

**CHILD RESILIENCY PROGRAMME  
BUILDING**



**PEACE, RESILIENCY AND WELLNESS (PRW)**



**ANNUAL REPORT / 2022-2023  
MOUNTAIN VIEW PRIMARY  
& INFANT SCHOOL**

**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 facilitate 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 for its Community-based Model at its Boys Town site and 25 children at its In-school Model and new site, Mountain View Primary and Infant School (MVPI).

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 academic year kick-started with two Building Peace, Resiliency and Wellness Workshops. One for Principals, Guidance Counsellors and Grade 5 Teachers; and the other for staff. 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.

*'Look at the smile on these kids' faces! Well appreciate everything that the Aunties & Uncles are doing for them' 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 Mountain View Primary and Infant School (MVPI) to identify and build Resiliency and Wellness in a cohort of 25 children, ages 9-11 years, who have suffered Adverse Childhood Experiences (ACEs) and are ‘at risk’ for violence, exploitation, abuse, neglect and trauma, while supporting the site’s capacity for long term impact.
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 8).

# CRP MODEL

## Mountain View Primary & Infant School (MVPI) In-School Model

**Meet:** Mondays, Tuesdays and Wednesdays  
2:30-4:30 pm

Literacy

Circle Time

Sports/ Football/ Athletics

Drumming

**Parent Workshops:** last Wednesday of every month  
**Family Counselling**

**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

2 different-coloured 'houses'/teams of 12-13 children each.  
**4 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 MVPI site** from 2:30 p.m. to 4:30 p.m. The activities offered are rotated between 2 'houses' or teams.

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 venues this reporting period were Castleton Gardens in St Mary and Hope Botanical Gardens in Kingston.

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](http://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 9). 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 22<sup>nd</sup> with 23 institutional stakeholders; followed by four weekly, 2-hour virtual sessions (March 30 – April 20).

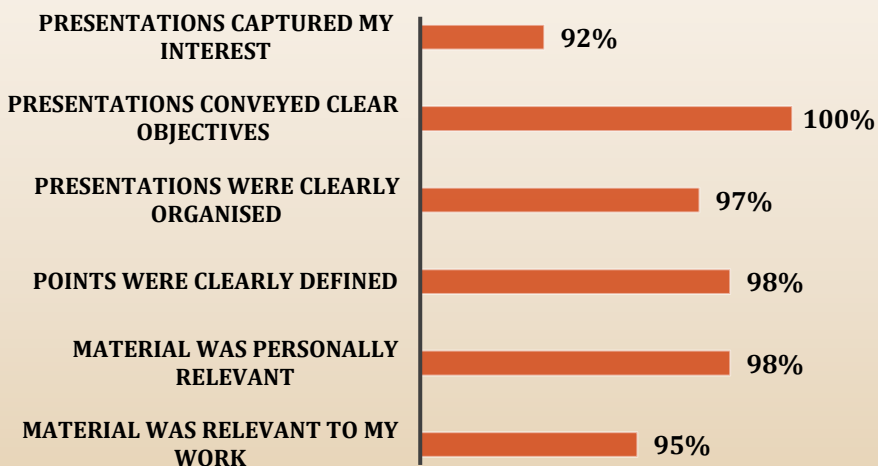


*'The classes on "Maintaining Your Own Resiliency and Wellness" were an eye opener for me as I have realised areas in my life that need to be addressed.'*

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.

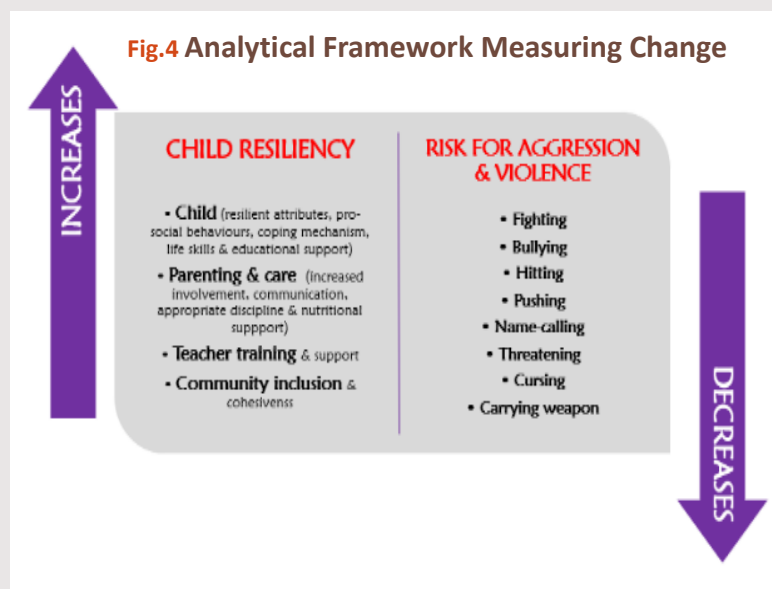
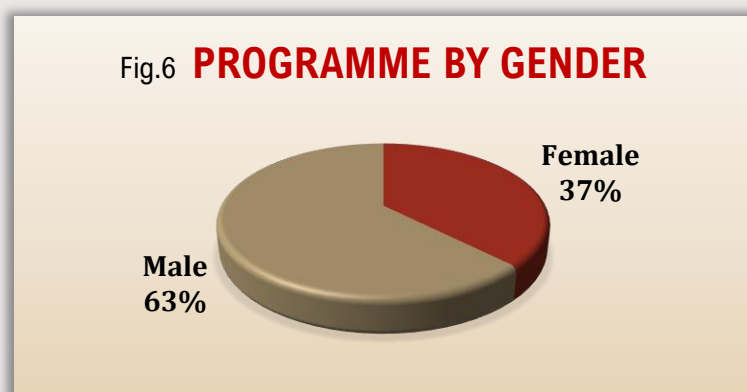


# WHAT THE PROGRAMME MEASURED

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 in October 2022 and June 2023 from samples of 24 and 21 children respectively (the Programme population being 25). The questionnaires (Annexes 2&3) were individually administered to each child by trained researchers.

The 24 children surveyed at Baseline included 63% males and 37% 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.

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.

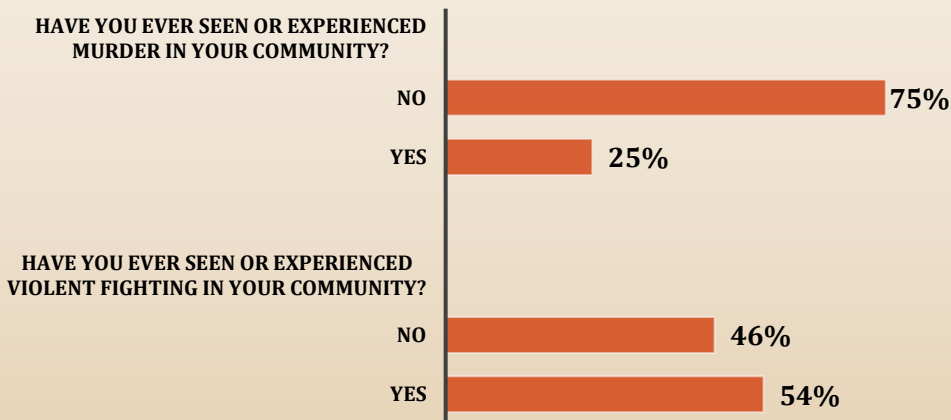
# KEY FINDINGS OF THE PROGRAMME

## 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.

Fig. 7 **Baseline CHILDREN'S EXPOSURE TO VIOLENCE**

54% Seen Violent Fighting Regularly  
25% Seen a Murder



The children's excessive exposure to violence was underscored by the baseline data which showed 54% of them seeing ongoing violent fighting regularly (sometimes several times in one week); and 25% of them having actually seen murder committed in their communities (Fig.7).

*'My child would get into a lot of fights an' since di Programme, dat attitude change. Him love football and is getting along with his friends now. Him is more focus an' doing well in him schoolwork.'* Parent

*'It was super super awesome to see when Blue House won the Field Trip and they took off like a plane and seeing them running it puts me back to my childhood. That's how children are to celebrate and to be rewarded!'*

Parent



## Child Referrals

For the in-school model, the Programme recruited its targeted 25 children from the Mountain View Primary and Infant School only. All children were recruited using the Child Resiliency Referral Criteria listed in Annex 4.

## Attendance

The Programme saw an average of 20 children attending consistently over the reporting period with the other 5 children not attending as consistently.



*'Thank you all for what you are doing for my child and the other kids. The Programme has really helped my child and he likes it. He has improved so much.'*

Parent



*'I like the Aunties and Uncles in the Programme because they show kindness and love.'* Child

**HUG A CHILD!**



## 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 7) 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 5) without even realizing it. Topics included Stress Management, Goal Setting Anger Management, Conflict Resolution, Teamwork, Problem Solving.

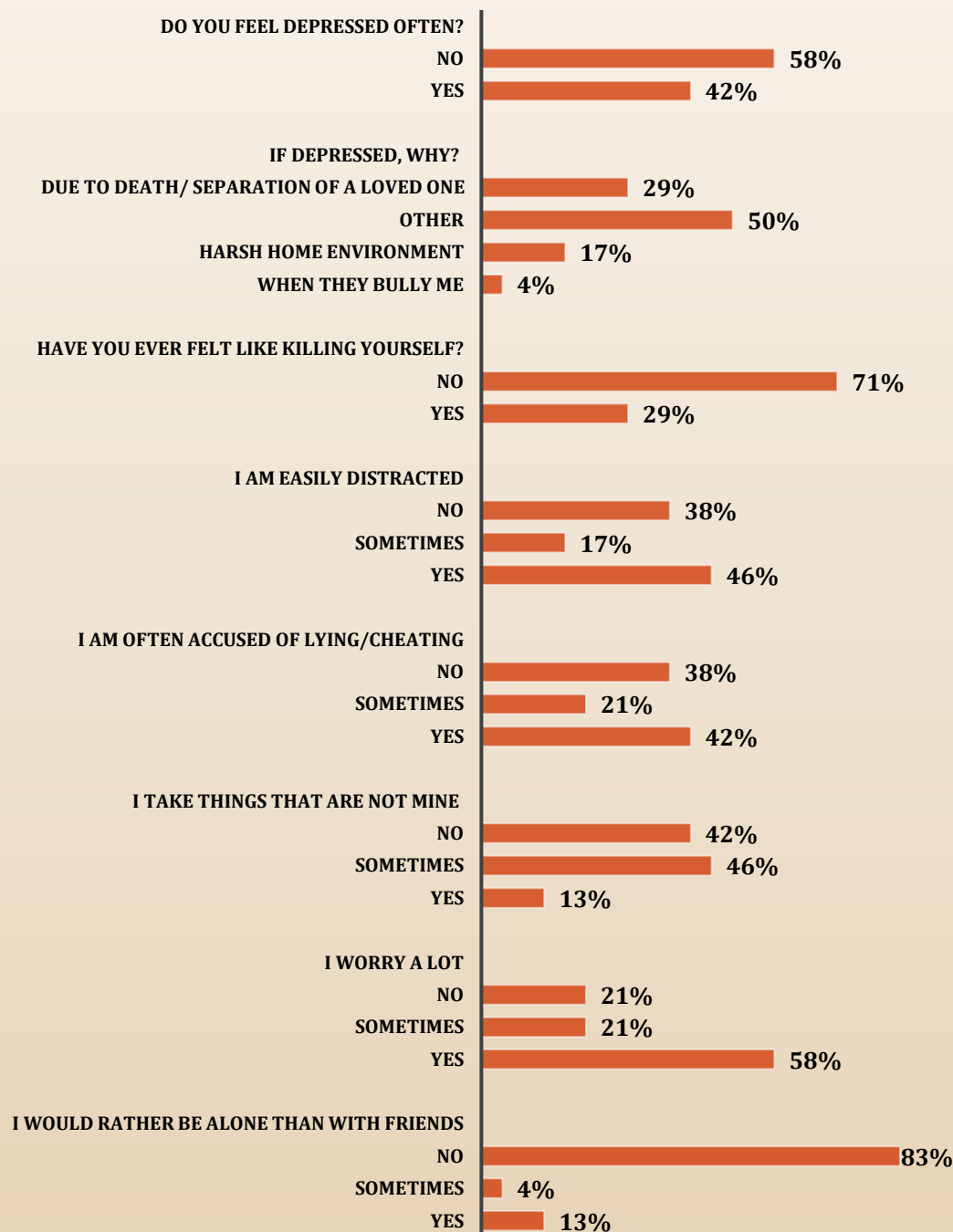


*'My child is more focused and improve in his behaviour an' I can see seh him jus' wa learn. I really appreciate di Programme.'* Parent

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

42% Felt Depressed

29% Felt Suicidal



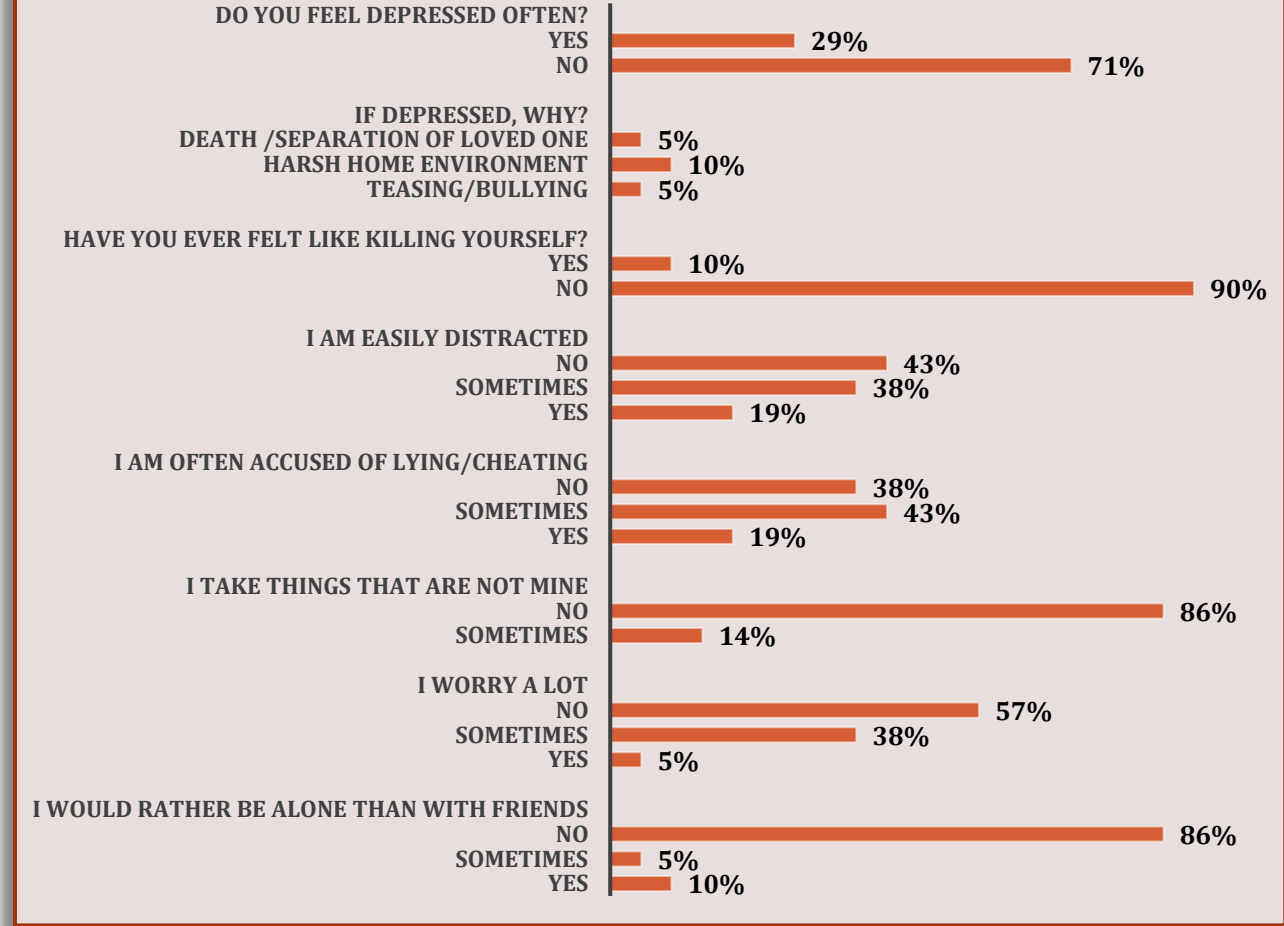
The baseline data further spotlighted the adverse effect of these vulnerable communities on the mental and emotional wellbeing of children:

42% of the children admitted to often feeling depressed, of which 29% said it was due to the loss of or being separated from a loved one. In addition, 29% of the children said they felt suicidal. Further, some children confessed to possible symptoms of stress/trauma: 46% reported that they were easily distracted; 42% said they were often accused of lying/cheating; 13% said they took things that did not belong to them; 58% said they worried a lot; and 13% preferred to be alone than play with friends (Fig.8).

Fig.9 **Exit Children's Mental and Emotional Wellbeing**

71% Did Not Feel Depressed

90% Did not Feel Suicidal



The exit data showed improvement in some areas as 71% said they did not feel depressed; 90% said they did not feel like killing themselves; 86% said they did not steal; 57% said they did not worry a lot; and 86% said they prefer to play with friends than to be by themselves (Fig.9). Qualitative findings from focus group discussions and interviews with children, parents and teachers 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 child has improved a lot in every way even her reading. The teachers did not give up on her. I'm happy she was selected for the Child Resiliency Programme!'* Parent

*'The Programme helped me to stop stealing and to make right choices'* Child

## 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.



*'I learn to play football and to play with other people.'* Child



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!

*'I've learned so much from the Programme like drumming, football, writing, self-control and much much more. I like to write and play sports now.'* Child

# SPORTS DAY !!!





## 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.

## 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 7). The children not only learned to express their emotions and opinions on a variety of topics, but they were also 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.



*'I learn how to control my anger in Circle Time. My fighting cut down now.'* Child

*'Circle Time helped me to dream big and believe in myself.'*  
Child

## Creative Expression to Reinforce Life Skills



*'Drumming let us learn discipline. I'm glad I can play the drum now!'*

Child

*'The Programme helped me to learn to play football, drumming and Literacy and so much more! This is the best Programme I have ever been in. Thank you Aunties and Uncles and my friends!'* Child

*'I love all the activities in the Programme. I enjoy the competition and the interaction with my friends.'*

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 drumming skills, and were able to express themselves through this activity 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.

*'Thank you for giving my child and the other children this kind of exposure and giving them a chance to meet different kinds of people. He love the drumming!'* Parent



## 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.



*'Di cook food is really helpful because di money weh mi give him can barely by lunch.'* Parent



*'I like Aunty Anna's food. I like dat about di Programme'*

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.

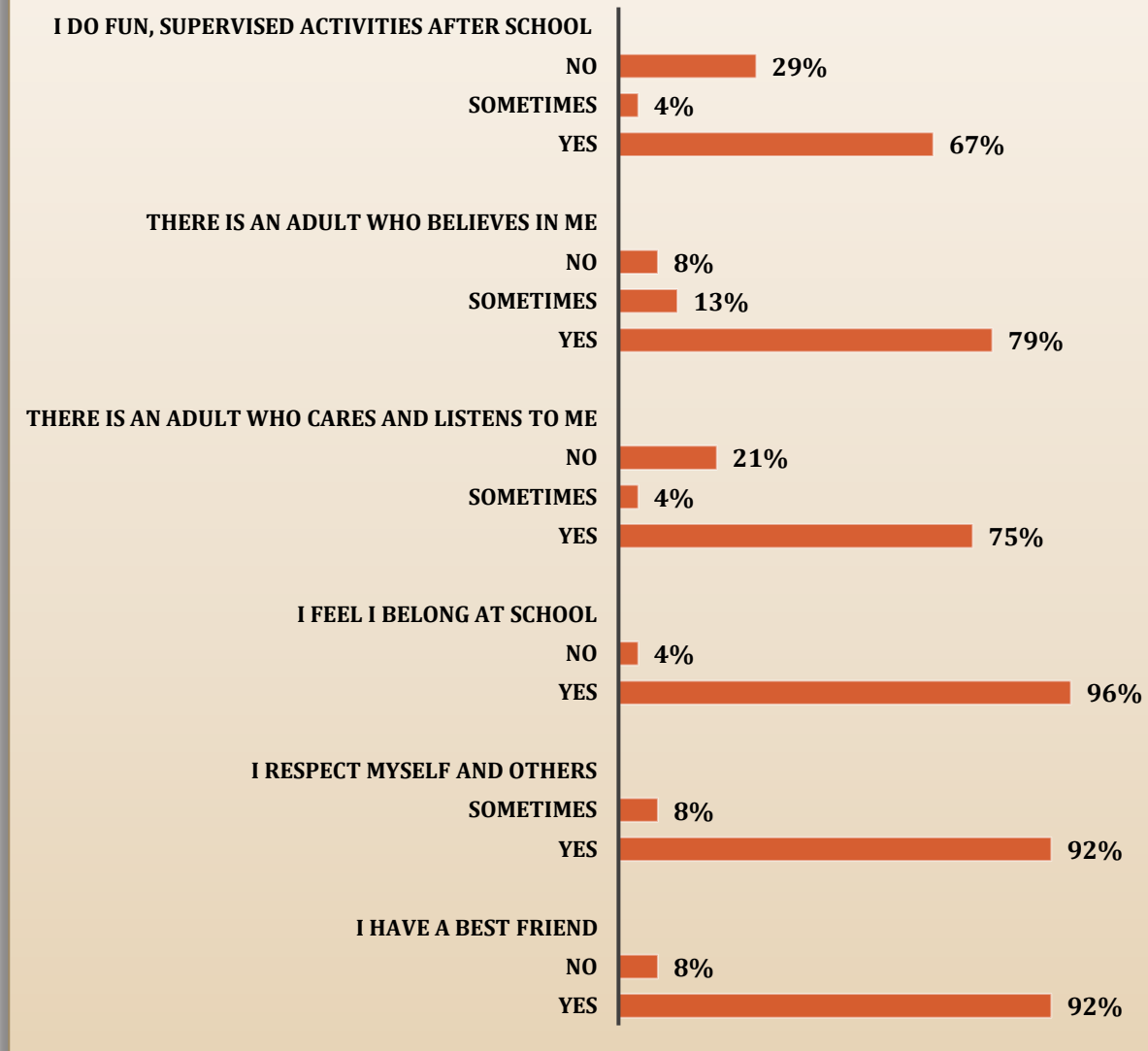
*'I love all the Aunties and Uncles at the Programme. They teach me a lot of things and are very kind.'*

Child



*'Congratulations to the Child Resiliency Programme team. May the Lord continue to bless the Programme. It has helped my child in so many ways that I can't even imagine.'* Parent

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

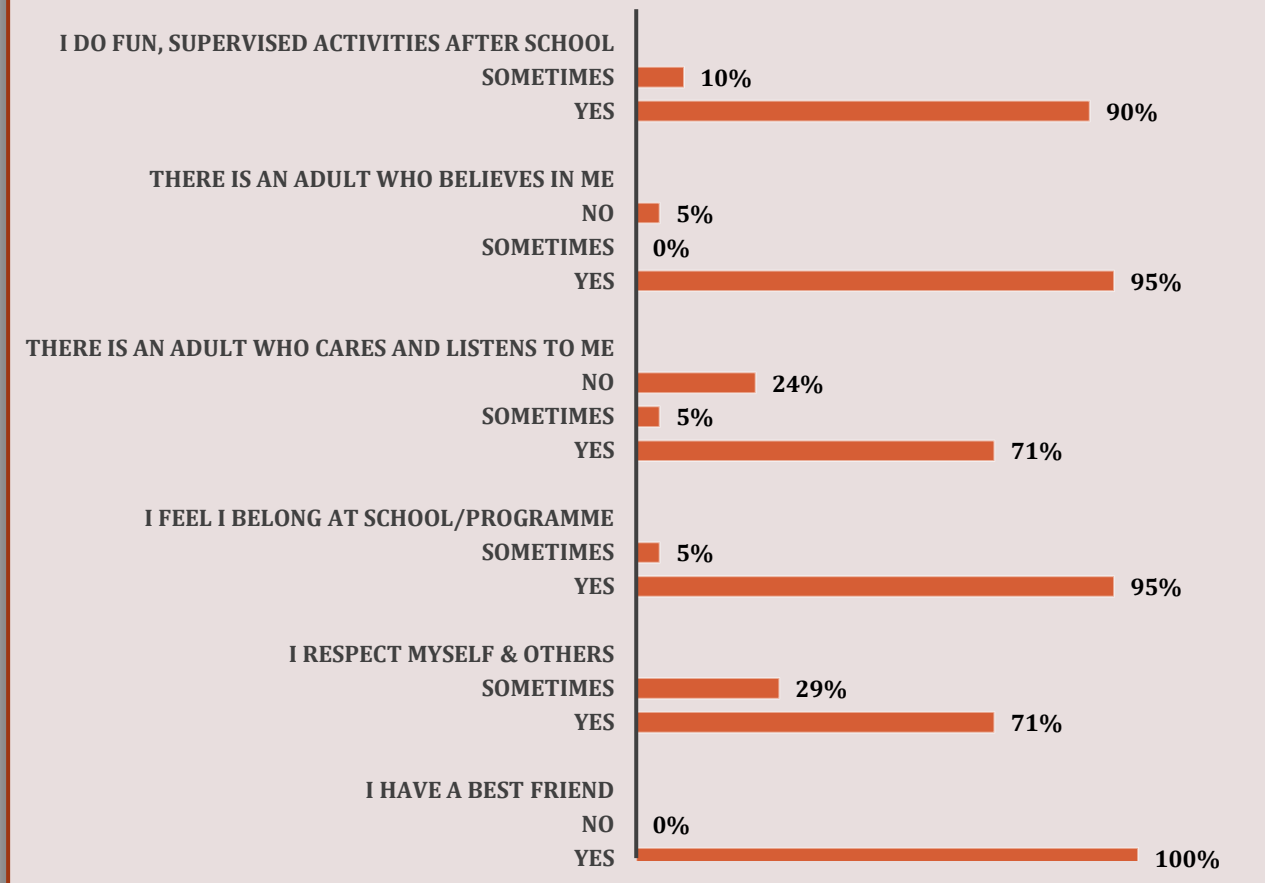


The baseline data revealed that the coping mechanisms and support of the children entering the Programme were relatively low: 25% of the children said they did not consistently have a caring adult who they felt comfortable to talk to when happy/sad, grieving, angry etc.; 21% reported that they did not consistently have an adult who believed in them; and 33% reported not being consistently involved in any structured, supervised after-school activity and life skills training (Fig.10).

*'I agree for my grandson to come to di Programme because he was too aggressive. Him fight wid him friends an' shout at me sometimes. Since coming to the Programme him is more peaceful, he can talk with me now without disrespecting me. Him seh dat di Programme teach him how to show respect.'*

Caregiver

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 90% of the children said that they took part in fun, supervised activities after school; 95% could identify an adult who believed in them; 95% said they felt a sense of belonging at school and/or the Programme; and 100% said they had a best friend (Fig.11).

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.

*‘My daughter is more settled for instance when she’s talking to me, she’s more mature when she ask questions and she’s communicating better. She’s showing big improvement.’* Parent

*‘The Programme motivated and encouraged me.’* Child

## FUN DAY!!!



*'I'm happier and I'm braver since coming to the Programme.'* Child

### 3 Increased Engagement In Educational Activities

#### Indicators:

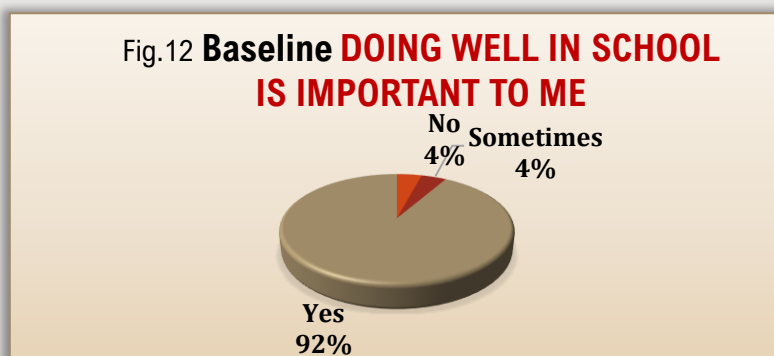
- Children demonstrate an increased love for learning and reading.
- #/ percentage of children showing a positive attitude towards school.

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.



The baseline data showed that 92% of the children said **doing well in school was important to them**; while 4% shared that it was **important to them sometimes** (Fig.12).

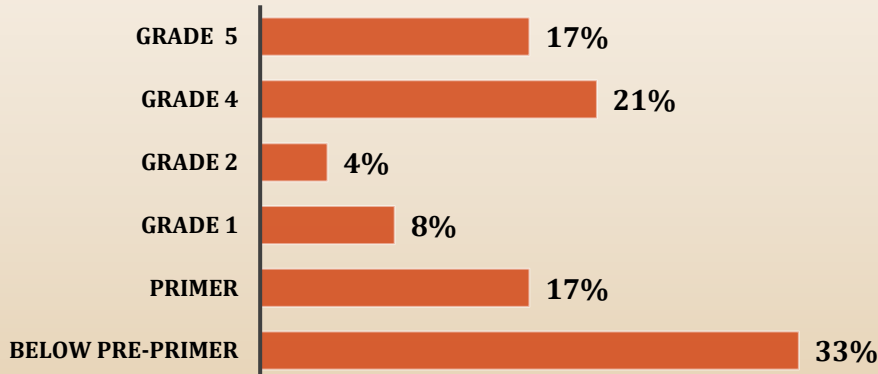
While at the end of the school year in June, all (100%) children declared that doing well in school was important to them (Fig.13).

*'My schoolwork improve. I'm reading betta an' I'm spelling betta an' answering more in class.'*

Child

Fig.14 **Baseline CHILDREN'S READING ASSESSMENT**

38% Reading Above Grade 3 Level

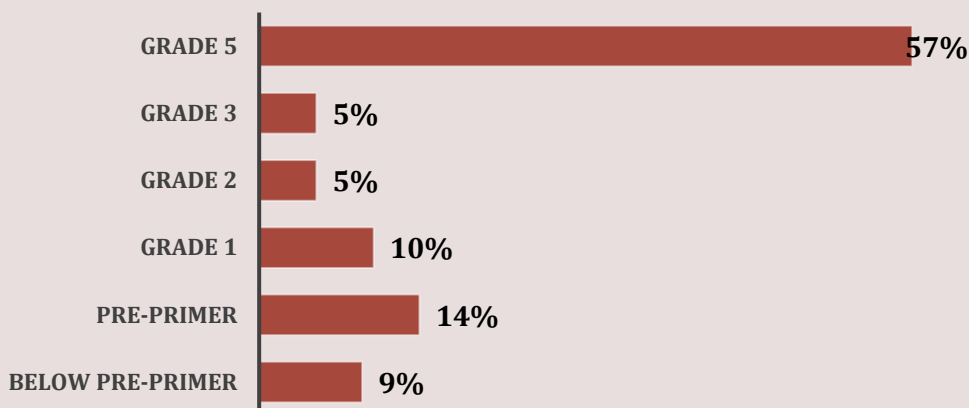


On assessment of the children's reading level at Baseline where most should be reading at Grade 5 level, 17% were reading at Grade 5 Level, 38% were reading above Grade 3 level and 50% were reading at Primer level and below (Fig.14).

The Exit reading assessment showed marked improvement in that 62% were reading at Grade 3 Level and above of which 57% were reading at Grade 5 Level. In addition, significantly less children were reading at Primer level and below - 23% (Fig.15).

Fig.15 **Exit READING ASSESSMENT**

62% Reading at Grade 3 Level and Above



*'I learn about facts and opinions in Literacy and I learn to spell a lot of words in the Spelling Bee competition.'* 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.

*'One child came to the Programme because he was withdrawn and hardly spoke in class. The teacher is now reporting that he is raising his hand and answering questions. She also says he's improving in his classwork, and he loves spelling, and is doing well. His mother is happy for the Programme intervention and the nutritional support it provides.'* Facilitator



*'He has made some improvement in his reading and his Literacy in general. He's even sending me text messages. Just to show you how confident he is with the Literacy' Parent*



Of notable mention are two boys whose significant improvement was recognized at the school's Prize Giving in June. They received the 'Most Improved Student' prize in their classes which confirmed CRPs findings at Baseline and Exit interviews.



*'Him expressing himself better. Sometimes him use some big words an tell me him understand what the words mean and him explain to me. Before coming to the Programme. Him could barely go through a book. Him couldn't read. Now, him all a text me! Him a go through one weh him get from di Programme an him reach far inna it.'* Parent



## 4 Increased parent/family engagement

### Indicators:

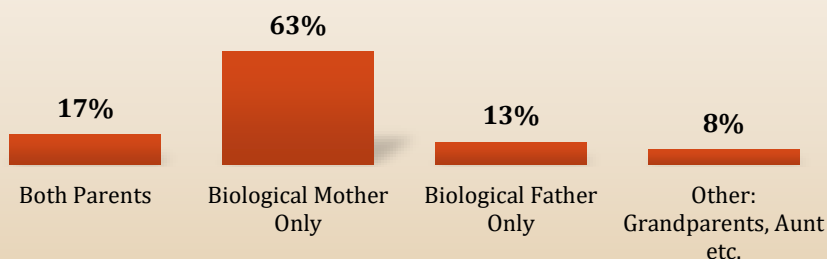
- Improvement in appropriate discipline versus corporal punishment among parents.
- Parents listen and talk more with their children.
- #/percentage of parents receiving family counselling/ training.

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.

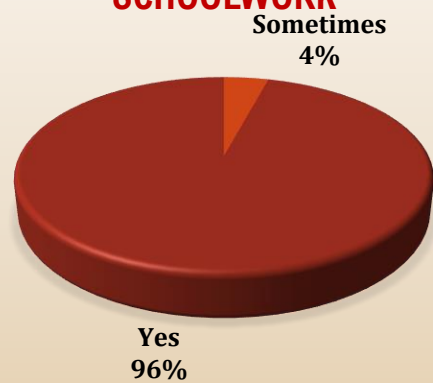
Two 2-hour training seminars were conducted per term and the parents/caregivers were taken through "A Curriculum for Parents of Adolescents" which included a focus on communication (parent/child), appropriate discipline and parents'/caregivers' interest in their children's schoolwork.

Fig.16 **Baseline 63% CHILDREN LIVE WITH THEIR MOTHERS ONLY**



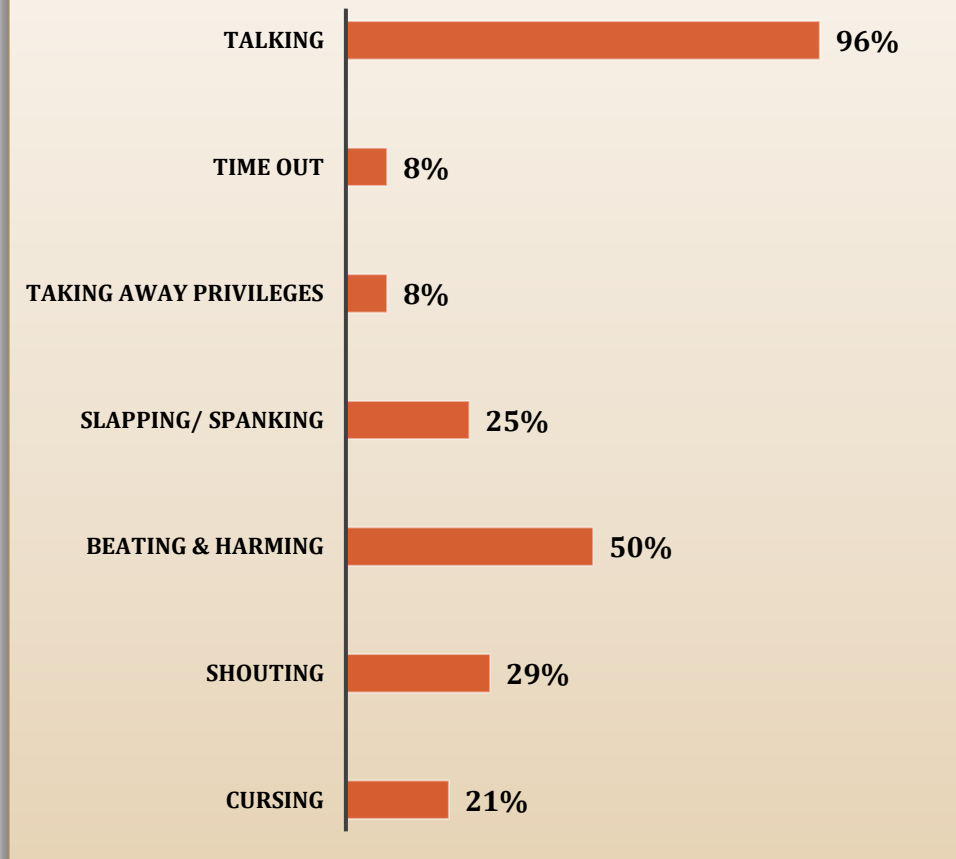
According to the baseline data, 63% of the children live with their mothers only; 13% live with their fathers only; 17% of the children said they lived with both parents; while 8% said they lived with other relatives (Fig.16).

Fig.17 **Baseline PARENTS' INTEREST IN SCHOOLWORK**



Most of the children (96%) reported that their parents/caregivers showed interest in their school and homework; while 4% said their parents/caregivers showed interest sometimes (Fig.17).

Fig.18 **TOP FORMS OF DISCIPLINE**



*'Although there is some security challenge in her community, one parent is willing to send her son to the Programme because she sees that he is benefiting from it. His is calmer and not fighting as much.'* Facilitator

Generally, the children reported that their parents disciplined them by talking (96%); beating and harming (50%); shouting (29%); slapping (25%); and cursing expletives (21%) (Fig.18).

*'I came to the parent workshop and open day and I'm proud to say that the Programme has had a great impact on my child. I'm glad I got the opportunity to see how she behave in class. I enjoyed listening to all the students participate in the lessons. Thank you!'* Parent

*'I learn to treat my children better 'cause sometimes mi rough dem up...I not goin' to lie. It no easy fi a single mother fi grow boy pickney. Mi learn to show him more love. Di Programme teach you how to be a better parent.'* Parent

*'I notice that my granddaughter is working much better at her schoolwork. Her teacher said she is more settled.'* Caregiver

## Monthly Parent Workshops

Monthly Parent Workshops were held on the last Wednesday of every month while WhatsApp Group Chat boosted the parent/facilitator bond and contributed to fair attendance averaging 7 persons per workshop. However, the end of term activities (Christmas Party and Programme Leaving Ceremony) were well attended by the parents who came out to watch their children perform/ showcase what they learned during the term/school year.

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.

There was also an 'Open Day' when parents were invited to observe the Programme intervention in action.



*'I'm so happy my child was selected to be a part of the Programme. As a single father, I do need the help in shaping him to be a responsible young man. Thank you. The children need this Programme.'* Parent

*'I've learned a lot from the Parent workshop. I've learned the value of good communication. Listening to your children. Never use negative words towards your children. Reprimand them yes, but do it in love.'*

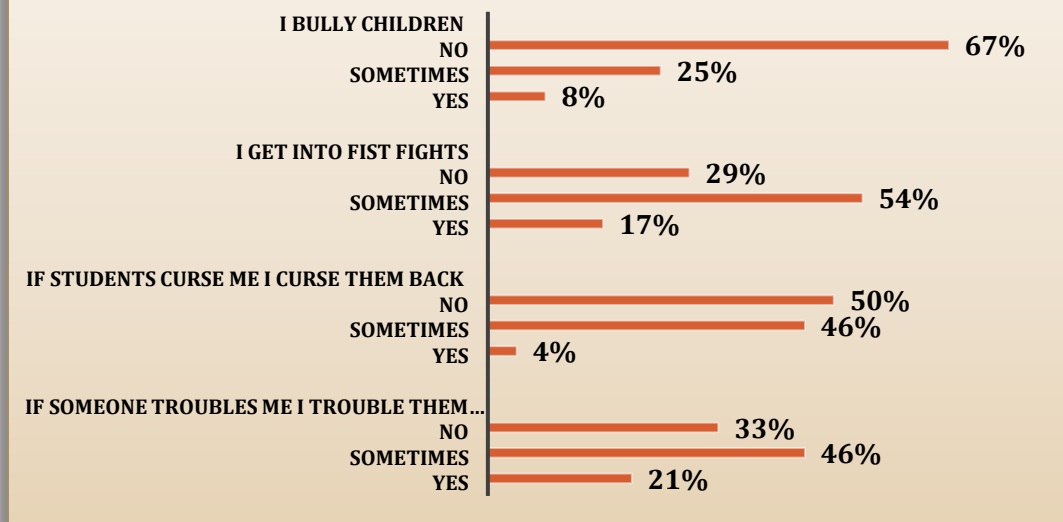
Parent

## 5 Reduced Level Of Aggression In Programme Children

### Indicators:

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

Fig.19 **Baseline CHILDREN'S LEVEL OF AGGRESSION**  
29% Would not Fight Back



The children entered the Programme with high levels of aggression largely due to exposure to violence in their communities. At baseline 29% said they would not fight back; 50% said they would not curse back; and 33% said they would not trouble someone if the person troubled them first (Fig.19).

In comparison, 52% said they would not fight back; 71% said they would not curse back; and 67% said they would not trouble anyone who troubled them.

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.20).

*'My child used to have a very angry problem but it not so bad now.'* Parent

Fig.20 **Exit CHILDREN'S LEVEL OF AGGRESSION**  
52% Would Not Fight Back

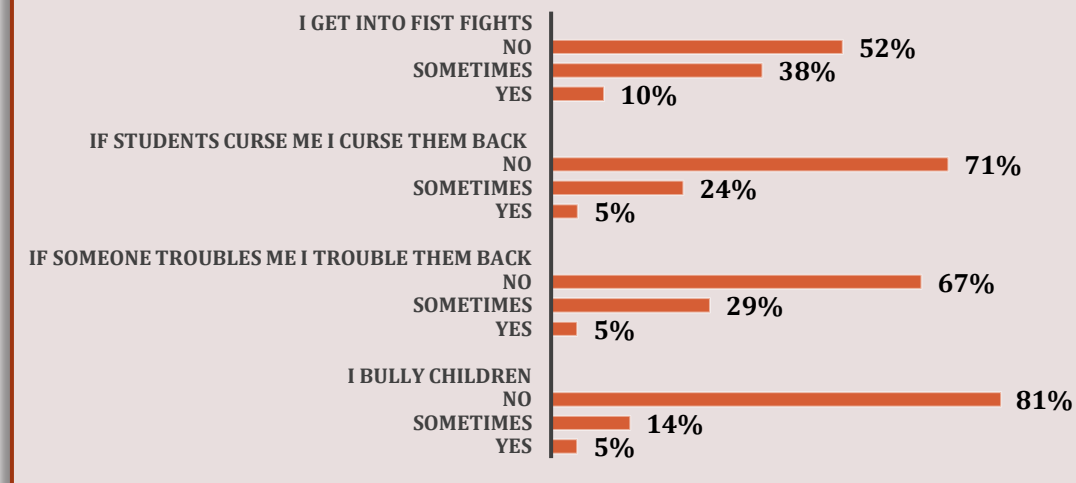
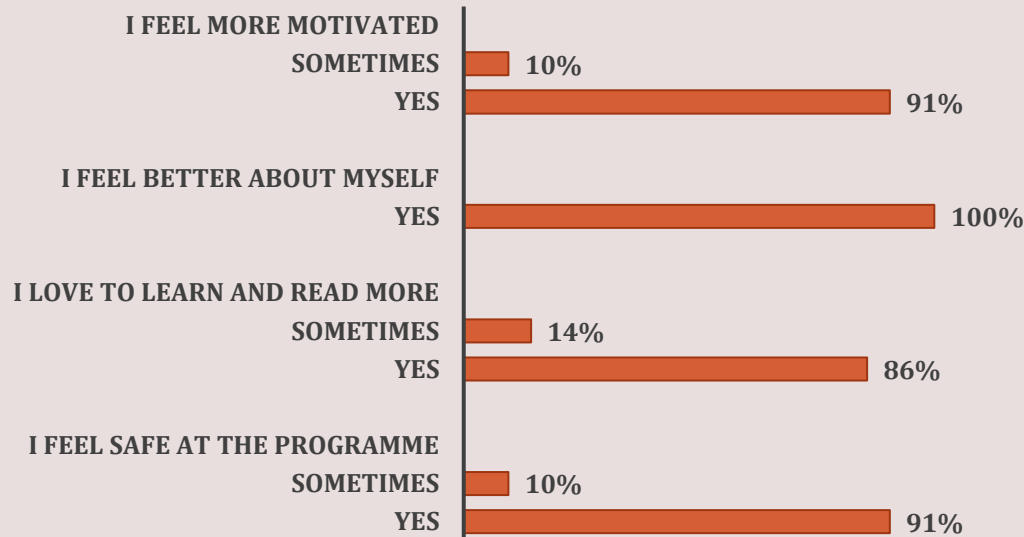


Fig.21 **SINCE BEING AT THE PROGRAMME...**



The exit interview captured how the children felt overall after one school year of intervention in Resilience and Wellness. The data shows 91% felt more motivated; 100% felt better about themselves; 86% loved to learn and read more and 91% felt safe at the programme. (Fig.21).

*'My grandson always fighting with his brother and since he's been coming to the Programme, I've not seen much of that anymore. This Programme has been a big help/support to me growing him because he lost his mother from an early age and from that time, I've been struggling. So this Programme has made a big difference in our life.'* Caregiver

*'The Programme helped me to behave better and to be more confident in myself. I'm more helpful and kinder'* 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.



# THE CHILD RESILIENCY PROGRAMME

By Aunty Sharon Brown

The Programme, the Programme,  
The Child Resiliency Programme!  
(repeat)

We cool down the fighting.  
We put down the stealing.  
We put down bad behaviours.

The Programme, The Programme,  
The Child Resiliency Programme!

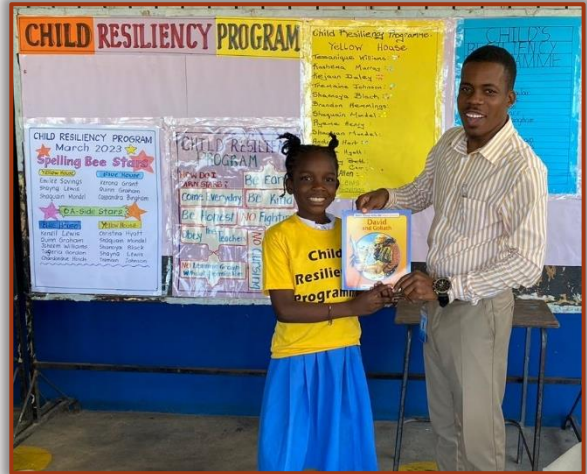
Look at me now!  
Mi seh fi look at me now!  
Brave! Confident! Resilient!  
Brighter! Happier! More focused!  
Making better choices!

The Programme, The Programme,  
The Child Resiliency Programme!  
The Child Resiliency Programme!  
The Child Resiliency Programme!  
(Dub Poetry)

*'I love all the activities at the Programme. I learned a lot and it has been a lot easier with my schoolwork. Thank you for teaching me and helping to show me that I can do anything if I put my mind to it and believe in myself.'* Child



# CELEBRATING DI CHILDREN!!!



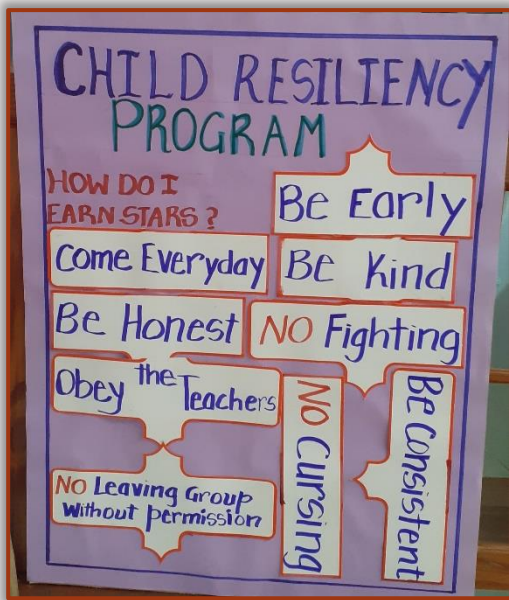
*'My child neva normally tek up book but now him a tek up book an' him reading better.'* Parent



*'I see the light in them as they realize that they are valuable and can achieve something. Their self confidence and self-esteem have really improved.'* Teacher



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



*'Thank you for giving our kids this kind of exposure and letting them enjoy the luscious nature at Castleton Gardens for their field trip. Many thanks to the Programme!' Parent*



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

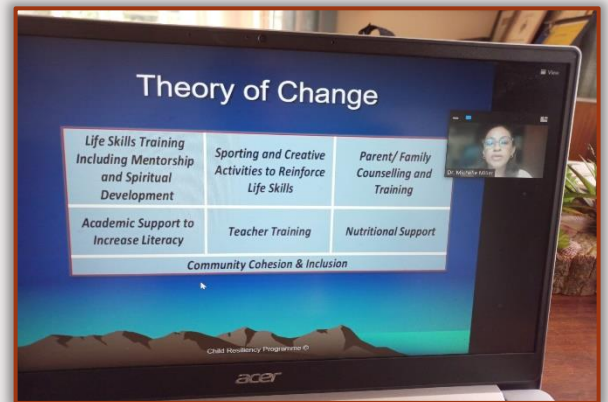
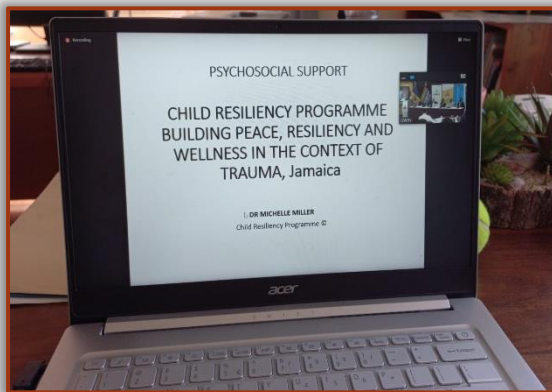


*'Thank you, Aunties & Uncles, for the opportunity for my son to go on an outing. It's his first time and he always wanted to go to the river. He says he enjoyed himself very much. Thank you team!' Parent*



## OTHER MATTERS

- 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 (WOE) to address Violence Against Children (VAC) on May 24<sup>th</sup> 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 and Infant Sites on June 21<sup>st</sup> and 19<sup>th</sup> 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 and Infant 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.

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

The CRP/ MVPI partnership must be applauded as the school seamlessly and effectively delivered the Programme's objectives over this reporting period.

Despite 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 school community and the wider 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 (WOE) 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

RISK BEHAVIOUR ASSESSMENT		
1. Do you feel like crying, unhappy or depressed very often?	Yes <input type="checkbox"/>	No <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	<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 <input type="checkbox"/>	No <input type="checkbox"/>
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 <input type="checkbox"/>	No <input type="checkbox"/>
4. Have you ever experienced or seen violent fighting in your community (fist, stone, gun, broken bottle etc.)?	Yes <input type="checkbox"/>	No <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"/>
<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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### 3. Child Baseline/ Exit Questionnaire

**CHILD RESILIENCY PROGRAMME  
MONITORING & EVALUATION QUESTIONNAIRE**

+

NAME:	DATE:	SCHOOL:	PRE			POST		
<b>To what extent do the sentences below describe you over the last 10 months? Circle ONE answer for each statement.</b>			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		
<b>To what extent do the sentences below describe you over the last 10 months? Circle ONE answer for each statement.</b>			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	
<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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## 4. Referral Criteria of Children in The Child Resiliency Programme

- Literacy below grade level.
- Delinquency, excessive fighting, violence and poor internal locus of control.
- Inappropriate behaviour.
- Family history of incarceration, death and involvement in gangs.

- History of sexual, emotional, physical abuse and/or neglect.
- 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.

#### 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.

### 6.

#### 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.

## 7.

### Life Skills Training Thematic Approach

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

## 8. 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.



## 9. PRW Training Content Outline

MODULES		LESSONS	
<b>1</b>	<b>Overview of Peace Building, Resiliency and Wellness</b>	1.1 Overview of Peace Building	9
		1.2 Overview of Resiliency and Wellness	11
<b>2</b>	<b>Peace</b>	2.1 What is Peace?	16
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<b>3</b>	<b>Resiliency and Wellness</b>	3.1 Characteristics of a Resilient Child/Adolescent Including The Child Resiliency Programme Model	22
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