Strengthened Resilient Attributes, Coping Mechanisms, And Life Skills In Programme Children

Indicators:

- Children demonstrate an increase in resilient attributes and pro-social behaviours.
- 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:

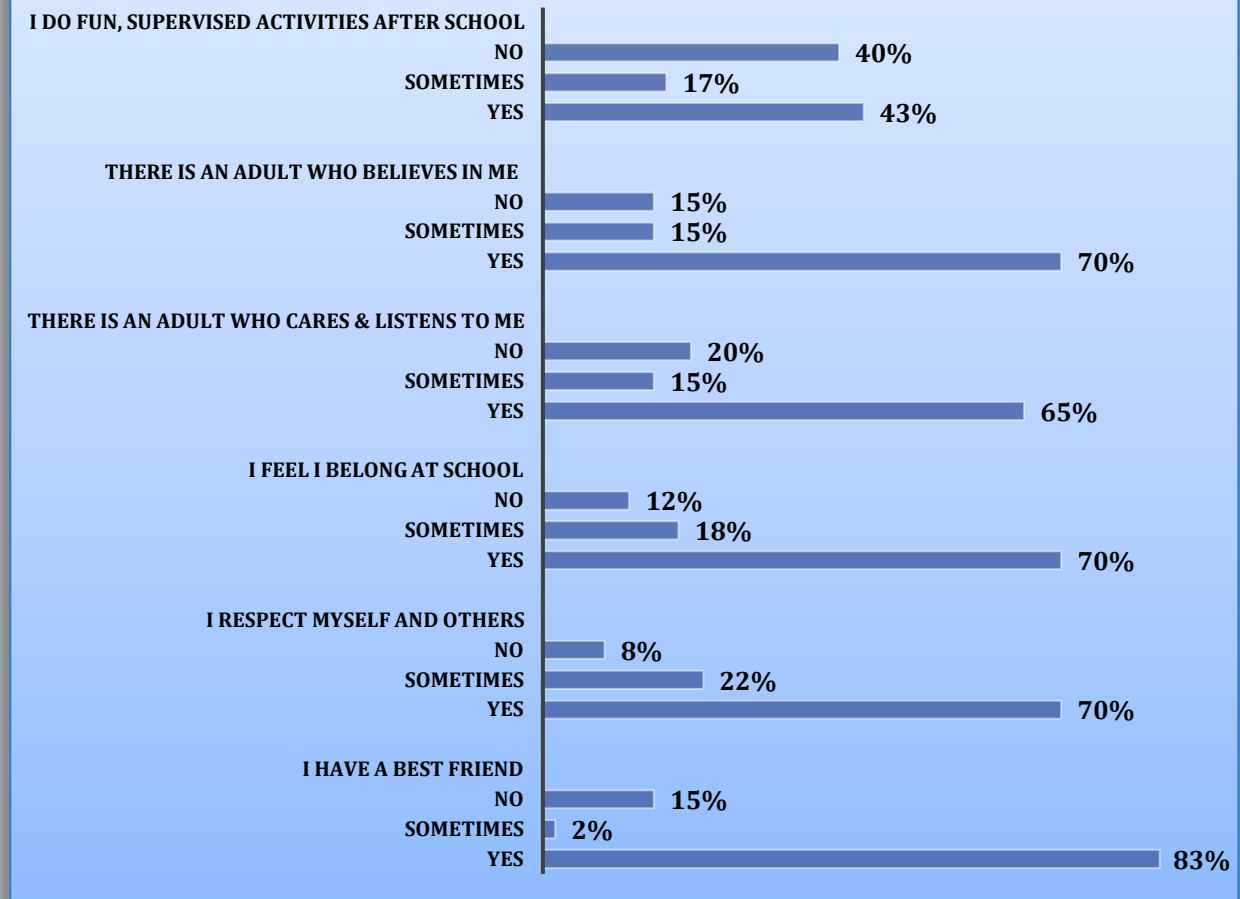
- Children demonstrate increased emotional, social and mental wellbeing.
- #/ percentage of children engaged in life skills training and mental health literacy.



'I don't get so much complain about fighting or any maladaptive behaviour anymore' Teacher

'Mental wellness is very important because sometimes, the issue with the children is not physical and they don't know how to explain the problems they are having. Some parents don't know how to identify the mental issues their children are having. So, this Programme is very helpful.' Parent

Fig.10 **Baseline CHILDREN'S LEVEL OF COPING MECHANISM & SUPPORT**



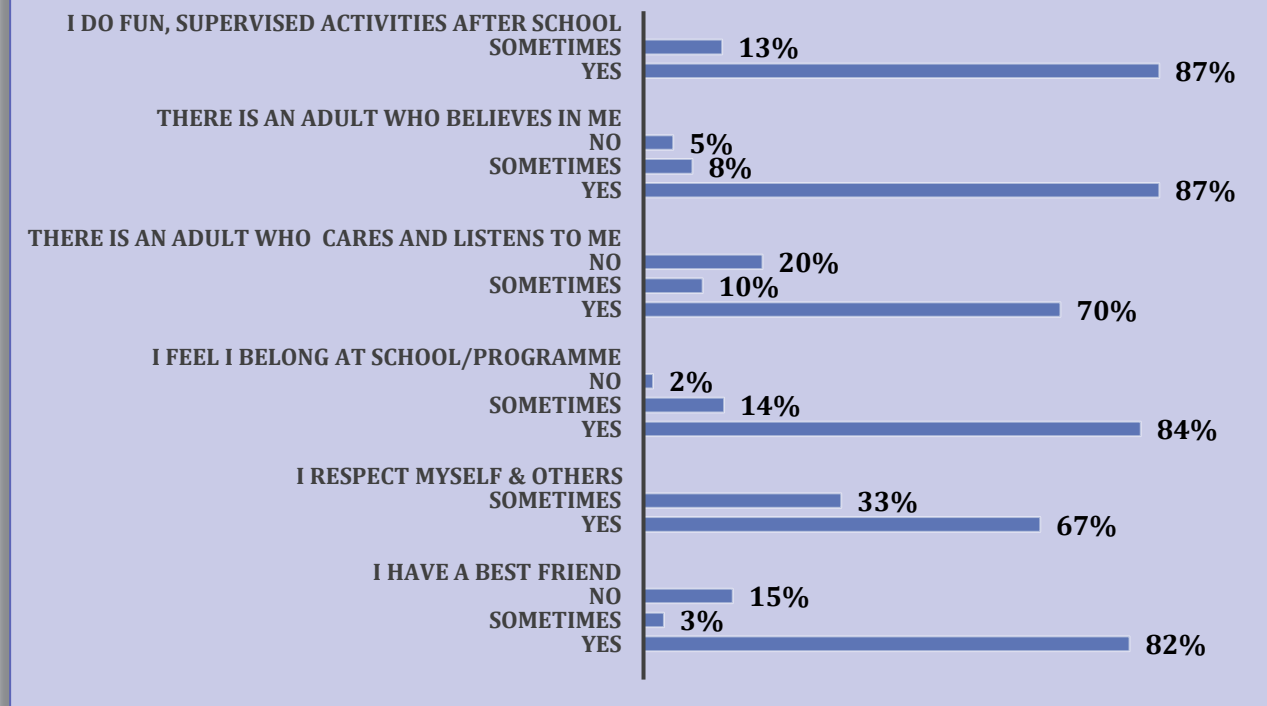
The baseline data revealed that the coping mechanisms and support of the children entering the Programme were low: 35% of the children said they did not consistently have a caring adult who they felt comfortable to talk to when happy/sad, grieving, angry etc.; 30% reported that they did not consistently have an adult who believed in them; 57% reported not being consistently involved in any structured, supervised after-school activity and life skills training; 30% said they did not respect themselves and others sometimes or all the times; and 15% said they did not have a best friend (Fig.10).

Exit Focus Group Discussions with children, parents, teachers revealed that the children were more willing to operate in groups as teams and that they had formed solid friendships from different schools and communities. **'Interaction'** This was a running theme in the exit interviews as one of the reasons why parents sent their children to the Programme; and one of the benefits children said they got from the Programme. This could be the result of 2 years of isolation dictated by COVID.

'I send her to the Programmes so she can learn schoolwork and socialise' Parent

'I like coming to the Programme because I can learn here without any distractions. I learn how to write paragraphs; in Art & Craft I learn how to draw 'cause dem neva teach us fi draw at school; Uncle teach me how to talk to people softly; teaching us how to become respectful to people; when wi get big, we can get a job without turning a gunman 'cause badness nuh pay. I like football because I want to turn a footballer when I grow up. School neva teach us how to figure out the correct word, sentence, meaning for a paragraph, I learn dat at de Programme.' Child

Fig.11 **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 87% children interviewed said that they took part in fun, supervised activities after school; 80% saying that there was an adult that they could talk to when feeling happy or sad sometimes or all the time; 87% and that there is an adult who believed in them; and 84% said they belonged at school and at the Programme (Fig.11).

By the end of the school year at Focus Group Discussion in June, the children confidently said they loved the aunts and uncles at the Programme because they cared for and believed in them, and they helped them to talk about their feelings.

The **Reward and Recognition programme** (i.e. the star system and the awarding of behavioural prizes and field trips) proved an **effective motivation tool** 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.

‘The Programme has impacted the students in my class in a positive way – in how they behave, not much fighting is happening with them. They are helpful in class and take their responsibilities seriously. They participate in class and get along well with their peers, are more focused in class, and improved in their reading.’ Teacher

3 Increased Engagement In Educational Activities

Indicators:

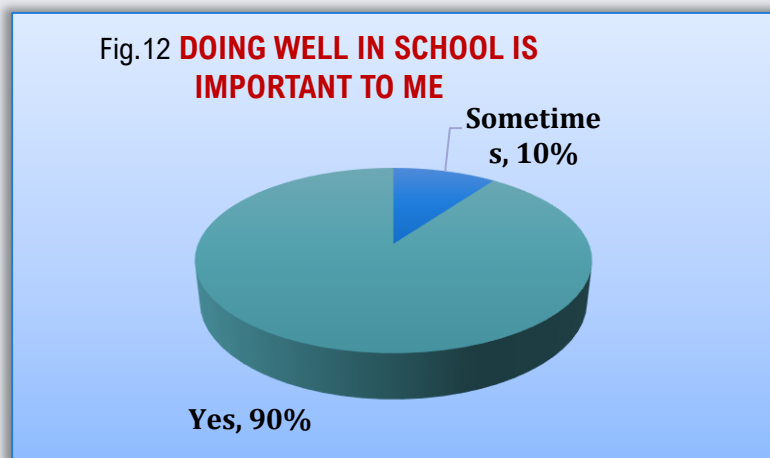
- Children demonstrate an increased love for learning and reading.
- #/ percentage of children showing a positive attitude towards school.

Children who are unable to read effectively have been shown to be more likely to engage in high-risk behaviours including increased fighting, aggressiveness and inappropriate behaviour.

The overall aim of this Arm of the Programme is to help all Programme children become functionally literate through small group teaching:

- To expand and motivate those already reading at functional grade level to achieve a high academic standard:
- To assist each referred child to pass their Grade level literacy achievement test.
- To foster a love for reading and learning.

The first step in the Academic Support Arm, whether ‘chalk and talk’ methodology or computer learning, is the reading assessment of each student to determine their grade level. The next step is to apply intervention strategies to improve reading and comprehension. Finally, to monitor the progress of each student.

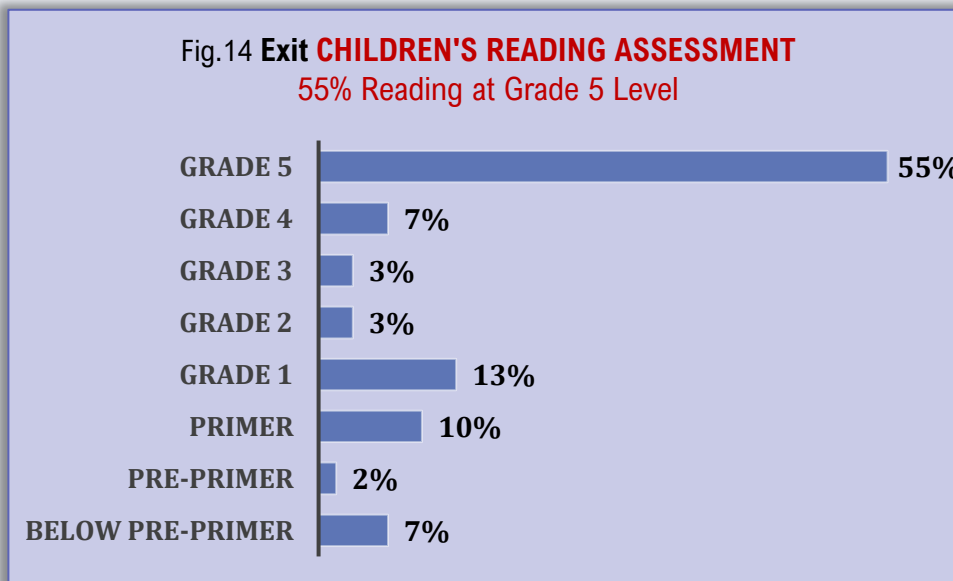
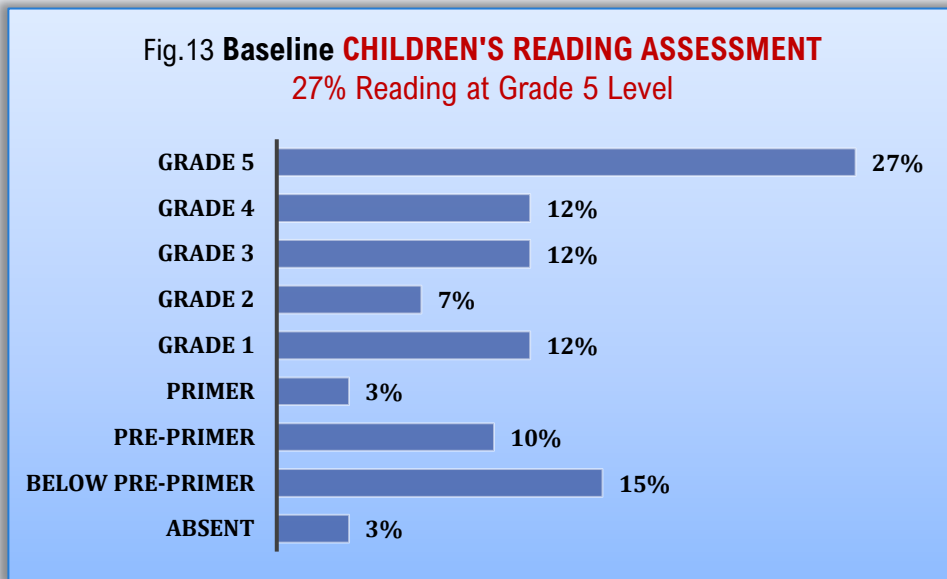


‘My favourite class is Literacy/IT ‘cause it help mi a lot wid PEP preparation and some things weh mi neva know, mi get fi understand. Like letter writing and stories and essays. It also help me to learn new words and proper grammar.’ Child

Generally, 90% of the children said doing well in school was important to them; while 10% shared that it was important to them sometimes (Fig.12).

‘My son improve a lot because him mash up di pre-test PEP wid flying colours! So I feel good he’s going to do well in the actual exam.’ Parent

‘The Programme is a great place for children to come and learn.’ Child



On assessment of the children's reading level at Baseline where most should be reading at Grade 5 level, 27% were reading at Grade 5 Level; 47% were reading below Grade 3 level and 28% were reading at primer level and below (Fig.13).

The Exit reading assessment showed some improvement in that 35% were reading below Grade 3 Level. In addition, significantly more children were reading at Grade 5 Level 55% (Fig.14).

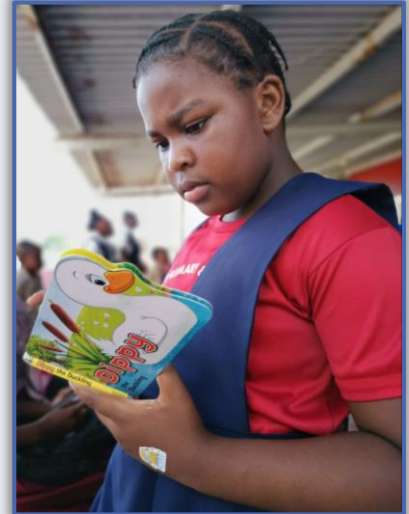
'She step up in har reading.' Parent

'The Literacy class show us things we didn't know like to spell, pronounce the words and know the meaning of the words, and to read better.' Child

Exit Focus Group Discussions 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. Large contributing factors included PEP support and homework help; the fact that each child got Literacy intervention twice per week; and the Spelling Bee competition stimulated the children (both boys and girls) and significantly contributed to boosting their understanding and interest in reading. The children could identify parts of speech, said they understood about paragraph and essay writing as well as Literacy concepts such as conjunctions etc.



Spelling Bee Champions!



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

'The Programme helped me with my PEP exam especially with paragraph writing and descriptive writing, nouns and adjectives.' Child

4 Increased Parent/Family Engagement

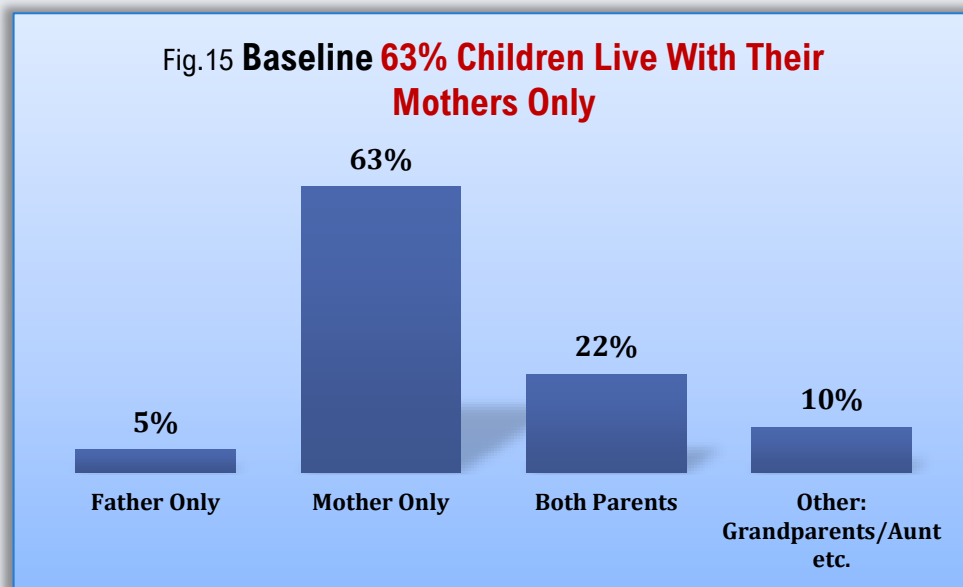
Indicators:

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

The Objective of this Arm of the Programme is:

- To increase parents' resilience, knowledge, confidence and support base so that they in turn will be able to encourage positive behavioural outcomes in their children and adolescents.
- To equip parents to model and better communicate with their children and adolescents.

Two 2-hour training seminars were conducted per term and the parents/caregivers were taken through "A Curriculum for Parents of Adolescents" which included a focus on communication (parent/child), appropriate discipline and parents'/caregivers' interest in their children's schoolwork.

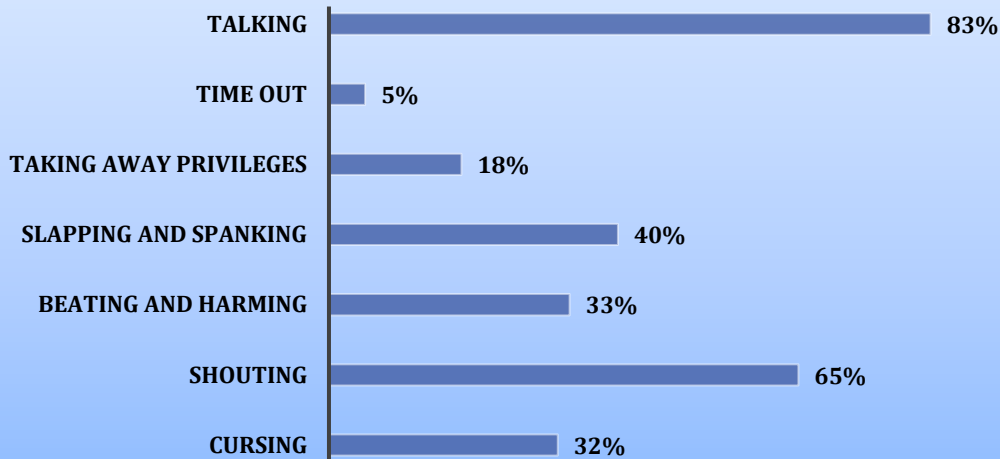


According to the baseline data, 63% of the children live with their mothers only; 5% live with their fathers only; 22% of the children said they lived with both parents; while 10% said they lived with other relatives (Fig.15).

'I learn love, manners, respect from di workshop. The Aunties look out for me.' Parent

'My son is reserved so I allowed him to come to get the interaction at the Programme and he loves it! He gets involved in football and the games and him in the houses and the dances and drumming. All of that help him open up and become more confident.' Parent

Fig.16 **Baseline Top Forms of Discipline**



The children reported at baseline that their parents disciplined them by **talking** (83%); **shouting** (65%); **slapping** (40%); **beating and harming** (33%); and **cursing expletives** (32%) (Fig.16).

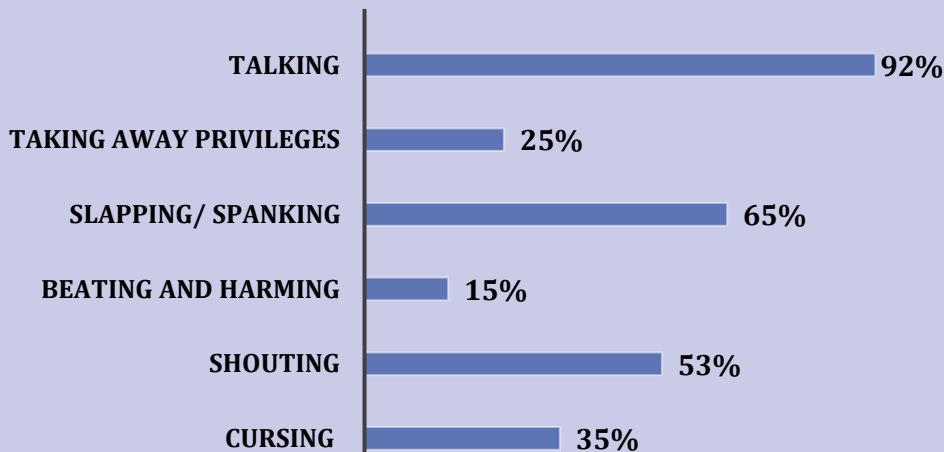
By comparison, the exit data showed that **talking** (92%) and **slapping/spanking** (65%) were the top forms of discipline followed by **shouting** at 53% (Fig.17).

'When you bark at them is when dem understand yuh, but dat nuh good. A what we bruk dem inna cause a dat dem used to.' Parent

'I would lick har but I stop. I talk to dem, and tek weh di tings weh dem love.'

Parent

Fig.17 **Exit Forms of Discipline**

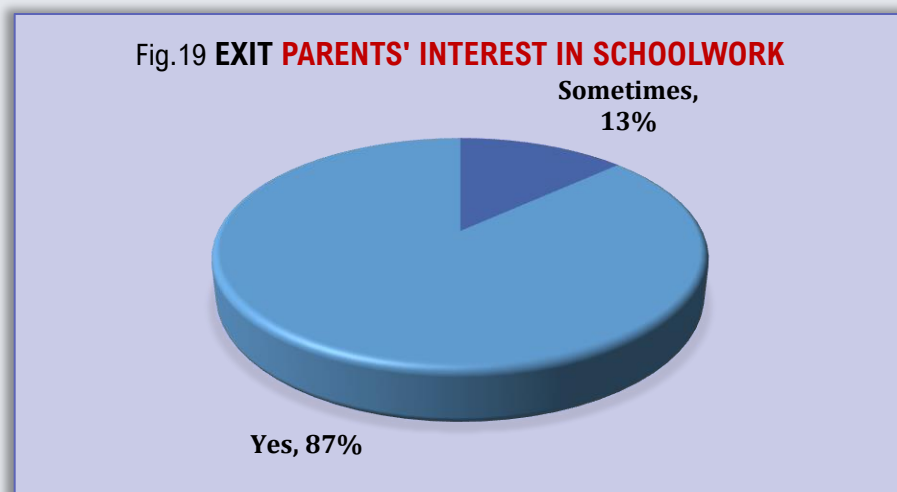
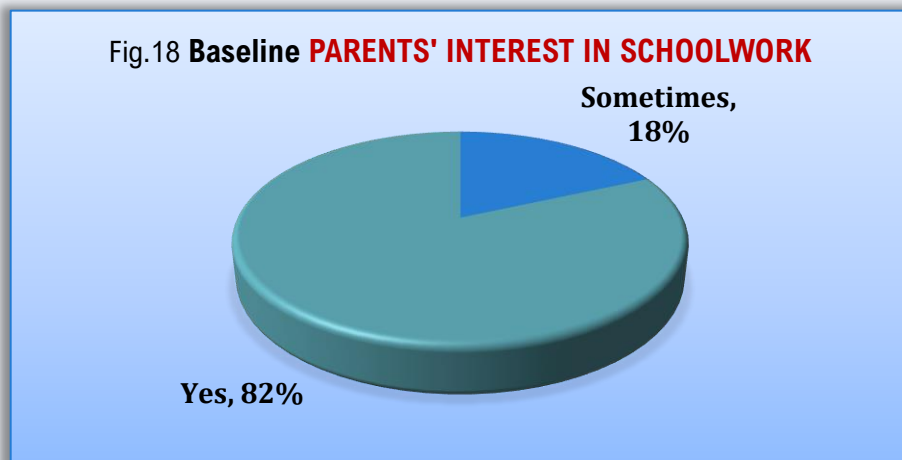


'I have an anger problem but now, when him back-chatting me I learn to shut my mouth and calm myself instead of shouting and cursing him.' Parent

'The police came and talked to the children about anger. Some children go home and tell their parents what they learned at the Programme and so the learning is passed on to the parents.' Facilitator

'Di Programme mek har to do something useful to occupy herself after school instead of just ramping all the time.' Parent

'Mi like everything weh dem a do down here 'cause dem tek care a de children just like dem own. 'Cause mi like when mi child is somewhere and mi know seh dem comfortable.' Parent



Most of the children (82%) reported that their parents/caregivers showed interest in their school and homework; while 18% said their parents/caregivers showed interest sometimes (Fig.18).

The exit data also showed that most of the children (87%) reported that their parents/caregivers showed some interest in their school and homework; while 13% said their parents/caregivers showed interest sometimes (Fig.19).

'I see my child's self-confidence improve because last night, I see him help two children in the community wid dem homework!' Parent

'Di Programme mean a lot to my child and him improve a lot because when him did just start come di teachers used to complain dat him nah behave himself. Him always want me to come to de parents meetings so mi try fi come.' Parent

'Mi love the Programme from long time' cause a two boys now mi have coming here. One graduate already and him tell children bout di Programme. Mi thank all of you very much.' Parent

'Me an' my child have anger problem. But I learn to walk away from the child when dem a give mi problems just to calm myself down.' Parent

Monthly Parent Workshops

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 14 persons per workshop.

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; to communicate effectively with their children; and to use appropriate discipline methods rather than corporal punishment.

The Parent WhatsApp group chats were useful in keeping the parents/caregivers engaged and they were also invited to all end of term activities to watch their children perform or showcase what they learned during the term/school year. There was also an 'Open Day' when they were invited to observe the Programme intervention in action.

'De Parent Workshop teach me to listen to mi child more and play more part in him life and spend more time wid him.' Parent



5 Reduced Level Of Aggression In Programme Children

Indicators:

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

Fig.20 **Baseline CHILDREN'S LEVEL OF AGGRESSION**

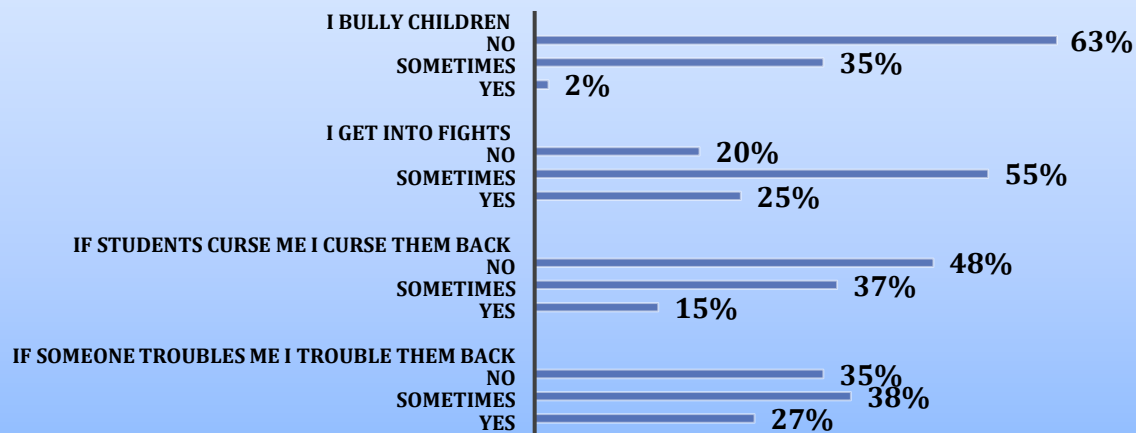
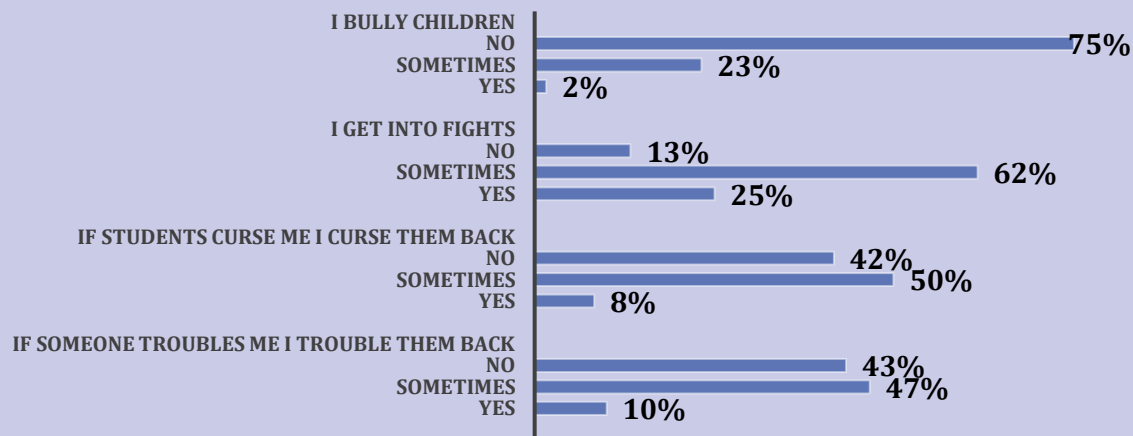


Fig.21 **Exit CHILDREN'S LEVEL OF AGGRESSION**

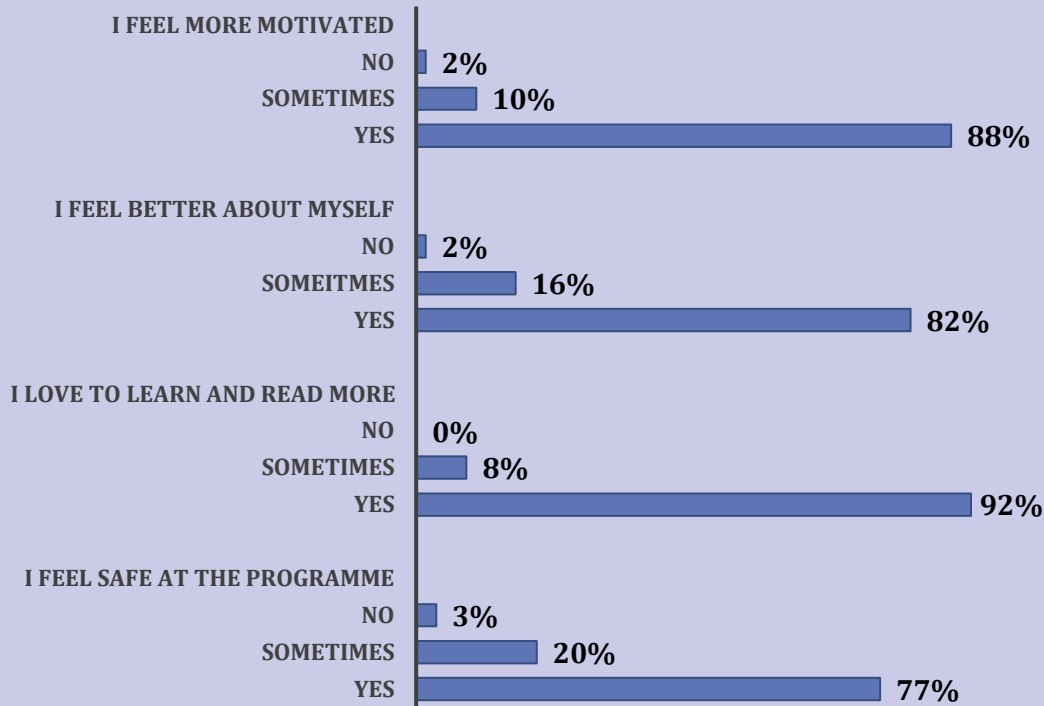


The children entered the Programme with high levels of aggression largely due to exposure to violence in their communities (Fig.20). Focus Group Discussion in June with children, parents and their teachers showed an overall reduction in their aggressive tendencies: handling persons troubling them without hurting anyone; resisting cursing; and not bullying persons as much (Fig.21).

'If there's a conflict like with this boy who lives nearby, I see how my son tries to resolve the matter among his peers without being aggressive. I was truly impressed.'

Parent

Fig.22 **Since Being at the Programme...**



The exit interview captured how the children felt overall after one school year of intervention in Resilience and Wellness. The data shows 88% felt more motivated; 82% felt better about themselves; 92% loved to learn and read more and 77% felt safe at the programme. (Fig.22).

'Instead of going home after school and start playing, we come to the Programme and have fun and learn at the same time, and mi really appreciate dat. It's a blessing to all of us because 'nuff people could a have dis opportunity but they chose Boys Town community so mi really feel appreciative.' Child



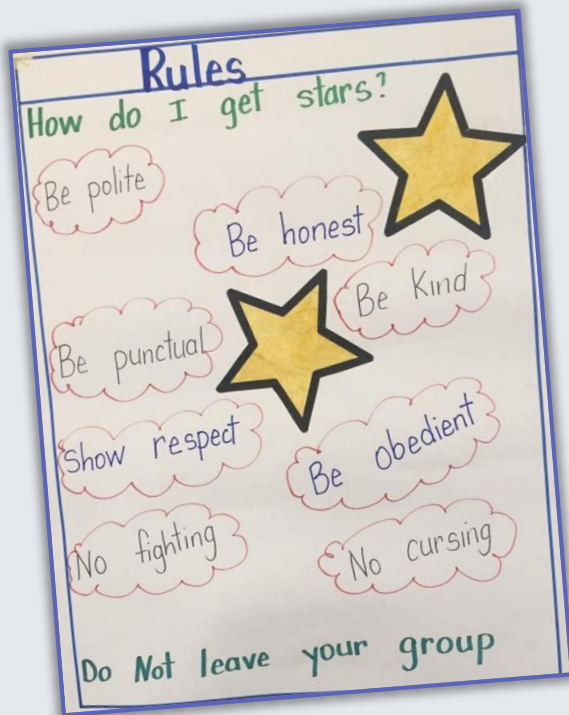
My Promise

I promise to strive for peace, to respect myself and others and to do my best to apply what I have learnt during my time spent at the Child Resiliency Programme.

CELEBRATING DI CHILDREN!!!



REWARD & RECOGNITION STARS, BEHAVIOURAL PRIZES & FIELD TRIPS!!!



'My son read his behavioural prize book to me every night. I so appreciate the Programme a lot. I wish he could stay another year. He's more focused and every teacher seh that they have no problem with him now.' Parent



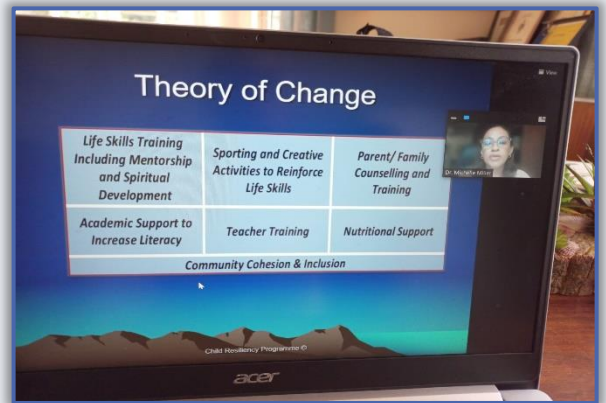
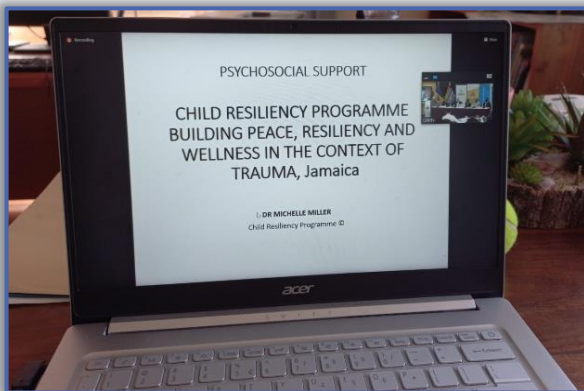
**'Fun is Fundamental'
Put the FUN before the MENTAL**

OTHER MATTERS

- The CRP BT staff was treated to Lunch at TGIF, Kingston in April 2023. It was a time of bonding, relaxation and recharging.



- Dr Scott presented virtually, the Child Resiliency Programme model including the PRW training as an evidence-based programme for psychosocial support for children and adults affected by Adverse Childhood Experiences (ACE) and Trauma at the Consortium for Global Health Universities Conference (CUGH) in April 2023. *“Thank you very much everyone for sharing this important information from the Caribbean. Please share this with us at CUGH.”* Keith Martin, Executive Director, CUGH.



- Dr. Scott presented the Child Resiliency Programme model at the American University of Antigua (AUA) Consortium of Universities Global Health Conference on April 4, 2023.

- Senior CRP Staff attended the Peace Symposium hosted by the Peace Institute on March 9, 2023 at the Alhambra Inn, Kingston. The Theme was 'Overcoming Conflicts Through Peacebuilding in Schools'. Dr. Scott presented the Child Resiliency Model as well as PRW Training Course.



- Dr Miller presented the Child Resiliency Programme model as an evidence-based programme for psychosocial support for children and adults affected by ACEs and Trauma at the UWI Violence Prevention Conference in Barbados, 25-26 May 2023 - "From Research to Action: Focused Approaches to Crime Prevention".

- Dr. Scott participated in the Caricom Secretariat Consultation on Caribbean Whole of Education Approach (WEOA) to address Violence Against Children (VAC) on May 24th 2023

- The Programme 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.

- The Participation of the Jamaica Musical Theatre Company (JMTC) at Boys Town programme leaving ceremony was a welcome addition to this reporting year.

- The CRP Handbook (Volume 2) was updated and published in July 2023.

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 Mountain View Primary Sites on June 21st and 19th respectively; when the children were presented with certificates of participation, behavioural prizes and showcased their talents in dance, drumming and singing.

The CRP can be congratulated on several key successes it achieved over the year, the first of which is the delivery of the expanded 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.

The expansion of CRPs model to include an in-school site at the Mountain View Primary School is also to be highlighted. 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 as well as for other students.

Another key success this reporting period is the ongoing training of CRPs 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 against the background of extreme flare ups of violence in the surrounding communities and in assisting with transporting the children in the difficult times.

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

The challenges faced included maintaining attendance as the children returned in-person 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 significantly 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 to our nation Jamaica.

1.

Output Summary for 2022-2023

- **60 children attended afterschool activities three times per week at the community-based site in Boys Town**
- **Building Peace Resiliency and Wellness Training for Boys Town Feeder Schools**, 14 September 2022, Alhambra Inn.
- **Implementers' Training Workshop** conducted for 12 facilitators on September 21, 2022, Alhambra Inn.
- **Parenting/Family Counseling** and Home visits for 20 families “at risk”
- **Monthly Parenting workshops and Parent/Family Counselling** October 2022 – June 2023.
- **Building Peace Resiliency and Wellness training** for 197 participants from the **International University of the Caribbean (IUC)**, September 2022 – June 2023
- **Building Peace Resiliency and Wellness training for:** ▪ 11 Rose Town Interns & staff of Gore Foundation (October – December 2022) ▪ 22 Teachers at 2 CRP Feeder School (October– November 2022) ▪ 45 HEART Personnel (March – April 2023).
- **Presentation of CRP Model/ PRW Training** at: IUC Peace Symposium ‘Overcoming Conflicts Through Peacebuilding in Schools (March 2023) ▪ The Consortium for Global Health Universities Conference (CUGH) (April 2023) ▪ The American University of Antigua (AUA) (April 2023) ▪ UWI Violence Prevention Conference ‘From Research to Action: Focused Approaches to Crime Prevention (May 2023).
- **Participation in the CARICOM Secretariat Consultation** on Caribbean Whole of Education Approach (WOEA) to address Violence Against Children (VAC) – May 2023.
- **CRP Handbook** (Volume 2) updated and published July 2023.

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"/>
			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

Child Resiliency Programme
Individual Profile

RISK BEHAVIOUR ASSESSMENT

1. Do you feel like crying, unhappy or depressed very often? Yes No

If no, skip to next question, if yes, why? Please mark all that apply:

	Yes	No
When they tease/ pick on me/ bully me	<input type="checkbox"/>	<input type="checkbox"/>
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

	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

4. Have you ever experienced or seen violent fighting in your community (fist, stone, gun, broken bottle etc.)? 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"/>	<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

© Child Resiliency Programme

3. Child Baseline/ Exit Questionnaire

**CHILD RESILIENCY PROGRAMME
MONITORING & EVALUATION QUESTIONNAIRE**

☒

NAME:	DATE:	SCHOOL:	PRE			POST		
To what extent do the sentences below describe you over the last 10 months? Circle ONE answer for each statement.			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	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:	PRE			POST		
To what extent do the sentences below describe you over the last 10 months? Circle ONE answer for each statement.			No	Some times	Yes	No	Some times	Yes
			16	I am easily distracted. I find it difficult to concentrate	1	2	3	1
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	
ADDITIONAL QUESTIONS FOR END OF YEAR								
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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4. Referral Criteria of Children in The Child Resiliency Programme

- | | |
|---|---|
| <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• History of sexual, emotional, physical abuse and/or neglect.• Exposure to drugs and other substances.• Difficulty coping with COVID/Needing mental health support.• Displays anxiety/depression (e.g., headache, stomach-ache, forgetfulness, clinging, change in sleep & appetite, poor concentration). |
|---|---|

5. Community-Based Model – Feeder Schools of Boys Town Site

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

6.

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.

7.

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.

8.

Life Skills Training Thematic Approach

http://www.childresiliency.org/featured_item/life-skills-training/

- 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

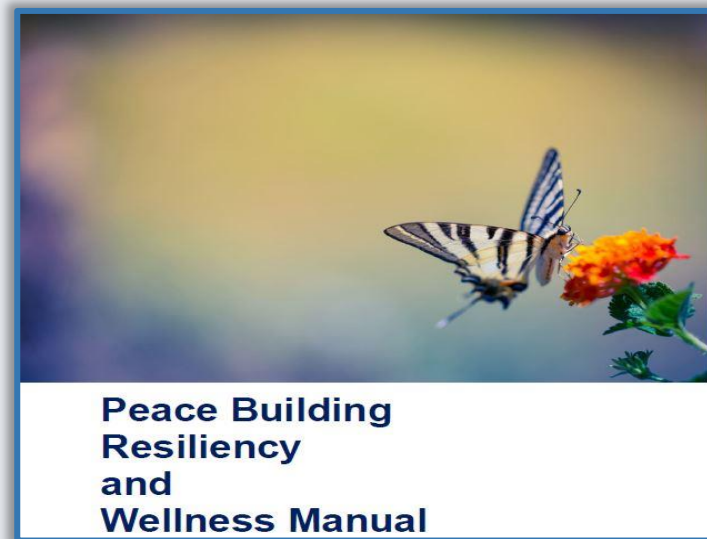
3. Cognitive Development

- 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

9. PRW Training Manual



The PRW (Peace Resiliency Wellness) Manual includes a module on Building Resiliency in Children with a focus on the Child Resiliency Programme Model.

10. PRW Training Content Outline

MODULES		LESSONS	
1	Overview of Peace Building, Resiliency and Wellness	1.1 Overview of Peace Building	9
		1.2 Overview of Resiliency and Wellness	11
2	Peace	2.1 What is Peace?	16
		2.2 Bringing Peace to the Community	18
3	Resiliency and Wellness	3.1 Characteristics of a Resilient Child/Adolescent Including The Child Resiliency Programme Model	22
		3.2 A Review of the Resilient Research Findings in Children of Troubled Families	23
		3.3 Characteristics of a Resilient Adolescent/ Adult	27
4	Strategies for Building Peace, RESILIENCY and Wellness Part A	4.1 Brief Self-assessment for Resiliency	30
		4.2 Reflecting on the Good of the Day	33
		4.3 Positive Appraisal	34
		4.4 Benefit Finding	35
		4.5 Finding the Silver Lining – Learned Optimism	37
		4.6 The Best Version of Your Self	39
		4.7 Exploring Explanatory Styles	40
		4.8 Coping Style Analysis	42
		4.9 Gratitude and Savouring Positive Experiences	48
		4.10 Personal Resiliency Plan	49
5	Strategies for Building Peace, Resiliency and WELLNESS Part B	Introduction: Knowing Your Wellness Score	
		5.1 Knowing your Wellness Score: Mental Health	52
		5.2 Physical Wellness	54
		5.3 Emotional Wellness	56
		5.4 Social Wellness	58
		5.5 Financial Wellness	61
		5.6 Occupational/Intellectual Wellness	62
		5.7 Spiritual Wellness	64
		5.8 Not all Stress is Created Equal: Identifying Eustress versus Distress	66
5.9 General Stress Management	69		
6	Strategies for BUILDING PEACE, Resiliency and Wellness Part C	6.1 Healthy Relations Lead to Mutual Respect	73
		6.2 What are the Components of Effective Communication in a Healthy Relationship?	79
		6.3 Safety, Justice and Freedom	82
7	Communication	7.1 What Messages Am I Sending to People in How I Communicate?	88
		7.2 'I' Statements & Active Listening	90
		7.3 Promoting Co-operation	93
8	Handling Conflict	8.1 Assessing Conflict	97
		8.2 Identifying Stages of Conflict	102
		8.3 Tools for Analysing Conflict	106
		8.4 Power Issues in Conflict	110
		8.5 Conflict Styles	113
		8.6 Managing Anger and Conflict	123
9	Trauma	9.1 Identifying Early Warning Signs of Trauma	128
		9.2 Healthy Grieving	130
		9.3 Identifying Post traumatic Stress Disorder PTSD	134