

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
☐ Aggressive or inappropriate stance, gestures, or intense staring ☐ Sarcastic, cold, or overly friendly tone of voice ☐ Inappropriate physical contact (e.g., rigid or overly friendly contact) ☐ 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)	☐ Maintains an open posture and appropriate eye contact ☐ Shows expressions of engagement and enthusiasm (e.g., smiling, clapping, nodding, utterances (uh uh)) ☐ Friendly tone of voice, appropriate volume and pace ☐ Finds appropriate physical distance (e.g., respects personal space, doesn't stand too far away) ☐ <i>None of the above</i>	☐ <i>Completes all Basic Helping Skills</i> ☐ Uses comforting non-verbal communication (e.g., sympathetic facial expressions, mirroring or reassuring body language) ☐ Matches rhythm of communication to child, allowing for silences and longer or shorter pauses ☐ 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)		
☐ Level 1 any unhelpful behaviour	☐ Level 2 no basic skills, or some but not all basic skills	☐ Level 3 all basic skills
☐ Level 4 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
☐ Uses harsh, aggressive, or stigmatising words when talking to the child ☐ Uses explicit words or language inappropriate to the age of the child ☐ Repeatedly interrupts the child	☐ Uses language appropriate to the age and ability of the child ☐ Clear communication and presentation of information understandable to the child ☐ <i>None of the above</i>	☐ <i>Completes all Basic Helping Skills</i> ☐ Demonstrates skills to ensure and communicate understanding (e.g., paraphrasing, asking open-ended questions for clarification, and summarising or reflection) ☐ Uses familiar and appropriate idioms, stories, or metaphors to explain difficult concepts
Check the level that best applies (only one level should be checked)		
☐ Level 1 any unhelpful behaviour	☐ Level 2 no basic skills, or some but not all basic skills	☐ Level 3 all basic skills
☐ Level 4 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	
☐ Is overly cold, authoritative or distant with the child ☐ Is too affectionate or close with the child ☐ Dominates the conversation or focuses only on their own experiences	☐ Uses relationship building techniques (e.g., small talk, introductions, relates with own experiences, informal conversations, or doing activities together with the child) ☐ Makes sure that the conversation is primarily focused on the child's experiences ☐ <i>None of the above</i>	☐ <i>Completes all Basic Helping Skills</i> ☐ Brings up and discusses topics that are appropriate to the age and ability of the child ☐ Is responsive to the child's needs in the interaction	
Check the level that best applies (only one level should be checked)			
☐ Level 1 <i>any unhelpful behaviour</i>	☐ Level 2 <i>no basic skills, or some but not all basic skills</i>	☐ Level 3 <i>all basic skills</i>	☐ Level 4 <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	
☐ Is critical, hostile, or dismissive ☐ Ignores the child's emotional responses ☐ Mocks or laughs at the child ☐ Makes belittling or condescending statements towards the child	☐ Gives emotionally supportive responses ☐ Validates the child's experience from the child's point of view in a clear, confident manner ☐ <i>None of the above</i>	☐ <i>Completes all Basic Helping Skills</i> ☐ 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)			
☐ Level 1 <i>any unhelpful behaviour</i>	☐ Level 2 <i>no basic skills, or some but not all basic skills</i>	☐ Level 3 <i>all basic skills</i>	☐ Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			

5. ADOLESCENT: ORGANISES SESSION OR ACTIVITY EFFECTIVELY (WeACT #12)

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

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

Check all behaviours that are demonstrated in each category.		
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills
☐ Marginalises a child based on characteristics like ethnicity, religion or gender ☐ Ignores certain children in the group ☐ Allows a child to exclude, marginalise or discriminate against their peers ☐ Chooses activities that could exclude some children	☐ Actively encourages children to participate and join the sessions or activities ☐ Intervenes when a child is marginalised, discriminated against or left out of activities ☐ <i>None of the above</i>	☐ <i>Completes all Basic Helping Skills</i> ☐ Selects, adapts, and conducts activities that allow all children to participate, regardless of their background, identity or abilities ☐ Finds balance between pushing and being respectful of the child's boundaries
Check the level that best applies (only one level should be checked)		
☐ Level 1 any unhelpful behaviour	☐ Level 2 no basic skills, or some but not all basic skills	☐ Level 3 all basic skills
☐ Level 4 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	
☐ Forces client to disclose to helper or others ☐ Describes confidentiality inaccurately (e.g., 'I will only tell your family') ☐ Promises all things will be kept confidential without exceptions ☐ Minimises client's concerns about confidentiality (e.g., 'It doesn't matter if anyone else hears us')	☐ Explains concept of confidentiality ☐ Lists exceptions for breaking confidentiality for self-harm or harm to others ☐ Explains why it can be important to break confidentiality ☐ <i>None of the above</i>	☐ <i>Completes all Basic Helping Skills</i> ☐ Details the referral process related to confidentiality and exceptions ☐ Asks questions to assess client's understanding of confidentiality ☐ Topics of discussion are appropriate to confidentiality of setting	
Check the level that best applies (only one level should be checked)			
☐ Level 1 any unhelpful behaviour	☐ Level 2 no basic skills, or some but not all basic skills	☐ Level 3 all basic skills	☐ Level 4 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	
☐ Threatens to report child's disclosure of abuse to perpetrating party ☐ Makes dismissive statements about, or blames or punishes child for abuse, exploitation, self-harm etc. ☐ 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) ☐ Does not address clear signs of potential risk of harm	☐ Safely points out or verbalises signs of harm or high risk of harm ☐ 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) ☐ Promotes and respects confidentiality and its exceptions ☐ <i>None of the above</i>	☐ <i>Completes all Basic Helping Skills</i> ☐ When necessary, explains referral pathways and process ☐ When necessary, tries to obtain assent from the child to make appropriate referral ☐ Manages child's expectations about the follow up in a reassuring way	
Check the level that best applies (only one level should be checked)			
☐ Level 1 any unhelpful behaviour	☐ Level 2 no basic skills, or some but not all basic skills	☐ Level 3 all basic skills	☐ Level 4 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	
☐ Engages in other activities (e.g., answers mobile, completes paperwork) ☐ Laughs at client ☐ Uses inappropriate facial expressions ☐ Inappropriate physical contact	☐ Allows for silences ☐ Maintains appropriate eye contact ☐ Maintains open posture (body toward client) ☐ Continuously uses supportive body language (head nod) and utterances (uh huh) ☐ <i>None of the above</i>	☐ <i>Completes all Basic Helping Skills</i> ☐ Varies body language throughout session to match client's content and expression	
Check the level that best applies (only one level should be checked)			
☐ Level 1 <i>any unhelpful behaviour</i>	☐ Level 2 <i>no basic skills, or some but not all basic skills</i>	☐ Level 3 <i>all basic skills</i>	☐ Level 4 <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	
☐ Interrupts client ☐ Asks many suggestive or leading closed-ended questions (e.g., 'You didn't really want to do that, right?') ☐ Corrects client ('What you really mean...') or uses accusatory statements ('You shouldn't have said that to your husband') ☐ Culturally and age inappropriate language and terms	☐ Uses open-ended questions ☐ Summarising or paraphrasing statements ☐ Allows client to complete statements before responding ☐ <i>None of the above</i>	☐ <i>Completes all Basic Helping Skills</i> ☐ Encourages client to continue explaining (e.g., 'Tell me more about...') ☐ Clarifies statements in first person (e.g., 'I heard you say, I understood...') ☐ Matches rhythm to clients, allowing longer and shorter pauses based on client	
Check the level that best applies (only one level should be checked)			
☐ Level 1 <i>any unhelpful behaviour</i>	☐ Level 2 <i>no basic skills, or some but not all basic skills</i>	☐ Level 3 <i>all basic skills</i>	☐ Level 4 <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	
☐ Dominates session describing a personal experience ☐ Minimises client's problems by describing how the helper has dealt with this ☐ Asking unnecessary embarrassing personal questions ☐ Discusses confidential information of other clients	☐ Introduces self and explains role ☐ Makes casual, informal conversation ☐ Asks for client's introduction (e.g., what client prefers to be called) ☐ Shares general experience related to the client (e.g., about one's community/region) ☐ <i>None of the above</i>	☐ <i>Completes all Basic Helping Skills</i> ☐ Asks client's reflection on information that helper has shared ☐ Checks in on client's comfort (e.g., offers seat, preferred language)	
Check the level that best applies (only one level should be checked)			
☐ Level 1 any unhelpful behaviour	☐ Level 2 no basic skills, or some but not all basic skills	☐ Level 3 all basic skills	☐ Level 4 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	
☐ Makes statements that client's response is unusual or atypical for others in similar situations (e.g., 'People don't usually react this way') ☐ Minimises or dismisses client's feelings or emotions ☐ Forces client to describe emotions	☐ Appropriately encourages client to share feelings ☐ Explains that others may share similar symptoms, reactions, and concerns, given similar experiences ☐ Asks client to reflect on the experience of sharing emotions ☐ <i>None of the above</i>	☐ <i>Completes all Basic Helping Skills</i> ☐ Explores potential reasons for hesitance to share emotions ☐ Comments thoughtfully on client's facial expression to encourage emotional expression ☐ Validates emotional responses while reframing potentially harmful emotional reactions	
Check the level that best applies (only one level should be checked)			
☐ Level 1 any unhelpful behaviour	☐ Level 2 no basic skills, or some but not all basic skills	☐ Level 3 all basic skills	☐ Level 4 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	
☐ Critical of client's concerns ☐ Dismissive of client's concerns ☐ Helper's emotional response appears inappropriate, fake or acting	☐ Is warm, friendly, and genuine throughout session ☐ Continuously shows concern or care for client (e.g., 'That sounds sad, can you tell me more about it?') ☐ Asks questions to identify what emotions the client was feeling (e.g., 'I wonder if you felt sad or angry when this happened') ☐ <i>None of the above</i>	☐ <i>Completes all Basic Helping Skills</i> ☐ 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)			
☐ Level 1 <i>any unhelpful behaviour</i>	☐ Level 2 <i>no basic skills, or some but not all basic skills</i>	☐ Level 3 <i>all basic skills</i>	☐ Level 4 <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	
☐ Forces client to disclose to helper or others ☐ Describes confidentiality inaccurately (e.g., 'I will only tell your family') ☐ Promises full confidentiality without exceptions ☐ Minimises client's concerns about confidentiality (e.g., 'It doesn't matter if anyone else hears us')	☐ Explains concept of confidentiality ☐ Lists exceptions for breaking confidentiality for self-harm or harm to others ☐ Explains why it can be important to break confidentiality ☐ <i>None of the above</i>	☐ <i>Completes all Basic Helping Skills</i> ☐ Details the referral process related to confidentiality and exceptions ☐ Asks questions to assess client's understanding of confidentiality ☐ Topics of discussion are appropriate to confidentiality of setting	
Check the level that best applies (only one level should be checked)			
☐ Level 1 <i>any unhelpful behaviour</i>	☐ Level 2 <i>no basic skills, or some but not all basic skills</i>	☐ Level 3 <i>all basic skills</i>	☐ Level 4 <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	
☐ Displays favouritism to specific members ☐ Excludes other members (e.g., ignores input) ☐ Forces unwilling participant to join discussion ☐ Scolds participant(s) for under-or-over sharing	☐ Uses timely techniques (e.g., turn taking; 'gentle prompting') to encourage fair participation ☐ Clarifies discussion points for members struggling with literacy, numeracy, or tech skills ☐ Addresses participation barriers (e.g., interruptions) ☐ <i>None of the above</i>	☐ <i>Completes all Basic Helping Skills</i> ☐ Provides reflection on discussion ☐ Discusses ways members can support one another to participate ☐ Checks-in on comfort of sharing for all members	
Check the level that best applies (only one level should be checked)			
☐ Level 1 <i>any unhelpful behaviour</i>	☐ Level 2 <i>no basic skills, or some but not all basic skills</i>	☐ Level 3 <i>all basic skills</i>	☐ Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			