



Child Resiliency Programme®

Building Peace Resiliency and Wellness
in the Context of Trauma

Boys Town Site & Mountain View Primary & Infant School
Monitoring & Evaluation Report
2025-2026

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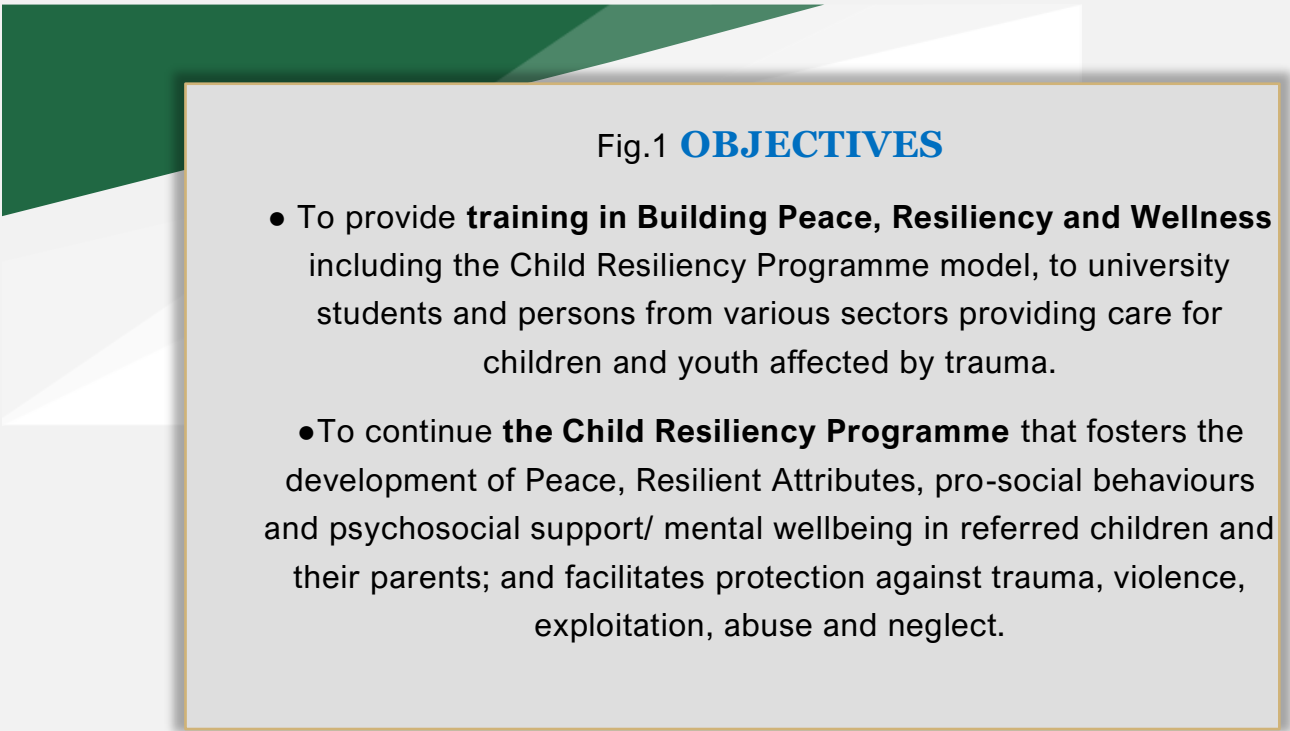
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GLOSSARY		
● CRP Child Resiliency Programme	● BT Boys Town Site	● VPA Violence Prevention Alliance
● PRW Peace Resiliency and Wellness Training	● MVPI Mountain View Primary & Infant School Site	● IUC International University of the Caribbean
	● HF Holy Family Primary & Infant School Site	



HUG A CHILD!!!

INTRODUCTION

The Child Resiliency Programme (CRP) administered by the Violence Prevention Alliance (VPA) began the 2025-2026 academic year **firstly**, with a strategy-focused/ re-connecting forum with all Principals, Guidance Counsellors and teachers of its feeder schools; as well as its annual Implementers' training/ staff meeting for its three sites (Boys Town (BT), Mountain View Primary & Infant School (MVPI) and Holy Family Primary & Infant School). Both workshops included sharing the monitoring and evaluation findings of the Programme from the 2024-2025 academic year, with a view to assessing its impact and implementing operation strategies for improvement with the 2025-2026 cohort.

Secondly, with training in Building Peace, Resiliency and Wellness (PRW) in the Context of Trauma of undergraduates and postgraduates of the International University of the Caribbean (IUC); and the Council for World Mission team; as part of the objective of the Peace Institute:

OBJECTIVES OF THE PEACE INSTITUTE (excerpt)

- To engage vulnerable children identified to be affected by Adverse Childhood Experiences (ACEs) and at risk for violence in the Child Resiliency Programme at 3 current locations: two In-school models 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 (Research practicum, community service hours).
- 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) affected by Trauma and to feeder-schools of the Child Resiliency Programme.
- To integrate the Peace, Resiliency and Wellness studies Curriculum in the context of Trauma 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 in the context of trauma internationally and domestically to create partnerships and shared learning experiences for students.



CRP'S HURRICANE SUPPORT TO HELP BUILD PEACE RESILIENCY & WELLNESS (PRW) IN THE CONTEXT OF TRAUMA

The Child Resiliency Programme extended its trauma-informed care after the passage of Category 5 Hurricane Melissa on October 28, 2025.

It resumed operations at all three sites (Boys Town community, Mountain View Primary and Holy Family Primary Schools) on the Monday following Hurricane Melissa with ALL facilitators given additional financial assistance along with individual psychosocial support. The children's attendance post Melissa increased significantly, and they were grateful to be in a welcome safe haven in the hurricane aftermath; and responded positively to their emotional and nutritional needs being met during the difficult time. The ongoing activities led by caring adults continued to play a significant role in providing the necessary support for children affected by this unprecedented Trauma.

The Programme also disbursed a 'special needs' fund for 8 facilitators who were trying to assist their families living in the worst affected parishes (St. Elizabeth, Westmoreland, St James and Trelawny) to rebuild their homes.

In addition, CRP provided ongoing psychosocial support and trauma informed care to 20 front line workers on Google classroom via Starlink in communities adversely **affected by Hurricane Melissa** with a reach to St Elizabeth, Savanna la Mar, Westmoreland, Mandeville, Chalky Hill, St Ann, Portland, Clarendon, Montego Bay and Kingston as part of its Building Peace, Resiliency and Wellness Training in the context of Trauma to Undergraduate and Post graduate students of the IUC.



Fig.2 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 Trauma and Behaviour challenges.

Indicators:

- # of participants trained in PRW in the context of trauma.

2. Strengthened resilient attributes, mental wellbeing and increased Peace in Programme children affected by Trauma/ Adverse Childhood Experiences (ACE).

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.



The Child Resiliency Programme guided by its Outcomes and Indicators (Fig.2), continued its ‘Community-based’ intervention in Boys Town (BT); and its ‘In-school’ intervention at Mountain View Primary and Infant School (MVPI).

A total of 75 children, 9-11 year old, ‘at risk’ for trauma, violence, exploitation, abuse and neglect were recruited from the Programme’s six Primary feeder schools in the Boys Town community (St Alban’s, Trench Town, Edward Seaga, Boys Town, St. Annie’s and Jones Town); and 25 children from MVPI, which also stipulated that students must live within the respective communities; and exhibit social and behavioural challenges:

The children were referred by the Guidance Counsellors of their respective schools based on the Programme’s criteria:

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

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

Fig.3 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		

Fig.4 **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.



'I was a bad child. I use to curse bad words but I started to control myself and found a better way to express myself.' Child

CRP OBJECTIVE #1

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 Trauma and Behaviour challenges.

Indicators

- # of participants trained in PRW in the context of trauma.

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 provided ongoing psychosocial support and trauma-informed care to 20 front line workers on Google classroom in communities adversely **affected by Hurricane Melissa** with a reach to St Elizabeth, Savanna la Mar, Westmoreland, Mandeville, Chalky Hill, St Ann, Portland, Clarendon, Montego Bay and Kingston; as part of the Building Peace, Resiliency and Wellness Training in the context of Trauma to Undergraduate and Postgraduates. The training Objective of the CRP uses Pre/post instrument (Annex 1&2) to assess Learning outcomes.

PRW Training Completed

- September 11, 2025. BT Feeder Schools' Power Brunch 11 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.4) and by extension, the Arms of the Programme (Fig.3). 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 set of referred cohort. This year, CRP hosted a Power Brunch for its Boys' Town Feeder Schools to provide psychosocial support for the schools' leadership.



• **September 16, 2025. Implementers’ Workshop - 20 participants**

The CRP staff was refreshed with PRW tools at its Implementers’ Workshop, which focused on helping them to fulfill their roles as frontline workers while maintaining their own Peace, Resiliency and Wellbeing. The Workshop also included the monitoring and evaluation findings of the Programme from the 2024-2025 academic year, with a view to assessing the impact of the Programme and implementing operation strategies for improvement for the 2025-2026 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.

‘Although we the facilitators are professionals, the Programme managers knew that even professionals need to continue to build capacity. We were engaged in psychological training especially to build resilience.’ Facilitator

• **The IUC Class of 2025 graduated on February 2026 - a total of 134 Undergraduates and Postgraduates**

The Child Resiliency Programme provided ongoing psychosocial support and trauma informed care with a reach to St Elizabeth, Savanna la Mar, Westmoreland, Mandeville, Chalky Hill, St Ann, Portland, Clarendon, Montego Bay and Kingston; as part of the Building Peace, Resiliency and Wellness Training in the context of Trauma to Undergraduate and Postgraduates. Pre/Post Test and Evaluation of the training by the participants are outlined in Figs.5 and 6.

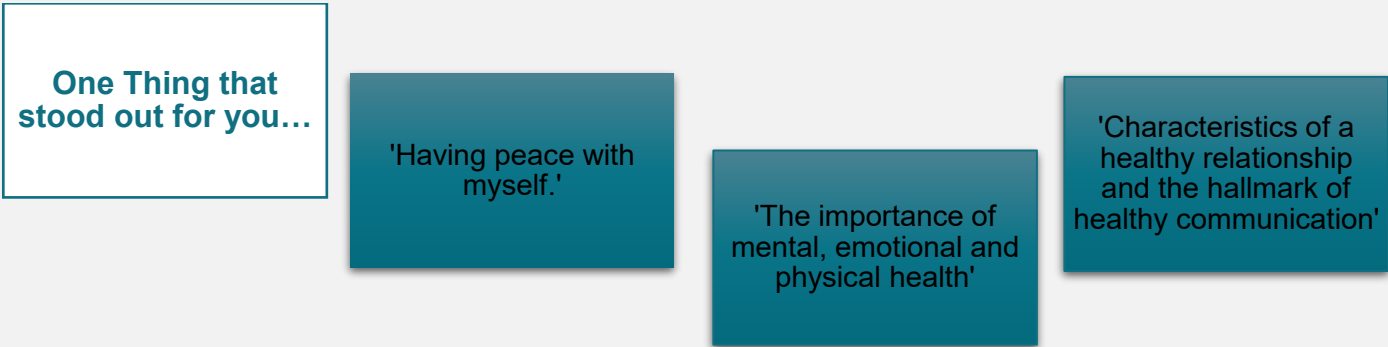
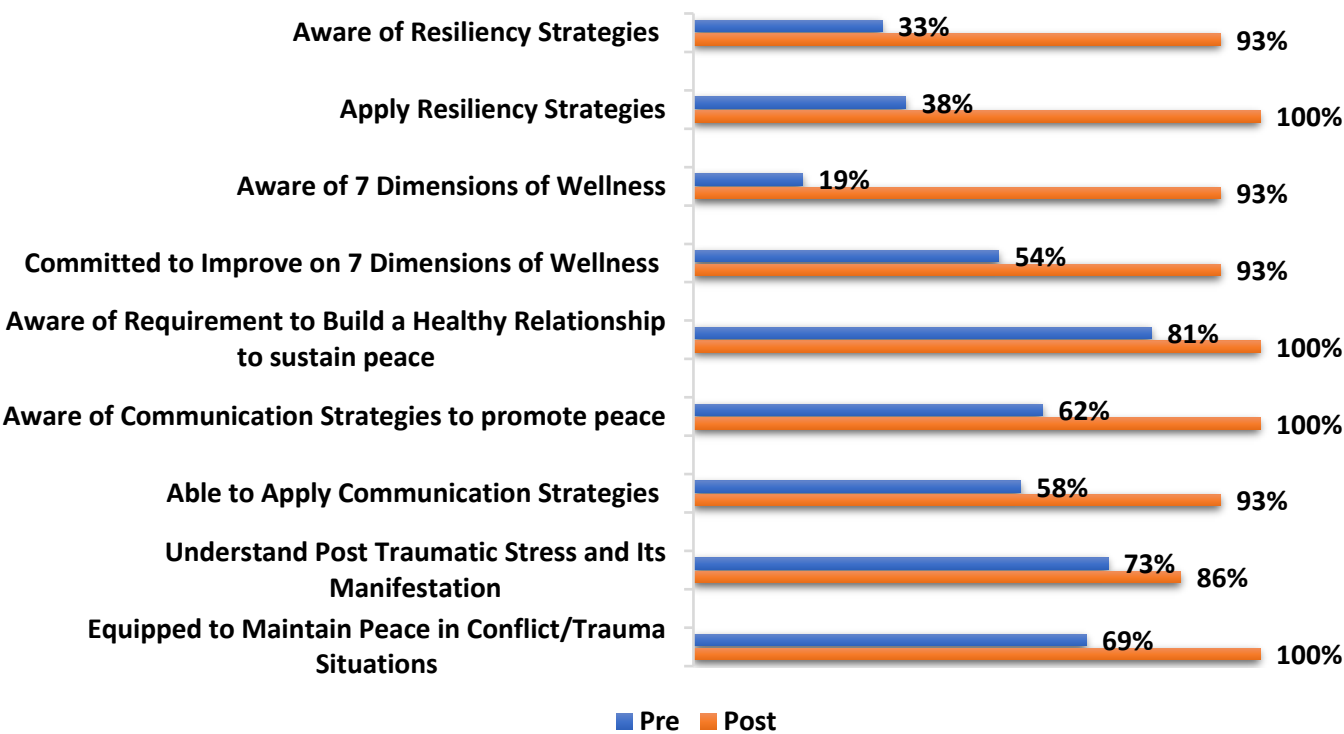


Despite the devastation of Hurricane Melissa in the West where over 40% of the graduates resided, 134 students from the Class of 2025 graduated from IUC having completed the mandatory course ‘Building Peace Resiliency and Wellness (PRW)’ under the Universities Theme “Seek Peace Pursue Excellence”

Fig.5 **PRW Training in the Context of TRAUMA**
IUC Students' Course Evaluation



Fig.6 **PRW Training in the Context of TRAUMA**
IUC Students' Pre/Post Test



▪ **November 2025. Council for World Mission Team – 9 Participants**



Nine (9) persons from The Council for World Mission were trained in Building Peace Resiliency and Wellness as part of their Certificate in Training in Missions (TIM) course at the International University of the Caribbean (IUC) in November 2025. The TIM students who came from Nigeria, Papua New Guinea, Myramar, Zambia, Samoa, Kenya and Jamaica also participated in the Child Resiliency Programme’s activities as part of their practicum assignment at the Boys Town and Mountain View Primary sites. They graduated from IUC on November 20, 2025.

‘The best thing I like about the Programme is the drumming, the food and the nice people that I get to meet like the visitors who came from different countries and the administrators of the Programme.’ Child



▪ **February 19, 2026. Staff of Mountain View and Holy Family Primary and Infant Schools – 30 participants.**

A one-day **Peace Resiliency and Wellness Part 2 Training ‘The Art of Wellbeing’** was held on February 19, 2026, at Alhambra Inn, to train MVPI and Holy Family school staff through an experiential learning process, where participants were equipped to effectively manage students with whom they worked, using the psychosocial skills and techniques taught in the training. This experiential process of learning included in-person interactive lectures, guided role plays, group work and practice exercises along with participatory sessions which allowed time for guided reflection.

The training sensitised personnel who may be working with students from high conflict areas and affected by trauma. It built their skills and confidence to understand the impact of trauma on behaviour; as well as empowered persons to be more resilient, well, and at peace in their own lives as they impacted others.

CHILD RESILIENCY PROGRAMME	
Peace Resiliency and Wellness (PRW) Part 2 ‘The Art of Wellbeing’	
February 19, 2026	
Setting the Stage.....	8:15am - 8:55am Mrs. Sheena Copeland
Greetings	8:55am - 9:00am Mrs. Michelle Robinson, MVPI Mrs. Phillipa Williams-McGregor, Holy Family Canadian Fund for Local Initiatives (CFLI) Rep. Project STAR Rep.
‘ACEs (Adverse Childhood Experiences)/ Trauma /Toxic Stress and the Importance of Cultivating Wellbeing and Resiliency’.....	9:00am - 9:45am Dr. Kim Scott
Games & Movement	9:45am - 10:15am PierreFit360
B R E A K	10:15am - 10:30am
Stress Management Techniques: Behavioural/ Relaxation/ Cognitive ..Group work ..Red Zone, Yellow Zone, Green Zone.....	10:30am-11:15am Dr. Kim Scott
Cultivating Peace.....	11:15am-11:45am Dr. Michelle Miller
Mindful Meditation, Relaxation & Aromatherapy Refresh.....	11:45am-12:15pm Ms. Sarah Silvera
L U N C H	12:15pm - 1:00pm
Small Group Tables T.H.R.E.A.D.S.....	1:00pm- 2:30pm Dr Michelle Miller
Review/ Summary/Closing remarks.....	2:30pm - 2:45pm Mrs. Sheena Copeland

TRAINING OBJECTIVES

1. To understand Adverse Childhood Experiences (ACEs)/ Trauma.
2. To explore how to cultivate peace.
3. To understand the importance of applying Resiliency and Wellness Strategies for Overall Wellbeing.
4. To understand and apply Stress Management strategies.
5. To practise 7 strategies (THREADS) for improved Peace Resiliency and Wellness.

Mountain View Primary and Infant School (MVPI)
&
Holy Family Primary and Infant School

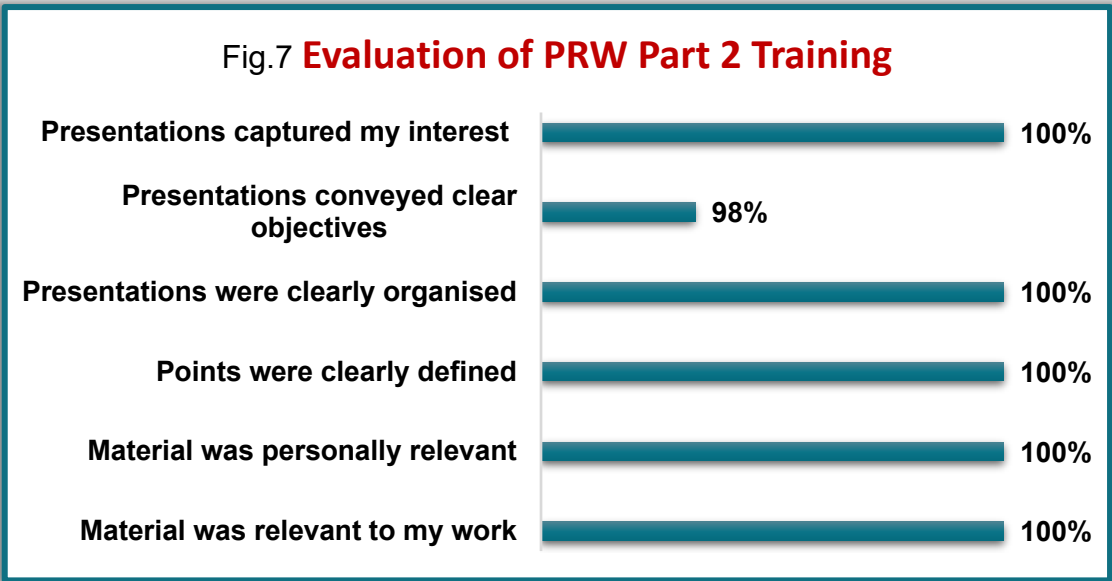
PEACE INSTITUTE
(IUC/
Violence Prevention Alliance
(VPA)

Peace Resiliency and Wellness
(PRW) Part II

The Art of Wellbeing

February 19, 2026
Alhambra Inn

Based on the evaluation survey administered at the end of the training process, 100% of the participants reported that the presentations captured their interest and were clearly organised; that the points were clearly defined; and that the material was relevant to them as individuals in their personal work lives; while 98% reported that the presentations conveyed clear objectives (Fig.7).



Findings

» Participants better understood post-traumatic stress and how it affected the brain as well as the impact of resiliency on the brain; and they reported an increased ability to help youth manage their traumatic responses.

‘I now understand the connection between brain activity and behaviour in children.’ Participant

‘The THREADS acronym allows me to identify what specific changes I need to make to improve my stress levels.’ Participant

‘I better understand how PTSD/ ACEs can adversely contribute to students’ attitude/behaviour.’ Participant

» Participants were empowered to cope better with traumatic events that were understood to be disruptive, pervasive and a source of great grief.

‘I need to take better care of ‘self’, know my stressors, manage my stress better and be resilient.’ Participant

‘I learned how simple, yet effective physical activities can be and how easily they can be incorporated into our daily lives.’ Participant

» After a self-exploratory process, participants made a commitment to intentionally improve on 7 practices to build their own resiliency and wellness according to the **THREADS** acronym (Thinking, Hope, Rest and Recreation, Exercise, Attachment- Healthy Relationships and Social Connection, Diet/ Nutrition and “Spruce Up”).

Peace building strategies including ‘Building Healthy Relationships’, Meditation techniques, Spiritual development were imparted for participants to be able to maintain peace in conflict riddled situations

‘I will try to incorporate better nutrition and exercise into my daily life in order to be able to show up better in the classroom.’ Participant

‘I now understand how important exercise and a healthy mind are and how they influence one’s behaviour.’ Participant

» Participants reported being better able to apply Resiliency and Wellness strategies in their daily execution of activities. They understood the importance of building Peace and Resiliency in their own lives to be better equipped to cope with their own experiences of trauma as well as the experiences of the students with whom they interface.

‘The THREADS Strategies to building resiliency stood out to me.’ Participant

‘I learned how stress affects not just adults but also the children in my class and I need to take the initiative to find ways to de-escalate the situation in a beneficial way.’ Participant

‘The presentation about trauma was beneficial to me: identifying my cause of stress and finding ways to deal with it or change the causes of stress.’ Participant



*Ms Michelle Robinson,
Principal, MVPI*



*Ms. Katherine Oginsky, Counselor
(Political) High Commission of Canada*



*Ms Mysha Allen, Community Project
Manager, Project STAR*



*Mrs. Phillipa Williams-McGregor, Principal,
Holy Family Primary & Infant School*



'The training was very practical, engaging, informative and timely. It was relevant to the situations we presently face in the classroom on a daily basis. Strategies were suggested for improvement. Thank you!' 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



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).

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

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 8-10 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	

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 ad Zoo 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



‘With the creation of “guiding charts, stars incentives, five weeks behavioural prize giving and end of term field trips, behavior change was imminent.’ Facilitator

‘Because students were placed in houses, the momentum kept going as students were motivated and had to learn to cooperate for the success of their teams.’ Facilitator

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.2).

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.

For the purpose of this report, the word ‘Exit’ will be used to signify ‘End of School year’ for the Quantitative and Qualitative Data.



Fig.8

Quantitative baseline and exit data were collected from samples of the Programme’s children at Boys Town (50 at Baseline in October 2025 and 47 at exit in June 2026); and at MVPI (23 of 25 population at Baseline in October 2025 and at exit in June 2026). In addition, qualitative data were collected from interviews at baseline (October 2025) and focus group discussions at exit (June 2026) from 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 5 & 6) guided by the Programme Outcomes (Fig.2) were administered by trained personnel to ensure confidentiality. The data was stored in JASP the statistical analysis tool.

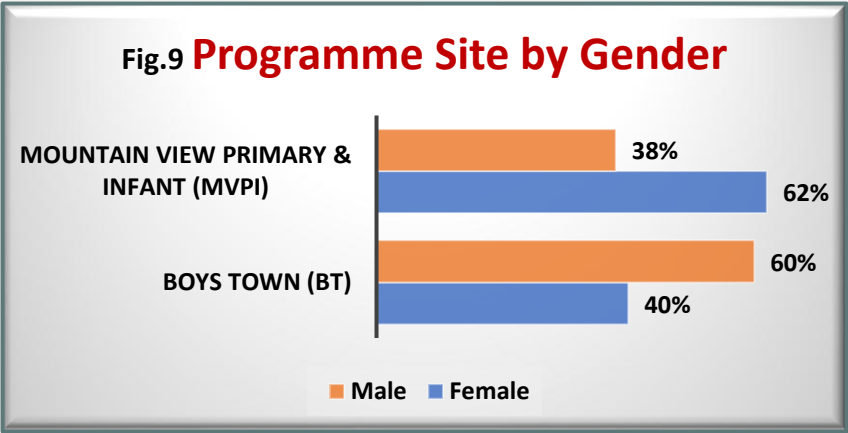
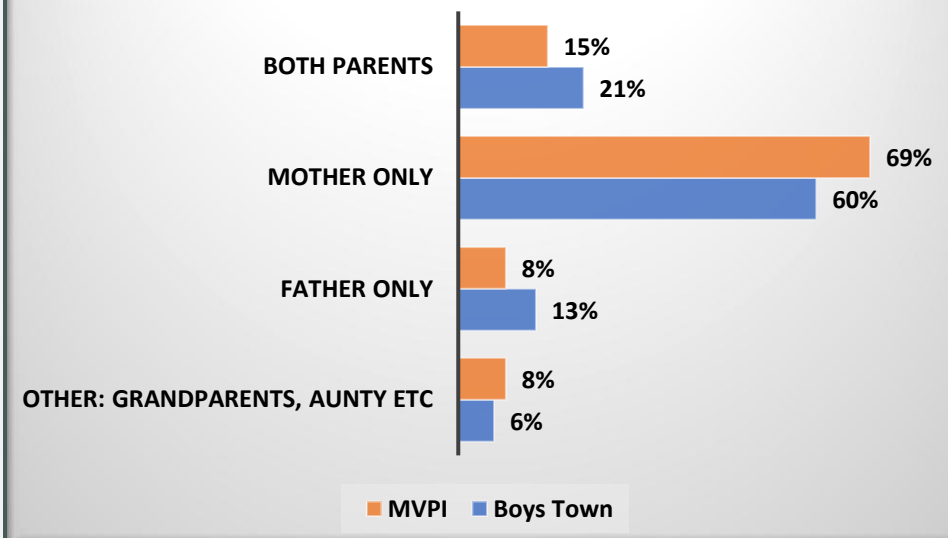


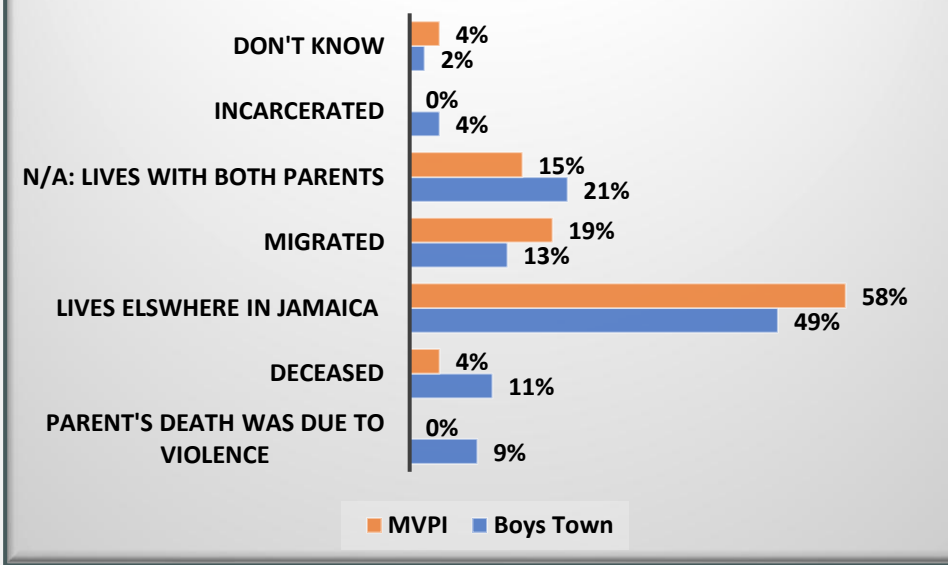
Fig.10 **Over 60% of Programme Children Live With Their Mothers as Primary Caregivers**



According to the baseline data, **over 60% of Programme children live with their mothers as primary caregivers**; average of 10% are primarily taken care of by their fathers; 18% (avg.) said they lived with both parents; while 7% (avg.) said they lived with other relatives (Fig.10).

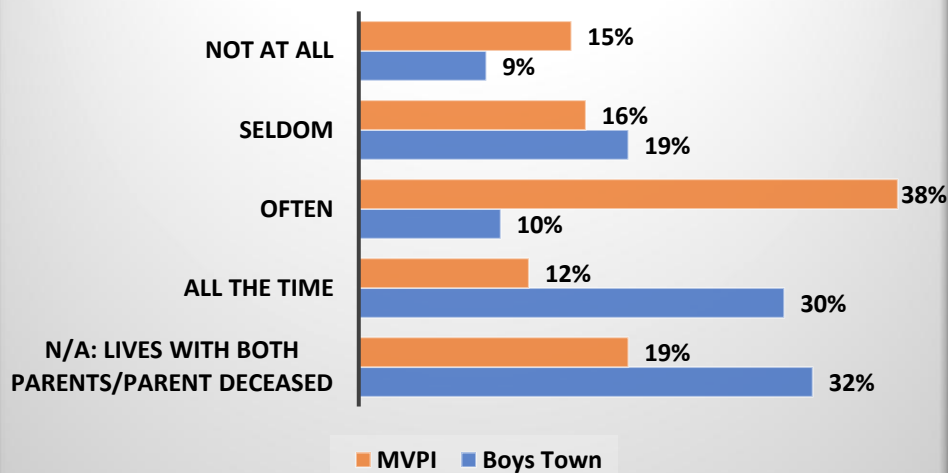
The Programme children reported that the **parent they do not live with**, either lives elsewhere in Jamaica (Kingston or another parish - 54% avg.); had migrated (16% avg.); were incarcerated (4%); or were deceased (7% avg.). **Of those who were deceased, 9% was as a result of violence** (Fig.11).

Fig.11 **54% (avg.) Programme Children's Parents Live Elsewhere in Jamaica**
16% (avg.) Migrated
7% (avg.) Deceased



'My child was kind of boisterous and dis Programme help to calm her and help her better understand how to socialize with her classmates.' Parent

Fig.12 **30% (avg.) of Programme Children's Parents Hardly Keep In Touch**



An average of 45% of Programme children informed that they visited or talked to their **parent who does not live with them** often or all the time; while an average of **30%** said their parents hardly communicated with them, most of whom are absentee fathers. Some children indicated that they had never met their other parent (Fig.12).

Most of the Programme children (83% avg.) reported that their parents/caregivers showed interest in their school and homework; while an average of **17%** said their parents/caregivers showed interest sometimes (Fig.13).

Fig.13 **Over 80% Parents of Programme Children Show Interest in Their Schoolwork**

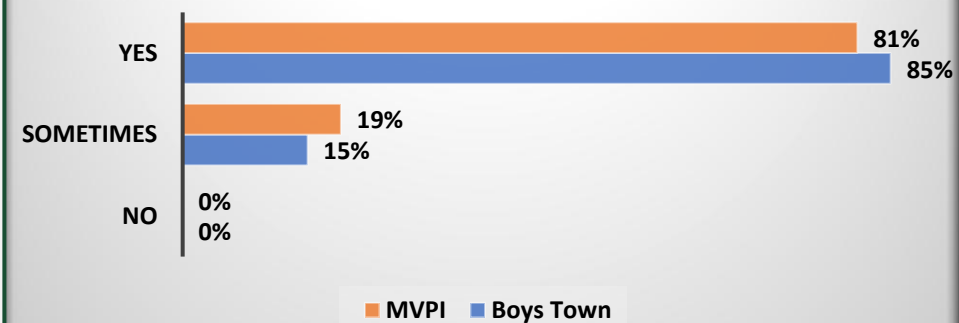
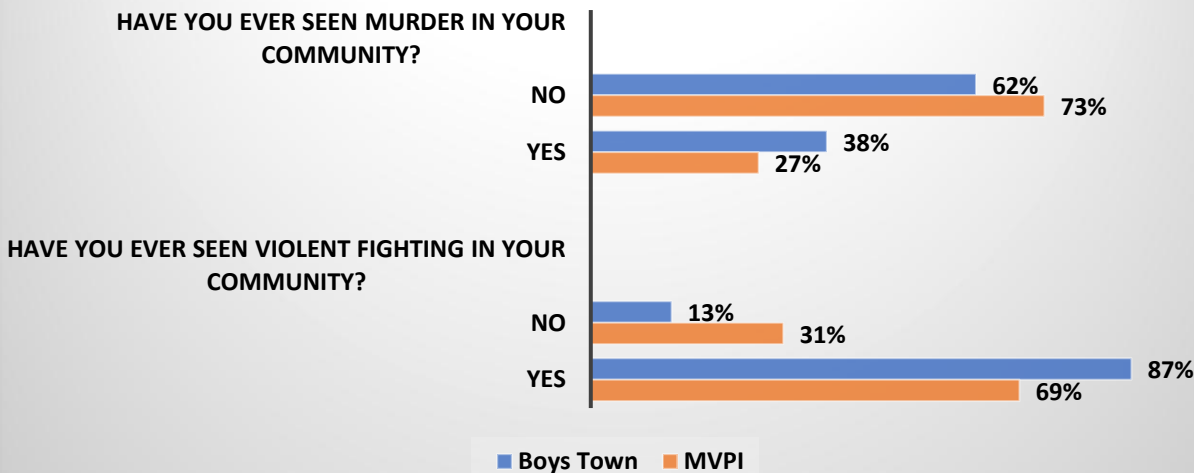
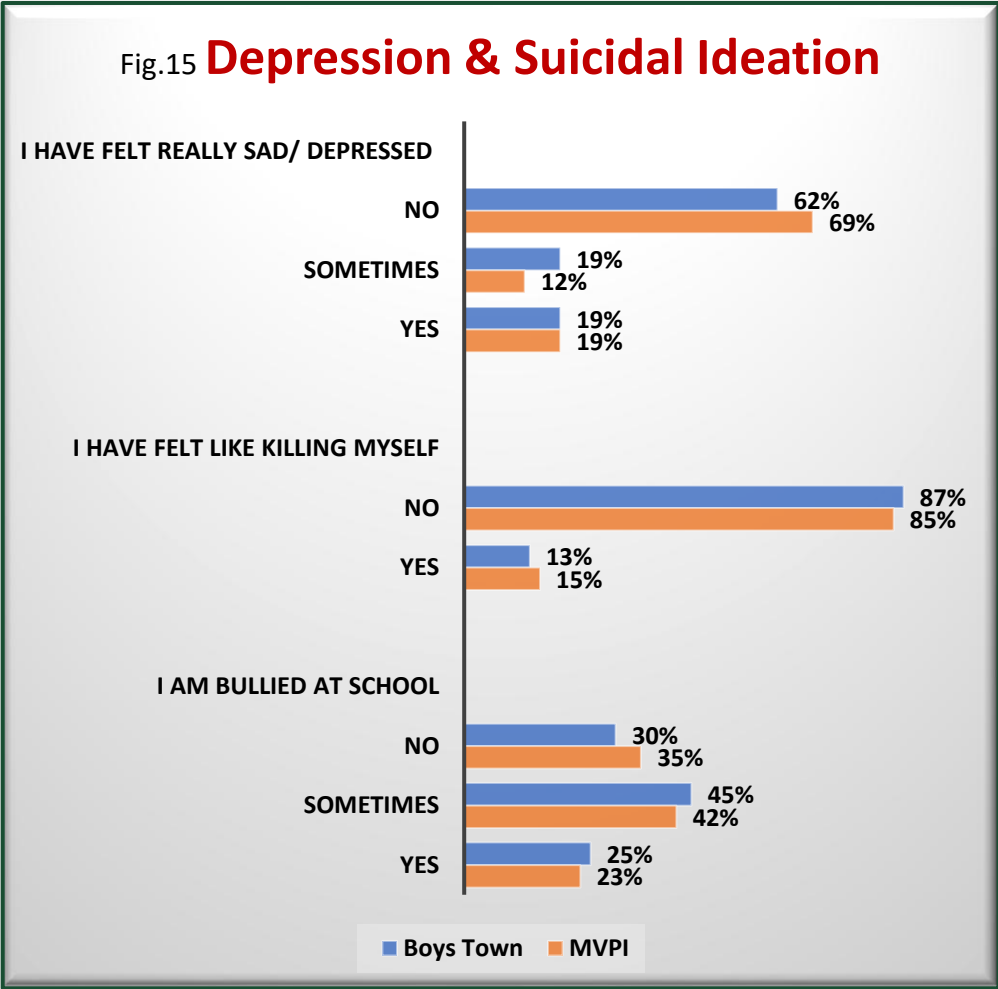


Fig.14 **78% (avg.) Programme Children Exposed to Ongoing Violent Fighting**
33% (vg.) Seen Murder Committed



The baseline data showed that **the referred children at the Programme were exposed to excessive occurrence of violence in their communities**. An Average of 78% reported seeing ongoing violent fighting in their communities, sometimes several times for the week; and an average of 33% Programme children said they had actually seen murder committed in their communities (Fig.14).

Generally, the **background context** of the referred children at both sites indicated **matriarchal family structures, significant separation of child from parents, some levels of neglect and extreme exposure to community violence**.



The baseline data also highlighted the adverse effect of these vulnerable families and communities on the state of the Programme children’s mindset and emotions: an average of 35% (avg.) 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 felt suicidal; and 24% said they were bullied at school (Fig.15).

Attendance

Consistent attendance was largely challenged by school closure due to Hurricane and other weather conditions as well as flare up of violence in the respective areas. However, with ongoing calls and visits to feeder schools and home visits, regular attendance of the targeted 50 children at BT averaged 33 attending consistently and the other 17 not attending as consistently. At MVPI, the Programme saw an average of 16 children attending consistently over the reporting period with the other 9 children not attending as consistently.



CRP FINDINGS BY OUTCOME

OUTCOME 2

Strengthened resilient attributes, mental wellbeing and increased Peace in Programme children affected by Trauma/ Adverse Childhood Experiences (ACE).

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 11). 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 9 &10). Topics included Stress Management, Goal Setting, Anger Management, Conflict Resolution, Teamwork, Problem Solving.

'I like everything about the Programme. It's very exciting and we learn a lot of new things and our behaviour change.'

Child

'She start believe in harself and start do har schoolwork and she a tell mi she a go straight a Holy Childhood High School.' Parent

'My niece use to be shy and she no longer shy and she a do well in her schoolwork, thanks to de Programme. Every evening she come home, she tell me what she learn at de Programme.' Parent

'Is not every child want to communicate with their parent. Some of them hide stuff. But the Programme help dem to be bold and not afraid to share how they feeling.' Parent



Fig.16 **Programme Children’s Coping Mechanism and Support**

		Boys Town		MVPI	
		Baseline	Exit	Baseline	Exit
<i>I DO FUN, SUPERVISED ACTIVITIES AFTER SCHOOL</i>					
	No	38%	8%	35%	9%
	Yes/ Sometimes	62%	92%	65%	91%
<i>THERE IS AN ADULT WHO BELIEVES IN ME</i>					
	No	11%	2%	27%	9%
	Yes/ Sometimes	89%	98%	73%	91%
<i>THERE IS AN ADULT WHO CARES AND I FEEL COMFORTABLE TALKING TO</i>					
	No	13%	13%	31%	17%
	Yes/ Sometimes	87%	87%	69%	83%
<i>I FEEL I BELONG AT SCHOOL & AT THE PROGRAMME</i>					
	No	2%	6%	4%	0%
	Yes/ Sometimes	98%	94%	96%	100%
<i>I FEEL SUPPORTED BY MY FRIENDS</i>					
	No	2%	8%	11%	4%
	Yes/ Sometimes	98%	92%	89%	96%

The baseline and exit data revealed a **significant impact in the coping mechanisms and support of the Programme children** with **92%** (64% avg. at Baseline) reporting that they were a **part of a fun, structured after-school programme** some or all the time; **95% avg.** and **85% avg.** respectively (81% avg. in both cases at Baseline) 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.** some or all the time; **97% avg.** stating that they **felt they belonged** at their school and at the Programme; and **94% avg.** expressing that they **felt supported by their friends.** (Fig.16). **Both quantitative and qualitative data highlighted the children’s increased ability to identify someone who cared, to be sociable, to express their emotions; their increased self-confidence which are all avenues towards healthy emotional intelligence, stress release and management.**

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.



'We learned new songs and praised the Lord in Devotions.' Child

'In devotion we learn some prayer choruses like 'Fill my cup and let it overflow' Child

Circle Time to Reinforce Life Skills

The Objective of Circle Time is:

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

The group sessions explored topical issues guided by weekly Life Skills themes. The children not only learned to express their emotions and opinions on a variety of topics, 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.



'We learned a lot of life lessons in Circle Time like the different body parts that someone should and should not touch. Also, how to communicate.' Child

'The children now understand certain things like how to manage their anger from Circle Time. Somethings it hard to teach dem at home so I glad they get it in the Programme.' Parent

'Changing poor behavior is critical for all children. Students received counselling as a group (Circle Time) and some individually.'
Facilitator

'Circle Time teach us about kindness...we must show kindness to one another as what you would want them to do to you.' Child

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.

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



'The Programme teach us how to drum, it give us lessons to recap on our schoolwork work, and it help us stay hydrated by providing us with food and water.' Child

'We get vegetables with the food to make us strong. When we go home we sleep good.' Child

'We learned how to do different sports like netball, football and tennis. All these activities make us hungry so we get a lot of good food that we can't resist' Child



'My child has made progress in har leadership and behaviour since coming to de Programme.' Parent

!!!FIELD TRIPS!!!!



Our House is going on the Field Trip!!!



'On the field trip to the zoo, we met and learned about different animals like rabbits and lions. Fun fact – did you know that lions spend up to 20 hours sleeping or resting and 4 hours hunting?' Child

'The children had an amazing time on the trip to the Zoo. It was full of fun, laughter and new discoveries. Children who ordinarily may have been easily agitated were calm and they truly enjoyed bonding with each other.' Facilitator

'Thanks for taking the children on the field trip to free their minds and to let down their hair. You, the team members of the Programme are doing a great job' Parent.

Fig.17 **Programme Children’s Mental and Emotional Wellbeing**

	Boys Town		MVPI	
	Baseline	Exit	Baseline	Exit
I WORRY A LOT				
No/ Sometimes	62%	75%	73%	84%
Yes	38%	25%	27%	17%
I AM EASILY DISTRACTED				
No/ Sometimes	61%	70%	62%	87%
Yes	39%	30%	38%	13%
I HAVE FELT HAPPY & EXCITED ABOUT LIFE OVER LAST MONTH				
No	11%	4%	4%	0%
Yes/ Sometimes	89%	96%	96%	100%
I RESPECT MYSELF AND OTHERS				
No	4%	0%	3%	0%
Yes/ Sometimes	96%	100%	97%	100%

The baseline and exit quantitative data supported the qualitative noticeable positive changes in the mental and emotional wellbeing of the Programme children with 79% avg. (67% avg. at Baseline); reporting that they **did not worry some or all the time**; 79% avg. (61% avg. at Baseline) saying they were **not easily distracted some or all the time**; 79% avg. stating that they **were excited about life**; and 100% avg. expressing that they **respected themselves and others** some or all the time. (Fig.17). 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.

‘I’ve enjoyed myself in the Programme from September till now. My friends encourage me that when I fall I should get up and I should be brave and I am beautiful even if you have some imperfections, you’re still beautiful.’ Child

‘I learned that we are at the Programme for a reason and have to do our best and be respectful and we should listen.’ Child

‘I learn not to be a bully and that bullies are cowards; that children are not supposed to be fighting one another and they’re supposed to be living in Peace; and we learn not to abuse people.’ Child

‘She used to be angry and she calm down. De Programme do dat for her. De programme help dem a lot.’ 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 them 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.

'When mi get mad, me use the drumming fi calm down so mi play on the desks an' tables' Child

'In drumming we learn about the tone, beat and rhythm and we learn how to use your inner knuckles, the tip of our fingers and how to lift our sternum when playing the drum. Now I have a better posture' Child



'Dancing and playing the drum help to reduce my stress.' Child



'I love the dancing. My favourite type of dance is the creative and I like the brukins and Dance Hall rhythm.' Child

'We learn about the drums and how to respect them.' Child

'My child was shy before but now she's bold. She's the one that want to go out there and dance and sing and perform now.' Parent

'In drumming we get to look back into history's best rhythms and now I know I am good at something' 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.18 *Programme Children’s Level of Aggression*

		Boys Town		MVPI	
		Baseline	Exit	Baseline	Exit
<i>I BULLY CHILDREN</i>					
No/ Sometimes		91%	100%	100%	100%
Yes		9%	0%	0%	0%
<i>IF STUDENTS CURSE ME, I CURSE THEM BACK</i>					
No/ Sometimes		89%	87%	92%	87%
Yes		11%	13%	8%	13%
<i>I GET INTO FIGHTS</i>					
No/ Sometimes		74%	77%	88%	92%
Yes		26%	23%	12%	8%
<i>IF SOMEONE TROUBLES ME, I TROUBLE THEM BACK</i>					
No/ Sometimes		85%	90%	92%	92%
Yes		15%	10%	8%	8%

The baseline and exit data showed incremental changes regarding the level of aggression of the Programme children with 100% avg. (91% avg, at Baseline) reporting that they did not bully some or all the time; 87% avg. saying that they could resist cursing back sometimes or all of the times; 85% avg. stating that they could resist fighting back some or all the time; and 91% avg. expressing that they could resisting troubling someone sometimes or all of the times. (Fig.18) Both quantitative and qualitative data indicated some level of increased self-control, ability to resist negative peer pressure; anger management and peaceful conflict resolution.



‘Before mi come inna de Programme, mi use to fight ‘nuff ‘nuff an’ since mi start, ah don’t fight at all. Mi always a behave miself.’ Child

Sports and Physical Activity 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, 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.

'The sporting activities help us to stay strong and it help inside of us to stay strong also.' Child.



'We learn good sportsmanship at the Programme. If our house come last, we don't get upset because it's all about fun and we're supposed to be happy for the other team because we're all a part of the Programme.' Child.



!!! SPORTS DAY !!!



‘Today I am a better person because of the Programme and I received 3 gold medals at Sports Day. I feel proud of myself!’ Child



‘In Sports we exercise and build our muscles and it gives us life experiences like teamwork and how to win and lose.’
Child

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.



“My son did slow pan de reading plus mi did want him to become a more respectable person, know how to talk to people more betta an’ have a betta understanding bout certain tings going forward. Mi see those changes inna him since him a come a de Programme.” Parent



‘I learn how to speak properly and write proper sentences and a conclusion to a story.’ Child

If you get a low grade, try harder and do better and stay confident.’ Child

‘Literacy helps me to stay smart like learning about adverbs and verbs and learning .to love reading.’

Child

Fig.19 Programme Children's Reading Level

	Boys Town		MVPI	
	Baseline	Exit	Baseline	Exit
Below Pre-Primer	11%	6%	8%	0%
Pre-Primer	13%	4%	0%	0%
Primer	11%	13%	8%	13%
Grade 1	0%	6%	4%	9%
Grade 2	2%	4%	4%	0%
Grade 3	11%	2%	4%	5%
Grade 4	6%	7%	19%	5%
Grade 5	47%	57%	54%	68%

The baseline and exit data showed noticeable improvement in the reading skills of the Programme children with 57% of BT children reading at their Grade 5 level at Exit compared to 47% at Baseline; and 64% reading at Grade 4 and above at Exit compared to 53% at Baseline. In addition, 23% BT children were reading at Primer level and below at Exit, as compared with 35% at that level at Baseline.

Similarly, the MVPI Programme children who were primarily from Grade 4, showed commendable improvement as 73% were reading at Grades 4 & 5 levels at Exit; and 78% reading at Grade 3 level and above at Exit. In addition, 13% MVPI Programme children were reading at Primer and below at Exit as compared to 16% at baseline (Fig.19).

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



'The spelling competition is fun and I learn new words. Child

'In Literacy, we learn comprehension, subject-verb agreement and comprehension. It helps us build our vocabulary and to write better letters.' Child

'My daughter start doing her work. Her confidence has improved. She feel like she's the brightest.' Parent

'From I've been coming to the Programme my grades have gotten higher, and my mother, father, grandma and grandfather are proud of me.' Child

OUTCOME 5

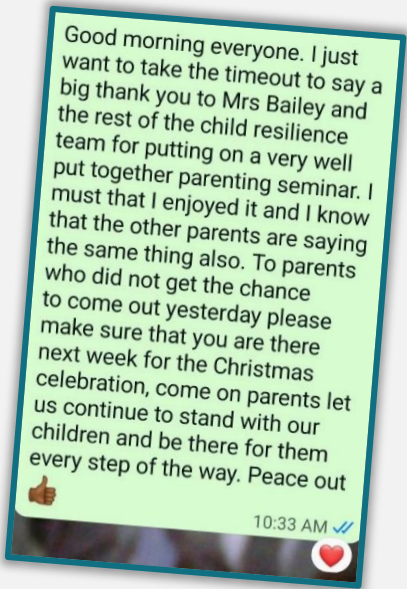
Increased parent/family engagement.

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.

Fig.20 Parental Discipline Reported by Programme Children				
	Boys Town		MVPI	
	Baseline	Exit	Baseline	Exit
TALK, TIME OUT, TAKE AWAY PRIVILEGES	87%	96%	89%	93%
SLAP / SPANK	60%	52%	39%	48%
BEAT & HARM	17%	13%	19%	20%
SHOUT/ CURSE	60%	50%	50%	52%

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 and spanking for the BT parents and shouting/cursing for the MVPI ones (Fig.20).



‘I used to cry but just pray now. I learn to listen to my children, an’ to stop rough dem up and be a good mother to dem. I learn dat at de workshop.’ Parent



‘I came to all the Parent Workshops. I learn how to observe my child, what she’s going through. If she look sad, I can talk to her about what is bothering her.’ Parent

‘Thanx for impacting my child. I have seen changes in my daughter and I must say that I am proud of her and of you guys.’ Parent

THANK YOU AUNTIES & UNCLES!!

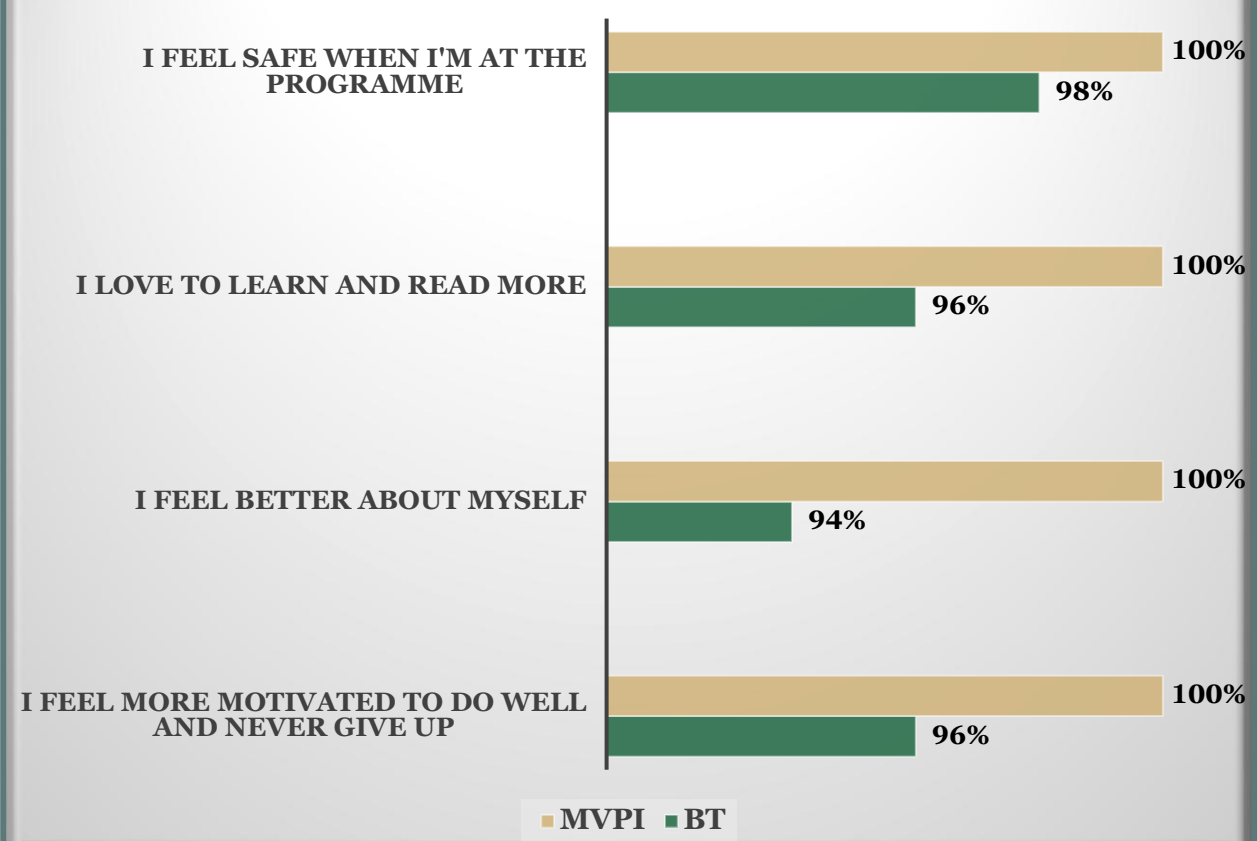


'We respect the Aunties and Uncles in the Programme who help us to be resilient in many different ways.' Child



'We learned how to respect other people and ourselves and to show respect to our aunties and uncles.' Child

Fig.21 **Since Being at the Programme...**



‘The Mountain View Primary and Infant School has benefitted from the Child Resiliency Programme for the past four years! This great partnership has not only helped our school academically and socially but has enabled parents who are unable to pay for private lessons to have a structured environment where their children learn, grow and have fun.’ Facilitator



‘Peace is when nuh violence is going on in your community. Nuh gunshot nah fire an’ people nuh war everyday.’ Child

‘It is when yuh nuh have nuh malice wid anyone. Yuh come up together as one team. Share with each other. You share and yuh read the Bible as a group.’ Child

‘Peace is when there is no conflict, not stressing, you’re not fighting with anyone and you are living in harmony together.’ 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 IN THE CHILD RESILIENCY PROGRAMME”.

OTHER MATTERS...

- **Antigua: Lecture on Adverse Childhood Experiences & Resiliency - January & May 2026**



January 2026 & May 13, 2026

Dr. Kim Scott lectured Medical Students at the American University of Antigua on Adverse Childhood Experiences (ACEs)/Trauma and Resiliency, showcasing the work done by the Child Resiliency Programme in Jamaica as a model of protection against ACES

- **VPA Strategic Meeting - March 2026**

Dr Scott represented the Child Resiliency Programme at the review of VPAs operational policies and guidelines including safeguarding policies, HR and Financial Policies and Information/Cyber Security Protocols. A Strategy document on Marketing and Communication and potential Income Generating streams was also shared and discussed. The meeting took place on March 20-23rd at Franklyn D. Resort & Spa (FDR).



- **AFJ – Grantee Workshop – May 11 & 13, 2026**



- **In Gratitude**

The Programme acknowledges with thanks, the **private contributions** from several doners as well as the gifts of Christmas trees and decorations, music and other praphanalialia for its Annual Christmas concert.

The Child Resiliency Programme, represented by Mr. Joshua Taylor, took part in the AFJ 2026 Grantee Workshop on May 11 & 13, 2026

● Staff Retreat – May 21, 2026



A time of CRP Staff refreshment, recharging, reflecting on the challenges and successes of the year and projecting to the following year

● University of Toronto Visit – June 2-3, 2026

‘I like touring the visitors who come to spend time and play with us.’ Child



18 University of Toronto students from the Peace and Sports for Development Faculty led the Child Resiliency Programme activities on June 1 and 2 at its Boys Town Site.

CONCULDING REMARKS

As another academic year came to a close, the Child Resiliency Programme could look back and give thanks that although it was a year full of challenges, it lived up to its resilient nature and could applaud its teams at all three sites, its administrative team and the training arm on a job well done!

The positive impact of the Programme is evidenced in the above qualitative and quantitative data as well as the colourfully captured activities, events, training programmes and functions outlined.

The Programme succeeded in having an ongoing focus on Building Peace, Resiliency and Wellness (PRW) in its staff, stakeholders; and the various communities that it serves, namely Boys Town/ Trench Town/ Denham Town, Mountain View and Parade Gardens; and the reach of its PRW Training to several parishes and persons working in various sectors with Children and/or Youth affected by ACEs in Jamaica; as well as playing its part in Jamaica’s recovery from the devastation and trauma of Hurricane Melissa.

Seventy-five (75) children with Adverse Childhood Experiences (ACEs) were supported to take part in this life-changing Programme to build their Resiliency, Peace and Wellness at the two Programme sites under evaluation in this report: Boys Town and Mountain View Primary and Infant School along with over 100 persons responsible for their care including teachers, guidance counsellors and principals of the feeder schools taking part in Capacity Building Sessions on Trauma and Resiliency. There was continued successful operations for this academic year.

In addition to the above, are the additional 40 children from Holy Family Primary & Infant School under the CRP/ Project STAR initiative who were similarly impacted. (see HF Evaluation report)

As always, huge gratitude to the ongoing support of the **Joan Duncan Foundation of JMMB**, and other significant donors namely **the American Friends of Jamaica (AFJ)**, the Jamaica Broilers Group and the Canadian Fund for Local Initiatives (CFLI) for this academic year.

CRP Output Summary for 2025-2026

- **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 Power Brunch**, conducted for Principals, Guidance Counsellors and Grades 4 and 5 Teachers from 5 Boys Town feeders schools, September 11, 2025, Jamaica Pegasus Hotel.
- **Implementers’ Training Workshop** conducted for 20 facilitators, September 16, 2025, Alhambra Inn.
- **Parenting/Family Counseling** and Home visits for 20 families ‘at risk’.
- **Monthly Parenting workshops and Parent/Family Counselling** October 2025 – June 2026.
- **Building Peace Resiliency and Wellness (PRW) training** for 134 undergraduates/postgraduates from the International University of the Caribbean (IUC), October 2025 – July 2026.
- **Peace Resiliency and Wellness (PRW) Training for 9 Council for World Mission students**, October – November 2025, Peace Institute with practicum at the CRP sites.
- **Peace Resiliency and Wellness (PRW) Training Part 2 for 30 Holy Family Primary & Infant + MVPI School staff**, February 19, 2025, Alhambra Inn.

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** 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.
- **Expand the Building Capacity PRW Sessions** for Caregivers of children affected by ACES to extend the reach.

ANNEX

1

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?

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

4. 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

5. Child Individual Profile Questionnaire

CHILD RESILIENCY PROGRAMME

INDIVIDUAL PROFILE

NAME			
SCHOOL			
DATE			
GENDER	Male ☐	Female ☐	
Date of Birth			
Who do you live with?	☐ Biological mother only	Name of Community:	
	☐ Biological father only		
	☐ Both parents		
	☐ Other		
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)

☐ Lives elsewhere in Jamaica (Kingston/another parish)

☐ Migrated

☐ Incarcerated

☐ Deceased

Was death due to violence?
☐ Yes ☐ No

☐ Don't know

☐ Other

How often do you see or talk to the parent you don't live with? (neglect)

☐ Not at all

☐ Seldom

☐ Often

☐ All the time

RISK BEHAVIOUR ASSESSMENT

e

Have you ever felt like killing yourself? (Baseline only)	Yes ☐	No ☐	
1. Have you ever seen or experienced murder in your community?	Yes ☐	No ☐	
2. Have you ever experienced or seen violent fighting in your community (fist, stone, gun, broken bottle etc.)?	Yes ☐	No ☐	
3. How do your parents discipline you? Please mark all that apply: baseline & exit (+ FGD question w/children & parent)			
☐	☐	☐	☐
Talk Time outs Take away privileges (no TV, video games etc.)	Slap and Spank	Shout Curse Bad words	Severe beating and harming (with hand/object)
1	2	3	4

6. Child Baseline/ Exit Questionnaire

CHILD RESILIENCY PROGRAMME MONITORING & EVALUATION QUESTIONNAIRE									
NAME:		DATE:		SCHOOL:					
To what extent do the sentences below describe you <u>over the last 10 months</u> ? 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		
© Child Resiliency Programme				1					
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		

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

Community-Based Model Boys Town Feeder Schools 2024-2025
• Boy’s Town All Age • Edward Seaga Primary (formerly Denham Town Primary) • St. Alban’s Primary • Trench Town Primary • St. Annie’s Primary • Jones Town Primary

9.

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.

10.

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.

11.

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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