



Child Resiliency Programme.®

Building Peace Resiliency and
Wellness

Monitoring & Evaluation
Report
2024-2025



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GLOSSARY		
<ul style="list-style-type: none"> ● CRP Child Resiliency Programme ● PRW Peace Resiliency and Wellness Training 	<ul style="list-style-type: none"> ● BT Boys Town Site ● MVPI Mountain View Primary & Infant School Site ● HF Holy Family Primary & Infant School Site 	<ul style="list-style-type: none"> ● VPA Violence Prevention Alliance ● IUC International University of the Caribbean

Fig.1 **OBJECTIVES**

- 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.
- To continue **the Child Resiliency Programme** that fosters the development of Peace, Resilient Attributes, pro-social behaviours and psychosocial support/ mental wellbeing in referred children and their parents; and facilitates protection against trauma, violence, exploitation, abuse and neglect.

INTRODUCTION

The Child Resiliency Programme (CRP) resumed its two-fold Objective (Fig.1) for the 2024-2025 academic year with:

● **Training in Building Peace Resiliency and Wellness (PRW)** of Principals, Guidance Counsellors and teachers of feeder schools of the Programme; undergraduates and postgraduates of the International University of the Caribbean (IUC) which included the Child Resiliency Programme Model; the Council for World Mission team; and staff members of Holy Family Primary and Infant School (HF). **A total of 156 persons trained for this academic year.**

● **The Child Resiliency Programme intervention** with its 'Community-based' model in Boys Town (BT); and its 'In-school' model at the Mountain View Primary and Infant School (MVPI)

Primary support came from the Joan Duncan Foundation of the Jamaica Money Market Brokers Ltd. (JMMB); while additional support came from the Victoria Mutual Foundation (VM), the American Friends of Jamaica (AFJ) and the Jamaica Broilers Group Foundation (JBG); as well as from other small private donors including Jamaica's Embassy in Japan. The funds were administered by the Violence Prevention Alliance (VPA).

A total of 75 children, 9-11 year old, with Adverse Childhood Experiences (ACEs) and 'at risk' for trauma, violence, exploitation, neglect and abuse were selected to receive the Programme's intervention: 50 children recruited in the Boys Town community from the Programme's five feeder primary schools (St Alban's, Trench Town, Edward Seaga, Boys Town and St. Annie's); and 25 children from MVPI.

The children were referred by the Guidance Counsellors of their schools largely for the following reasons, based on the Programme's criteria (Annex 8):

- Requires additional reading support,
- Fighting, anger, aggression, irritability
- History of physical, emotional abuse or neglect
- Needing Mental health support- anxiety /depression
- Displays inappropriate behaviour
- Performing poorly
- Withdrawn

These children received psychosocial support and Life Skills training through Literacy, sporting and cultural activities after school, three times per week; while their parents and caregivers benefitted from monthly parent workshops and family counselling.

Fig.2 CHILD RESILIENCY PROGRAMME THEORY OF CHANGE

- The Child Resiliency Programme assumes that Peace, Resiliency and Wellness Training for persons providing care for children and youth with Adverse Childhood Experiences (ACEs); as well as providing structured after-school psychosocial support for promoting peace, resiliency and wellness in children identified as 'at risk' for trauma, violence, exploitation, abuse and neglect will be most successful...

IF perons who provide care for children and youth affected by trauma are trained...

- AND** they display an increase in their own ability to remain at Peace, Resilient and Well...
- THEN** they will be better able to provide positive/supportive services.

IF children are...

- Engaged in educational activities.**
- Supported to strengthen their coping mechanisms, mental wellbeing and life skills** through Literacy, 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...

- 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 and authority figures.

IF children display an increase in these resilient attributes...

- THEN** they will have **greater protection** from, and **reduced risk** of trauma, violence, exploitation, abuse and neglect.

Fig.3 CRP PROGRAMME OUTCOMES

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

1. Increased Peace Resiliency & Wellness in persons providing care for children affected by trauma resulting in increased capacity to cope with behaviourally challenged children.

Indicators: (see Fig.9)

- # of participants trained in PRW

2. Strengthened resilient attributes, mental wellbeing and increased Peace in Programme children.

Indicators:

- Children demonstrate an increase in resilient attributes and pro-social behaviours including increased faith in God.
- Children feel comfortable and supported to express their emotions of grief, anger, sadness/depression, and happiness.
- Children demonstrate increased emotional, social and mental wellbeing as well as more peaceful tendencies.
- # /percentage of children reporting that they have an adult from the Programme who cares and to talk to for support.
- #/ percentage of children engaged in life skills training and mental health literacy.

3. Reduced level of anti-social behaviour and behavioural challenges including aggression, bullying and cursing.

Indicators:

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

4. Increased engagement in educational activities.

Indicators:

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

5. 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.

Fig.4 ARMS OF THE CHILD RESILIENCY PROGRAMME

Life Skills Training Including Mentorship and Spiritual Development	Sporting and Creative Activities to Reinforce Life Skills	Parent/ Family Counselling and Training
Academic Support to Increase Literacy	Peace Resiliency and Wellness (PRW) Training	Nutritional Support
Community Cohesion and Inclusion		



PEACE RESILIENCY AND WELLNESS (PRW) TRAINING

OUTCOME 1

Increased Peace Resiliency & Wellness (PRW) in persons providing care for children affected by trauma resulting in increased capacity to cope with behaviourally challenged children.

Indicators

- # of participants trained in PRW

PRW Objectives

The objective of this Arm of the Programme is:

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

The Child Resiliency Programme once again, delivered its PRW training to the IUC students involved in providing care for children 'at risk' or emerging from trauma for another year as part of the PEACE institute of the University. The PRW Curriculum (from the Peace Building Resiliency and Wellness Manual (Annex 4) was used, which is now fully integrated into the Masters in Education Administration Leadership, Masters in Counseling and Consulting Psychology (MCCP), the Bachelors of Education and Bachelors in Guidance and Counselling as part of the Peace Institute's offerings,

The Boys Town (BT) and Mountain View Primary and Infant School (MVPI) sites of the Child Resiliency Programme formed part of the Curriculum as community-based and in-school models respectively for research and practicum learning assignments for the university students.

The CRP also provided PRW training to adults from FBOs, NGOs, and relevant ministry groups in small groups of 15-30 persons involved in providing care to children 'at risk' or affected by trauma.

This Objective of the CRP uses Pre/Post and Evaluation questionnaire instruments (Annexes 2&3) to assess Learning outcomes.

Thank you Dr. Scott and Dr. Miller for being the professionals that you are, and for creating that safe space for all of us to express ourselves. It has been an uplifting, therapeutic experience for us and we truly appreciate you. May God grant you grace to continue to inspire.

IUC PRW Course Participant

PRW Training Completed

▪ **September 2024 – July 2025.** Total of **92 IUC Undergraduates and Postgraduates** successfully completed the PRW Course online via the Peace Institute. Students in the Guidance and Counseling and Bachelor of Education and Psychology, and Masters in Education and Administrative Leadership completed the course for this academic year 2024-2025.



IUC PRW Training online 'Breathing Techniques for Calming the Nervous System in Conflict'

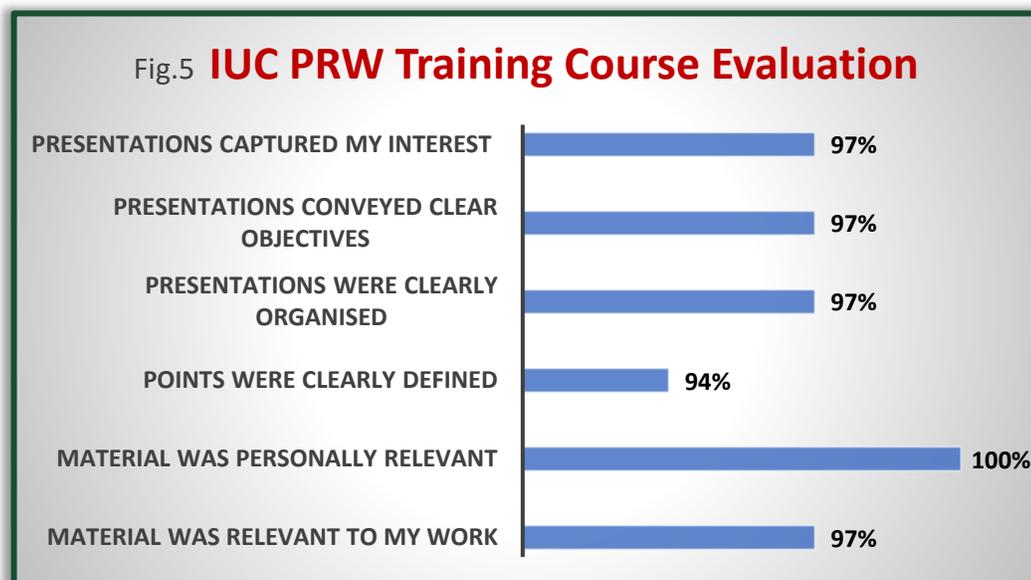
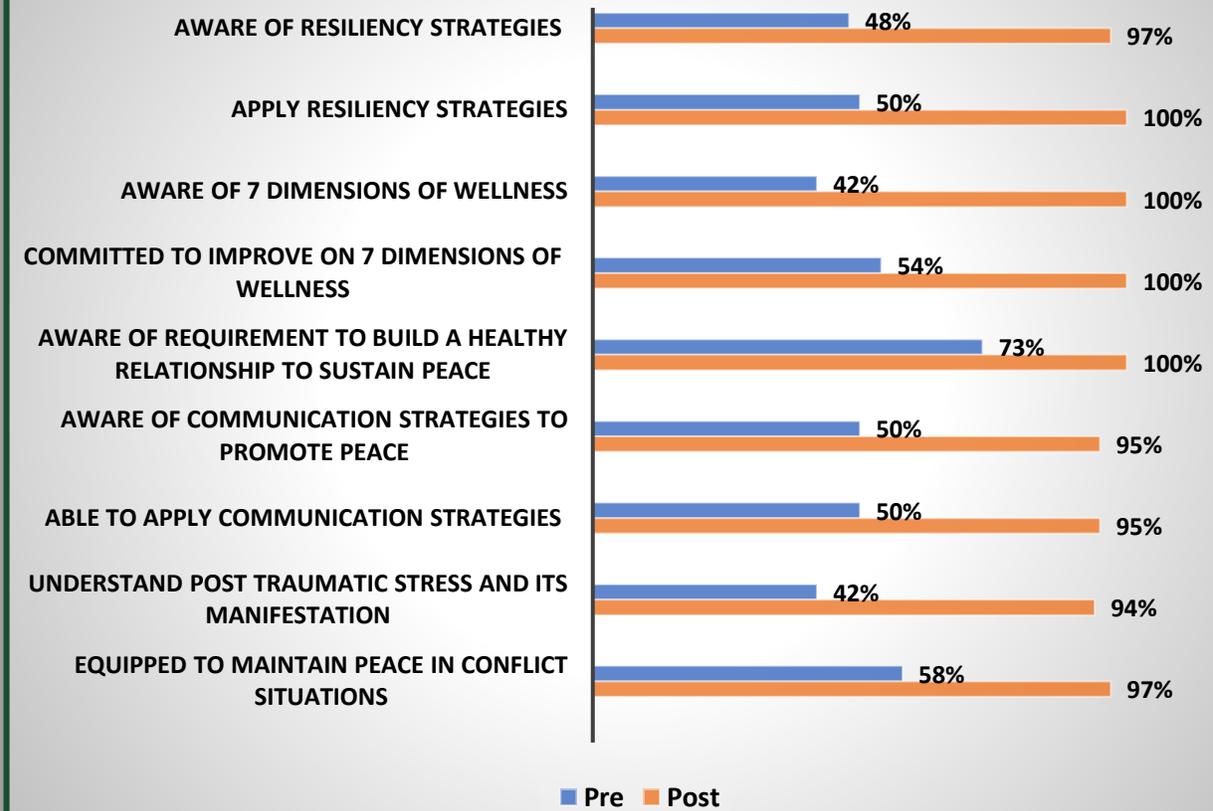


Fig.6 **IUC PRW Training Pre/Post Response**



'The ability of the presenters to get you to open up and talk about things that you usually shy away from talking about.'

'The engagement of both students and lecturers always made the lessons interactive and relevant.'

'I honestly thought this was a well thought out course. The Trainers were very strategic in selecting the guest presenters and each session was engaging, informative, and fun!'

'Using the correct images enhanced the presentations as well as kept the class focused on what was presented.'

'I just loved this class and never missed it!'

'I've learned a lot and feel connected to the other students!'

'I've learned I'm not alone in any given difficult situation.'

'This has been very useful and informative. I've been growing more Peaceful and Resilient as a result.'

'I enjoyed this course a lot!'

'I love that our presenters greet us and call us by name.'

IUC PRW Training Participants' Comments 'What stood out to you?'

▪ **October 28, 2024 – November 7, 2024. Council for World Mission team**

Ten (10) persons from The Council for World Mission from South Africa, India, Indonesia, Bangladesh, Guyana and Jamaica were trained via the Peace Institute in PRW and participated in their practicum assignment at the Child Resiliency Programme's Boys Town and Mountain View Primary sites.



▪ **March 6, 2025. Staff of Holy Family Primary and Infant School – 27 participants.**

As part of the CRP/ Project STAR partnership, Teachers and Guidance Counselors from the Holy Family Primary and Infant School completed a one-day Certificate Training Workshop in PRW at Alhambra Inn.



Fig.7 **Holy Family Primary PRW Training PrePost Response**

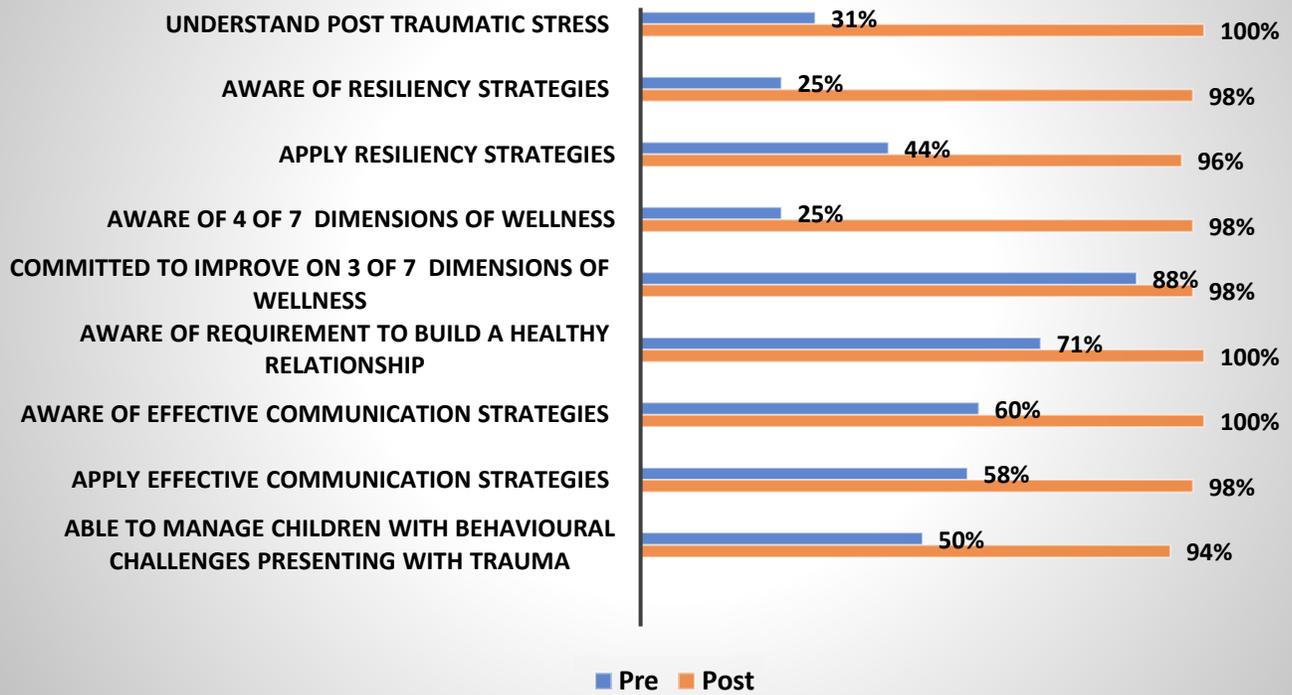
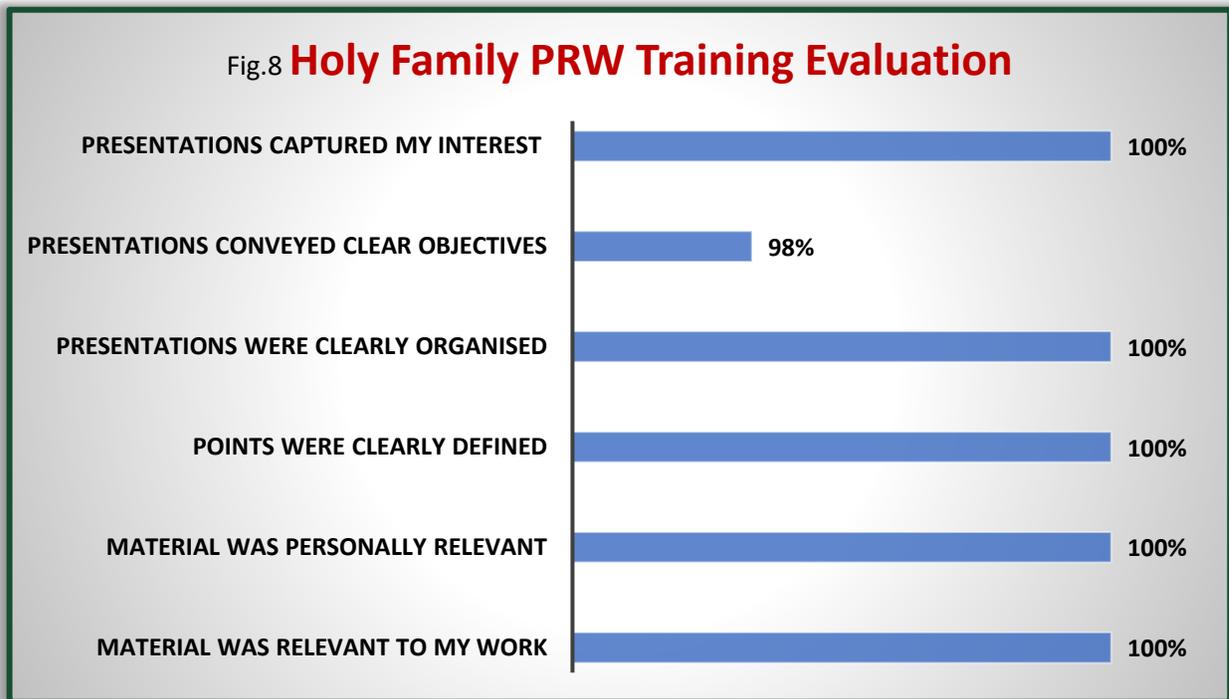


Fig.8 **Holy Family PRW Training Evaluation**



What stood out to you? Participants' Responses...

'The overall presentations were well organised, engaging and facilitated active participation.'

'The reinforcement of noticing the good in all situations and circumstances.'

'Try to understand what students are going through. Each child has a different situation.'

'Being aware that good relationships can relieve chronic stress and promote peace'

'I need to consume less sugar and sodium as part of my peace and resiliency journey'

' We need to make time to take care of 'self', know our stressors and don't let them weigh us down.'

'Healthy diet & sleep are very important, which will give me more power to be more resilient and effective in everyday life.'

Fig.9 **PRW 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



CRP PRW Leadership Team with Project STAR Representative & Holy Family Principal (Acting)

▪ **September 12, 2024. Feeder Schools CRP PRW Training/ Sensitization Workshop – 12 participants.**

A crucial aspect of the Child Resiliency Programme’s (CRP) model is the partnership with its feeder schools. That is why Teacher Training/ Sensitization (PRW training) is an integral part of its Theory of Change (Fig.2) and by extension, the Arms of the Programme (Fig.4). To strengthen this partnership, the Programme hosts PRW Training / Sensitizing Workshops annually, for its feeder schools’ Principals Guidance Counselors and Grades 4 and 5 teachers for its Boys Town and Mountain View Primary sites in preparation for the new referral cohort.



Fig.10 **CRP Feeder Schools' PRW Training/ Sensitization Workshop Pre/Post Response**



▪ **September 19, 2024. Implementers' Workshop - 15 participants**

CRP staff was refreshed with PRW tools at its Annual Implementers' Workshop, which focused on helping them to fulfill their roles as frontline workers while maintaining their own Peace, Resilience and Wellbeing. The Workshop also included monitoring and evaluation findings of the Programme from the 2023-2024 academic year, with a view to assessing the impact of the Programme and implementing operation strategies for improvement for the 2024-2025 cohort.

Objectives

- To ensure quality delivery of the Child Resiliency Programme.
- To continue to develop Implementers' own Peace, Resiliency and Wellness (PRW).
- To keep up with the latest research findings and best practices.
- To incorporate Monitoring and Evaluation findings in current practice.
- To brainstorm solutions for existing logistical challenges.



CRP OBJECTIVE #2

THE CHILD RESILIENCY PROGRAMME...

The CRP partnered with the Boy's Town (BT) non-profit organization and the MVPI school to identify and build Peace, Resiliency and Wellness in a cohort of 75 children, ages 9-11 years, who suffered Adverse Childhood Experiences (ACEs) and were 'at risk' for trauma, violence, exploitation, abuse and neglect. The children were referred from feeder schools in the Boys Town community (Community-based Model) and MVPI (In-School Model).

BOYS TOWN (BT) Community-Based Model	MOUNTAIN VIEW PRIMARY & INFANT SCHOOL (MVPI) In-School Model
Meet: Mondays, Tuesdays & Wednesdays 3:00-5:00 pm	Meet: Mondays, Tuesdays & Wednesdays 2:30-4:30 pm
6 different-coloured 'houses'/teams of 10 children each. 12 Individual Behavioural Prizes awarded every 5 weeks	2 different-coloured 'houses'/teams of 12-13 children each. 4 Individual Behavioural Prizes awarded every 5 weeks
Activities: Circle Time ▪ Sports/ Football/ Athletics ▪ Drumming ▪ Literacy/ Literacy through Computer ▪ Dance (BT only) ▪ Art & Craft (BT only)	
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 & Spelling Bee 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	

CRP'S MODEL

The holistic approach of the CRP model focuses on building Peace Resilience and Wellness 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 and MVPI sites**. The activities offered are rotated among '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 by the children. The prize trip venues this reporting period were Castleton Gardens in St Mary and Hope Botanical Gardens and Zoo in Kingston where they also participated in the Japan Festival.

The CRP model was externally evaluated in 2020 by Manitu 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



Field Trip at Castleton Gardens



Field Trip at Hope Gardens & Zoo



Behaviour Prize Winner!

'Wi went on de field trip wid children from de other centre an wi mek friends wid dem. A likkle boy can play ball an me an him play and doan fight and become friends' Child

MEASURING THE CHILD RESILIENCY PROGRAMME

The framework to assess where changes ought to take place, is outlined in the Programme’s Outcomes and Indicators (Fig.3)

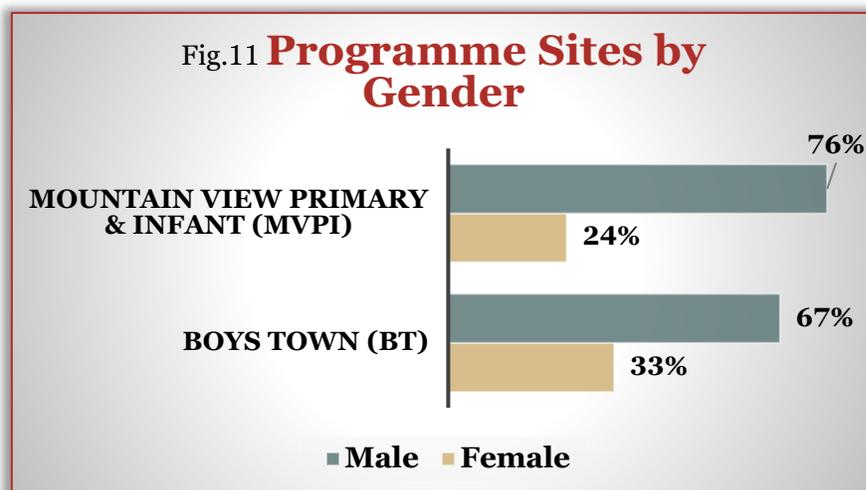
Data was collected to measure the following according to the Programme’s Theory of Change and Outcomes:

- 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.



Quantitative baseline and exit data were collected from samples of the Programme’s children at Boys Town (50 at Baseline in October 2024 and 50 at exit in June 2025); and at MVPI (21 of 25 population at Baseline in October 2024 and 23 at exit in June 2025). In addition, qualitative baseline, mid-year and exit data were collected from parents (October 2024), teachers (February 2025) and again in June 2025 from interviews and focus group discussions with children, parents, teachers and facilitators. Observation and monitoring took place through weekly site visits and phone calls by Programme Director and Programme Operations Manager. All questionnaires

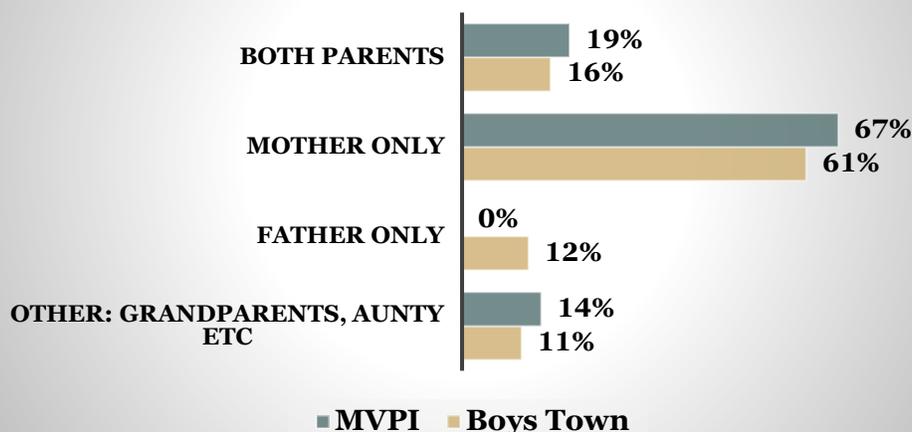
Annexes 6 & 7) guided by the Programme Outcomes (Fig.3) were administered by trained personnel to ensure confidentiality. The data was stored in JASP the statistical analysis tool.



The 71 children surveyed at baseline included 67% males and 33% females at Boys Town and 76% males and 24% females at MVPI (Fig.11).

CRP BACKGROUND FINDINGS

Fig.12 Over 60% of Programme Children Live With Their Mothers as Their Primary Caregivers



According to the baseline data, over 60% of Programme children lived with their mothers as their primary caregivers; 12% were primarily taken care of by their fathers; over 15% said they lived with both parents; while over 10% said they lived with other relatives such as Aunties, Uncles or grandparents (Fig.12).

The Programme children reported that the **parent they do not live with**, either lived elsewhere in Jamaica (Kingston or another parish) (over 55%); had migrated (14%); or were deceased (average 10%). Of those who were deceased, 4% was as a result of violence (Fig.13).

**Fig.13 Over 55% Programme Children's Other Parent Live Elsewhere in Jamaica
14% Migrated
10% (avg) Deceased**

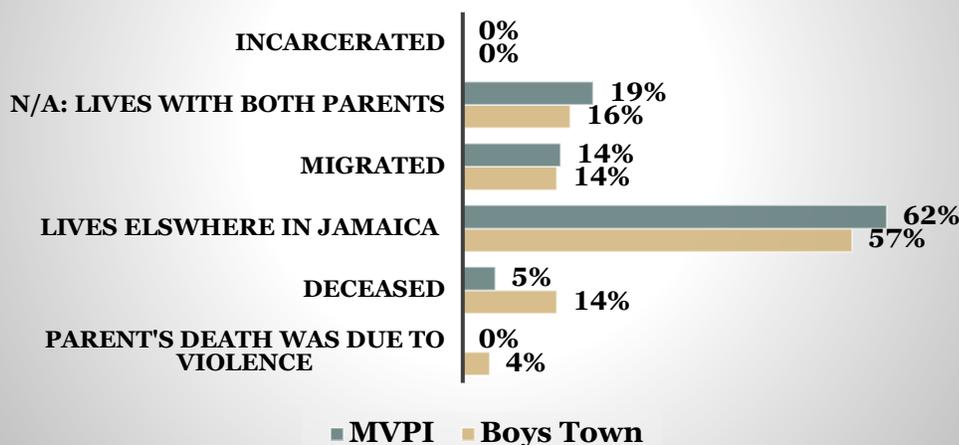
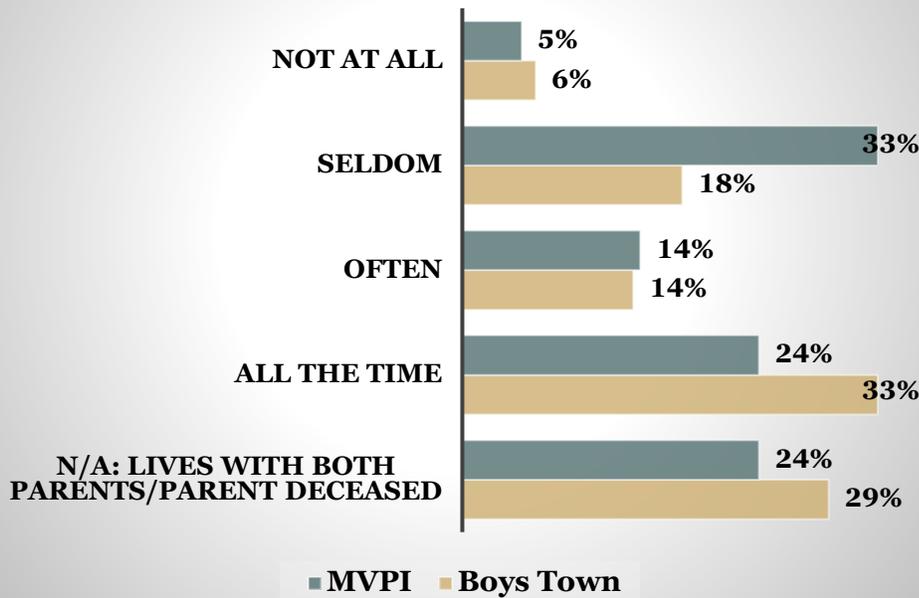


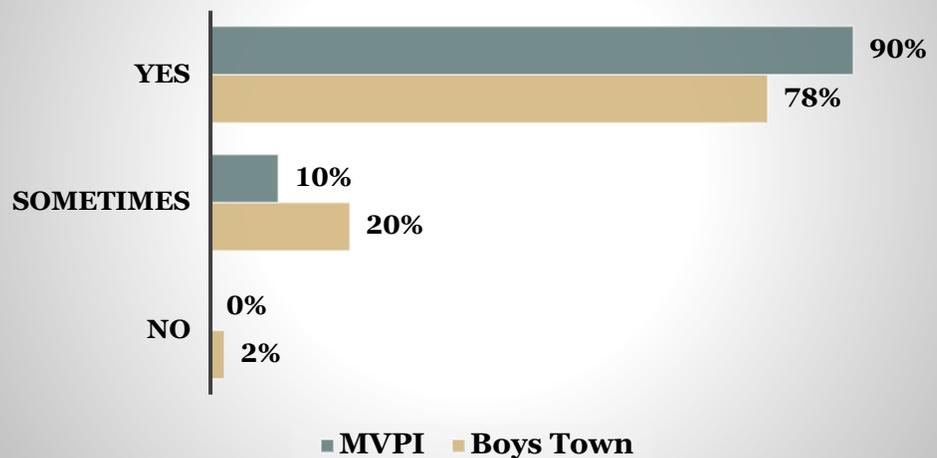
Fig.14 **Avg. 31% of Programme Children's Parents Hardly Keep In Touch**



An average of 43% of Programme children informed that they visited or talked to their **parents who does not live with them** often or all the time; while an average of 31% said their **parents hardly communicated with them**, most of whom were absentee fathers. Some children indicated that they had never met their other parent (Fig.14).

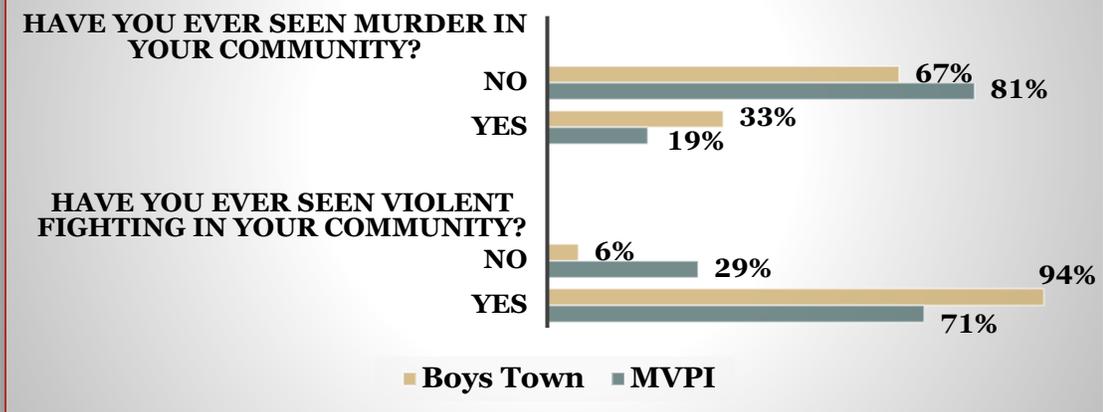
Most of the Programme children (over 75%) reported that their parents/caregivers showed interest in their school and homework; while an average of 16% said their parents/caregivers showed interest sometimes or not at all (Fig.15).

Fig.15 **Over 75% Parents of Programme Children Show Interest in Their Schoolwork**



'I see a lot of changes in my child like de reading part and de writing part, since she start come ah de Programme.' Parent

**Fig.16 Avg. 83% Programme Children Exposed to Ongoing Violent Fighting
26% Seen Murder Committed**



The baseline data showed that **the referred children at the Programme were exposed to excessive occurrence of violence in their communities.** An Average of 83% reported seeing ongoing violent fighting in their communities, sometimes several times for the week; and an average of 26% Programme children said they had actually seen murder committed in their communities (Fig.16).

Generally, the **background context** of the referred children at both sites indicated **separation of child from parents due to living arrangements, migration or death; some levels of neglect and extreme exposure to community violence,** all of which contributed to aggressive response to situations and some level of grief and depression in the Programme children. In addition, some children said their parents told them not to take anything from anybody... that they must fight back.

‘Mi beat him but mi nuh cut up him skin ‘cause him brown an’ it will show an’ mi no want dem lock me up.’ Parent at Programme start

‘As a father, mi have to monitor my child and keep him on a level ‘cause dem quick to turn gunman.’ Parent

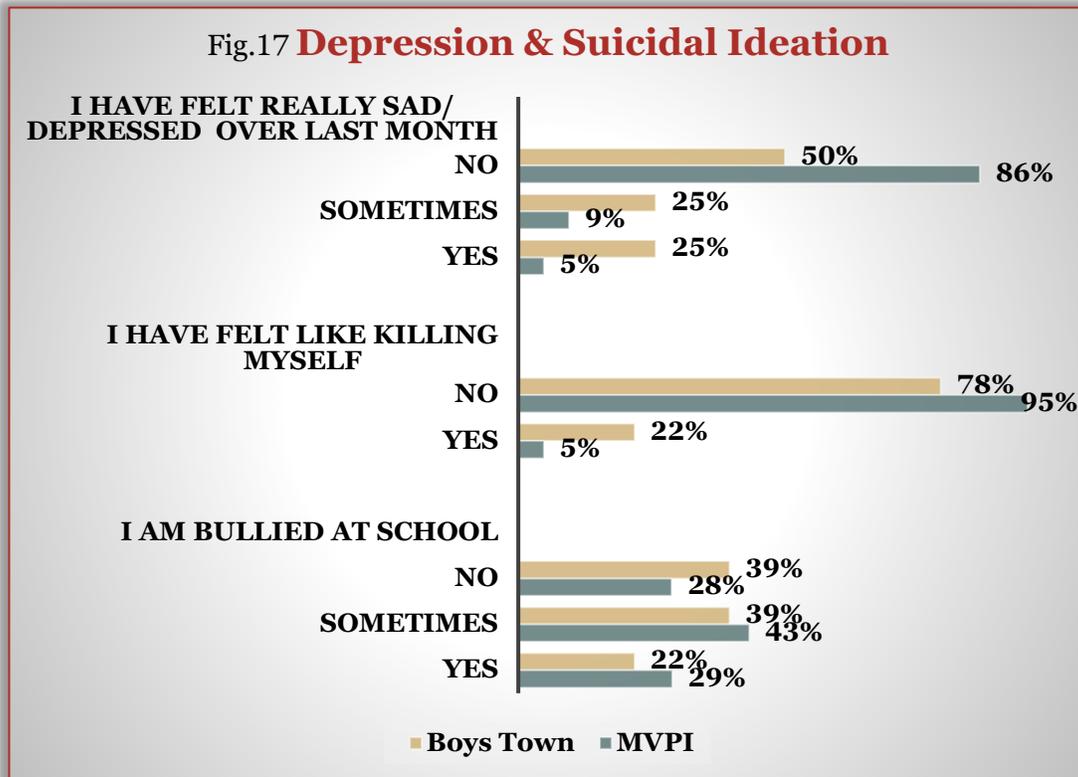


‘We see these children as ‘At Promise’

Facilitator

‘My son was a shy and reserved child. Since coming to the Programme, he show more morals, self-respect and keen discipline. He can communicate more and he place more value on himself and his siblings. Thank you for mentoring my son into a future person he want to become.’ Parent

Fig.17 **Depression & Suicidal Ideation**



The data also highlighted the negative effect of these vulnerable families and communities on the state of the Programme children’s mindset and emotions: an average of 32% admitted to feeling depressed sometimes or all the time, most of whom said it was due to the loss of or being separated from a loved one; while some said it was due to their harsh home environment, such as domestic violence or corporal punishment. In addition, on average 14% said they had suicidal ideation; and 26% said they were bullied at school (Fig.17).

Attendance

Consistent attendance was largely challenged by school closure due to severe weather conditions and flare up of violence. However, with ongoing calls and visits to feeder schools and home visits, regular attendance of the targeted 50 children at BT averaged 40 attending consistently and the other 10 not attending as consistently. At MVPI, the Programme saw an average of 20 children attending consistently over the reporting period with the other 5 children not attending as consistently.



CRP FINDINGS BY OUTCOMES

OUTCOME 2

Strengthened resilient attributes, mental wellbeing and increased Peace in Programme children.

Indicators:

- Children demonstrate an increase in resilient attributes and pro-social behaviours including increased faith in God.
- Children feel comfortable and supported to express their emotions of grief, anger, sadness/depression, and happiness.
- Children demonstrate increased emotional, social and mental wellbeing as well as more peaceful tendencies.
- # /percentage of children reporting that they have an adult from the Programme who cares and to talk to for support.
- #/ percentage of children engaged in life skills training and mental health literacy.

Life Skills Training for Psychosocial Support and to Impact Behaviour Change

The main objective of the Life Skills training Arm of the Programme is:

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

Every week, all activities focused on a Life Skills Theme (Annex 12). This meant that while the children were engaged in various activities, they were learning important 'soft' skills and developing their emotional intelligence, resilient attributes and pro-social behaviours (Annexes 10&11). Topics included Stress Management, Goal Setting, Anger Management, Conflict Resolution, Teamwork, Problem Solving to name a few.

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 scheduled devotion times spent focusing on faith in God, favourite choruses and songs, and reading Bible passages.



Fig.18 Programme Children's Coping Mechanism and Support

	Boys Town		MVPI	
	Baseline	Exit	Baseline	Exit
<i>I DO FUN, SUPERVISED ACTIVITIES AFTER SCHOOL</i>				
No	67%	19%	86%	13%
Sometimes	10%	0%	0%	4%
Yes	23%	81%	14%	83%
<i>THERE IS AN ADULT WHO BELIEVES IN ME</i>				
No	18%	8%	24%	17%
Sometimes	27%	4%	24%	13%
Yes	55%	88%	52%	70%
<i>THERE IS AN ADULT WHO CARES AND LISTENS TO ME</i>				
No	17%	6%	29%	8%
Sometimes	28%	15%	0%	22%
Yes	55%	79%	71%	70%
<i>I FEEL I BELONG AT SCHOOL & AT THE PROGRAMME</i>				
No	8%	6%	5%	4%
Sometimes	23%	13%	14%	4%
Yes	69%	81%	81%	92%
<i>I FEEL SUPPORTED BY MY FRIENDS</i>				
No	20%	4%	10%	4%
Sometimes	27%	33%	19%	30%
Yes	53%	63%	71%	66%

The baseline and exit data revealed a **significant impact in the coping mechanisms and support of the Programme children** with an average of: **82%** reporting that they were a part of a **fun, structured after-school programme**; **79%** and **75%** saying that they could **identify a teacher at school or an Aunty/Uncle in the Programme who believed in them and with whom they felt comfortable sharing their emotions of happiness, anger, grief etc.**; **87%** stating that they **felt they belonged** at their school and at the Programme; and **65%** expressing that they **felt supported by their friends**. (Fig.18). **Both quantitative and qualitative data highlighted their increased ability to identify someone who cared, to be sociable and safe and to express their emotions; their increased sense of belonging and self-confidence – avenues towards healthy emotional intelligence, stress release and management.**

'Sometimes my child like to follow bad company and har own way, so tanx to dis Programme dat help har a lot! Tanx to de teacher who put har in dis Programme because she see a brighter future for har and she believe in har.' Parent

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. 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.



'We learned many interactive and fun things, and how to protect ourselves like things about day-to-day conflict and how to resolve them.'

Child



'Thanks to the Circle Time facilitators' guidance and love for the children. Things that we parents may be afraid to say to our children, the Aunties and Uncles have the courage to tell them, for example, no sex under a certain age.' Parent

Nutritional Support

The Nutritional Arm of the Programme serves to:

- Provide weekly nutritional meals and refreshments to the referred children.
- Reinforce life skills themes taught during mealtime including politeness, table etiquette, sharing, kindness, conflict management, patience etc.



'When I don't have any money to give my child, he says he's not staying home because he will get something to eat at the programme. Thanks alot to the Programme for providing the meals in the afternoons. Sometimes that is dinner for my child.'

Parent

Nutrition is fundamental in building resilient children in that they become easily distracted, tired and cannot learn when they are hungry.

'De food is proper and healthy with vegetable on de side so dem get a complete diet.' Parent



'My daughter seh she love de Programme because she can explore places. She was afraid to speak bout how she feel bout certain tings and now she feel more comfortable an she can express herself more.' Parent

'I've seen improvement. One student is more outspoken and is now able to participate in activities that she would shy away from. She came back from the Christmas party very confident because she had performed there, and she shared about all the activities with the class. From that, she's always excited to participate in other activities. For example, she conducted class devotions this morning and it was done outside and first time, she would never participate in those public places.' Teacher

'I made new friends at the Programme and I like them because they are kind to me.' Child



'The thing I like the most about the Programme are the Aunties and Uncles because they are fun, loving and nice.'

Child

'I like de Programme because I learn a lot and I like how de Aunties and Uncles are kind. When wi nah behave dem show wi de right way to behave.'

Child

'De Programme have role models to motivate him. Him did need a push drive on how to resolve dispute 'cause him have a anger problem. Him a calm down now.'

Parent

'I see a better future because him have de aunties and uncles as motivators here and him always look forward to come every day. Dem help push him and him always a talk bout dem.' Parent



'I like how the aunties talk to us softly.' Child

'De Aunties and Uncles encourage us to work hard to pass for the school we want.'

Child



Fig.19 **Programme Children’s Mental and Emotional Wellbeing**

	Boys Town		MVPI	
	Baseline	Exit	Baseline	Exit
<i>I WORRY A LOT</i>				
No	31%	50%	38%	61%
Sometimes	24%	21%	19%	17%
Yes	45%	29%	43%	22%
<i>I AM EASILY DISTRACTED</i>				
No	45%	65%	48%	48%
Sometimes	24%	23%	24%	26%
Yes	31%	12%	28%	26%
<i>I HAVE FELT HAPPY & EXCITED ABOUT LIFE OVER LAST MONTH</i>				
No	2%	8%	4%	0%
Sometimes	24%	13%	9%	10%
Yes	74%	79%	87%	90%
<i>I RESPECT MYSELF AND OTHERS</i>				
No	0%	2%	5%	4%
Sometimes	33%	23%	19%	17%
Yes	67%	75%	76%	78%

The baseline and exit quantitative data supported **the qualitative noticeable positive changes in the mental and emotional wellbeing of the Programme children** with an average of: **56%** reporting that they did not **worry**; **57%** saying they were not easily distracted; **83%** stating that they **were excited about life**; and **77%** expressing that they **respected themselves and others**. (Fig.19). Both quantitative and qualitative data pointed to increased resilient attributes such as increased self-esteem, more focused, and increased pro-social behaviours such as being excited about life and optimistic about the future.

'Change is happening in terms of their respecting authority figures and their peers.' Teacher

'Students are caring and sharing their lunches now which wasn't what they would have done in September.' Teacher

'I've learned how to socialize with others.' Child

'I've seen great improvement in my son's morals self-esteem and respect. Thanks for giving my child the opportunity.' Parent

'My child is now humble and has a lot of self-confidence.' Parent

Creative Expression to Reinforce Life Skills

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.

Creative Expression is a non-verbal expression which fosters emotional healing. It is therapeutic; reduces anxiety and stress; increases cognitive function; encourages mindfulness and emotional release. The children learned dance and drumming 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 reinforced a sense of belonging.



'I like drumming because it teaches me new rhythms, how to play them on the drums and how to count to the beat.' Child

'I like learning the movements in dancing and I like Aunty Denise because if we do something wrong, she talks to us about it. We learn how to dance good and proper.' Child

OUTCOME 3

Reduced level of anti-social behaviour and behavioural challenges including aggression, bullying and cursing.

Indicators:

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

Fig.20 **Programme Children's Level of Aggression**

	Boys Town		MVPI	
	Baseline	Exit	Baseline	Exit
I BULLY CHILDREN				
No	62%	69%	57%	65%
Sometimes	33%	27%	33%	35%
Yes	5%	4%	10%	0%
IF STUDENTS CURSE ME, I CURSE THEM BACK				
No	33%	31%	62%	43%
Sometimes	49%	56%	48%	28%
Yes	18%	13%	9%	10%
I GET INTO FIGHTS				
No	12%	31%	43%	52%
Sometimes	59%	50%	57%	48%
Yes	29%	19%	0%	0%
IF SOMEONE TROUBLES ME, I TROUBLE THEM BACK				
No	29%	54%	67%	83%
Sometimes	47%	37%	33%	17%
Yes	24%	9%	17%	0%

The baseline and exit data showed incremental changes regarding **the level of aggression of the Programme children** with an average of: **49%** reporting that they did not bully sometimes or all of the times; **40%** saying that they could **resist cursing back** sometimes or all of the times; **45%** stating that they **could resist fighting back** sometimes or all of the times; **and 48%** expressing that they **could resisting troubling someone** sometimes or all of the times. (Fig.20) Both quantitative and qualitative data indicated some level of increased self-control, ability to resist negative peer pressure; anger management and peaceful conflict resolution.

'The drumming, dancing and physical activities make me feel energised.' Child

'They are showing steady progress from their explosive behaviour back in September.' Teacher



'His overall behaviour has improved. He's not so aggressive, he will help to calm things down in the class... to cry peace or to separate them or to bring it to a teacher's attention unlike some of the others who will try to jump in and get in on the action.' Teacher

'Before coming to the Programme, my child was very reserved, angry and not so confident. This was a result of the challenges she faced in the home and community. Since being in the Programme, she started to speak up for herself and began engaging in numerous self-care activities. She now shows more understanding and respect towards her peers and I love it! Thank you!' Parent

'They weren't getting along with their peers, or they would fight. Now they are calmer and more self-controlled in terms of managing their emotions.'

Teacher

'The boys are now expressing their emotions. There is definitely a change in this area.' Teacher

'I learned many activities like reading skills, and that dancing, the physical and fun activities are very crucial in our day to day lives.' Child

HUG A CHILD!!!



Sports and Physical Activity to Reinforce Life Skills

The objective of the Sports Arm of the Programme (Fig.4) is:

- To reinforce life skills messages through physical and sports activities.
- To learn basic skills of football, netball, basketball, track and field, tennis, 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.



'Wi learn teamwork and how to control our emotions when wi lose a football match.'

Child



'Sometimes we forget how important exercise is to the physical, emotional and mental development of our children.' Parent



'We learn exercises that we can practice in the mornings, and we learn football that we can practice at home.' Child

***SPORTS DAY ***



Our House/Team Won!!

OUTCOME 4

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 the 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-based learning, is the reading assessment of each student to estimate their grade level. The next step is to apply intervention strategies to improve reading and comprehension.

'Dis Programme changing him. Schoolwork pick up... performance in class pick up 100%. Teacher tell me seh my son a train to be a prefect. Him all help her sell ice cream every Friday. Him more responsible now' Parent

'First time when mi come here, mi did miserable and me neve di wah go inna Literacy but now mi realize seh it good fi mi cause di tings weh mi learn at school mi get fi do it again at de Programme so mi rememba it.' Child



'De grades my daughter is getting now is better dan first time because de Programme bring her attention more to schoolwork.'

Parent

'The Programme children in my class did a pre-test in September and their comprehension skill was low. Now they are able to answer reading comprehension questions better.' Teacher



Fig.21 **Programme Children’s Reading Level**

	Boys Town		MVPI	
	Baseline	Exit	Baseline	Exit
Below Pre-Primer	6%	2%	20%	13%
Pre-Primer	14%	4%	24%	0%
Primer	10%	6%	16%	17%
Grade 1	6%	8%	12%	4%
Grade 2	8%	6%	0%	13%
Grade 3	13%	9%	12%	4%
Grade 4	6%	13%	0%	27%
Grade 5	37%	52%	16%	22%

The baseline and exit data showed **marked improvement in the reading skills of the Programme children with 52% of BT children reading at their Grade 5 level at Exit compared to 37% at Baseline; and 74% reading at Grade 3 and above at Exit compared to 56% at Baseline.** In addition, **30% BT children were reading at Primer level and below at Exit, as compared with 12% at that level at Baseline.**

Similarly, the MVPI Programme children who were primarily from Grade 4, showed significant improvement as **49% were reading at Grades 4 & 5 levels at Exit compared to 16% at Baseline; and 53% reading at Grade 3 level and above at Exit compared to 28% at Baseline.** In addition, **30% MVPI Programme children were reading at Primer and below at Exit as compared to 60% at baseline (Fig.21).**

Both quantitative and qualitative data highlighted **the Programme children’s steady increase in love for learning, reading, comprehension and Language Arts.**

‘I’ve seen improvement in most of the students, especially the boys. Whereas the girls would try to help themselves, the boys would be struggling. I’ve seen a lot of improvement in one Programme child, in his reading since September. He was barely reading when he came in my class. Now, he can read everything on a chart in my classroom. Words like ‘stethoscope’. First time he would never try to break words down into syllables.’ Teacher

‘I’ve seen improvement in reading with quite a few of the Programme children. Sometimes when they’re finished with the classwork, they would find other work to do or help other children.’ Teacher



'I see them studying the spelling bee words during lunch time.' Teacher

'I like the Literacy and spelling competition because you can learn new words and build your vocabulary.'
Child

'These children are trying and participate well in class and are anxious to be called on to answer questions.' Teacher

'Whatever they learn at the Programme, they will share with the class.' Teacher

'My child is now outspoken and learning to read.' Parent



Spelling Bee Competition in progress

'I like that the Programme is an extracurricular activity to engage children after school.'
Teacher

'We appreciate the Programme and its longevity. Continuity of initiatives is something we lack in the school so we are happy to see that this Programme has survived the test of time.'
Teacher

'De trouble part, dem calm down in dat area. So dem not teking so much talking anymore.'
Parent

'I've seen positive changes. They will learn things at the Programme and come back and share with me and their classmates.'
Teacher

'Seeing the raw talent of the Programme children as they perform, has to be experienced. It cannot be spoken of. This is something that needs to be showcased. The rest of the school ought to experience these magical events.' Teacher

OUTCOME 5

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
- To equip parents to model and better communicate with their children

Monthly Parent Workshops were held where topics such as effective parent/child communication, appropriate discipline and parents'/caregivers' interest in their children's schoolwork were discussed with parents who attended. This workshop built tools to handle frustration, grief, prevent abuse and violence at home and in their communities. Unfortunately the parents/ caregivers workshops were not very well attended but those who did benefitted greatly. The Parent WhatsApp group chats were useful in keeping the parent/caregivers engaged and they were also invited to all end of term activities to watch their children showcase what they learned during the term/school year. In addition, Individual family counselling sessions and home visits were conducted as needed.

Fig.22 **Parental Discipline Reported by Programme Children**

	Boys Town		MVPI	
	Baseline	Exit	Baseline	Exit
TALK, TIME OUT, TAKE AWAY PRIVILEGES	75%	88%	74%	83%
SLAP / SPANK	52%	45%	71%	48%
BEAT & HARM	22%	14%	44%	21%
SHOUT/ CURSE	55%	56%	54%	22%

The baseline and exit data showed that talking/ time out/ taking away privileges remained the top form of discipline as reported by the Programme children. This was followed by shouting/ cursing for the BT parents and slapping/ spanking for the MVPI ones (Fig.22).

'I enjoy the workshop and I always come. Dem tell you what de Programme is about and dem tell you about yuh child. I always learn something new like how to work with yuh child if dem have behaviour problem. It teach yuh about love an how to build a relationship with yuh children.' Parent



'Everyday de children want Programme fi keep. When Thursday come, dem a count down till Monday again.'

Parent

'I like that the Programme focuses not only on helping with the physical and social aspect but also the cognitive and vocational aspects of the children's lives.'

Parent



'I gave permission for my child to be in the Programme because I wanted her to believe in herself more and to learn to understand and treat others with more compassion and care. She has surpassed my expectation!'

Parent



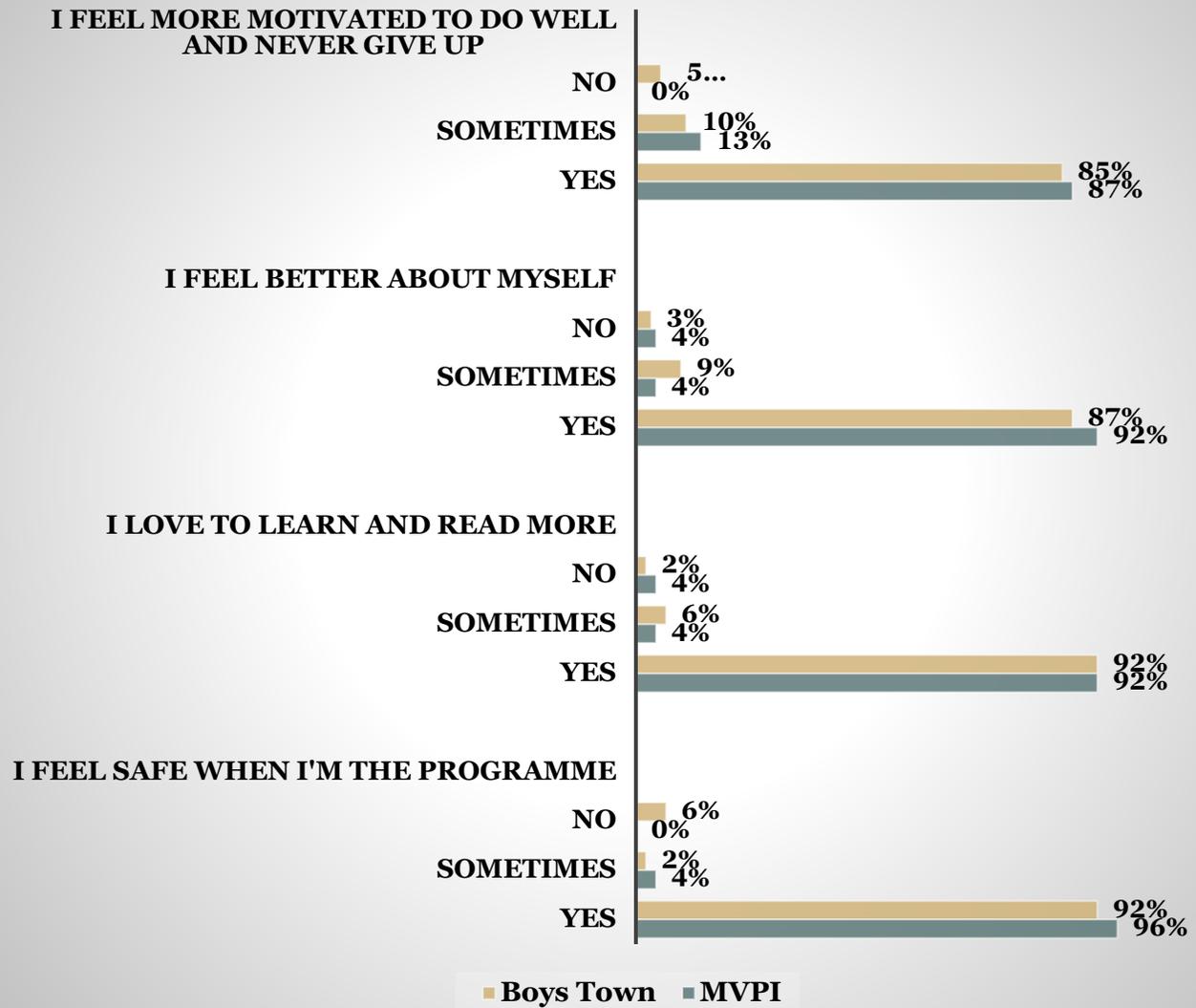
'The programme has helped them a lot. My son was a shy child and he's not shy anymore.'

Parent

'De Programme need to get more recognition. It needs to be more out there for people to know about it.'

Parent

Fig.23 **Since Being at the Programme...**



What did I learn from the Programme?

Which Programme?

The Child Resiliency Programme!!

We love the drumming and the spelling competition
 The Football, six a side, Sports Day we get nuff medals.
 Language we learn how to rhyme, Tuesdays a Circle Time
 The food make we feel fine.

We learn to never give up! When we fall we get up!
 R-E-S-I-L-E-N-C-E R-E-S-I-L-I-E-N-C-E
 Honesty, Respect, Bravery, Kindness!
 The Child Resiliency Programme is the best!

Dub poem performed by children

By Sharon Brown & Ouida Lewis MVPI Facilitators

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 in the Child Resiliency Programme”.



TAKE YOUR CANDLE, GO LIGHT YOUR WORLD!

OTHER MATTERS...

● VPA/ Sandals Support for CRP Intervention at Chalky Hill Primary and Infant School

CRP in association with the Violence Prevention Alliance (VPA) was awarded a grant to assist in funding its intervention for 14 children at the Chalky Hill Primary and Infant School in St Ann, for the 2024-2025 academic year. This included a PRW Training/ Sensitization Workshop on September 26, 2024 for the facilitators of the Programme.



● IUC Graduation – November 2024.

All 105 students who participated in the PRW Training for the 2023-2024 academic year, graduated from the University on November 21st, 2024.

● Project STAR Partnership with CRP for its Intervention at Holy Family Primary and Infant School.

In January 2025 a NEW partnership was established with Project STAR. As a result, the CRP leadership team recruited and trained 8 new staff/ Implementers in the CRP model at a PRW Training/ Sensitization Workshop on January 23, 2025 and began offering the Programme to 40 referred children from Grade 4 at the Holy Family Primary and Infant School on January 27, 2025.



• **Jamaica-Japan Partnership**

CRP was Represented at Birthday Celebration of His Majesty Emperor of Japan – February 2025



*His Excellency Yasuhiro Atsumi,
Ambassador of Japan bringing greetings*

• **PRW Presentation at Project STAR**

Leadership Workshop – March 13, 2025 - 15 participants



• **Staff Lunch – May**

2, 2025. CRP staff relaxed and dined at TGIF.



● **Visit and Participation of University of Toronto Students- May 27-28, 2025**

Professor Simon Darnell, Sports for Development and Peace and his 17 students from the Faculty of Kinesiology and Physical Education at the University of Toronto participated in the Child Resiliency Programme at Boys Town and MVPI on May 27 & 28 2025. Students took part in all Programme activities over the two-day visit.



● **PRW Session to MVPI Grade 6 Girls 'Girls Day' – June 6, 2025**

● 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.

CONCLUDING REMARKS

The academic year 2024-2025 was an extremely busy and successful one for the Child Resiliency Programme. The Extended Objective and continued focus on Building Peace, Resiliency and Wellness saw the training of persons working in various sectors with Children or Youth affected by Trauma and reporting an increase in their own Resiliency and Wellbeing; being better able to maintain peace in their own lives; and an increased capacity to cope. The PRW course is now mandatory for all students graduating from IUC.

Seventy-five (75) referred children with Adverse Childhood Experiences (ACEs) were supported to build their Resiliency and Peace at the two Programme sites under evaluation in this report: Boys Town and Mountain View Primary and Infant School which continued successful operations for this academic year. An additional 40 children were referred from Holy Family Primary under the CRP/ Project STAR initiative and an additional 14 at Chalky Hill Primary under the CRP VPA/ Sandals initiative)

Tremendous gratitude is extended for the ongoing support of the **Joan Duncan Foundation of JMMB** and other subsequent significant donors including the VM Foundation and AFJ. The Child Resiliency Programme Handbook including the Operational Guidelines continues to guide the process and the CRP leadership is positioned for continued Training. The Peace Building Resiliency and Wellness Manual continues to be used as the foundation training manual for the PRW certification training.

RECOMMENDATIONS

- **Ongoing communication between the Programme Coordinators and GC/G5 teachers and Parents to hold the children/parents accountable.** Informal WhatsApp texting and other means of communication between Coordinators, teachers and parents to check up on students re: attendance, school/homework, reading, spelling, behaviour; as well as keeping teachers abreast of CRP events etc. Parent WhatsApp group chats that have begun for some schools could be set up for all schools.
- **Ongoing monthly face-to-face visits of CRP facilitators to the feeder schools to interact directly with the Grades 4 and 5 teachers, students and Guidance Counsellors.**
- **Find other creative ways of engaging parents/ caregivers** to sensitize them to the value of the Programme (to themselves and their children). Encourage feeder schools to invite Programme representatives to talk to parents of Grade 5 students at their PTA meetings, especially meetings at the beginning of the school year.
- Continue with **targeted homework and PEP help.**
- More **outreach/ marketing/sensitising of the Programme** is needed to parents and the wider community
- **Ongoing one-on-one counselling with 'red flag' children including parental/ family visits** and referrals to professional services where necessary.
- Children to **recite core values including their 'My Promise' statement on a daily/ weekly basis** to reinforce their behaviour.

1

CRP Output Summary for 2024-2025

- **75 children attended after-school activities three times per week** at the Community-Based site in Boys Town and the In-School site at Mountain View Primary and Infant School.
- **Feeder Schools CRP PRW Training/ Sensitization Workshop**, conducted for 12 participants including Principals, guidance Counsellors and Grades 4 and 5 Teachers, September 12, 2024, Alhambra Inn.
- **Implementers' Training Workshop** conducted for 15 facilitators, September 19, 2024, Alhambra Inn.
- **Parenting/Family Counseling** and Home visits for 20 families 'at risk'.
- **Monthly Parenting workshops and Parent/Family Counselling** October 2024 – June 2025.
- **Building Peace Resiliency and Wellness (PRW) training** for 92 undergraduates/postgraduates from the International University of the Caribbean (IUC), September 2024 – July 2025.
- **Peace Resiliency and Wellness (PRW) Training/ Sensitization Workshop for 5 Chalky Hill Primary CRP Facilitators**, September 26, 2024, Chalky Hill Primary School, Steer Town, St. Ann.
- **Peace Resiliency and Wellness (PRW) Training for 10 Council for World Mission students**, October 28 – November 7, 2024, Peace Institute.
- **Peace Resiliency and Wellness (PRW) Training/ Sensitization Workshop for 8 Holy Family Primary CRP Facilitators**, January 23, 2025, IUC.
- **Peace Resiliency and Wellness (PRW) Training for 27 Holy Family Primary & Infant School staff**, March 6, 2025, Alhambra Inn.
- **Peace Resiliency and Wellness (PRW) Session for 15 Project STAR Leadership Workshop**, March 13, 2025
- **Peace Resiliency and Wellness (PRW) Session for 20 Grade 6 Girls at MVPI 'Girls Day'**, June 6, 2025, MVPI School.

2

Child Resiliency Programme PRW TRAINING OUTCOMES PRE-POST TEST

On a scale of 0 (least)-5 (fully)

1. To what extent am I aware of resiliency strategies?
2. To what extent am I able to apply these resiliency strategies to ensure that I remain resilient and at my best to execute my work activities?
3. To what extent am I aware of the 7 dimensions of wellness?
4. To what extent am I intentionally making the effort to improve on each of these 7 dimensions of wellness in my own life?
5. To what extent am I aware of what is required to build a healthy relationship?
6. To what extent am I aware of effective communication strategies that can be used in communicating with children/youth at risk?
7. To what extent am I able to apply these communication strategies?
8. To what extent am I aware of my approach to handling conflict (conflict styles)?
9. To what extent am I confident that I'm able to manage conflict?
10. To what extent am I equipped to maintain peace in conflict-riddled situations?
11. To what extent do I understand Post Traumatic Stress and how it may manifest?
12. To what extent do I know how to help children/youth manage their traumatic responses?
13. To what extent do I know how to build Resiliency in Children and understand the Child Resiliency Programme Model?

3

Child Resiliency Programme PRW Training Evaluation Form

Peace Building Resiliency & Wellness Course

1. Presenter's Name/ Presentation Date/ Presentation Topic/ Virtual or Face-to-face:

2. 1. The presentation captured my interest

Mark only one oval.

1 2 3 4 5

Strongly Disagree Strongly Agree

3. 2. The presentation conveyed clear objectives (Purpose of presentation)

Mark only one oval.

1 2 3 4 5

Strongly Disagree Strongly Agree

4. 3. The presentation was clearly organized

Mark only one oval.

1 2 3 4 5

Strongly Disagree Strongly Agree

5. 4. The points were clearly defined

Mark only one oval.

1 2 3 4 5

Strongly Disagree Strongly Agree

6. 5. The presentation was relevant to me as an individual

Mark only one oval.

1 2 3 4 5

Strongly Disagree Strongly Agree

7. 6. The presentation was relevant to my work

Mark only one oval.

1 2 3 4 5

Strongly Disagree Strongly Agree

8. What is the one thing that stood out for you?

PRW Training Manual



PRW (Peace Resiliency Wellness) Manual for Adults.
It also includes Building Resiliency in Children via the
Child Resiliency Programme Model.

5. Child Resiliency Programme PRW Training Content Outline

MODULES		LESSONS
1	Overview of Peace Building, Resiliency and Wellness	1.1 Overview of Peace Building 1.2 Overview of Resiliency and Wellness
2	Peace	2.1 What is Peace? 2.2 Bringing Peace to the Community
3	Resiliency and Wellness Including the Child Resiliency Programme	3.1 Characteristics of a Resilient Child/Adolescent 3.2 The Child Resiliency Programme Model 3.3 A Review of the Resilient Research Findings in Children of Troubled Families 3.4 Characteristics of a Resilient Adolescent/ Adult
4	Strategies for Building Peace, RESILIENCY and Wellness Part A	4.1 Brief Self-assessment for Resiliency 4.2 Reflecting on the Good of the Day 4.3 Positive Appraisal 4.4 Benefit Finding 4.5 Finding the Silver Lining – Learned Optimism 4.6 The Best Version of Your Self 4.7 Exploring Explanatory Styles 4.8 Coping Style Analysis 4.9 Gratitude and Savouring Positive Experiences 4.10 Personal Resiliency Plan
5	Strategies for Building Peace, Resiliency and WELLNESS Part B	Introduction: Knowing Your Wellness Score 5.1 Knowing your Wellness Score: Mental Health 5.2 Physical Wellness 5.3 Emotional Wellness 5.4 Social Wellness 5.5 Financial Wellness 5.6 Occupational/Intellectual Wellness 5.7 Spiritual Wellness 5.8 Not all Stress is Created Equal: Identifying Eustress versus Distress 5.9 General Stress Management
6	Strategies for BUILDING PEACE, Resiliency and Wellness Part C	6.1 Healthy Relations Lead to Mutual Respect 6.2 What are the Components of Effective Communication in a Healthy Relationship? 6.3 Safety, Justice and Freedom
7	Communication	7.1 What Messages Am I Sending to People in How I Communicate? 7.2 'I' Statements & Active Listening 7.3 Promoting Co-operation
8	Handling Conflict	8.1 Assessing Conflict 8.2 Identifying Stages of Conflict 8.3 Tools for Analysing Conflict 8.4 Power Issues in Conflict 8.5 Conflict Styles 8.6 Managing Anger and Conflict
9	Trauma	9.1 Identifying Early Warning Signs of Trauma 9.2 Healthy Grieving 9.3 Identifying Post traumatic Stress Disorder PTSD

6. Child Individual Profile Questionnaire

CHILD RESILIENCY PROGRAMME			
INDIVIDUAL PROFILE			
NAME			
SCHOOL			
DATE			
GENDER	Male <input type="checkbox"/>	Female <input type="checkbox"/>	
Date of Birth			
Who do you live with?	<input type="checkbox"/> Biological mother only <input type="checkbox"/> Biological father only <input type="checkbox"/> Both parents <input type="checkbox"/> Other		Name of Community:
Parents' /Main Caregiver's Name	Mother:	Tel #:	
	Father:	Tel #:	
	Other:	Tel #:	
Where is your parent who doesn't live with you? (For those living with single parents/ or caregivers)			
<input type="checkbox"/> Lives elsewhere in Jamaica (Kingston/another parish)			
<input type="checkbox"/> Migrated			
<input type="checkbox"/> Incarcerated			
<input type="checkbox"/> Deceased		Was death due to violence?	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> Don't know			
<input type="checkbox"/> Other			
How often do you see or talk to the parent you don't live with? (neglect)			<input type="checkbox"/> Not at all
			<input type="checkbox"/> Seldom
			<input type="checkbox"/> Often
			<input type="checkbox"/> All the time
RISK BEHAVIOUR ASSESSMENT			
e			
Have you ever felt like killing yourself? (Baseline only)		Yes	No
		<input type="checkbox"/>	<input type="checkbox"/>
1. Have you ever seen or experienced murder in your community?		Yes	No
		<input type="checkbox"/>	<input type="checkbox"/>
2. Have you ever experienced or seen violent fighting in your community (<u>fist</u> , stone, gun, broken bottle etc.)?		Yes	No
		<input type="checkbox"/>	<input type="checkbox"/>
3. How do your parents discipline you? Please mark all that apply: baseline & exit (+ FGD question w/children & parent)			
<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 <u>Spank</u>	Shout Curse Bad words	Severe beating and harming (with hand/object)
1	2	3	4

7. Child Baseline/ Exit Questionnaire

CHILD RESILIENCY PROGRAMME MONITORING & EVALUATION QUESTIONNAIRE							
NAME:		DATE:		SCHOOL:			
To what extent do the sentences below describe you over the last 10 months? Circle ONE answer for each statement.		PRE			POST		
		No	Some times	Yes	No	Some times	Yes
1	I do fun, supervised and interesting activities after school in my community/ programme (e.g. sports, cultural arts, clubs)	1	2	3	1	2	3
2	There is an adult at school/ programme who tells me when I am doing a good job and believes I will be a success	1	2	3	1	2	3
3	There is an adult at school / programme who cares (hugs etc.) & listens to me when I have something to say (when feeling bad or good, sad or happy, angry)	1	2	3	1	2	3
4	I feel I belong at school/programme	1	2	3	1	2	3
5	I feel happy, joyful & excited about life over the past week	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 am bullied at school	1	2	3			
10	I can resist cursing students back when they curse me	1	2	3	1	2	3
11	I get into a fist fight / pushing when somebody wants to fight 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 worry a lot	1	2	3	1	2	3
14	I feel supported by my friends (sociable/ form relationships/ support)	1	2	3	1	2	3
15	I am easily distracted. I find it difficult to concentrate	1	2	3	1	2	3
16	I feel unhappy, depressed or like crying very often over the past week	1	2	3	1	2	3
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ADDITIONAL QUESTIONS FOR END OF YEAR							
17	Since being in the programme, I feel more motivated to do well and to never give up	1	2	3	1	2	3
18	Since being in the <u>programme</u> I feel better about myself	1	2	3	1	2	3
19	Since being in the <u>programme</u> I love to learn and read more	1	2	3	1	2	3
20	I feel safe when I am at the programme	1	2	3	1	2	3
21	I feel at peace when I am at the Programme	1	2	3	1	2	3

8. 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.• Needing mental health support.• Displays anxiety/depression (e.g., headache, stomach-ache, forgetfulness, clinging, change in sleep & appetite, poor concentration).
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9. Community-Based Model – Feeder Schools of Boys Town Site

Community-Based Model Boys Town Feeder Schools 2024-2025
<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

10.

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.

11.

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.

12.

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

INCREASED RESILIENT ATTRIBUTES AS AN OUTCOME OF SUCCESS

- Belief in God
- Self-confident, self-esteem
- Insight to one's strengths & weaknesses
- Sense of purpose: optimistic about the future, can identify a goal in life
- Sense of belonging
- Good relationships with peers, teachers and parents
- Sensitive to feelings and experiences of others
- Acts in caring ways towards others
- Respect for self and others
- Resistance skills e.g. ability to resist negative peer pressure, self discipline
- Pro-social behaviour: 'please & thank you', 'I'm sorry', polite, honest, obedient, use of appropriate language, helpful, proper hygiene
- Has an adult who cares and with whom to talk for support
- Feels comfortable and supported to express emotions of grief, anger, and sadness/depression.
- Displays love for learning and reading
- Participates in activities at school and an increased desire to do well.
- Reduced intention to be engaged in aggression-related activities, including hitting, pushing, name calling, threatening, fighting, bullying,

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