

# Early Adolescent Skills for Emotions (EASE) Competency Assessment

## 1. ADOLESCENT: NON-VERBAL COMMUNICATION (WeACT #1)

Check all behaviours that are demonstrated in each category.		
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills
<input type="checkbox"/> Aggressive or inappropriate stance, gestures, or intense staring <input type="checkbox"/> Sarcastic, cold, or overly friendly tone of voice <input type="checkbox"/> Inappropriate physical contact (e.g., rigid or overly friendly contact) <input type="checkbox"/> Shows non-verbal expressions of disengagement and lack of interest in the child (e.g., uses their phone, sighs audibly, turns their body away from the child)	<input type="checkbox"/> Maintains an open posture and appropriate eye contact <input type="checkbox"/> Shows expressions of engagement and enthusiasm (e.g., smiling, clapping, nodding, utterances (uh uh)) <input type="checkbox"/> Friendly tone of voice, appropriate volume and pace <input type="checkbox"/> Finds appropriate physical distance (e.g., respects personal space, doesn't stand too far away) <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Uses comforting non-verbal communication (e.g., sympathetic facial expressions, mirroring or reassuring body language) <input type="checkbox"/> Matches rhythm of communication to child, allowing for silences and longer or shorter pauses <input type="checkbox"/> Gets physically on the level of the child to show attention to the child
Check the level that best applies (only one level should be checked)		
<input type="checkbox"/> <b>Level 1</b> any unhelpful behaviour	<input type="checkbox"/> <b>Level 2</b> no basic skills, or some but not all basic skills	<input type="checkbox"/> <b>Level 3</b> all basic skills
<input type="checkbox"/> <b>Level 4</b> all basic helping skills plus any advanced skill		
Notes:		

## 2. ADOLESCENT: VERBAL COMMUNICATION (WeACT #2)

Check all behaviours that are demonstrated in each category.		
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills
<input type="checkbox"/> Uses harsh, aggressive, or stigmatising words when talking to the child <input type="checkbox"/> Uses explicit words or language inappropriate to the age of the child <input type="checkbox"/> Repeatedly interrupts the child	<input type="checkbox"/> Uses language appropriate to the age and ability of the child <input type="checkbox"/> Clear communication and presentation of information understandable to the child <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Demonstrates skills to ensure and communicate understanding (e.g., paraphrasing, asking open-ended questions for clarification, and summarising or reflection) <input type="checkbox"/> Uses familiar and appropriate idioms, stories, or metaphors to explain difficult concepts
Check the level that best applies (only one level should be checked)		
<input type="checkbox"/> <b>Level 1</b> any unhelpful behaviour	<input type="checkbox"/> <b>Level 2</b> no basic skills, or some but not all basic skills	<input type="checkbox"/> <b>Level 3</b> all basic skills
<input type="checkbox"/> <b>Level 4</b> all basic helping skills plus any advanced skill		
Notes:		

### 3. ADOLESCENT: RAPPORT & RELATIONSHIP BUILDING (WeACT #3)

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Is overly cold, authoritative or distant with the child <input type="checkbox"/> Is too affectionate or close with the child <input type="checkbox"/> Dominates the conversation or focuses only on their own experiences	<input type="checkbox"/> Uses relationship building techniques (e.g., small talk, introductions, relates with own experiences, informal conversations, or doing activities together with the child) <input type="checkbox"/> Makes sure that the conversation is primarily focused on the child's experiences <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Brings up and discusses topics that are appropriate to the age and ability of the child <input type="checkbox"/> Is responsive to the child's needs in the interaction	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> <b>Level 1</b> <i>any unhelpful behaviour</i>	<input type="checkbox"/> <b>Level 2</b> <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> <b>Level 3</b> <i>all basic skills</i>	<input type="checkbox"/> <b>Level 4</b> <i>all basic helping skills plus any advanced skill</i>
Notes:			

### 4. ADOLESCENT: EMPATHY, WARMTH & GENUINENESS (WeACT #4)

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Is critical, hostile, or dismissive <input type="checkbox"/> Ignores the child's emotional responses <input type="checkbox"/> Mocks or laughs at the child <input type="checkbox"/> Makes belittling or condescending statements towards the child	<input type="checkbox"/> Gives emotionally supportive responses <input type="checkbox"/> Validates the child's experience from the child's point of view in a clear, confident manner <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Provides hope for improvements in lived experiences on the part of the child, while not overpromising or promoting unrealistic expectations	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> <b>Level 1</b> <i>any unhelpful behaviour</i>	<input type="checkbox"/> <b>Level 2</b> <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> <b>Level 3</b> <i>all basic skills</i>	<input type="checkbox"/> <b>Level 4</b> <i>all basic helping skills plus any advanced skill</i>
Notes:			

## 5. ADOLESCENT: ORGANISES GROUP WORK EFFECTIVELY (GROUP) (WeACT #12)

Check all behaviours that are demonstrated in each category.		
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills
<input type="checkbox"/> The session lacks clear structure and becomes chaotic <input type="checkbox"/> Does not help children if they are confused by the activity or purpose of session	<input type="checkbox"/> Has a clear structure for the session, including necessary resources <input type="checkbox"/> Manages time effectively during the session <input type="checkbox"/> Explains activities and session goals to all participants <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Ensures children are familiar with and understand the rules of the session <input type="checkbox"/> Ensures session goals are achieved and planned themes are addressed
Check the level that best applies (only one level should be checked)		
<input type="checkbox"/> <b>Level 1</b> any unhelpful behaviour	<input type="checkbox"/> <b>Level 2</b> no basic skills, or some but not all basic skills	<input type="checkbox"/> <b>Level 3</b> all basic skills
<input type="checkbox"/> <b>Level 4</b> all basic helping skills plus any advanced skill		
Notes:		

## 6. ADOLESCENT: ABILITY TO BE INCLUSIVE (GROUP) (WeACT #13)

Check all behaviours that are demonstrated in each category.		
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills
<input type="checkbox"/> Marginalises a child based on characteristics like ethnicity, religion or gender <input type="checkbox"/> Ignores certain children in the group <input type="checkbox"/> Allows a child to exclude, marginalise or discriminate against their peers <input type="checkbox"/> Chooses activities that could exclude some children	<input type="checkbox"/> Actively encourages children to participate and join the sessions or activities <input type="checkbox"/> Intervenes when a child is marginalised, discriminated against or left out of activities <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Selects, adapts, and conducts activities that allow all children to participate, regardless of their background, identity or abilities <input type="checkbox"/> Finds balance between pushing and being respectful of the child's boundaries
Check the level that best applies (only one level should be checked)		
<input type="checkbox"/> <b>Level 1</b> any unhelpful behaviour	<input type="checkbox"/> <b>Level 2</b> no basic skills, or some but not all basic skills	<input type="checkbox"/> <b>Level 3</b> all basic skills
<input type="checkbox"/> <b>Level 4</b> all basic helping skills plus any advanced skill		
Notes:		

## 7. ADOLESCENT: EXPLAIN AND PROMOTE CONFIDENTIALITY (ENACT #3)

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Forces client to disclose to helper or others <input type="checkbox"/> Describes confidentiality inaccurately (e.g., 'I will only tell your family') <input type="checkbox"/> Promises all things will be kept confidential without exceptions <input type="checkbox"/> Minimises client's concerns about confidentiality (e.g., 'It doesn't matter if anyone else hears us')	<input type="checkbox"/> Explains concept of confidentiality <input type="checkbox"/> Lists exceptions for breaking confidentiality for self-harm or harm to others <input type="checkbox"/> Explains why it can be important to break confidentiality <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Details the referral process related to confidentiality and exceptions <input type="checkbox"/> Asks questions to assess client's understanding of confidentiality <input type="checkbox"/> Topics of discussion are appropriate to confidentiality of setting	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> <b>Level 1</b> any unhelpful behaviour	<input type="checkbox"/> <b>Level 2</b> no basic skills, or some but not all basic skills	<input type="checkbox"/> <b>Level 3</b> all basic skills	<input type="checkbox"/> <b>Level 4</b> all basic helping skills plus any advanced skill
Notes:			

## 8. ADOLESCENT: SAFE IDENTIFICATION OF CHILD ABUSE, EXPLOITATION, NEGLECT, VIOLENCE, & SELF-HARM (WeACT #8)

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Threatens to report child's disclosure of abuse to perpetrating party <input type="checkbox"/> Makes dismissive statements about, or blames or punishes child for abuse, exploitation, self-harm etc. <input type="checkbox"/> Assesses risk of harm in an intrusive manner, or in an unsafe space (e.g., discussing it in front of a group or in a non-private space) <input type="checkbox"/> Does not address clear signs of potential risk of harm	<input type="checkbox"/> Safely points out or verbalises signs of harm or high risk of harm <input type="checkbox"/> Explores in a safe, child-friendly, and appropriate manner if harm or high risk of harm is present (appropriate to their role and without investigating) <input type="checkbox"/> Promotes and respects confidentiality and its exceptions <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> When necessary, explains referral pathways and process <input type="checkbox"/> When necessary, tries to obtain assent from the child to make appropriate referral <input type="checkbox"/> Manages child's expectations about the follow up in a reassuring way	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> <b>Level 1</b> any unhelpful behaviour	<input type="checkbox"/> <b>Level 2</b> no basic skills, or some but not all basic skills	<input type="checkbox"/> <b>Level 3</b> all basic skills	<input type="checkbox"/> <b>Level 4</b> all basic helping skills plus any advanced skill
Notes:			

## 9. CAREGIVER: NON-VERBAL COMMUNICATION (ENACT #1)

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Engages in other activities (e.g., answers mobile, completes paperwork) <input type="checkbox"/> Laughs at client <input type="checkbox"/> Uses inappropriate facial expressions <input type="checkbox"/> Inappropriate physical contact	<input type="checkbox"/> Allows for silences <input type="checkbox"/> Maintains appropriate eye contact <input type="checkbox"/> Maintains open posture (body toward client) <input type="checkbox"/> Continuously uses supportive body language (head nod) and utterances (uh huh) <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Varies body language throughout session to match client's content and expression	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> <b>Level 1</b> <i>any unhelpful behaviour</i>	<input type="checkbox"/> <b>Level 2</b> <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> <b>Level 3</b> <i>all basic skills</i>	<input type="checkbox"/> <b>Level 4</b> <i>all basic helping skills plus any advanced skill</i>
Notes:			

## 10. CAREGIVER: VERBAL COMMUNICATION (ENACT #2)

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Interrupts client <input type="checkbox"/> Asks many suggestive or leading closed-ended questions (e.g., 'You didn't really want to do that, right?') <input type="checkbox"/> Corrects client ('What you really mean...') or uses accusatory statements ('You shouldn't have said that to your husband') <input type="checkbox"/> Culturally and age inappropriate language and terms	<input type="checkbox"/> Uses open-ended questions <input type="checkbox"/> Summarising or paraphrasing statements <input type="checkbox"/> Allows client to complete statements before responding <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Encourages client to continue explaining (e.g., 'Tell me more about...') <input type="checkbox"/> Clarifies statements in first person (e.g., 'I heard you say, I understood...') <input type="checkbox"/> Matches rhythm to clients, allowing longer and shorter pauses based on client	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> <b>Level 1</b> <i>any unhelpful behaviour</i>	<input type="checkbox"/> <b>Level 2</b> <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> <b>Level 3</b> <i>all basic skills</i>	<input type="checkbox"/> <b>Level 4</b> <i>all basic helping skills plus any advanced skill</i>
Notes:			

## 11. CAREGIVER: RAPPORT BUILDING AND SELF-DISCLOSURE (ENACT #4)

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Dominates session describing a personal experience <input type="checkbox"/> Minimises client's problems by describing how the helper has dealt with this <input type="checkbox"/> Asking unnecessary embarrassing personal questions <input type="checkbox"/> Discusses confidential information of other clients	<input type="checkbox"/> Introduces self and explains role <input type="checkbox"/> Makes casual, informal conversation <input type="checkbox"/> Asks for client's introduction (e.g., what client prefers to be called) <input type="checkbox"/> Shares general experience related to the client (e.g., about one's community/region) <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Asks client's reflection on information that helper has shared <input type="checkbox"/> Checks in on client's comfort (e.g., offers seat, preferred language)	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> <b>Level 1</b> any unhelpful behaviour	<input type="checkbox"/> <b>Level 2</b> no basic skills, or some but not all basic skills	<input type="checkbox"/> <b>Level 3</b> all basic skills	<input type="checkbox"/> <b>Level 4</b> all basic helping skills plus any advanced skill
Notes:			

## 12. CAREGIVER: EXPLORATION & NORMALISATION OF FEELINGS (ENACT #5)

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Makes statements that client's response is unusual or atypical for others in similar situations (e.g., 'People don't usually react this way') <input type="checkbox"/> Minimises or dismisses client's feelings or emotions <input type="checkbox"/> Forces client to describe emotions	<input type="checkbox"/> Appropriately encourages client to share feelings <input type="checkbox"/> Explains that others may share similar symptoms, reactions, and concerns, given similar experiences <input type="checkbox"/> Asks client to reflect on the experience of sharing emotions <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Explores potential reasons for hesitance to share emotions <input type="checkbox"/> Comments thoughtfully on client's facial expression to encourage emotional expression <input type="checkbox"/> Validates emotional responses while reframing potentially harmful emotional reactions	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> <b>Level 1</b> any unhelpful behaviour	<input type="checkbox"/> <b>Level 2</b> no basic skills, or some but not all basic skills	<input type="checkbox"/> <b>Level 3</b> all basic skills	<input type="checkbox"/> <b>Level 4</b> all basic helping skills plus any advanced skill
Notes:			



### 13. CAREGIVER: DEMONSTRATE EMPATHY, WARMTH & GENUINENESS (ENACT #6)

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Critical of client's concerns <input type="checkbox"/> Dismissive of client's concerns <input type="checkbox"/> Helper's emotional response appears inappropriate, fake or acting	<input type="checkbox"/> Is warm, friendly, and genuine throughout session <input type="checkbox"/> Continuously shows concern or care for client (e.g., 'That sounds sad, can you tell me more about it?') <input type="checkbox"/> Asks questions to identify what emotions the client was feeling (e.g., 'I wonder if you felt sad or angry when this happened') <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Asks client to reflect on empathic statements from helper (e.g., 'What did you think when I said you sounded sad?')	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> <b>Level 1</b> <i>any unhelpful behaviour</i>	<input type="checkbox"/> <b>Level 2</b> <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> <b>Level 3</b> <i>all basic skills</i>	<input type="checkbox"/> <b>Level 4</b> <i>all basic helping skills plus any advanced skill</i>
Notes:			

### 14. CAREGIVER: EXPLAIN AND PROMOTE CONFIDENTIALITY (ENACT #3)

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Forces client to disclose to helper or others <input type="checkbox"/> Describes confidentiality inaccurately (e.g., 'I will only tell your family') <input type="checkbox"/> Promises full confidentiality without exceptions <input type="checkbox"/> Minimises client's concerns about confidentiality (e.g., 'It doesn't matter if anyone else hears us')	<input type="checkbox"/> Explains concept of confidentiality <input type="checkbox"/> Lists exceptions for breaking confidentiality for self-harm or harm to others <input type="checkbox"/> Explains why it can be important to break confidentiality <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Details the referral process related to confidentiality and exceptions <input type="checkbox"/> Asks questions to assess client's understanding of confidentiality <input type="checkbox"/> Topics of discussion are appropriate to confidentiality of setting	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> <b>Level 1</b> <i>any unhelpful behaviour</i>	<input type="checkbox"/> <b>Level 2</b> <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> <b>Level 3</b> <i>all basic skills</i>	<input type="checkbox"/> <b>Level 4</b> <i>all basic helping skills plus any advanced skill</i>
Notes:			

## 15. CAREGIVER: GROUP PARTICIPATION (GroupACT #2)

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Displays favouritism to specific members <input type="checkbox"/> Excludes other members (e.g., ignores input) <input type="checkbox"/> Forces unwilling participant to join discussion <input type="checkbox"/> Scolds participant(s) for under-or-over sharing	<input type="checkbox"/> Uses timely techniques (e.g., turn taking; 'gentle prompting') to encourage fair participation <input type="checkbox"/> Clarifies discussion points for members struggling with literacy, numeracy, or tech skills <input type="checkbox"/> Addresses participation barriers (e.g., interruptions) <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Provides reflection on discussion <input type="checkbox"/> Discusses ways members can support one another to participate <input type="checkbox"/> Checks-in on comfort of sharing for all members	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> <b>Level 1</b> <i>any unhelpful behaviour</i>	<input type="checkbox"/> <b>Level 2</b> <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> <b>Level 3</b> <i>all basic skills</i>	<input type="checkbox"/> <b>Level 4</b> <i>all basic helping skills plus any advanced skill</i>
Notes:			