

Early Adolescent Skills for Emotions

Training Manual Appendices

*To accompany the EASE Training Manual and the EASE Facilitator's Manual:
'Early Adolescent Skills for Emotions: Group psychological help for young
adolescents impaired by distress in communities exposed to adversity'*

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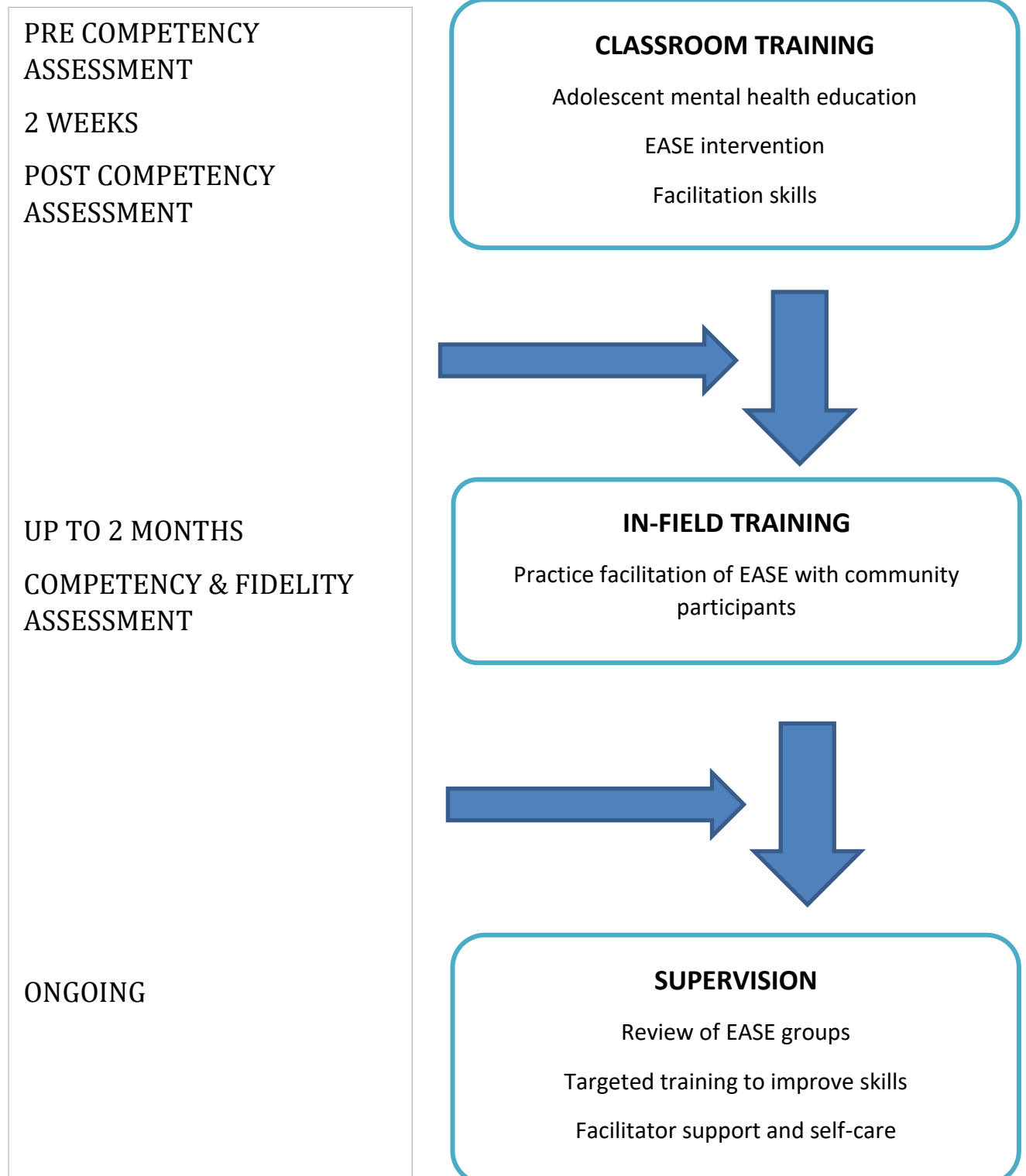
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APPENDIX 1: TRAINING FORMAT POSTER

APPENDIX 1: TRAINING FORMAT POSTER



APPENDIX 2: CLASSROOM TRAINING SCHEDULE

APPENDIX 2: CLASSROOM TRAINING SCHEDULE

TIME (MINUTES)	MODULE	LINK TO EASE FACILITATOR'S MANUAL
DAY 1		
30	Activity 1: Introductions	
30	Activity 2: Introduction to training	
30	Activity 3: Adolescent mental health problems: causes and contributors	
30	Activity 4: Adolescent reactions to problems	
30	Activity 5: Case study exercise	
45	Activity 6: Overview of EASE structure and materials	
30	Activity 7: Research	
40	Activity 8: Training methods and providing feedback	APPENDIX D: ACTIVITIES AND GAMES
60	Activity 9: General pre-training assessment	
15	Activity 10: Ending	
DAY 2		
15	Activity 1: Recap	
30	Activity 2: Role of an EASE facilitator	
100	Activity 3: Basic helping skills	APPENDIX B: Basic Helping Skills
30	Activity 4: Communication with young adolescents	CHAPTER TWO: What You Need to Know About Working with Groups
45	Activity 5: Suicide	
95	Activity 6: Group management skills	CHAPTER TWO: What You Need to Know About Working with Groups
15	Activity 7: Ending	
DAY 3		
30	Preparing 'facilitators of the day' (before/ after training day)	
15	Activity 1: Recap	
30	Activity 2: Introducing EASE Session 1	CHAPTER FOUR: Session One, Confidentiality box (page 45) Appendix C: MANAGING DISCLOSURES OF ABUSE
10	Activity 3: Key concept- Understanding my Feelings	CHAPTER FOUR: Session One
75	Activity 4: Facilitation practice- Understanding my Feelings	CHAPTER FOUR: Session One
55	Activity 5: Facilitation practice- Identifying Personal Feelings	CHAPTER FOUR: Session One Appendix E: Helpful Hints for UNDERSTANDING MY FEELINGS
20	Activity 6: Importance of home practice	CHAPTER FOUR: Session One – CHAPTER TEN: Session 7 Appendix E- Helpful Hints for HOME PRACTICE

APPENDIX 2: CLASSROOM TRAINING SCHEDULE

TIME (MINUTES)	MODULE	LINK TO EASE FACILITATOR'S MANUAL
35	Activity 7: Key concept- Session 2-Calming my Body & Facilitation practice	CHAPTER FIVE: Session Two
30	Activity 8: Calming my body – part 1	CHAPTER FIVE: Session Two
20	Activity 9: Importance of Breathing	CHAPTER FIVE: Session Two
55	Activity 10: Calming my body -part 2 and facilitation practice	CHAPTER FIVE: Session Two EASE Facilitator's Manual, Appendix E: Helpful Hints for Calming my Body
25	Activity 11: Facilitation practice – Strengths activity	CHAPTER FOUR: Session One – CHAPTER TEN: Session 7
15	Activity 12: Ending	
DAY 4		
30	Preparing 'facilitators of the day' (before/after training day)	
30	Activity 1: Recap	
30	Activity 2: Responding to Home Practice Difficulties for Calming my body	CHAPTER FIVE: Session Two – CHAPTER 10: Session 7 EASE Facilitator's Manual Appendix E: Helpful Hints for Calming my Body
80	Activity 3: Key Concept – Session 3- Changing my actions	CHAPTER SIX: Session Three
60	Activity 4: Key concept- Session 4- Changing my actions and facilitation practice	CHAPTER SEVEN: Session Four
45	Activity 5: Facilitation Practice- Session 4-Part 2 continued	CHAPTER SEVEN: Session Four
30	Activity 6: Responding to Home Practice Difficulties for Changing my Actions	CHAPTER FIVE: Session Two – CHAPTER 10: Session 7 Appendix E: Helpful Hints for Changing my Actions: Problem and Solution Table
60	Activity 7: Anxious Avoidance and Changing my actions	Appendix E: Helpful Hints for Changing my Actions
30	Activity 8: Anger and Changing my actions	
15	Activity 9: Ending	
DAY 5		
30	Preparing 'facilitators of the day' (before/after training day)	
15	Activity 1: Recap	
45	Activity 2: Session 5- Review Home Practice facilitation practice	CHAPTER EIGHT: Session Five Appendix E: Helpful hints for Changing my Actions
10	Activity 3: Key concept Session 5- Managing my problems	CHAPTER EIGHT: Session Five

APPENDIX 2: CLASSROOM TRAINING SCHEDULE

TIME (MINUTES)	MODULE	LINK TO EASE FACILITATOR'S MANUAL
30	Activity 4: Facilitation practice- Understanding common problems	CHAPTER EIGHT: Session Five Appendix C: MANAGING DISCLOSURES OF ABUSE
60	Activity 5: Introducing Stop, Think, Go	CHAPTER EIGHT: Session Five
80	Activity 6: Facilitation practice - Managing my problems- session 5	CHAPTER NINE: Session Six
60	Activity 7: Facilitation practice- Managing my problems continued- Session 6	CHAPTER NINE: Session Six
25	Activity 8: Facilitation practice- Preparing participants for the end of the programme	CHAPTER NINE: Session Six
15	Activity 9: Ending	
DAY 6		
30	Preparing 'facilitators of the day' (before/after training day)	
15	Activity 1: Recap	
65	Activity 2: Managing my Problems Home Practice	CHAPTER NINE: Session Six- CHAPTER TEN: Session Seven Appendix E: Helpful Hints for Managing my Problems
20	Activity 3: Key concept – Session 7 'Brighter futures'	CHAPTER TEN: Session Seven
40	Activity 4: Facilitation practice- Brighter futures	CHAPTER TEN: Session Seven
45	Activity 5: Reflection on all adolescent sessions	
25	Activity 6: Introducing the caregiver sessions	
10	Activity 7: Review EASE caregiver session structure	
10	Activity 8: Working with caregivers	
10	Activity 9: How to encourage caregivers to attend their sessions	
20	Activity 10: Basics of parenting	
10	Activity 11: Introduction exercises in caregiver session 1	CHAPTER ELEVEN: Session One
65	Activity 12: Facilitation practice- caregiver strengths and common signs of sadness, worry and stress	CHAPTER ELEVEN: Session One Appendix G: Helpful Hints on COMMON PROBLEMS EXPERIENCED WHEN CAREGIVERS TRY TO ASSIST THEIR CHILD WITH THE EASE YOUTH EXERCISES
15	Activity 13: Ending	
DAY 7		
30	Preparing 'facilitators of the day' (before/after training day)	
15	Activity 1: Recap	
70	Activity 2: Key concept-Session 1- Responding to feelings and facilitation practice	CHAPTER ELEVEN: Session One

APPENDIX 2: CLASSROOM TRAINING SCHEDULE

TIME (MINUTES)	MODULE	LINK TO EASE FACILITATOR'S MANUAL
45	Activity 3: Key concept-Session 1 Quality time and facilitation practice	CHAPTER ELEVEN: Session One
35	Activity 4: Key Concept- Session 2 Boosting confidence and facilitation practice	CHAPTER TWELVE: Session Two Appendix G: Helpful Hints on COMMON PROBLEMS EXPERIENCEDWHEN TRYING TO BOOST A CHILD'S CONFIDENCE
75	Activity 5: Key Concept- Caregiver Session 2 Praise and facilitation practice	CHAPTER TWELVE: Session Two
55	Activity 6: Importance of alternatives to harsh punishment	CHAPTER TWELVE: Session Two Appendix G: Helpful Hints when EXPLAINING THAT PHYSICAL DISCIPLINE IS NOT HELPFUL
30	Activity 7: Key Concept- Session 3 -Caregiver self-care	CHAPTER THIRTEEN: Session Three
35	Activity 8: Facilitation practice - Brighter futures	CHAPTER THIRTEEN: Session Three
15	Activity 9: Ending	
DAY 8		
30	Preparing 'facilitators of the day' (before/after training day)	
15	Activity 1: Recap	
45	Activity 2: Helping caregivers overcome obstacles to practicing caregiver skills	Appendix G: Helpful Hints on CAREGIVER HOME PRACTICE
25	Activity 3: Facilitation practice- Review caregiver home practice	EASE Appendix G: Helpful hints on caregiver home practice
15	Activity 4: Reflection on caregiver sessions	
30	Activity 5: Group facilitation skills for caregiver sessions	Appendix G: Helpful Hints for RUNNING A LARGE GROUP
60	Activity 6: General post-training assessment	
65	Activity 7: Supervision	
45	Activity 8: Organizational Procedures	
10	Activity 9: Next steps	
30	Activity 10: War Child Security Policy & Briefing	
105	Activity 11: War Child, Child Safeguarding Part 1	
60	Activity 12: War Child Referral Options	
15	Activity 13: Ending	
OPTIONAL TRAINING DAYS FOR FULL FACILITATION PRACTICES		
TIME (MINUTES)	ACTIVITIES	METHODOLOGY
20	Prepare mock adolescents and caregivers (if applicable)	Presentation
60- 90	Trainee A role plays Session 1	Role plays
60- 90	Trainee B role play Session 2	Role plays
10	Trainees A and B: Feedback and reflection	Feedback
60- 90	Trainee C role play Session 3	Role plays

APPENDIX 2: CLASSROOM TRAINING SCHEDULE

TIME (MINUTES)	MODULE	LINK TO EASE FACILITATOR'S MANUAL
60-90	Trainee D role play Session 4	Role plays
10	Trainees C and D: Feedback and reflection	Feedback
60-90	Trainee E role play Session 5	Role plays
60-90	Trainee F role play Session 6	Role plays
60-90	Trainee G role play Session 7	Role plays
10	Trainees E,F, G: Feedback and reflection	Feedback
90-120	Trainee H role plays Caregiver Session 1	Role plays
90-120	Trainee I role plays Caregiver Session 4	Role plays
90- 120	Trainee J role plays Caregiver Session 3	Role plays
60	Review of role plays	Feedback and discussions

APPENDIX 3: LEBANON ONLY: STRENGTHS PRE-TRAINING SELF ASSESSMENT

APPENDIX 3: LEBANON ONLY: STRENGTHS PRE-TRAINING SELF ASSESSMENT

Reflect on your confidence in the EASE skills listed below. This form will be used to evaluate your confidence with training, before and after the classroom training. It is not to evaluate your skills! So please be as honest as possible.

You will repeat this exercise at the end of the training, and we will discuss ways to continue to improve developing your EASE skills throughout the training.

Use the following scale for scoring:

1 = Not at all confident or only a little confident

2 = Somewhat confident but would like to improve skill

3 = Very confident, would have no difficulties demonstrating this skill

BEFORE TRAINING

EASE Skills	Confidence level	What I need to improve
Basic helping skills for adolescents		
Group management skills for adolescents		
Basic helping skills for caregivers		
Group management skills for caregivers		
Explaining and managing confidentiality in MHPSS programmes		
Reviewing home practice with adolescents		
Reviewing home practice with caregivers		
Adolescent Sessions: Explaining the core concepts of: <ul style="list-style-type: none"> • Understanding my Feelings 		

APPENDIX 3: LEBANON ONLY: STRENGTHS PRE-TRAINING SELF ASSESSMENT

EASE Skills	Confidence level	What I need to improve
<ul style="list-style-type: none"> • Calming my Body 		
<ul style="list-style-type: none"> • Changing my Actions 		
<ul style="list-style-type: none"> • Managing my Problems 		
<ul style="list-style-type: none"> • Brighter Futures 		
<p>Other (specify below)</p>		
<p>Caregiver Sessions: Explaining the core concepts of:</p> <ul style="list-style-type: none"> • Common signs of sadness, worry and stress 		
<ul style="list-style-type: none"> • Quality Time 		
<ul style="list-style-type: none"> • Boosting Confidence 		
<ul style="list-style-type: none"> • Praise 		

APPENDIX 3: LEBANON ONLY: STRENGTHS PRE-TRAINING SELF ASSESSMENT

EASE Skills	Confidence level	What I need to improve
<ul style="list-style-type: none">Caregiver self-care		
Other (specify below) <ul style="list-style-type: none">		

APPENDIX 3: LEBANON ONLY: STRENGTHS PRE-TRAINING SELF ASSESSMENT

AFTER TRAINING

EASE Skills	Confidence level	What I need to improve
Basic helping skills for adolescents		
Group management skills for adolescents		
Basic helping skills for caregivers		
Group management skills for caregivers		
Explaining and managing confidentiality in MHPSS programmes		
Reviewing home practice with adolescents		
Reviewing home practice with caregivers		
Adolescent Sessions: Explaining the core concepts of: <ul style="list-style-type: none"> • Understanding my Feelings 		
<ul style="list-style-type: none"> • Calming my Body 		
<ul style="list-style-type: none"> • Changing my Actions 		
<ul style="list-style-type: none"> • Managing my Problems 		

APPENDIX 3: LEBANON ONLY: STRENGTHS PRE-TRAINING SELF ASSESSMENT

EASE Skills	Confidence level	What I need to improve
<ul style="list-style-type: none"> Brighter Futures 		
Other (specify below)		
<p>Caregiver Sessions: Explaining the core concepts of:</p> <ul style="list-style-type: none"> Common signs of sadness, worry and stress 		
<ul style="list-style-type: none"> Quality Time 		
<ul style="list-style-type: none"> Boosting Confidence 		
<ul style="list-style-type: none"> Praise 		
<ul style="list-style-type: none"> Caregiver self-care 		
<p>Other (specify below)</p> <ul style="list-style-type: none"> 		

APPENDIX 4: LEBANON ONLY : MHPSS GLOSSARY

APPENDIX 4: LEBANON ONLY : MENTAL HEALTH AND PSYCHOSOCIAL (MHPSS) SUPPORT GLOSSARY

The following list defines terms that are commonly used within the MHPSS sector.

Mental Health and Wellbeing

- Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organization; http://www.who.int/features/factfiles/mental_health/en/)
- Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity (World Health Organization; http://www.who.int/features/factfiles/mental_health/en/)
- The state of being comfortable, healthy or happy
- People with positive wellbeing are often doing or have many of the following things: eating well, healthy, supportive and loving parents, other caring adults, feeling safe, involved in sports, access to toys, can express emotions, have a good self-esteem, attend school

Psychosocial wellbeing

- One's wellbeing in relation to their mental health.
- Those with positive psychosocial wellbeing often have the following: live in a safe place, are healthy, clean, enough food, a place to play, feel safe, feel loved, have a sense of belonging, and attend school

Psychosocial

- Often used to highlight the close connection between psychological aspects of human experience and the wider social environment.
- Psychosocial wellbeing and development is determined by the interaction between psychological and social factors which continuously influence each other
- Psycho comprises: mind, thoughts, emotions, feelings behaviours
- Social comprises: environment, culture, traditions, religion

Adverse events

- "Adverse events" or "Horroric events" are events that can cause immense stress in an individual's life, and can have negative consequences for psychosocial wellbeing.

Psychosocial support

- In times of crisis and war a person's inner world and his/her relation to his/her environment are disrupted
- War can significantly impact on one's social and psychological wellbeing. Exposure to violence, disaster, loss and or separation from family members and friends, deterioration of living condition can have immediate and long-term consequences for children, families and community balance, development, happiness and hopes.
- Psychosocial support during and after a humanitarian crisis is important to maintain a continuum of family and community based care and support, and to prevent immediate and long-term mental health problems.

Mental Health and Psychosocial Support (MHPSS)

- Mental health- Individual or family approach initiated by the presence of mental health disorders of the individual

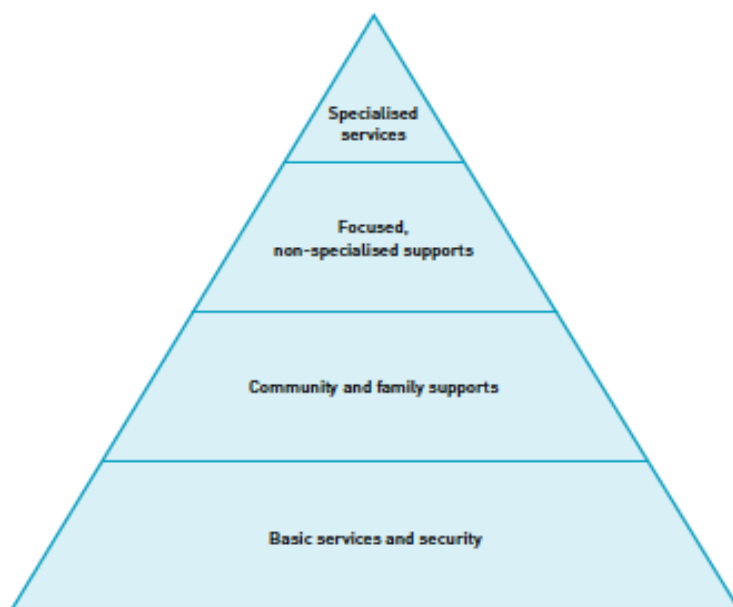
APPENDIX 4: LEBANON ONLY : MHPSS GLOSSARY

- Psychosocial- Broader focus on the family, neighborhood or community to support the overall wellbeing of larger group.
- It can be difficult to clearly divide interventions into one or the other, and so the term “Mental Health and Psychosocial Support (MHPSS) is used as an umbrella term to capture all programmes.
- MHPSS is any type of local or outside support that aims to protect or promote psychosocial wellbeing and/or prevent or treat mental disorder

MHPSS pyramid

- With exposure to extraordinary events (such as armed conflict, natural disaster, displacement from their home) all people will go through “ordinary human suffering” and will benefit from support to be able to cope with their new situation.
- Each level of the pyramid, developed by the Inter-Agency Standing Committee for MHPSS Guidelines, relies on the previous level and each level provides a different set of services ranging from the basic needs to the specialized services.
- The percentage of people benefiting from the different layers drops from one level to another
- At the top of the pyramid is the most specialised psychological care provided by trained professionals. War Child Holland provides MHPSS at Level 2 of the pyramid - “Community and Family Support”- through programmes available to all interested people in the community. War Child Holland and other agencies also provide Level 3 services, which are for children or parents identified as needing a higher level of support. These programmes are delivered by non-specialists. The EASE programme falls within this category.

Figure 1. Intervention pyramid for mental health and psychosocial support in emergencies. Each layer is described below.



Coping

- Efforts made by an individual to deal with adversity and normal stressors.
- Coping is something we do all the time, *not just when there is a major stressful event*
- Coping can be negative or positive

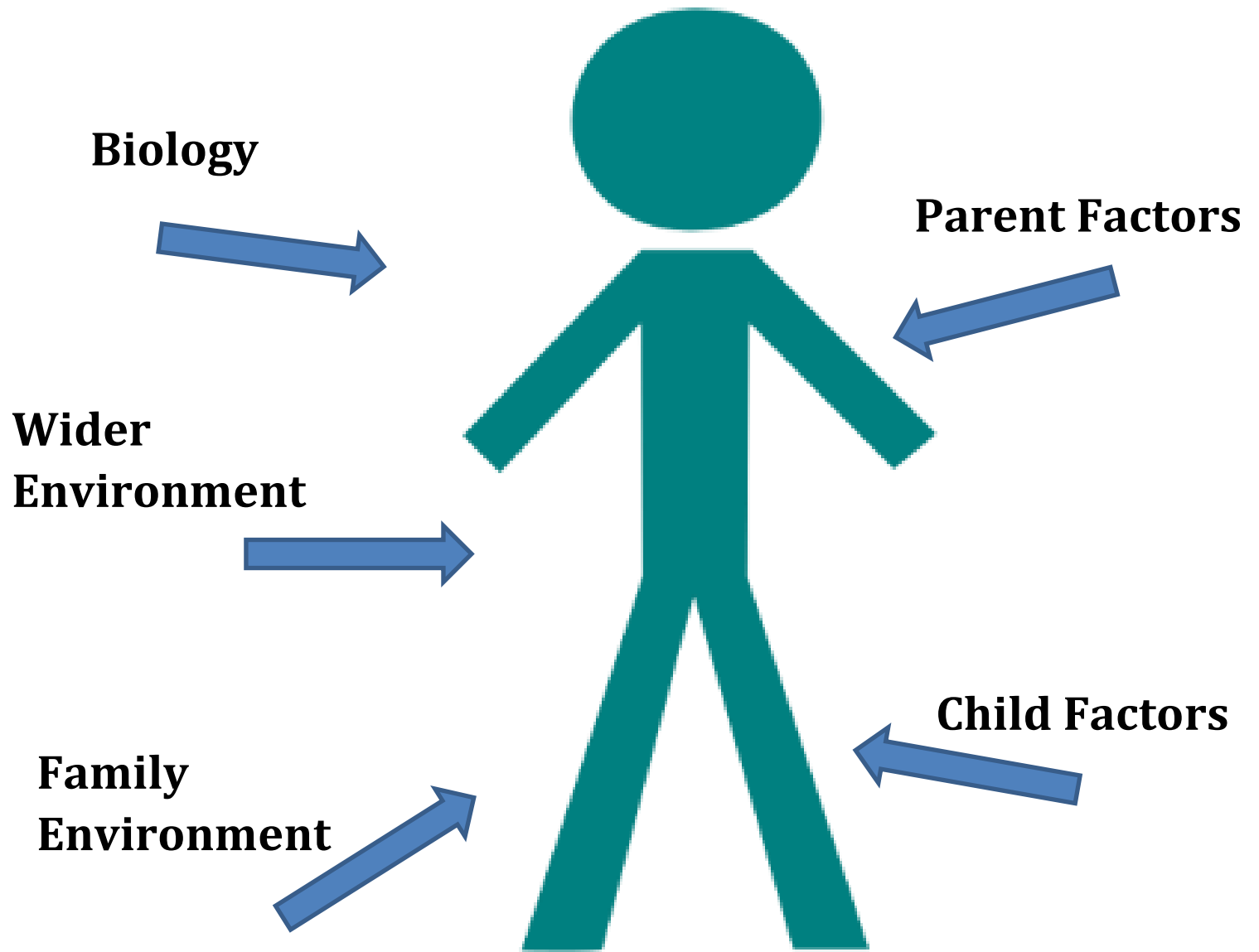
APPENDIX 4: LEBANON ONLY : MHPSS GLOSSARY

Resilience

- A dynamic multi-level process encompassing positive adaptation, drawing on internal and external resources, in the context of significant adversity (War Child Holland definition)
- In mental health, it involves:
 - The ability for a person, family or community to maintain well-being despite adversities.
 - The ability to become strong, healthy, or successful again after something bad has happened
 - Positive coping in the face of war, displacement, loss of family roles
- It is an ordinary process and NOT an extraordinary event; it is the rule not the exception
- A resilient person might look behave in the any of the following ways:
 - Face life's difficulties with courage and patience
 - Embrace all that makes life worth living even in the face of overwhelming difficulties.
 - Accept their new reality, even if it's less good than the one they had before. Y

Life skills

- Life skills are abilities for adaptive and positive behaviour that enable humans to deal effectively with the demands and challenges of life
- Includes, demonstration of leadership, communication skills, respect, conflict resolution, empathy



APPENDIX 6: SYMPTOMS HANDOUT

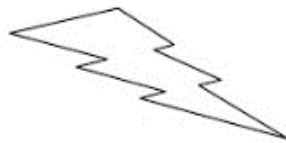
APPENDIX 6: SYMPTOMS HANDOUT



Thoughts



Feelings



Physical/ body
sensations



Behaviour/ actions

APPENDIX 7: CASE STUDIES HANDOUT

APPENDIX 7: CASE STUDIES HANDOUT

DAY ONE: Activity 5: Case study exercise (30 minutes) & DAY FOUR: Activity 3: Key Concept – Session 3- Changing my actions (80 minutes)

Karima is a 14-year-old girl who lives with her mother and 2 younger siblings. Her father was killed in a bombing 18 months ago. Karima misses her father very much. His death has also put a strain on the family as her mother now has to find casual work and Karima must look after her 2 siblings and help more around the house. This has meant she has had to miss school sometimes and she is finding it difficult to keep up with her schoolwork. She feels very stressed about this but what bothers her the most is that she feels very sad all the time. She has started to lose interest in school and has skipped a few days. She has also stopped seeing her friends lately. When she does have free time she often chooses to lie in her bed. She just does not have the energy to do much anymore, and often, she feels like crying. She also feels aches throughout her body and often has headaches. She does not know what she can do to help herself feel better. Her mother has noticed that she has not been finishing her chores lately because Karima is finding them too hard to do. This has caused her and her mother to argue a lot more. She ends up reacting strongly, shouting at her mom and saying bad words to her. Sometimes, when she is angry at her siblings, she might push them aggressively away. She feels that no one really understand her especially her mother who does not know how hard and unfair it is for her.

Ali is an 11-year-old boy who lives with his parents, 3 siblings and 2 grandparents in a one room apartment. He and his family recently moved because they were living in a dangerous neighbourhood. Students at Ali's school were beginning to threaten him and his parents were worried about his safety. Ali had to start a new school when they moved. Initially he was happy about this but then he started feeling anxious that the kids would start bullying him again. These worries were stopping him from making friends at his new school. He tries to avoid areas in his neighbourhood where kids from his school play or hang out and he spends his lunchtimes at school in the classroom. Two months ago he developed crippling stomach pain that has kept him away from school. When his mother forces him to go, he gets very angry and has once even become aggressive. He has seen many doctors but there is nothing physically wrong with him. His family want to help him but they do not understand what he is afraid of. Sometimes his father will get frustrated with Ali and yell at him. Ali thinks his father has been very sad since the move as well but he is not sure why. This makes Ali even more stressed because he thinks he has to solve his problems but he does not know how to

DAY FOUR: Activity 4: Key concept- Session 4- Changing my actions and facilitation practice (60 minutes)

Ahmed is a 13-year-old refugee. He lives with his mother, grandparents and 3 younger siblings in a small apartment. When his father was killed in the war 3 years ago, his family fled. He has noticed recently that he is feeling very tired and without energy most days. He feels sad most days and thoughts about his father and home country occupy his mind. Ahmed used to be a very good guitar player and playing music used to make him feel relaxed and happy. But since moving to the new country he has hardly played his guitar. He has tried to play numerous times but says he can not do it, because it feels too difficult to do or he does not have the energy to play.

APPENDIX 7: CASE STUDIES HANDOUT

DAY FOUR: Activity 7: Anxious Avoidance and Changing my actions (60 minutes)

Fatima used to help her mother sell goods at the markets every Saturday morning. But one day she was walking alone to meet her mother at the market, and she heard a loud bang. Somebody had dropped a lot of bricks from a truck. She was immediately scared and started to feel panicked. She thought that the sound was a bomb. There has never been a problem of bombs in this market- however Fatima remembers that there were bombs in her home country. Since then she has stopped going with her mother. Sometimes she has told her mother that she has too much schoolwork or she must help a friend. This used to work, but recently her mother has become annoyed with her and told her she must help her at the markets again. Fatima feels very scared about going.

Huda is an 11-year-old girl living in an area that has recently become occupied by gangs of young men. After school, she used to play at the park with her friends and come home when it began to get dark. However, last month her and her friends were taunted by a group of young men. Since then, she has not gone back to that park and will deliberately avoid walking by it when she is on her own.

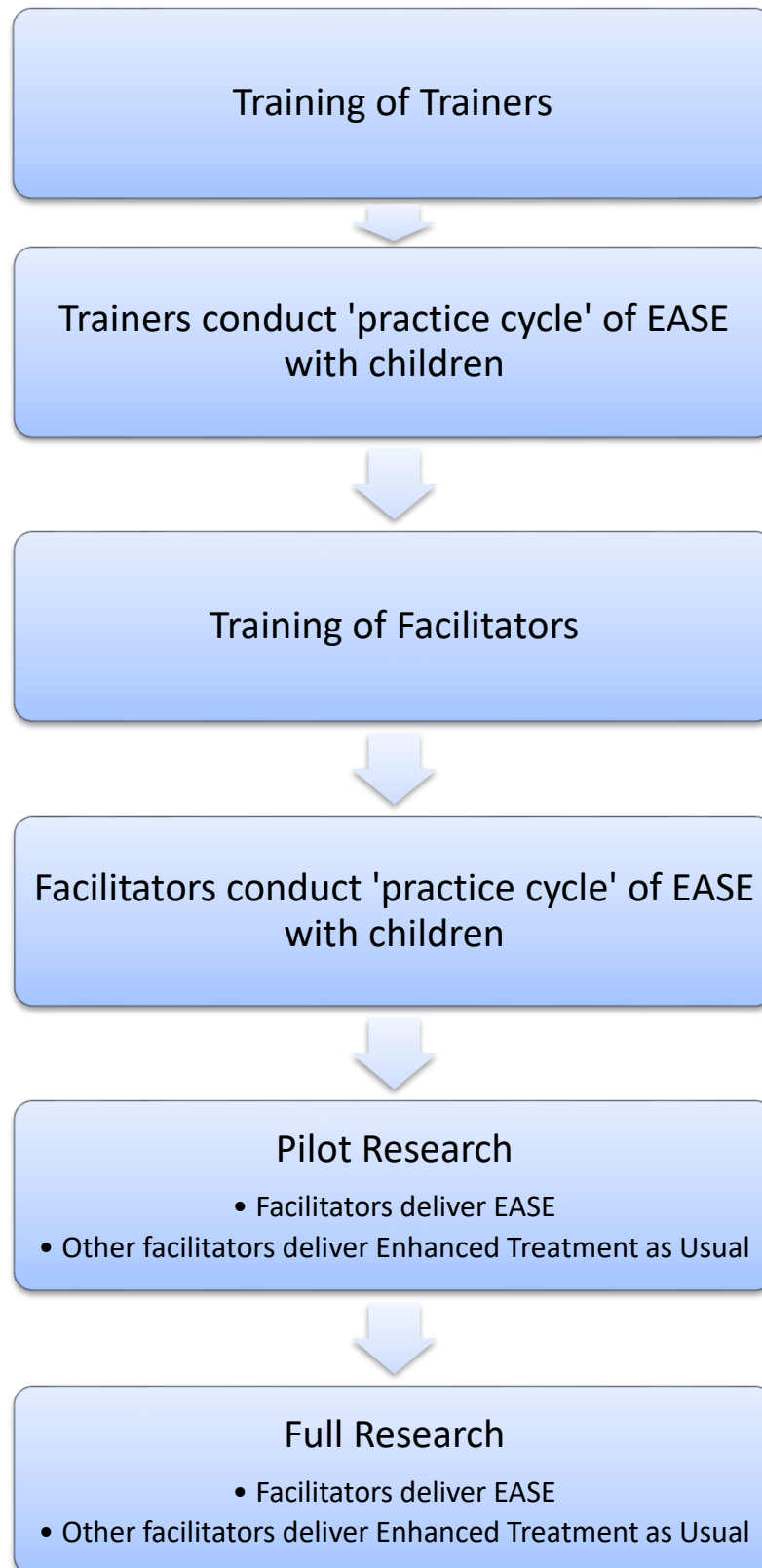
DAY FOUR: Activity 8: Anger and Changing my actions (30 minutes)

Case Study: Hassan was living with his father, after his mother and younger siblings were killed during an air-strike. Before the air-strike, Hassan used to play football with his friends, and he enjoyed joking around with his siblings and his mother. Soon after his loss, Hassan has had big feelings of sadness and anger. Smaller things would make him angry- the last time he was playing football he shouted at his friend and pushed him to the ground, just for not passing him the ball. Hassan has not been out to play with his friends since as he feels embarrassed, and thinks that his friends will not accept him anymore. His football friends used to sometimes call out to him when he walked past,- at first they were asking him to come and play again. Hassan would reply in a very angry voice that he did not want to play with them. Recently, they called out to him saying “What’s the matter Hassan, are you too scared you’ll lose? You’re not good enough”, which made him feel more angry, but also upset that his friends seemed to be no longer his friends and so he called back “I wouldn’t want to play with you losers anyway”. Hassan has now met some older boys who create problems in the neighbourhood by hassling people. He no longer jokes around and spends much of his time feeling angry, hassling people and smoking with this new group of boys.

APPENDIX 8: RESEARCH PROCESS

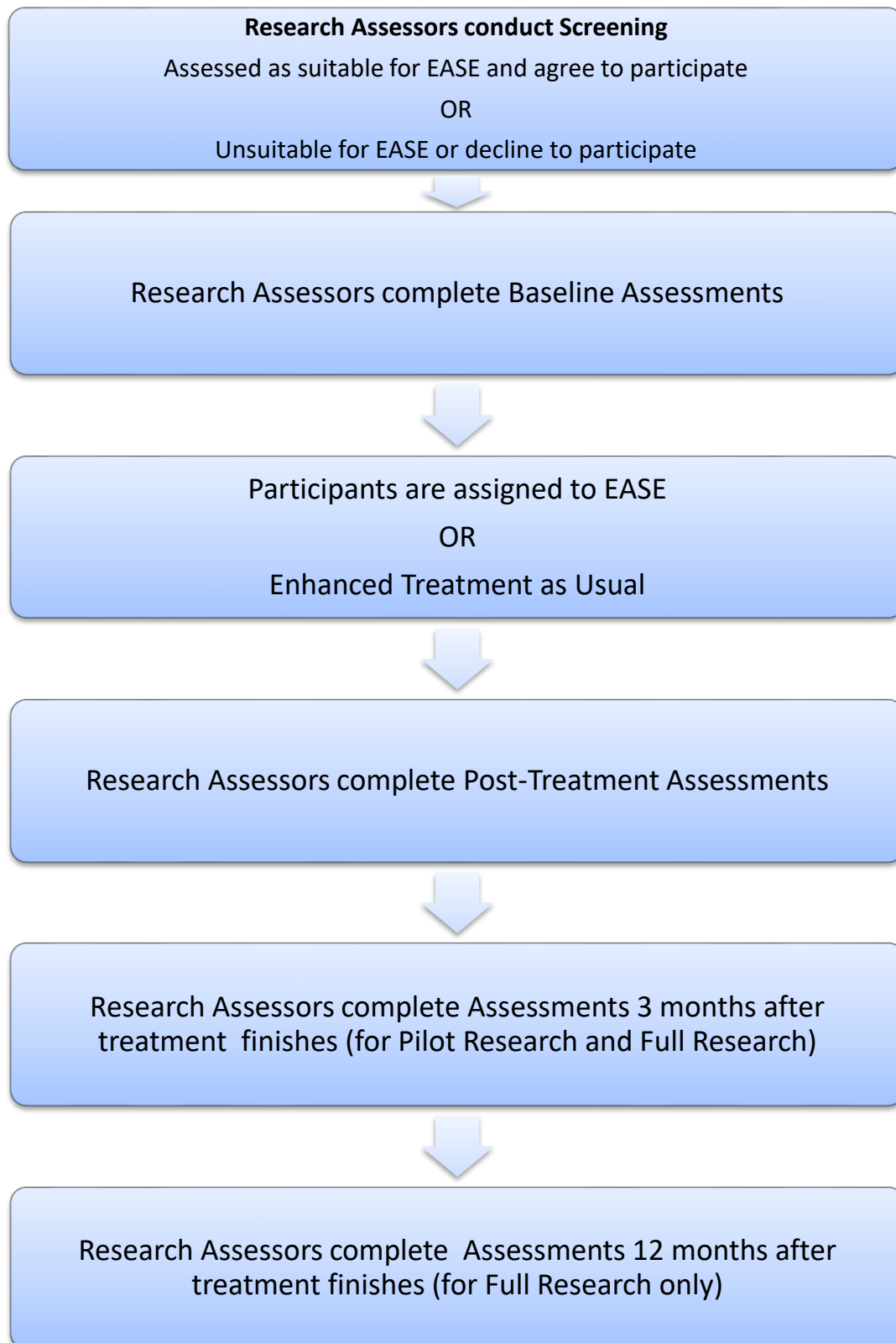
APPENDIX 8: RESEARCH PROCESS

PART 1



APPENDIX 8: RESEARCH PROCESS

PART 2



APPENDIX 9: STEPS FOR HELPFUL FEEDBACK

APPENDIX 9: STEPS FOR HELPFUL FEEDBACK

Steps to providing helpful feedback

The following steps are a general guide for how to give feedback to someone after they have facilitated a practice session.

Step one: Give positive feedback first

1. Be specific with your praise.
2. Avoid just saying "It was good".
3. Describe what was positive.

For example:

You used the basic helping skills appropriately; you had good eye contact and you were able to reflect back what the participant was saying in a way that normalised their feelings.

4. Give an example of when you noticed that behaviour:

For example:

When the participant was reluctant to complete the Feelings Pot exercise, you reflected back her concerns in a gentle and understanding way. Then you revisited the reason for doing this strategy in a way that made sense to her and helped her see that this strategy would be helpful for her. You then reassured her that you would help her identify her feelings and that she did not need to show anyone else her Feelings Pot.

5. Describe how this positively affected the participant (i.e. in the case of a role-play)

For example:

By demonstrating basic helping skills and discussing the reasons for doing the Feelings Pot the participant felt their concerns were valid and listened to. It also helped them understand and engage in the strategy.

Step two: Invite reflections from the person who was facilitating

6. Ask the participants to reflect on the following:
 - What they believed they did well (in the session or in the role-play)
 - What they would change if they could (e.g. what would they have done differently or included)

Step three: Provide feedback about areas to improve (only if necessary)

7. If there is an area that you believe the person needs improvement in or you need to make a correction of some kind, do so gently and using your basic helping skills
8. As with praise, be specific, give an example and discuss how this may have negatively affected the participant (or is not how EASE should be delivered)
9. Invite the trainee to respond. For example you can say "What do you think? Would you agree or disagree with this comment?"
10. You can follow this up with a wider group discussion or a role-play with supervisors modelling the skill/strategy or facilitators practicing the improved/correct way of delivering the strategy.

11. Recap on positive points and remind person to keep doing those

APPENDIX 9: STEPS FOR HELPFUL FEEDBACK

Important points on receiving feedback:

1. Go through the following important points on receiving feedback. You can write them on a flip chart as you go through them.
 - **Listen well:** Focus on what is being said as it will most likely be very helpful to you and can help you improve.
 - **Ask questions only to clarify:** Feedback is not a passive exercise, asking clarification questions can be very helpful.
 - **Do not justify or find excuses:** Sometimes trying to justify or find excuses may be a sign that we are not listening to the feedback, and not thinking about how we can use the feedback to improve our skills for next time. If you find yourself tempted to justify or give an excuse, try to pause and take a breath, remembering that the feedback is there to help you and your peers improve their skills. Try to process the feedback you are given and acknowledge how you might do things differently in the future.
 - **Create an action plan:** Feedback can only help if it is useful and put to good use. Receive the feedback and begin planning how to use it, for example by taking notes and reviewing your notes after the end of the training day.
 - **Remember that it is not about you:** The feedback is design to support you and your peers in improving how you practice your skills. It should never be a personal criticism. It is about delivering the best service to our beneficiaries.

APPENDIX 10: STEPS FOR FACILITATION PRACTICE

APPENDIX 10: STEPS FOR FACILITATION PRACTICE

FACILITATION PRACTICE- TRAINEES LEAD PRACTICE

Instructions are included for trainees and trainers

- Invite the participant doing the facilitation practice to lead facilitation.
- The other participants will take the role of a group of adolescents or a group of caregivers
- One trainer will observe how the participant leads the activity. One trainer can use the EASE Facilitator's Manual to keep time and to see if the participant follows the manual.

FACILITATION PRACTICE - Reflection and facilitation feedback (15 minutes)

- Trainers should guide other participants in giving feedback and reflection. Trainers should also give feedback.
- Refer back to Appendix 9: Steps for Helpful Feedback
 - Step one: Give positive feedback first
 - Step two: Invite reflections from the person who was facilitating
 - Step three: Provide feedback about areas to improve (only if necessary), and recap on positive points
- Ask participants to reflect on the activity
- Ask participants to reflect on potential difficulties adolescents, caregivers or facilitators might experience doing this activity
- If needed, for example if the facilitation practice was not conducted well or was confusing for the other participants, then the trainer should demonstrate the activity again.

TIPS:

- It is more important that you follow the steps for the facilitation practice, rather than rushing for time as this is your opportunity to practice the activities in the EASE Facilitator's Manual.
- The facilitation practice page numbers are for the English EASE Facilitator's Manual. Please request the revised page numbers from your trainer if needed.
- When preparing, make sure to read the whole session and not just the facilitation practice activity. This will help you understand how your activity fits into the whole session.
- There is no need to recap on previous facilitation practices or introduced what your facilitation practice is. It may seem strange to not do this however the trainer will do this. You should only do what is in your facilitation practice and not add extra. This is to help with managing time.
- When acting as a adolescent or caregiver, you could:
 - take on the role of an adolescent or caregiver – i.e. someone that you know or have worked with before.
 - choose to respond to questions as themselves e.g. to think about their own experiences or feelings in response to the facilitator's questions
 - do not go to an extreme when role-playing. It is not helpful or fair to the person who is doing the facilitation practice or for other training participants' learning.

APPENDIX 10: STEPS FOR FACILITATION PRACTICE

DEMONSTRATION FACILITATION PRACTICE- TRAINERS LEAD PRACTICE

Instructions are included for trainees and trainers

- The trainer should demonstrate the facilitation practice.
- The other participants will take the role of a group of adolescents or caregivers
- The other participants should also observe how the trainer conducts the facilitation practice and try to identify as many basic helping skills as they can (they can write them down while watching).

Reflection (15 minutes)

- Ask participants to reflect on the activity
- Ask participants to reflect on potential difficulties adolescents, caregivers or facilitators might experience doing this activity
- At the end of each role play, the trainer will ask which basic helping skills were demonstrated and when they were used.

On Day 1 the trainer could also receive feedback of their demonstration facilitation practice, in order to normalise receiving feedback from the training participants. The steps that would be followed are:

- The trainer who did the demonstration role play should receive feedback.
- The co-trainer should join the participants in guiding feedback and support participants to refer back to instruction on how to give feedback from Day 1
 - Step one: Give positive feedback first
 - Step two: Invite reflections from the person who was facilitating
 - Step three: Provide feedback about areas to improve (only if necessary), and recap on positive points

APPENDIX 11: FACILITATION PRACTICE ALLOCATION FORM

APPENDIX 11: FACILITATION PRACTICE ALLOCATION FORM

Training Day	Facilitation practice	Time (minutes)	Name of participant who will facilitate this practice session
DAY 3 (Youth)	ENERGIZERS AND ICE BREAKER ACTIVITIES		
	DEMONSTRATION FACILITATION PRACTICE: Understanding my feelings- part 1 only (CHAPTER FOUR: Session One, page 46 EASE Facilitator's Manual) (10 minutes)	10	TRAINERS DEMONSTRATION
	FACILITATION PRACTICE 1: Understanding my feelings- Externalising feelings: group and pair activity only (CHAPTER FOUR: Session One, pages 47-48 EASE Facilitator's Manual)	35	
	DEMONSTRATION FACILITATION PRACTICE: Identifying personal feelings- feelings pot individual activity only (CHAPTER FOUR: Session One, pages 48-49 EASE Facilitator's Manual)	15	TRAINERS DEMONSTRATION
	FACILITATION PRACTICE 2: Identifying personal feelings – big and difficult feelings discussion only (CHAPTER FOUR: Session One, pages 49-50 EASE Facilitator's Manual)	10	
	FACILITATION PRACTICE 3: Showing our feelings (CHAPTER FIVE: Session Two, page 53 EASE Facilitator's Manual)	10	
	FACILITATION PRACTICE 4: Feelings and my body (CHAPTER FIVE: Session Two, pages 54-55 EASE Facilitator's Manual)	20	
	DEMONSTRATION FACILITATION PRACTICE: Slow breathing group activity (page 56-58 EASE Facilitator's Manual)	20	TRAINERS DEMONSTRATION
	FACILITATION PRACTICE 5: Activity to end the session (CHAPTER FOUR: Session One,	10	

APPENDIX 11: FACILITATION PRACTICE ALLOCATION FORM

Training Day	Facilitation practice	Time (minutes)	Name of participant who will facilitate this practice session
	pages 50-51 EASE Facilitator's Manual)		
DAY 4 (Youth)	ENERGIZERS AND ICE BREAKER ACTIVITIES		
	DEMONSTRATION FACILITATION PRACTICE: Review Session 2 (CHAPTER SIX: Session Three, page 61 EASE Facilitator's Manual).	10	TRAINERS DEMONSTRATION
	DEMONSTRATION FACILITATION PRACTICE : Feelings and actions (CHAPTER SIX: Session Three, pages 62-63 EASE Facilitator's Manual)	15	TRAINERS DEMONSTRATION
	DEMONSTRATION FACILITATION PRACTICE : Changing my actions (but not the individual activity) (CHAPTER SIX: Session Three, pages 63-64 EASE Facilitator's Manual) (15 minutes)	15	TRAINERS DEMONSTRATION
	DEMONSTRATION FACILITATION PRACTICE : Changing my actions (individual activity ONLY) (CHAPTER SIX: Session Three, page 64 EASE Facilitator's Manual)	15	TRAINERS DEMONSTRATION
	FACILITATION PRACTICE 1: Changing my actions (CHAPTER SEVEN: Session Four, pages 68 + 69 EASE Facilitator's Manual)	30	
DAY 5 (Youth)	ENERGIZERS AND ICE BREAKER ACTIVITIES		
	FACILITATION PRACTICE 1: Reviewing home practice – only section on Participants discuss Calming my Body practice (CHAPTER EIGHT: Session Five, page 72 EASE Facilitator's Manual)	15	

APPENDIX 11: FACILITATION PRACTICE ALLOCATION FORM

Training Day	Facilitation practice	Time (minutes)	Name of participant who will facilitate this practice session
	FACILITATION PRACTICE 2: Reviewing home practice – only section on Participants discuss Changing my Action practice (CHAPTER EIGHT: Session Five, page 72, EASE Facilitator’s Manual)	15	
	FACILITATION PRACTICE 3: Introducing the aim of Understanding common problems (CHAPTER EIGHT: Session Five, pages 73 + 74 EASE Facilitator’s Manual)	15	
	FACILITATION PRACTICE 4: Managing my problems (CHAPTER EIGHT: Session Five, pages 74 - 76 EASE Facilitator’s Manual) (20 minutes)	20	
	FACILITATION PRACTICE 5: Applying Managing my Problems – group activity – solving each other’s problems only (CHAPTER EIGHT: Session Five, pages 76-77 EASE Facilitator’s Manual)	20	
	Facilitation practice 6: Applying Managing my Problems – pairs activity solving your own problem-only (CHAPTER EIGHT: Session Five, pages 76-77 EASE Facilitator’s Manual)	20	
	DEMONSTRATION FACILITATION PRACTICE : Managing my Problems Activities: Group activity only (CHAPTER NINE: Session Six, pages 84-85, Session 6 EASE Facilitator’s Manual)	3	TRAINERS DEMONSTRATION
	FACILITATION PRACTICE 7: Managing my Problems Activities: A) Thinking of Ideas only (CHAPTER NINE: Session Six, pages 84-85 EASE Facilitator’s Manual)	9	
	FACILITATION PRACTICE 8: Managing my Problems Activities: B) Choosing the best idea only	9	

APPENDIX 11: FACILITATION PRACTICE ALLOCATION FORM

Training Day	Facilitation practice	Time (minutes)	Name of participant who will facilitate this practice session
	(CHAPTER NINE: Session Six, pages 84-85 EASE Facilitator's Manual)		
	FACILITATION PRACTICE 9: Managing my Problems Activities: C) Steps needed to carry out the idea only (CHAPTER NINE: Session Six, pages 84-85 EASE Facilitator's Manual)	9	
	FACILITATION PRACTICE 10: Preparing for the end of the programme (CHAPTER NINE: Session Six, pages 86 -87 EASE Facilitator's Manual)	5	
DAY 6 (Youth & Caregivers)	ENERGIZERS AND ICE BREAKER ACTIVITIES		
	FACILITATION PRACTICE 1: Brighter futures but not the craft activity (CHAPTER TEN: Session Seven, pages 92-93 EASE Facilitator's Manual) (suitable for division between two facilitators)	25	
	Facilitation practice 2: Caregiver strengths (CHAPTER ELEVEN: Session One, pages 101 - 103 EASE Facilitator's Manual) (10 minutes)	10	
	Facilitation practice 3: Common signs of sadness, worry and stress in children (CHAPTER ELEVEN: Session One, pages 104 - 111 EASE Facilitator's Manual)	15	
	Facilitation practice 4: EASE youth exercises review (CHAPTER ELEVEN: Session One, pages 111-113 – EASE Facilitator's Manual)	10	
DAY 7 (Caregivers)	ENERGIZERS AND ICE BREAKER ACTIVITIES		
	Facilitation practice 1: Responding to feelings- Group Activity only	20	

APPENDIX 11: FACILITATION PRACTICE ALLOCATION FORM

Training Day	Facilitation practice	Time (minutes)	Name of participant who will facilitate this practice session
	(CHAPTER ELEVEN: Session One, pages 113 – 116 in EASE Facilitator’s Manual		
	Facilitation practice 2: Responding to feelings – Teach slow breathing only (CHAPTER ELEVEN: Session One, pages 116 – 117 in EASE Facilitator’s Manual	20	
	Facilitation practice 3: Quality time (CHAPTER ELEVEN: Session One, pages 117 - 119 in EASE Facilitator’s Manual	20	
	Facilitation practice 4: Caregiver Session 2 Boosting confidence and Children’s Strengths (CHAPTER TWELVE: Session Two, pages 127 - 129 EASE Facilitator’s Manual)	20	
	Facilitation practice 5: Praise and Caregiver experience of praise (CHAPTER TWELVE: Session Two, pages 129 - 131 EASE Facilitator’s Manual)	15	
	Facilitation practice 6: The power of praise (CHAPTER TWELVE: Session Two, pages 131 - 134 EASE Facilitator’s Manual)	30	
	DEMONSTRATION FACILITATION PRACTICE Alternatives to physical punishment (CHAPTER TWELVE: Session Two, pages 135 - 137 EASE Facilitator’s Manual)	10	TRAINERS DEMONSTRATION
	Facilitation practice 7: Brighter future (CHAPTER THIRTEEN: Session Three pages 151 – 152 in EASE Facilitator’s Manual)	15	
DAY 8 (Caregivers)	ENERGIZERS AND ICE BREAKER ACTIVITIES		
	Facilitation practice 8: Review home practice (CHAPTER	10	

APPENDIX 11: FACILITATION PRACTICE ALLOCATION FORM

Training Day	Facilitation practice	Time (minutes)	Name of participant who will facilitate this practice session
	THIRTEEN: Session Three, pages 141-142 EASE Facilitator's Manual		

APPENDIX 12: GENERAL COMPETENCY ROLE PLAYS

APPENDIX 12: GENERAL COMPETENCY ROLE PLAYS

INSTRUCTIONS

- The general competency role plays will be conducted twice during classroom training. Once on the first day of training (pre- assessment) and once on the last day of training (post-assessment)
- Trainers should allocate trainees to one role play. The role plays should be conducted so that the other training participants do not observe the role play that is currently taking place e.g. they should be in a separate room.
- The trainee should only be given the “Facilitator Instructions” a minute or two before their role play is due to start. They should be instructed to manage the group situation or the situation with a child. They should not be given or told what is in the “child instructions” or “caregiver instructions”.
- Each role play should be conducted for 5 minutes.
- Some of the role plays describe delivering short parts of the EASE Facilitator’s Manual. However, trainees should be instructed not to worry too much about focussing on delivering the EASE Facilitator’s Manual during the role play e.g. it is not important if they do these parts right or wrong. As this is not what is being observed. Instead they should pay attention to what is happening in the group or what is happening with one child.
- Ideally two trainers should separately rate the competence of each trainee’s role play (Appendix 13). Trainers should rate the competence during or immediately after each role-play. Allow 2-3 minutes to complete forms after each role play.
- The other trainer, or another staff member in your organization who is not participating in EASE training, should take the role described in ‘child instructions’ or ‘caregiver instructions’ in the boxes below. If using other members of staff, make sure they are informed in advance of their role and what the limitations are.

APPENDIX 12: GENERAL COMPETENCY ROLE PLAYS

1) General group competence: when a child disturbs the group during facilitation of session 2 slow breathing

FACILITATOR INSTRUCTIONS

It is session 2 of the adolescent EASE group. You are teaching a group of 10-12 year old boys. You will start to explain how to do slow breathing- so you are starting with the Slow Breathing: Group Activity. You will notice one boy called Hassan.

-----CUT

'CHILD INSTRUCTIONS' role played by one of the trainers; if more than one trainer is not available then a training participant should be given these instructions in detail

You are a boy called Hassan. You are 10 years old. You are being taught slow breathing in youth session 2 but you are bored. You do not want to be in the EASE group because you are missing out on playing with your friends. First you start to become restless i.e. you cannot sit still in the chair and you keep moving in your chair whilst the facilitator gives the slow breathing instructions. After 1 minute you start to make a funny noise when the instructor talks about breathing out, or breathing from your belly i.e. like 'blowing raspberries'. After 2 minutes you then get up from your chair during the slow breathing instructions. You start to move around the room, making noise and singing/shouting ' I am bored, I am bored...'. You are not angry. Instead you are being silly and funny. But your aim is to disturb the slow breathing practice- without escalating to an extreme level of disturbance. You should respond to the facilitator appropriately and as you would do naturally. For example, you might become less restless or less disruptive depending on how the facilitator interacts with you.

APPENDIX 12: GENERAL COMPETENCY ROLE PLAYS

2) General group competence: when a caregiver challenges the facilitator on their competence during facilitation of caregivers session 1 , when explaining quality time

FACILITATOR INSTRUCTIONS

It is session 1 of the caregivers EASE group. You will start to explain Quality Time to the caregivers. You will briefly describe ' 1.Ask caregivers to describe to the group what quality time means to them' and you will move to ' 2.Ask caregivers to try to share with the group (if they feel comfortable) one benefit of spending time together with their child' and then try to brainstorm barriers. You will notice one caregiver called Khadija, who is a mother of a 12 year old daughter completing the EASE programme. You know that she has a total of 5 children and is married.

-----CUT

'CAREGIVER INSTRUCTIONS' role played by one of the trainers; if more than one trainer is not available then a training participant should be given these instructions in detail

You are a 37 year old woman called Khadija. You have a 12 year old daughter completing EASE. You have a total of 5 children varying in ages from 2 to 15 years old. You are being taught Quality Time in caregiver session 1. After the facilitator has asked what quality time is, they will then start to ask what the benefits of spending time with your child are. When the facilitator starts to ask what the benefits are you are not happy with what the facilitator is saying. Your goal is to challenge the facilitator. But you are not angry, only frustrated. It is important not to escalate to an extreme level of challenging during this role-play e.g. you should not be too rude or shout at the facilitator.

You challenge the facilitator on a number of issues such as:

-Who are you to tell us about how to spend time with children? Do you have any children?

-Are you saying that I am not spending enough time with my children? Do you not understand how busy I am?

-I already know it is good to spend time with my children. We are told this all the time. Why are you telling me something I already know?

APPENDIX 12: GENERAL COMPETENCY ROLE PLAYS

3) General group competence: when a child has a large number of questions during facilitation of session 3, explaining the vicious cycle.

FACILITATOR INSTRUCTIONS

It is session 3 of the adolescents EASE group. You are facilitating a group of older adolescent girls. You are doing the 'Feelings and actions' section and you will pretend that you have already read Text 13 and Picture 13 of the Storybook. You start to explain the Vicious Cycle. You will notice one adolescent girl called Samia, who is 13 years old. You know from Samia's Feelings Pot exercises in sessions 1 and 2 that the big and difficult feeling that Samia struggles with is 'worry'.

-----CUT
'CHILD INSTRUCTIONS' role played by one of the trainers; if more than one trainer is not available then a training participant should be given these instructions in detail

Your name is Samia. You are 13 year old girl. It is session 3 of the adolescent programme. The facilitator is explaining Feelings and Actions to you. You are to pretend that they have already read from the storybook to you. Now they are trying to explain the vicious cycle. You have a lot of worries about the vicious cycle. Your goal is to try to understand the vicious cycle as much as possible. To do this you will put your hand up as many times as you can and ask as many questions as possible. You feel worried you do not understand and you are a bit confused about what the facilitator is saying. You do not always listen to what the facilitator is saying and quickly will try to ask more questions. Try not to take this to an extreme level e.g. keep the questions relevant and related and ask your questions in a gentle manner. After the facilitator says each of these sentences, you put your hand up with the following questions (or ask these questions where relevant):

FACILITATOR: A vicious cycle is when we cope with feelings in a way that makes those feelings stronger and worsen our situation. In the cycle, you can see the person experiences a big and difficult feeling (point to image at the top of the cycle). This might be sadness, anxiety or anger.

SAMIA: I am not sure if this the right for me? Are you sure?

FACILITATOR: To cope with the feeling they stop doing things that are meaningful to them (point to image on the right side of the cycle). In Kian's situation she stopped seeing her friends when she felt very sad because she just didn't feel like it.

SAMIA: I am not sure I understand? What do you mean?

FACILITATOR: People stop doing these things for lots of different reasons. For example, they may no longer feel they enjoy doing the activity, or lack energy or they may feel scared that something bad might happen. But the problem with this way of coping is that it only makes that feeling bigger (point to image at the bottom of the cycle).

SAMIA: But I feel better when I stop doing things. I feel less worried. Is this wrong?

Then to cope with the feeling, the person withdraws even more from meaningful activities (point to image on the left side of the cycle) and this cycle continues.

SAMIA: Is it bad that I have stopped doing my activities? Should I do them again?

APPENDIX 12: GENERAL COMPETENCY ROLE PLAYS

4) One-to-one general child competence: when a child becomes visibly angry during session 5, managing my problems discussion

FACILITATOR INSTRUCTIONS

It is session 5 of the adolescent EASE group. A 14 year old boy called Mohamed has expressed anger during the session when talking about managing my problems. He raised his voice in the group and was aggressive to other participants saying that 'your problems are not even real problems compared to the problems in my life.' Mohamed shouted at the facilitators and said 'why are you not talking about the real things that are troubling us?' You have taken Mohamed out for a one-to-one conversation.

-----CUT

'CHILD INSTRUCTIONS' role played by one of the trainers; if more than one trainer is not available then a training participant should be given these instructions in detail

You are a boy called Mohamed. You are 14 years old. It is session 4 of the adolescent EASE group and you expressed anger during the session when talking about managing my problems. You raised your voice in the group and were aggressive to other participants saying that 'your problems are not even real problems compared to the problems in my life.' You shouted at the facilitators and said 'why are you not talking about the real things that are troubling us?' The facilitator has asked you to join for a one-to-one conversation which you have agreed to.

The facilitator does not yet know that you are having many problems which have affected you a lot. Your father was shot and killed two years ago. You and your older brother now have a lot of responsibilities for looking after your mother and three younger siblings. Two of your other older brothers have left the area trying to earn more money and a better life. You have not heard from them in some time and you are worried. You are tired all the time because you are working for money but also trying to go to school. Your brother says that you are wasting your time by coming to EASE. You are starting to believe he may be right. You feel angry a lot of the time but you are also sad about how your life has changed.

Your goal is to respond to the facilitator as naturally as possible. You will still be angry at first when the facilitator is talking to you but should respond accordingly as the facilitator speaks with you e.g. if you feel safe when speaking with the facilitator you may feel able to share some of the problems you are having. If you do not feel that safe, then you may still feel angry for longer during the conversation. You will not raise any child protection issues e.g. you will not say that you feel suicidal, or that you are being abused or have hurt others.

APPENDIX 12: GENERAL COMPETENCY ROLE PLAYS

5) One-to-one general child competence: when a child reports thoughts of suicide during managing my problems (not imminent risk)

FACILITATOR INSTRUCTIONS

It is session 5 of the adolescent EASE group. A 13 year old girl called Nayla has made a comment that has concerned you whilst discussing Managing my Problems. She said 'my problems are so big that sometimes I wish God would just make sure I did not wake up one day'. Her mood also seems more sad in the past two sessions. You have taken Nayla out for a one-to-one conversation.

-----CUT

'CHILD INSTRUCTIONS' role played by one of the trainers; if more than one trainer is not available then a training participant should be given these instructions in detail

You are a girl called Nayla. You are 13 years old. It is session 5 of the adolescent EASE group and whilst discussing Managing my Problems you said 'my problems are so big that sometimes I wish God would just make sure I did not wake up one day'. Your mood has been more sad in the past two EASE sessions. The facilitator has asked you to join for a one-to-one conversation which you have agreed to.

The facilitator does not yet know that you have been having thoughts of wishing God would make sure you did not wake up for the past two weeks. You have never attempted to hurt yourself before. You do not have any plan for how you would hurt yourself and you do not have any desire to act on your thoughts. Your religion stops you from taking any action and thoughts about your how your family would feel also protect you. However you have felt more sad in the last two weeks and you had these thoughts a few times since then. You have valued coming to the EASE sessions. But some of the discussions about Managing my Problems has made you realise how difficult your life has been. Since the war you have lost many things including your home and your friends. It feels as though God is punishing you. Your grandparents were too old to travel and they have stayed behind in your home country with some of your cousins. You are worried about their safety. You are not enjoying school in this new country and feel like the teachers and local students do not treat you well (they do not physically hurt you). You miss your older sister who got married four months ago and is living with her new family. She was your best friend. You feel very lonely a lot of the time as your father is busy working and your mother is busy with your younger siblings. You find it hard to see how life will get better.

Your goal is to respond to the facilitator as naturally as possible. You will still be very sad at first when the facilitator is talking to you but should respond accordingly as the facilitator speaks with you e.g. if you feel safe when speaking with the facilitator you may feel able to share some of the problems or feelings you are having. If you do not feel that safe, then you may still feel very sad for longer during the conversation. You will not raise any other child protection issues.

APPENDIX 12: GENERAL COMPETENCY ROLE PLAYS

6) One-to-one general child competence: after explaining anxious avoidance in session 3, a child becomes visibly anxious

FACILITATOR INSTRUCTIONS

It is session 3 of the adolescent EASE group. You have taught the steps to Changing my Actions and the adolescents are doing the individual activity where they are making a plan using the Changing my Actions steps. You notice that an 11 year old boy called Saleh is very worried about doing his meaningful activity which is taking food that his mother has prepared to his father's shop- so that his father can eat dinner. He appears more worried than the other children in the group about their activities. He looked like he was becoming tearful and very upset at the thought of the activity. You have taken Saleh out for a one-to-one conversation.

-----CUT

'CHILD INSTRUCTIONS' role played by one of the trainers; if more than one trainer is not available then a training participant should be given these instructions in detail

You are a boy called Saleh. You are 11 years old. It is session 3 of the adolescent EASE group. You have just learned the steps to Changing my Actions and are now doing your individual activities to prepare the steps for your meaningful activity which you have stopped doing. You have chosen taking food to your father's shop in the early evening, which your mother has prepared. You are very worried and fearful about this activity. You almost started crying in the group and feel very embarrassed and upset. The facilitator has asked you to join for a one-to-one conversation which you have agreed to.

The facilitator does not know yet that you used to take food to your father all the time. This was a meaningful activity as you enjoyed spending some time with your father. You feel too scared to do this because going outside in the evening reminds you of what time the bombs used to fall, and what time you would most likely hear gunfire. A few months ago, you were very scared a few times on your way to your father's shop when you heard loud bangs in the street (these were not bombs or gunfire as you now live in a safer area). You stopped going after that. Although you feel briefly better for staying inside your home, this means that your younger brothers have been going to your fathers shop instead. Your mother is not happy with you for creating a problem like this and you see less of your father. You otherwise have a good relationship with your family.

The facilitator should be aware that only if a participant wants to start doing an activity again but they feel fearful, will they help them gradually face it again. A participant should never feel pressured into doing an activity they do not want to do.

Your goal is to respond to the facilitator as naturally as possible. You will still be very upset and fearful about doing the activity at first when the facilitator is talking to you but should respond accordingly as the facilitator speaks with you e.g. if you feel safe when speaking with the facilitator you may feel able to share some of the problems or feelings you are having. If you do not feel that safe, then you may still feel very sad for longer during the conversation. You are not necessarily interested in hearing solutions for how you can use Changing my Actions. You are more upset and in need of some support. You will not raise any child protection issues.

APPENDIX 13: GENERAL COMPETENCY RATING FORM (ENACT- ADAPTED)

APPENDIX 13: GENERAL COMPETENCY RATING FORM (ENACT-adapted)

- To be used at the pre- and post-training competency assessments during the classroom training. This form is different to the EASE Specific Fidelity and Competency Rating Form (Appendix 30), which will be used during the practice cycles, and pilot/full research.
- Ideally two trainers should separately rate the competence of each role play either during or immediately after each role play(Appendix 13).
- Trainees who score '1, needs improvement' on ONE item only- should receive extra supervision or support to enhance this competency. Extra supervision or support may be in the form of practicing role-plays with a supervisor or trainer, observing other role-plays where this skill is being demonstrated or reviewing training materials covering this topic. The trainee's supervisor should be aware of this result so they can monitor the trainee's progress and decide whether the trainee would achieve a higher score given their observations during supervision etc.
- For trainees who score '1, needs improvement' on TWO or more items – additional training, or supervision or support might also include them working with another trainee during practice cases (in an observer role) and/or participating in another training; or it may be jointly decided that this work is not well-suited to this trainee. Discuss any major concerns with your supervisor first.
- Note: ENACT items 6 and 7 below are for role play 5 only

APPENDIX 13: GENERAL COMPETENCY RATING FORM (ENACT- ADAPTED)

SUMMARY FORM

Trainee name							
Assessor name							
Date of assessment							
Which role play is being assessed?							
<i>Complete after assessment</i>							
Summarise Scores→	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7
1- needs improvement							
2- done partially							
3- done well							
Strengths							
Areas requiring some improvement, further training or supervision							
Is this trainee ready to deliver EASE?	<input type="checkbox"/> YES <input type="checkbox"/> YES- but requires some further training, supervision on one item (specify above) <input type="checkbox"/> NOT YET- requires significant further training, supervision (specify above) <input type="checkbox"/> NO- not suitable to continue <input type="checkbox"/> UNSURE- speak with supervisor/ trainee first						

APPENDIX 13: GENERAL COMPETENCY RATING FORM (ENACT- ADAPTED)

Tick one box per item only.

ITEM 1. NON-VERBAL COMMUNICATION & ACTIVE LISTENING: EYE CONTACT, FACIAL EXPRESSION, BODY LANGUAGE & GESTURES

1 NEEDS IMPROVEMENT = does not make any eye contact or stares at patient; shows anger; laughs at patient; mocks patient; turns away from patient; repeatedly interrupts patient; ignores patient; answers mobile phone without permission

2 DONE PARTIALLY = does not consistently use body language to express interest; rarely makes eye contact; shows limited emotion; appears artificial

3 DONE WELL = makes appropriate eye contact throughout interaction; smiles when appropriate; when sitting with patient, sits at appropriate angle from patient and leans in to show interest; when standing in front of group-demonstrates openness and interest to with posture, use of 'uh-huh', 'hmm' or other culturally appropriate non-lexical utterances to signal interest

ITEM 2. VERBAL COMMUNICATION SKILLS: OPEN-ENDED QUESTIONS, SUMMARIZING & CLARIFYING STATEMENTS

1 NEEDS IMPROVEMENT = uses mostly 'yes/no' questions, e.g., "Will you? Can you?"

2 DONE PARTIALLY = uses open-ended questions but does not explore topics further or offer summaries for patient reflection

3 DONE WELL = uses open-ended questions, summarizing and clarifies statements as needed, e.g., "What happened? Tell me more."

ITEM 3. RAPPORT BUILDING & SELF-DISCLOSURE

1 NEEDS IMPROVEMENT = clinician does not introduce him/herself or does not attempt to make the patient feel comfortable or clinician dominates the session talking about his/her own experiences

2 DONE PARTIALLY = clinician introduces him/herself as appropriate, but does not help the patient feel comfortable or uses clinician disclosure but it is not related to patient experience or needs

3 DONE WELL = clinician introduces him/herself as appropriate, tries to make the patient feel comfortable and where appropriate uses disclosure which focuses on patient needs

ITEM 4. EXPLORATION, INTERPRETATION & NORMALIZATION OF FEELINGS

1 NEEDS IMPROVEMENT = clinician does not ask about patient's feelings or clinician is judgmental/critical about patient's emotions and feelings (e.g., "You shouldn't feel that way", "You should stop thinking or feeling that.")

2 DONE PARTIALLY = clinician asks about feelings but does not normalize/validate or does not explore feelings in detail with patient

3 DONE WELL = clinician explains that the patient's feelings in context and if appropriate, feelings are expected for a person in his/her situation

ITEM 5. DEMONSTRATION OF EMPATHY, WARMTH & GENUINENESS

1 NEEDS IMPROVEMENT = clinician is critical, hostile, or dismissive of patient's concerns or complaints

2 DONE PARTIALLY = clinician is generally warm and friendly to patient, but does not demonstrate the ability to put him/herself in the experience of the patient

3 DONE WELL = clinician is warm and friendly and demonstrates that he/she understands the experience of patient in a genuine and sincere manner

APPENDIX 13: GENERAL COMPETENCY RATING FORM (ENACT- ADAPTED)

ITEM 6 (ENACT_17). EXPLANATION AND PROMOTION OF CONFIDENTIALITY (for role play 5 only)

- 1 NEEDS IMPROVEMENT = clinician does not address confidentiality or does not adjust topics of discussion based on setting
- 2 DONE PARTIALLY = clinician tells patient that everything is confidential without explaining exceptions such as harm to self or others, or clinician states everything is confidential while conducting session in non-private setting
- 3 DONE WELL = clinician explains that all clinician-patient discussions are confidential with the exception of harm to self and others, and clinician adjusts conversation topics based on private or non-private setting

ITEM 7 (ENACT_18). ASSESSMENT OF HARM TO SELF, HARM TO OTHERS, HARM FROM OTHERS & DEVELOPING COLLABORATIVE RESPONSE PLAN (for role play 5 only)

- 1 NEEDS IMPROVEMENT = clinician does not ask about harm to self or others
 - 2 DONE PARTIALLY = clinician asks about harm to self or others, but does not help patient develop a plan for safety
 - 3 DONE WELL = clinician asks about harm to self or others and facilitates appropriate planning and actions to assure safety
-

This tool is a basic framework and is intended for translation, modification, and refinement based on needs for specific trainings and interventions and the cultural context. Please contact Brandon Kohrt, MD, PhD, Duke Global Health Institute brandon.kohrt@duke.edu for additional training and coding materials and for assistance in transcultural translation and adaption procedures.

ENACT citation: Kohrt, B. A., Jordans, M. J. D., Rai, S., Shrestha, P., Luitel, N. P., Ramaiya, M., Singla, D. Patel, V. (2015). Therapist Competence in Global Mental Health: Development of the Enhancing Assessment of Common Therapeutic Factors (ENACT) Rating Scale. *Behaviour Research and Therapy*, 69, 11-21. doi: <http://dx.doi.org/10.1016/j.brat.2015.03.009>

APPENDIX 14: DAILY REFLECTION AND FEEDBACK FORMS

APPENDIX 14: DAILY REFLECTION AND FEEDBACK FORMS

- **What was the most important thing you learned today?**

- **What did you find most helpful in the training today?**

- **Anything you think could be improved for tomorrow?**

- **Is there anything you would like to learn that has not yet been covered?**

APPENDIX 15: ACTIVITIES TO REVIEW PRIOR DAY

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For all prior day reviews, you can choose to review what participants have learned in the prior day. Or you can choose to review what they have learned so far over many days. Reviewing helps to gradually accumulate participants' learning as the training progresses. We have suggested that reviewing can be done at the beginning of each day of training. However it can also be done in the middle of the day, after breaks or lunch, or at the end of each day. Reviewing activities can also be a positive energizer for when the group needs a break from learning- but when you still want to keep the participants thinking about the topics of the day. There are many options and variations of ways to review- try thinking of your own!

1.Pairs – Participants form pairs and each discuss four things that they learned from the previous day. Report back to everyone one unique learning from each individual (not allowing individuals to say something that has been already said).

2.Statues – in an open space, ask participants to follow you in strange body movements (e.g., hopping on one leg, walking on tippy-toes, crab-walking, stretching movements) and call out “STOP!” Name a participant and ask them a question about the previous day's topics.

3.Circle – in a circle, ask participants one thing they learned from the previous day, indicating that they must say something not yet said by anyone else.

4.Brainstorming against the clock – often best for later in the training when many learnings can be reviewed. Have participants come together in groups of 3 or 4 with large paper and markers. Time them for 5 minutes to list all the unique and specific learnings they have been taught. In the plenary, use an honesty system to review which group has come up with the most unique (as in not covered by other groups) learnings and offer a prize to that group (e.g., to lead the next energizer activity or first in line for morning tea).

5.Snowball fight – each participant writes down a question related to prior learning (either the previous day or the learnings so far) and gently scrunches up the paper (so it can still be unravelled and read). Form a standing circle. Call out “SNOWBALL FIGHT” and throw the snowballs to others in the circle. Go around the circle with each individual opening and reading out their question – and providing their answer.

6.Alphabet – Sitting in a circle, go around the group, starting with “A” (or the equivalent letter of the local alphabet) and ask each participant to say something they have learned that begins with the corresponding letter of the alphabet. Keep going around the whole group until the whole alphabet has been said, allowing for wider group input for individuals who may struggle with certain letters (e.g., for the English alphabet- “J”, “K”, “X”, “Z”).

7.Learning in images – Around the room, stick an image (e.g., from a newspaper or magazine) on large pieces of flipchart paper. Ask participants to go to each image and describe what that image reminds them of from the training. (e.g., image of a stressed person could remind people of Understanding my Feelings; or an image of people talking could remind people of basic helping skills). You can make variations of this activity to relate to specific topics (e.g., different images for different EASE strategies or basic helping skills; or keep it more general).

APPENDIX 15: ACTIVITIES TO REVIEW PRIOR DAY

8.True/False – Have all participants stand up. Make statements about the learning material, asking participants to place their hands on their head if they believe it to be true e.g. EASE is a group intervention, and their hands on their hips if they believe it to be false e.g. EASE is for 5 year olds only. If a participant gets a statement incorrect, they sit down. Gradually make the statements harder and more complex until you have an individual winner.

9.Imagery – Divide into groups of 3 or 4 and provide each group with a topic of something learned so far, breaking down specific topics (e.g., different basic helping skills, different elements of Managing Problems, different sections of Adolescent Session 4). Ask the groups to draw a poster about that topic, using only images and/or symbols – no words allowed. Review each groups poster in the plenary.

APPENDIX 16. BASIC HELPING SKILLS

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Print and cut out each skill to hand out during the activity. A full copy of all Basic Helping Skills can be given to participants at the end of the activity.

Keeping confidentiality
<p>This is a very important part of building trust with participants. Participants need to know that when they speak openly about personal things, that information is going to remain confidential or private. This is especially true for people who have had traumatic experiences and even more so when there is stigma about the events (for example, in the case of sexual assault).</p> <p>Limits to confidentiality:</p> <ul style="list-style-type: none">• If the participant is at imminent risk of harming themselves or someone else• Supervision requires you to talk about participants and their progress• Confidentiality is limited to the group
Communicating concern
<p>Try to understand, as best you can, each participant's situation, including the emotions they are experiencing. At the other extreme, it is also important that you don't get too involved in a participant's feelings and take them on as your own. This can cause you to feel stressed and over-burdened by your work.</p> <p>Statements that may show you are concerned include,</p> <ul style="list-style-type: none">• "That sounds like it was very challenging/upsetting/frightening (etc.) for you."• "I can see in your face how painful this was for you."• "You have experienced many difficulties."• "You went through a lot."• "I can hear how sad/frightening this was for you."
Non-verbal skills
<p>Non-verbal skills communicate to participants that you are listening to them and can also be a way of communicating concern.</p> <p>These include keeping culturally appropriate eye contact, culturally appropriate nodding of your head, and, in most cultures, keeping your posture open (for example, avoiding crossing your arms and sitting with a stiff position or turning away from them).</p> <p>Sometimes showing similar emotions of your participants also shows that you are hearing what they are saying and sympathise with how they are feeling. This might mean expressing sadness on your face when they express sadness (because they have teary eyes).</p> <p>You can also use brief verbal indications that you are listening, such as "uh-huh", "ok", "I see" and "mmm". It is important to remember that there can be wide cultural variations of all the above.</p>

APPENDIX 16. BASIC HELPING SKILLS

Praising openness

To help participants feel comfortable talking about personal, difficult or embarrassing topics, try to thank or even genuinely praise the participant for being so open. Throughout the programme, you may also praise participants' efforts to engage in the EASE strategies and to get better.

Some examples of praising openness:

- *"Thank you for telling that to the group/me."*
- *"You were very courageous in sharing those feelings with the group/me."*
- *"Although it may have been hard to talk about that with me, I think it will be very helpful for you."*
- *"I can see that you are really trying to practise 'Calming my Body regularly.'"*
- *Use local proverbs: for example, "You double happiness and half sorrow by sharing what's on your mind."*

Validating

Many participants will feel embarrassed talking about their problems with strangers or in a group setting. They might think no one else feels the same way as them. They may also think that talking about emotions or personal problems is a sign that they are becoming ill, going crazy or that they are weak. Some participants might even blame themselves for how they feel. Similarly, some caregivers might blame themselves for their child's distress. It is important that throughout the programme you help participants to dispel these myths. You can do this by normalising participants' problems by helping them understand that many other people experience the same reactions, symptoms, and difficulties. This is 'validating' their problems, which means that you are letting them know that their reactions are understandable. This often happens naturally in a group setting because other group members might share similar feelings and problems. Validating is a very good way of communicating concern too.

Some examples of validating include,

- *"You have been through some really tough things and it's not surprising that you would be feeling stressed."*
- *"What you have just described is a common reaction that young people/caregivers have in these situations."*
- *"Have other people in the group experienced similar reactions or problems?"*
- *"Many young people/caregivers I have worked with have also described feeling this way."*
- *"The reactions you have described are very common."*
- *"I am not surprised that you are so scared."*

APPENDIX 16. BASIC HELPING SKILLS

Putting aside your personal values

Demonstrating the above-mentioned basic helping skills will mean that at all times you will need to respect participants' personal values and beliefs. This can be challenging, especially when you do not agree with their values or beliefs. However, you should not judge your participants, no matter what they might say to you. This means not allowing your personal beliefs or values to influence how you respond to them. The experience of having someone just listen without judgment might be something a participant has not experienced before and this can help them to trust you.

However, there are some caveats to this. Please refer to instructions in this manual, when young people or caregivers tell you they are using coping strategies that you and your supervisor believe are unhelpful or even harmful (e.g. young people using drugs, a caregiver using harsh physical discipline)

To not give advice

You should generally not give advice to participants. Giving advice is different from giving participants important or helpful information (for example, about legal services or other community organisations that might be helpful). Giving advice means telling a participant what to do or not to do.

All facilitators will feel tempted to give advice at some time though- this is especially true when working with young people who may initially struggle to think of their own ideas. For example, a participant who is very hopeless and showing signs of depression might find the 'Managing my Problems' exercise (adolescent sessions 5 & 6) challenging. It may be tempting to advise the participant what ideas to try to manage the problem. But you should avoid giving direct advice. If a participant starts to rely on your advice they are unlikely to be able to manage their own problems in the future when they have completed the programme.

One strategy that can be helpful in situations where you are tempted to give advice is asking the participant what they would suggest or say to a close friend or family member in a similar situation. This works well for both adolescents and caregivers. For instance, a participant who is unsure how to deal with a bully and worries about making the situation worse. Rather than giving advice that they should ask for support, you might ask them, "*What would you say to a close friend or family member who was in a similar situation and having the same worries? Would you want them to be alone with their problems or ask you for help?*" This type of questioning may help the participant to think about their concerns and behaviours from a different viewpoint, without you directly telling them to do something different.

APPENDIX 17. LEBANON ONLY: ADOLESCENT DEVELOPMENT

APPENDIX 17. LEBANON ONLY: ADOLESCENT DEVELOPMENT

Adolescence is a unique stage of life, taking place between approximately 10-19 years of age (World Health Organization). Many changes take place during this time as a child changes towards becoming an adult.

These changes can take place at different speeds or for different lengths of time, for different adolescents. This is because these changes can be affected by a big number of internal and external influences such as illness, nutrition, or adversity such as war, displacement, missed schooling, family stress. Because so many factors can influence an adolescent's development, adolescents can be quite vulnerable to experiencing psychosocial difficulties.

The following descriptions of the changes during adolescence are general:

Body changes

Adolescents go through a change known as puberty. This is a change in the physical body of adolescents. Physical changes include increases in height, gaining muscle mass, developing sexual body parts, changes in body chemical, changes in sleep (sleeping too much or at unusual hours). Adolescents start to become more self-conscious and be more concerned with how others see them.

Psychosocial changes

Adolescent's bodies start becoming more like adults, much before their brains develop fully. For example, adolescent's ability to plan, organize or make decisions is still new. The changes in their brains mean that they may be more likely to engage in activities to seek pleasure, even if these activities may be risky and even when they have not fully developed their ability to self-control. For example, using drugs. Younger adolescents may not be able to understand the consequences of their actions. Under stress, adolescents will struggle even more to use their newly developing thinking abilities, and therefore struggle with problem solving.

Adolescence is a time for starting to develop a sense of self-identity. This might include more dependence on peers and seeking autonomy from families- however this can vary greatly across cultures. This sense of identity is influenced by cultural and gender expectations, or expectations in their family for the role they must undertake, or by changes in the community (e.g. displacement).

Adolescent will experience changes in their range of emotions, how intensely these are experienced and often these might be expressed. As the physical changes that an adolescent experiences can exacerbate the feeling and expression of emotion, adolescents are therefore more vulnerable to big and difficult changes in their environment (e.g. displacement, bereavement etc.)

APPENDIX 18: SUICIDE RISK LEVELS AND RESPONSES

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Level	Risk	Facilitator's response	What to say
1 No risk	A child or caregiver who has no current suicidal thoughts or plan or recent attempt	Do not have to do anything	-
2 Low risk	A child or caregiver who has suicidal thoughts BUT they do not have a plan and they have had no recent attempt, or in the past month	Tell your supervisor after the session. You will likely be advised to monitor their thoughts on a one to one basis at each session	It's very important that you have told me how you are feeling. These thoughts can happen when things are really difficult. If at any time you feel this feeling is getting worse, or you feel a risk of harming yourself or ending your life, then please make sure you speak to myself or contact our clinical supervisor [provide contact details according to adverse events and safeguarding response procedures]. [For Lebanon]: Or you may call Embrace Lifeline to speak confidentially to a trained volunteer: +961 1 341 941.
3 Immediate risk	A child or caregiver who is at immediate risk of suicide- with suicidal thoughts, a plan or recent attempt of hurting themselves, or both	Contact your supervisor immediately. Do not leave the person on their own or let them go home alone. Create a secure and supportive environment; if possible, offer separate, quiet room while waiting with a facilitator.	From what you have described to me, I am concerned about your safety. As we mentioned at the beginning of this programme, if I believe you are at risk of ending your life, I must contact my supervisor. This is very important so we can get you the best help and to keep you safe, as soon as possible. I am going to do this now.

APPENDIX 18: SUICIDE RISK LEVELS AND RESPONSES

Level	Risk	Facilitator's response	What to say
		<p>Remove means of harm if possible.</p> <p>Use your basic helping skills to give them support while you wait for instructions from your supervisor.</p> <p>Your supervisor will support you to follow the adverse events and safeguarding protocol for your site, for example, they may assign a named staff member or family member to ensure safety if available. Or ask you to walk the participant to the nearest hospital or primary health care centre.</p>	

APPENDIX 19: GRIEF

APPENDIX 19: GRIEF

Grief is a normal reaction to a loss. Grief might occur in response to physical losses (e.g. the death of a loved one), a social loss (e.g. a parent moving out of the family home due to divorce), or in a role (e.g. loss of ability to do tasks due to disability, loss of a job, missing school). The following information refers more to grief in response to physical losses.

Children have similar emotional reactions to loss as adults, such as shock, anger, sadness, guilt, anxiety, fear, etc. Their grief reactions may sometimes look different to adult's responses. Children may switch abruptly from intense grief reactions to play and having fun. Children may also show excessive anxiety when separated from parents or other significant caregivers. Most children exhibit some grief responses, yet seldom all of them. The intensity of their reactions to a loss and its duration varies with each child and is influenced by their age, ability to anticipate loss, understanding the concepts of permanence and death, reaction of the surviving caregivers, and quality of their relationship with the person who died or left. Signs of grief are:

Physical: sleep difficulty such as sleeping too much, waking in the middle of the night, difficulty falling asleep, nightmares or night terrors, trouble getting back to sleep, difficulty getting up in the morning; bedwetting, headaches, stomach aches, appetite or eating changes; constipation, diarrhea; extreme fatigue, extreme restlessness.

Emotional: Separation anxiety (from their caregivers), fear of others dying or leaving, shame, guilt, anger, helplessness, hopelessness, fear of being kidnapped, generalized anxiety, death fantasy, suicidal thoughts in the hope of reuniting with the lost loved one.

Behavioural: A child may start to act younger than their age, irritation, agitation, explosive outbursts, withdrawal, overdependence, diminished curiosity, shortened concentration, increase in risky behaviours, such as substance abuse, and withdrawal.

All of these reactions are normal and can pass with time.

Ways to support a grieving young adolescent

- Using basic helping skills to listen to the adolescent. Take their concerns and feelings seriously.
- Validate by saying that it is normal to feel grief and react to the loss of a loved one, and reassure them that their feelings will improve over time.
- Encourage the adolescent to spend time with other family members and friends. Encourage adolescents to maintain or re-establish their daily routines such as helping with house chores, or going to school.
- Make sure your child gets enough rest and sleep or continues playing or engaging with friends.

If you are worried about a child who displays grief reactions that are affecting them so strongly it is significantly interfering with their daily functioning and wellbeing, contact your EASE supervisor for guidance. They may discuss with you how best to support the child, or whether a referral to specialist services is required.

Sources: Save the Children (2013) Psychological First Aid Training Manual for Child Practitioners; Di Ciacco, J.A. (2008) The colors of grief: understanding a child's journey through loss from birth to adulthood.

APPENDIX 20: SUBSTANCE USE

APPENDIX 20: SUBSTANCE USE

During or after experiencing adversity, some adolescents may engage in unhelpful coping strategies that involve dangerous, risk-taking behaviour such as alcohol or drug use. This is due to a variety of reasons, including lack of things to do, lack of access to schooling and daily routine, peer pressure, or wanting to escape from their difficult reality.

Signs that an adolescent may be using alcohol or drugs/substances include if he or she:

- Behaves differently from their normal behaviour
- Shows behaviour that is unusually inappropriate for the context e.g. laughing for possibly 'no reason'
- Has bloodshot eyes
- Has slurred speech or speaks in a way that is unusual and difficult to understand
- Shows no interest in activities or seems unable to focus and concentrate
- Avoids eye contact
- Smells of smoke or alcohol
- Behaves in a secretive or suspicious way
- Seems paranoid, irritable, anxious or fidgety
- Is unusually tired

If an adolescent appears to be under the influence of alcohol or drugs in an EASE session, the session should be discontinued for the adolescent. The co-facilitator can support the adolescent in a one to one conversation whilst the main facilitator continues with EASE with the remaining participants. The co-facilitator should use their basic helping skills to listen to the adolescent and gently explain that they are worried that they are using alcohol or drugs; and that it may be difficult for the adolescent to benefit from the session if they are drunk or high. Contact your EASE supervisor for further guidance on how to support the adolescent.

APPENDIX 21: CHALLENGING GROUP SITUATIONS

APPENDIX 21: CHALLENGING GROUP SITUATIONS

Follow the instructions in the training manual. Below there are:

- Instructions for those role playing as group participants (can be read to them by trainer)
- Instructions for those role playing as facilitators (can be cut out and given, or read by trainer)-
- Notes for trainers on managing group discussions after each role play
- Discussion (20 minutes) – about additional challenging scenarios

ALL PARTICIPANT ROLE PLAYS (85 minutes)

Instructions for group participants (to be read to them by the trainer)

Case example A: Keeping to time without cutting short valuable group discussion

- In your group you will discuss your favourite television programme. The facilitator will be asked to shift the discussion to your favourite sports. But your role is to be very talkative about your favourite television programme. You should try to keep discussing this topic as much as possible.

Case example B: Managing dominant participants

- You will be discussing whether single-gender schools are better than mixed gender schools.
- Half of the group should be in favour of single gender schools and half of the group should be in favour of mixed gender schools.
- One participant from each half should be a very dominant participant e.g. speak more often than the other participants, talk over other participants, speak in a louder voice.

Case example C: Encouraging discussion with a quiet group

- You will be discussing which EASE strategy you like the most. You will act as a quiet group e.g.
- One participant should act as a quiet participant e.g. they do not speak at all unless they are specifically invited to by the facilitator. They may nod their head to show they agree with the others but say nothing at all.

Case example D: Managing distressed individuals

- You will be discussing problems faced by people in your community.
- One participant in the group should act as a distressed participant. After one minute this participant should talk about a problem that they or someone else they know has faced and this causes them to become very upset.

Case example E: Managing arguments between participants or expressions of anger

- Two participants in the group should be chosen to argue with each other about a topic. One should argue that women should not go to university and should stay at home to look after their family and the other participant should argue that women should be educated even if they are mothers.
- The two should argue and say that the other person's ideas are silly, and become very disruptive in the group.
- Note: Make sure that the participants acting out the argument reconcile after the role-play. They should remind each other that they were acting and did not mean any of the things they said to the other person when they were acting in that role.

APPENDIX 21: CHALLENGING GROUP SITUATIONS

Instruction for facilitators (to be read to them by the trainer; or cut out and given to facilitator)

Case example A

- Your role is to introduce the first topic- you will ask the group to discuss their favourite television programme.
- After one minute you must make sure that you move to the second topic- you should ask the group to then talk about their favourite sport.

Case example B

- Your role is to facilitate a discussion on whether single-gender schools are better than mixed-gender schools and to ensure everyone participates and feels included

Case example C

- Your role is to discuss with participants which EASE strategy they like the most and to ensure everyone participates and feels included

Case example D

- Your role is to facilitate a discussion on problems faced by people in the participants' community.

Case example E

- Your role is to ask participants to discuss whether women should study at university or not.

APPENDIX 21: CHALLENGING GROUP SITUATIONS

Notes for trainers to help discussions on managing group situations

A. Keeping to time without cutting short valuable group discussion

- Tell participants that this may be a particular issue in the caregivers groups.
- Remind participants about time schedules throughout the programme.
- Encourage participants to use break times for further group discussions
- If a discussion is very important you may decide to continue with and shorten another section of the session. Always talk with your supervisor about these decisions to make sure you have not skipped important information.
- You could say: *You have raised some important points which would be great to discuss more but we only have 10 minutes left- should we start on the next topic or would you like to shorten the break to half hour so we have more time for this? Or finish later today or arrive earlier tomorrow to make sure we cover the topic?*

B. Managing dominant participants

- A dominant participant might be someone who talks a lot in the discussion, doesn't let other participants share their stories, talks over the top of others or rejects other participants' opinions. They might force the group to manage their personal problems too.
- Use basic helping skills when managing dominant participants. You may need to manage them in them in front of the group and talk to them on their own:
- **In front of the group**, you can thank the person for their contribution and then invite others to share:

"Thank you (name). What you are saying is very interesting but I'd also like to hear from others in the group. Has anyone else had a similar or different experience?"

- You may also give them a role to help with an activity or something similar. This way they are involved and may be less dominant in discussions. Be careful not to show favouritism to any participants though.
- **On their own** during a break or at the end of a session, always use a positive approach (it is important to not criticise them in front of their peers):

"You have been very engaged in the intervention which is good. But it is very important that everyone in the group has an opportunity to speak. And I have noticed this is not happening at the moment. So I will ask you to watch that you are respecting everyone in the group, not talking over the top of others and giving everyone a chance to talk. This might mean waiting and letting someone else talk first when there is a discussion. Does this sound okay to you?"

- Try to find out why the person is dominating and once you know what the reasons are, try to help the participant and the group to manage these. Reasons may include that they do not like other participants from different backgrounds, they believe they need the most help in the group, the group believes they should be dominant or speak for others because of their position in the community or age. You can say:

"Are there any problems you are having in the group that is causing you to talk over the top of other participants? I would like to be able to help you manage these if this is possible."

C. Encouraging discussion with a quiet group

APPENDIX 21: CHALLENGING GROUP SITUATIONS

- Case examples are good for encouraging group discussion. Many people feel more comfortable talking about cases instead of their own personal experiences or problems- e.g. you could ask questions in relation to Kian in the storybook, rather than asking adolescents directly about themselves.
- Share examples you are familiar with from the community or previous groups you have led, that relate to the group you are leading. This can help to make the group participants feel more comfortable because you already know a little about their situation. Be sure not to include real people's names or stories that might easily identify who they are. This will break confidentiality.
- If possible, break into smaller groups. With fewer people in the group, this participant might feel more confident talking
- Talk privately to quiet participants to help them become more comfortable. You can say: *"I have noticed you are very quiet in the group. Is there anything I can do to help you engage more in the discussions?"*

D. Managing distressed individuals

- Communicate concern and validate that the participant is in distress.
- Giving the participant time to calm down. Being quiet and not moving the discussion on or to another topic is one way of allowing space for this to happen. Oftentimes other participants will help the distressed person (for example, by putting an arm around them, acknowledging their distress).
- If the participant is having difficulties calming down by themselves, you can ask them if they would find it helpful if the group practices the slow breathing activity together.
- If a participant's distress is very strong and interferes with the group and you have a co-facilitator, ask him or her to take the participant out of the group and manage the distress separately. This way you can continue with leading the group. If you are on your own, you might take ask the group to take a 10-minute break and sit with the participant on their own. After 10 minutes the participant might decide to re-join the group or take some time away from the group. If you do this, be sure to encourage him/her to come back to the group, or check on the person after 5 minutes if (s)he has not returned.
- If the majority or entire group is distressed, stop the discussion and help participants manage their distress (e.g. practicing any of the exercises in the programme)

E. Managing arguments between participants or expressions of anger

- Respond to early signs of anger or conflict between participants.
- You can do the following as a way of preventing arguments:
 - Acknowledge the differences of experience or opinion. Tell the group that everyone's experiences and opinions are important.
 - Acknowledge that the feeling (e.g. of anger, frustration) is okay to experience but tell participants that acting on the anger in the group is not okay
 - Remind all participants of the group rules
 - Have the participants sit apart from each other
 - If necessary, stop the discussion that is causing the conflict and do an energizer activity
 - Talk to the participants involved in the argument individually at the end of the group. Find out what caused the argument and see if this can be resolved.

APPENDIX 21: CHALLENGING GROUP SITUATIONS

Ask them to respect each other and other participants in the group in the remaining sessions.

Discussion (20 minutes)

1. As a large group, discuss the following scenarios (5 minutes each). Write down helpful statements or ideas the facilitators can use to manage each of the situations:
 - Managing group discussions that go off topic or examples of unhelpful strategies or those outside of EASE
 - Managing disclosures of abuse or serious adverse events
 - What to do if a participant drops out, attends late or irregularly etc.
 - Participants forming cliques or excluding others

Managing group discussions that go off-topic or examples of unhelpful strategies or those outside of EASE

- Be firm when re-directing group discussions but also use your basic helping skills! You can say:

"I can see this is an interesting discussion but we have moved away from the focus. Let's come back and we can discuss this topic later if we have time."

Managing disclosures of abuse

- If during the programme, a participant discloses a problem that suggests they are being abused (e.g. physically hurt by someone, sexually abused etc.) or neglected (e.g. they are left unsupervised for long periods of time and this might be posing a danger risk for them), you should:
 - respond to them using your basic helping skills- especially communicating concern (also read chapter two of the EASE Facilitator's Manual on how to manage the group when someone discloses personal information)
 - say to the participant and the group: Sometimes people experience very difficult problems that can cause them a lot of harm. It is never okay for someone to physically/sexually/emotionally (say the appropriate term) hurt you. And we do not expect you to be able to solve these kinds of problems. Instead, we will make sure you can get some help to manage these problems.
 - tell the participant that you will speak to them individually at the end of the group
 - if the participant is distressed (e.g. crying, sounds very upset or angry) help them manage their feelings (e.g. allow them to leave the room with a co-facilitator, do slow breathing as a group, another participant might show their support by putting an arm around them etc.)
 - For the rest of the session, be sure to monitor the participant's distress and respond accordingly (e.g. help them manage their distress as above, talk with them individually etc.).
 - At the end of the group it is essential that you talk with the participant:
 - Ask them to share more information about the problem if they are willing to (if they are unwilling to talk further about this you must respect this)
 - Tell them that you need to speak with your supervisor (tell them the name of this person) to better help them manage this problem

APPENDIX 21: CHALLENGING GROUP SITUATIONS

- You will discuss with your supervisor how best to proceed (e.g. incident reporting, referral options for the participant, whether you will need to discuss what has happened with the participant's caregivers etc.)

Participants disclosing too much information

- Sometimes participants will share very personal information. This might make other participants uncomfortable (i.e. the content might cause others distress, be too graphic or not age-appropriate for younger participants, such as discussions about drug use or sexual activity). Facilitators need to decide if the information being shared in the group is too much or too personal. If a participant is sharing too much information or it is too personal, facilitators can do one or all of the following:
 - Ask participants not to share things that are very personal in the group.
 - Agree that you will gently cut them off when they are sharing too much information (for example, *"Thank you (name) for sharing this. It sounds like it has been very difficult for you. I wonder whether others would like to share their experiences."*)
 - Decide on a secret sign you can give participants if they are sharing too much information so they can stop (for example, raising your hand)
 - Agree that if any participants wish to discuss these, they can do so with the facilitator privately.

What to do if a participant drops out, attends late or irregularly etc.

- Speak with participants who are not engaging in the intervention. They might be regularly showing up late or leaving early or be missing sessions.
- Remind facilitators that they cannot force participants to attend or stay in a group.
- Find out what the reason is for their disconnection and see if there is anything you can do to help them re-engage.
- If participants drop out, this is okay. The group will not be suitable for everyone. If this happens, be sure to write down in your notes the reason for their dropping out. Try to get them to complete the post-treatment assessment as soon as possible too. This information will be very important to gather.

Participants forming cliques or excluding others

- Young adolescents can often form small groups or cliques. While these groups can be good forms of support, facilitators need to be watchful in case these groups exclude other participants. This can be very detrimental to group cohesion.
- Sometimes these groups can bully or tease other participants too.
- Sometimes participants will have already been friends prior to the group and so cliques may be established from the first session
- If you notice a clique has been established, you can respond by:
 - Moving participants around so they are not seated next to the same person each session
 - Change the participants when forming small groups or pairs for different activities
 - Be sure to include a rule about not teasing or excluding other participants in your group guidelines.

APPENDIX 22: ANSWERING CAREGIVER QUESTIONS ON ADOLESCENT STRATEGIES

APPENDIX 22: ANSWERING CAREGIVER QUESTIONS ON ADOLESCENT STRATEGIES

The information provided here is to be used when caregivers want more information about the EASE youth exercises beyond what you have given them as part of the 'EASE youth exercises review' in the caregiver sessions (see EASE Facilitator's Manual). This means you should follow the scripts provided in the caregiver sessions before giving caregivers this information.

Remember that caregivers should not be expected to play the role of an EASE facilitator with their child as they have not received the same training and because of the nature of their relationship with their child. However, they can be encouraged to be their child's coach- encouraging their child to practice their exercises and seek help from their EASE facilitator when they encounter a problem that neither the child nor the caregiver knows how to manage.

When a child is refusing to complete their exercises, the caregiver can gently ask them the reason they are not doing it and help them complete it. However, the caregiver should not feel they have to force their child to do the exercises or discipline them if they do not do them. It is the facilitator's role to support and encourage home practice in EASE.

Exercise	Suggestions for providing more information to caregivers
Understanding my Feelings (Feelings Pot)	<ul style="list-style-type: none">• Use relevant pages of Storybook to explain the feelings pot• Briefly review the exercise using the caregiver's feelings as an example.<ul style="list-style-type: none">○ E.g. Ask them to identify three feelings they have had during the day. Then ask them to give each feeling a colour or shape and imagine they are going to fill in a feelings pot with those colours/shapes to represent their feelings. Ask the caregiver: of those 3 feelings, which was the biggest (i.e. the strongest and most interfering). Tell them that colour/shape associated with that feeling would take up most of the room in the pot. Continue asking them about the size and strength of the remaining feelings, explaining they would take up less room in the pot accordingly.• To help children complete this exercise, caregivers can practice identifying their feelings in relation to different experiences and sharing this with their child and/or ask children how different experiences have made them feel throughout the day.<ul style="list-style-type: none">○ E.g. when the child finds out their cousins are moving to their village, the caregiver can ask them to identify their feelings.• If the child is willing, the caregiver could sit with their child when they complete their feelings pot and talk about what the child is doing

APPENDIX 22: ANSWERING CAREGIVER QUESTIONS ON ADOLESCENT STRATEGIES

<p>Calming my Body (slow breathing)</p>	<ul style="list-style-type: none"> • Remind caregivers of the slow breathing exercise they practiced in session one and explain this is exactly what their child is learning to do. • Encourage the caregiver to practice their slow breathing in front of the child and invite their child to join in with them if they are willing to. • Refer to the Helpful Hints page in the EASE Facilitator’s Manual for responding to specific difficulties with this exercise.
<p>Changing my Actions</p>	<ul style="list-style-type: none"> • Show and briefly explain the Vicious Cycle • Use relevant pages of Storybook to explain Changing my Actions exercise
<p>Managing my Problems</p>	<ul style="list-style-type: none"> • Show the caregiver the Stop, Think, Go! Poster and explain how their child will follow each step to manage a practical problem • Highlight to caregivers that the solutions are ideas that the child might need to try out before they know if it is a good one or before they are successful in solving the problem. • Tell them children might need their permission or support to try out a possible solution- for instance, permission to go somewhere or help practising talking to someone to resolve a conflict.

APPENDIX 23: POSITIVE DISCIPLINE

APPENDIX 23: POSITIVE DISCIPLINE

The most recommended alternative to harsh punishment is positive discipline.

Positive discipline is an approach to parenting that respects children's right to healthy development, protection from violence and active participation in their learning. Positive discipline helps to develop children's positive behaviours, especially in matters of conduct. Discipline is the practice of teaching or training a person to obey rules or a code of behaviour in both the short and long terms.

Positive discipline is

- based on child development principles
- focused on looking for solutions to the situation rather than blaming and putting the child down
- about long term solutions that develop children's own self-discipline
- clear and consistent communication of expectations, rules and limits
- building a mutually respectful relationship with children
- teaching children life-long skills
- increasing children's competence and confidence to handle challenging situations
- teaching courtesy, non-violence, empathy, self-respect, human rights and respect for others.

Examples of positive discipline are

When 10 year-old Hamid hit another child, his mother could have shouted at him saying 'why did you do that? You are such a bad boy', but instead she said 'Hamid, I can see you are angry, but you may not hit others. Use your voice and words and say why you are angry without physically hurting others. Let's go and see the other boy and apologize.'

When 15 year-old Ahlem came home one hour later than the agreed time, instead of hitting her and sending her to her room without dinner, her mother talked with her explaining that she had been very worried. They agreed Ahlem would come home an hour earlier the next time as a consequence of this incident.

Positive discipline **is not**

- Letting children do whatever they want
- Having no rules, limits or expectations

Ways of practising positive discipline include:

- Setting clear rules and consequences of breaking them
 - Parents can set clear ground rules and expectations within the family, and enforce these. They must be:
 - Reasonable given the age of children
 - Fair- everyone must follow them
 - Enforced- if they are not consistently enforced, they will not be valuable
- Modelling appropriate behaviour

APPENDIX 23: POSITIVE DISCIPLINE

- It can be powerful for caregivers to remember that they should model the behaviour that they want to see in their child themselves.
- For example, if caregivers want their child to speak nicely to other family members, they should demonstrate this when talking to other children and their partner. If caregivers want children to tidy up after themselves, they should demonstrate this.
- Conversely, if caregivers want their child not to be violent with others, caregivers should not use violent discipline within the home.
- Communicating expectations and instructions clearly
 - Instructions are most effective when they are:
 - Well timed
 - Given when close to the child (not from the next room)
 - Not too difficult
 - Giving a few simple steps at once
 - Clear, calm, and easy to understand
 - Telling children what to do, not just what *not* to do
 - Only repeated once or twice before following with a consequence
- Explaining what behaviour you want the child to stop and telling them what you want them to do instead
- Interacting respectfully and giving positive attention
- Praising appropriate behaviour
- Tangible rewards if possible (e.g. access to a toy, special activity)
- Using mistakes as learning opportunities (instead of blaming opportunities).

APPENDIX 24: LOCAL REFERRAL OPTIONS FOR PARENTING

APPENDIX 24: LOCAL REFERRAL OPTIONS FOR PARENTING

This appendix will be provided separately.

APPENDIX 25: GROUP SKILLS FOR CAREGIVERS

APPENDIX 25: GROUP SKILLS FOR CAREGIVERS

Follow the instructions in the training manual for how to conduct this activity.

Managing confidentiality between child and parent sessions.

- Adolescents will always be encouraged to share information with their parents about the group if they feel comfortable. There may be many reasons why an adolescent does not feel comfortable and this should be respected.
- Parents should be made aware from the beginning that adolescent sessions are confidential and the facilitators will respect this.
- Information that can be shared with parents:
 - Very general information about types of problems the group is working on (e.g. problems with friends, difficulties completing household chores or schoolwork). This information must not be specific to one child but rather information must be referred to about the group as a whole
 - A parent will be informed privately if their child is at significant risk of harming themselves or if someone else is harming them
 - If the parent wants more specific information about their child, the facilitator must get permission from the child first.

What to do when a caregiver expresses doubt or criticism about a strategy

- Communicating your concern and validating their view is the best first response (see EASE Facilitator's Manual Appendix B on how to do this)
"The reactions you have described are very common in caregivers, all I can do is ask that you try the (insert name of strategy) and see if it works for you and your family. Think of it as an experiment if you can, or just give it a try and see what happens."

What to do in group discussion when a caregiver wants to keep talking about their child

- Be sure to always use your basic helping skills
- Communicate your concern (see EASE Appendix B on how to do this)
"That sounds like it must be very challenging/upsetting/frightening (use appropriate description) for you and for your child."
- In front of the group, you can thank the person for their contribution and then invite others to share.
"Thank you (name). What you are saying is very important but I'd also like to hear from others in the group. Has anyone else had a similar or different experience?"
- It may also be appropriate to follow up with the person individually.
"Would it be possible for us to meet at the end of today to see how else I might be able to help you?"

APPENDIX 26: SUPERVISION REVIEW FORM

APPENDIX 26: SUPERVISION REVIEW FORM

See next page

APPENDIX 26: EASE YOUTH SESSION 1 CHECKLIST AND SUPERVISION FORM

YOUTH SESSION 1: UNDERSTANDING MY FEELINGS

Facilitator

Trainer

Supervisor

To be completed BEFORE every supervision by the supervisee.

DATE	
GROUP GENDER	
GROUP AGE RANGE	
NUMBER OF PEOPLE ATTENDING	
NUMBER OF PEOPLE ABSENT	
TIME SESSION STARTED	
TIME SESSION ENDED	

CHECKLIST

	TIME STARTED	TIME ENDED	TICK HERE IF NOT COMPLETED
INTRODUCTIONS			
GROUP GUIDELINES			
STORY			
UNDERSTANDING MY FEELINGS <ul style="list-style-type: none"> • <i>Externalising feelings activities</i> 			
IDENTIFYING PERSONAL FEELINGS <ul style="list-style-type: none"> • <i>Feelings pots</i> 			
ENDING THE SESSION <ul style="list-style-type: none"> • Summarise session 1 • Set home practice • Strengths activity 			

APPENDIX 26: EASE YOUTH SESSION 1 CHECKLIST AND SUPERVISION FORM

SUPERVISION FORM

GROUP/PARTICIPANT INFORMATION (complete BEFORE supervision)	
Brief description of background of participants (e.g. family, living situation)	
Brief description of main problems and emotions identified in group session (e.g. share examples of common problems in the group, or positive or negative emotions the participants were experiencing)	
GENERAL REVIEW ON THE SESSION (complete BEFORE supervision)	
What went well about the session? (Facilitator and Co-facilitator)	
What could be improved or what would you do differently next time? (Facilitator and Co-facilitator)	
AREAS REQUIRING SUPPORT (complete BEFORE supervision)	
EASE STRATEGIES What EASE strategies have you delivered? What difficulties have you experienced with delivering the EASE strategies?	
GROUP MANAGEMENT What difficulties have you experienced with managing the group that you would like help with in supervision? (E.g. quiet participants, dominant or disruptive participants, all participants have different practical problems)	

APPENDIX 26: EASE YOUTH SESSION 1 CHECKLIST AND SUPERVISION FORM

<p><i>PARTICIPANT PROGRESS</i></p> <p>Are there any participants in your group that are not progressing well, or that you are having other challenges with or that you are concerned about?</p>	
<p>WHAT DID YOU LEARN FROM SUPERVISION? (complete DURING/AFTER supervision)</p>	
<p><i>FEEDBACK</i></p> <p>What helpful feedback did you get during supervision (from your supervisor and other facilitators) about:</p> <ul style="list-style-type: none"> • THE EASE STRATEGIES • GROUP MANAGEMENT • PARTICIPANT PROGRESS 	
<p><i>ACTION PLAN</i></p> <p>What will you do differently with your group?</p> <ul style="list-style-type: none"> • THE EASE STRATEGIES • GROUP MANAGEMET • PARTICIPANT PROGRESS 	
<p><i>OTHER TOPICS</i></p> <p>What other things did you learn from this supervision session?</p>	

APPENDIX 26: EASE YOUTH SESSION 1 CHECKLIST AND SUPERVISION FORM

(E.g. what advice was given to other facilitators that you also found helpful?)	
<p>TOPICS NOT COVERED</p> <p>What topics were not covered in this supervision that you would like to have covered in future supervision sessions?</p>	
<p>FOLLOW UP</p>	
<p>Are there any adverse events or serious adverse events to report?</p>	
<p>Any follow up actions?</p>	

APPENDIX 26: EASE YOUTH SESSION 2 CHECKLIST AND SUPERVISION FORM

YOUTH SESSION 2 : CALMING MY BODY

Facilitator

Trainer

Supervisor

To be completed BEFORE every supervision by the supervisee.

DATE	
GROUP GENDER	
GROUP AGE RANGE	
NUMBER OF PEOPLE ATTENDING	
NUMBER OF PEOPLE ABSENT	
TIME SESSION STARTED	
TIME SESSION ENDED	

CHECKLIST

	TIME STARTED	TIME ENDED	TICK HERE IF NOT COMPLETED
WELCOME: Feelings Charades			
REVIEW SESSION 1			
REVIEW HOME PRACTICE			
FEELINGS AND MY BODY • <i>Body map activity</i>			
CALMING MY BODY • <i>Helpful coping exercises</i> • <i>Slow breathing exercise</i>			
ENDING THE SESSION • Summarise session 2 • Set home practice • Strengths activity			

APPENDIX 26: EASE YOUTH SESSION 2 CHECKLIST AND SUPERVISION FORM

SUPERVISION FORM

GROUP/PARTICIPANT INFORMATION (complete BEFORE supervision)	
Brief description of background of participants (e.g. family, living situation)	
Brief description of main problems and emotions identified in group session (e.g. share examples of common problems in the group, or positive or negative emotions the participants were experiencing)	
GENERAL REVIEW ON THE SESSION (complete BEFORE supervision)	
What went well about the session? (Facilitator and Co-facilitator)	
What could be improved or what would you do differently next time? (Facilitator and Co-facilitator)	
AREAS REQUIRING SUPPORT (complete BEFORE supervision)	
<i>EASE STRATEGIES</i> What EASE strategies have you delivered? What difficulties have you experienced with delivering the EASE strategies?	
<i>GROUP MANAGEMENT</i> What difficulties have you experienced with managing the group that you would like help with in supervision?	

APPENDIX 26: EASE YOUTH SESSION 2 CHECKLIST AND SUPERVISION FORM

<p>(E.g. quiet participants, dominant or disruptive participants, all participants have different practical problems)</p>	
<p><i>PARTICIPANT PROGRESS</i></p> <p>Are there any participants in your group that are not progressing well, or that you are having other challenges with or that you are concerned about?</p>	
<p>WHAT DID YOU LEARN FROM SUPERVISION? (complete DURING/AFTER supervision)</p>	
<p><i>FEEDBACK</i></p> <p>What helpful feedback did you get during supervision (from your supervisor and other facilitators) about:</p> <ul style="list-style-type: none"> • THE EASE STRATEGIES • GROUP MANAGEMENT • PARTICIPANT PROGRESS 	
<p><i>ACTION PLAN</i></p> <p>What will you do differently with your group?</p> <ul style="list-style-type: none"> • THE EASE STRATEGIES • GROUP MANAGEMET • PARTICIPANT PROGRESS 	
<p><i>OTHER TOPICS</i></p>	

APPENDIX 26: EASE YOUTH SESSION 2 CHECKLIST AND SUPERVISION FORM

What other things did you learn from this supervision session? (E.g. what advice was given to other facilitators that you also found helpful?)	
TOPICS NOT COVERED What topics were not covered in this supervision that you would like to have covered in future supervision sessions?	
FOLLOW UP	
Are there any adverse events or serious adverse events to report?	
Any follow up actions?	

APPENDIX 26: EASE YOUTH SESSION 3 CHECKLIST AND SUPERVISION FORM

YOUTH SESSION 3 : CHANGING MY ACTIONS PART 1

Facilitator

Trainer

Supervisor

To be completed BEFORE every supervision by the supervisee.

DATE	
GROUP GENDER	
GROUP AGE RANGE	
NUMBER OF PEOPLE ATTENDING	
NUMBER OF PEOPLE ABSENT	
TIME SESSION STARTED	
TIME SESSION ENDED	

CHECKLIST

	TIME STARTED	TIME ENDED	TICK HERE IF NOT COMPLETED
WELCOME			
REVIEW SESSION 2			
REVIEW HOME PRACTICE			
FEELINGS AND ACTIONS <ul style="list-style-type: none"> • <i>The Vicious Cycle</i> 			
CHANGING MY ACTINS <ul style="list-style-type: none"> • <i>Teach 4 steps (choose, break down, plan and repeat)</i> • <i>Plan a personal activity</i> 			
ENDING THE SESSION <ul style="list-style-type: none"> • Summarise session 3 • Set home practice • Strengths activity 			

APPENDIX 26: EASE YOUTH SESSION 3 CHECKLIST AND SUPERVISION FORM

SUPERVISION FORM

GROUP/PARTICIPANT INFORMATION (complete BEFORE supervision)	
Brief description of background of participants (e.g. family, living situation)	
Brief description of main problems and emotions identified in group session (e.g. share examples of common problems in the group, or positive or negative emotions the participants were experiencing)	
GENERAL REVIEW ON THE SESSION (complete BEFORE supervision)	
What went well about the session? (Facilitator and Co-facilitator)	
What could be improved or what would you do differently next time? (Facilitator and Co-facilitator)	
AREAS REQUIRING SUPPORT (complete BEFORE supervision)	
EASE STRATEGIES What EASE strategies have you delivered? What difficulties have you experienced with delivering the EASE strategies?	
GROUP MANAGEMENT What difficulties have you experienced with managing the group that you would like help with in supervision? (E.g. quiet participants, dominant or disruptive participants, all participants have different practical problems)	

APPENDIX 26: EASE YOUTH SESSION 3 CHECKLIST AND SUPERVISION FORM

<p><i>PARTICIPANT PROGRESS</i></p> <p>Are there any participants in your group that are not progressing well, or that you are having other challenges with or that you are concerned about?</p>	
<p>WHAT DID YOU LEARN FROM SUPERVISION? (complete DURING/AFTER supervision)</p>	
<p><i>FEEDBACK</i></p> <p>What helpful feedback did you get during supervision (from your supervisor and other facilitators) about:</p> <ul style="list-style-type: none"> • THE EASE STRATEGIES • GROUP MANAGEMENT • PARTICIPANT PROGRESS 	
<p><i>ACTION PLAN</i></p> <p>What will you do differently with your group?</p> <ul style="list-style-type: none"> • THE EASE STRATEGIES • GROUP MANAGEMET • PARTICIPANT PROGRESS 	
<p><i>OTHER TOPICS</i></p> <p>What other things did you learn from this supervision session?</p>	

APPENDIX 26: EASE YOUTH SESSION 3 CHECKLIST AND SUPERVISION FORM

(E.g. what advice was given to other facilitators that you also found helpful?)	
TOPICS NOT COVERED What topics were not covered in this supervision that you would like to have covered in future supervision sessions?	
FOLLOW UP	
Are there any adverse events or serious adverse events to report?	
Any follow up actions?	

APPENDIX 26: EASE YOUTH SESSION 4 CHECKLIST AND SUPERVISION FORM

YOUTH SESSION 4 : CHANGING MY ACTIONS PART 2

Facilitator

Trainer

Supervisor

To be completed BEFORE every supervision by the supervisee.

DATE	
GROUP GENDER	
GROUP AGE RANGE	
NUMBER OF PEOPLE ATTENDING	
NUMBER OF PEOPLE ABSENT	
TIME SESSION STARTED	
TIME SESSION ENDED	

CHECKLIST

	TIME STARTED	TIME ENDED	TICK HERE IF NOT COMPLETED
WELCOME			
REVIEW SESSION 3			
REVIEW HOME PRACTICE <ul style="list-style-type: none"> • <i>Calming my body</i> • <i>Changing my actions</i> 			
CONTINUE CHANGING MY ACTIONS <ul style="list-style-type: none"> • <i>Plan a personal activity</i> 			
ENDING THE SESSION <ul style="list-style-type: none"> • Summarise session 4 • Set home practice • Strengths activity 			

APPENDIX 26: EASE YOUTH SESSION 4 CHECKLIST AND SUPERVISION FORM

SUPERVISION FORM

GROUP/PARTICIPANT INFORMATION (complete BEFORE supervision)	
Brief description of background of participants (e.g. family, living situation)	
Brief description of main problems and emotions identified in group session (e.g. share examples of common problems in the group, or positive or negative emotions the participants were experiencing)	
GENERAL REVIEW ON THE SESSION (complete BEFORE supervision)	
What went well about the session? (Facilitator and Co-facilitator)	
What could be improved or what would you do differently next time? (Facilitator and Co-facilitator)	
AREAS REQUIRING SUPPORT (complete BEFORE supervision)	
EASE STRATEGIES What EASE strategies have you delivered? What difficulties have you experienced with delivering the EASE strategies?	
GROUP MANAGEMENT What difficulties have you experienced with managing the group that you would like help with in supervision? (E.g. quiet participants, dominant or disruptive participants, all participants have different practical problems)	

APPENDIX 26: EASE YOUTH SESSION 4 CHECKLIST AND SUPERVISION FORM

<p><i>PARTICIPANT PROGRESS</i></p> <p>Are there any participants in your group that are not progressing well, or that you are having other challenges with or that you are concerned about?</p>	
<p>WHAT DID YOU LEARN FROM SUPERVISION? (complete DURING/AFTER supervision)</p>	
<p><i>FEEDBACK</i></p> <p>What helpful feedback did you get during supervision (from your supervisor and other facilitators) about:</p> <ul style="list-style-type: none"> • THE EASE STRATEGIES • GROUP MANAGEMENT • PARTICIPANT PROGRESS 	
<p><i>ACTION PLAN</i></p> <p>What will you do differently with your group?</p> <ul style="list-style-type: none"> • THE EASE STRATEGIES • GROUP MANAGEMET • PARTICIPANT PROGRESS 	
<p><i>OTHER TOPICS</i></p> <p>What other things did you learn from this supervision session?</p>	

APPENDIX 26: EASE YOUTH SESSION 4 CHECKLIST AND SUPERVISION FORM

(E.g. what advice was given to other facilitators that you also found helpful?)	
<p>TOPICS NOT COVERED</p> <p>What topics were not covered in this supervision that you would like to have covered in future supervision sessions?</p>	
<p>FOLLOW UP</p>	
<p>Are there any adverse events or serious adverse events to report?</p>	
<p>Any follow up actions?</p>	

APPENDIX 26: EASE YOUTH SESSION 5 CHECKLIST AND SUPERVISION FORM

YOUTH SESSION 5 : MANAGING MY PROBLEMS PART 1

Facilitator

Trainer

Supervisor

To be completed BEFORE every supervision by the supervisee.

DATE	
GROUP GENDER	
GROUP AGE RANGE	
NUMBER OF PEOPLE ATTENDING	
NUMBER OF PEOPLE ABSENT	
TIME SESSION STARTED	
TIME SESSION ENDED	

CHECKLIST

	TIME STARTED	TIME ENDED	TICK HERE IF NOT COMPLETED
WELCOME			
REVIEW SESSION 4			
REVIEW HOME PRACTICE <ul style="list-style-type: none"> • <i>Calming my body</i> • <i>Changing my actions</i> 			
MANAGING MY PROBLEMS <ul style="list-style-type: none"> • <i>Stop, Think, Go steps</i> 			
MANAGING MY PROBLEMS <ul style="list-style-type: none"> • <i>Solving a personal problem</i> 			
ENDING THE SESSION <ul style="list-style-type: none"> • Summarise session • Set home practice • Strengths activity 			

APPENDIX 26: EASE YOUTH SESSION 5 CHECKLIST AND SUPERVISION FORM

SUPERVISION FORM

GROUP/PARTICIPANT INFORMATION (complete BEFORE supervision)	
Brief description of background of participants (e.g. family, living situation)	
Brief description of main problems and emotions identified in group session (e.g. share examples of common problems in the group, or positive or negative emotions the participants were experiencing)	
GENERAL REVIEW ON THE SESSION (complete BEFORE supervision)	
What went well about the session? (Facilitator and Co-facilitator)	
What could be improved or what would you do differently next time? (Facilitator and Co-facilitator)	
AREAS REQUIRING SUPPORT (complete BEFORE supervision)	
EASE STRATEGIES What EASE strategies have you delivered? What difficulties have you experienced with delivering the EASE strategies?	
GROUP MANAGEMENT What difficulties have you experienced with managing the group that you would like help with in supervision? (E.g. quiet participants, dominant or disruptive participants, all participants have different practical problems)	

APPENDIX 26: EASE YOUTH SESSION 5 CHECKLIST AND SUPERVISION FORM

<p><i>PARTICIPANT PROGRESS</i></p> <p>Are there any participants in your group that are not progressing well, or that you are having other challenges with or that you are concerned about?</p>	
<p>WHAT DID YOU LEARN FROM SUPERVISION? (complete DURING/AFTER supervision)</p>	
<p><i>FEEDBACK</i></p> <p>What helpful feedback did you get during supervision (from your supervisor and other facilitators) about:</p> <ul style="list-style-type: none"> • THE EASE STRATEGIES • GROUP MANAGEMENT • PARTICIPANT PROGRESS 	
<p><i>ACTION PLAN</i></p> <p>What will you do differently with your group?</p> <ul style="list-style-type: none"> • THE EASE STRATEGIES • GROUP MANAGEMET • PARTICIPANT PROGRESS 	
<p><i>OTHER TOPICS</i></p> <p>What other things did you learn from this supervision session? (E.g. what advice was given to other facilitators that you also found helpful?)</p>	

APPENDIX 26: EASE YOUTH SESSION 5 CHECKLIST AND SUPERVISION FORM

TOPICS NOT COVERED	
What topics were not covered in this supervision that you would like to have covered in future supervision sessions?	
FOLLOW UP	
Are there any adverse events or serious adverse events to report?	
Any follow up actions?	

APPENDIX 26: EASE YOUTH SESSION 6 CHECKLIST AND SUPERVISION FORM

YOUTH SESSION 6 : MANAGING MY PROBLEMS PART 2

Facilitator

Trainer

Supervisor

To be completed BEFORE every supervision by the supervisee.

DATE	
GROUP GENDER	
GROUP AGE RANGE	
NUMBER OF PEOPLE ATTENDING	
NUMBER OF PEOPLE ABSENT	
TIME SESSION STARTED	
TIME SESSION ENDED	

CHECKLIST

	TIME STARTED	TIME ENDED	TICK HERE IF NOT COMPLETED
WELCOME			
REVIEW SESSION 5			
REVIEW HOME PRACTICE <ul style="list-style-type: none"> • <i>Changing my actions</i> • <i>Managing my problems</i> 			
CONTINUE MANAGING MY PROBLEMS <ul style="list-style-type: none"> • <i>Activities: thinking of ideas choosing an idea and steps need to carry out the idea</i> • <i>Solving a new problem</i> 			
PREPARING FOR THE END OF THE PROGRAMME			
ENDING THE SESSION <ul style="list-style-type: none"> • Summarise session 6 • Set home practice • Strengths activity 			

APPENDIX 26: EASE YOUTH SESSION 6 CHECKLIST AND SUPERVISION FORM

SUPERVISION FORM

GROUP/PARTICIPANT INFORMATION (complete BEFORE supervision)	
Brief description of background of participants (e.g. family, living situation)	
Brief description of main problems and emotions identified in group session (e.g. share examples of common problems in the group, or positive or negative emotions the participants were experiencing)	
GENERAL REVIEW ON THE SESSION (complete BEFORE supervision)	
What went well about the session? (Facilitator and Co-facilitator)	
What could be improved or what would you do differently next time? (Facilitator and Co-facilitator)	
AREAS REQUIRING SUPPORT (complete BEFORE supervision)	
EASE STRATEGIES What EASE strategies have you delivered? What difficulties have you experienced with delivering the EASE strategies?	
GROUP MANAGEMENT What difficulties have you experienced with managing the group that you would like help with in supervision? (E.g. quiet participants, dominant or disruptive participants, all participants have different practical problems)	

APPENDIX 26: EASE YOUTH SESSION 6 CHECKLIST AND SUPERVISION FORM

<p><i>PARTICIPANT PROGRESS</i></p> <p>Are there any participants in your group that are not progressing well, or that you are having other challenges with or that you are concerned about?</p>	
<p>WHAT DID YOU LEARN FROM SUPERVISION? (complete DURING/AFTER supervision)</p>	
<p><i>FEEDBACK</i></p> <p>What helpful feedback did you get during supervision (from your supervisor and other facilitators) about:</p> <ul style="list-style-type: none"> • THE EASE STRATEGIES • GROUP MANAGEMENT • PARTICIPANT PROGRESS 	
<p><i>ACTION PLAN</i></p> <p>What will you do differently with your group?</p> <ul style="list-style-type: none"> • THE EASE STRATEGIES • GROUP MANAGEMET • PARTICIPANT PROGRESS 	
<p><i>OTHER TOPICS</i></p> <p>What other things did you learn from this supervision session?</p>	

APPENDIX 26: EASE YOUTH SESSION 6 CHECKLIST AND SUPERVISION FORM

(E.g. what advice was given to other facilitators that you also found helpful?)	
TOPICS NOT COVERED What topics were not covered in this supervision that you would like to have covered in future supervision sessions?	
FOLLOW UP	
Are there any adverse events or serious adverse events to report?	
Any follow up actions?	

APPENDIX 26: EASE YOUTH SESSION 7 CHECKLIST AND SUPERVISION FORM

YOUTH SESSION 7 : BRIGHTER FUTURES

Facilitator

Trainer

Supervisor

To be completed BEFORE every supervision by the supervisee.

DATE	
GROUP GENDER	
GROUP AGE RANGE	
NUMBER OF PEOPLE ATTENDING	
NUMBER OF PEOPLE ABSENT	
TIME SESSION STARTED	
TIME SESSION ENDED	

CHECKLIST

	TIME STARTED	TIME ENDED	TICK HERE IF NOT COMPLETED
WELCOME			
REVIEW HOME PRACTICE			
BRIGHTER FURTURES: <ul style="list-style-type: none"> • <i>Responding to future problems</i> 			
ENDING THE PROGRAMME <ul style="list-style-type: none"> • Finish strengths activity 			

APPENDIX 26: EASE YOUTH SESSION 7 CHECKLIST AND SUPERVISION FORM

SUPERVISION FORM

GROUP/PARTICIPANT INFORMATION (complete BEFORE supervision)	
Brief description of background of participants (e.g. family, living situation)	
Brief description of main problems and emotions identified in group session (e.g. share examples of common problems in the group, or positive or negative emotions the participants were experiencing)	
GENERAL REVIEW ON THE SESSION (complete BEFORE supervision)	
What went well about the session? (Facilitator and Co-facilitator)	
What could be improved or what would you do differently next time? (Facilitator and Co-facilitator)	
AREAS REQUIRING SUPPORT (complete BEFORE supervision)	
EASE STRATEGIES What EASE strategies have you delivered? What difficulties have you experienced with delivering the EASE strategies?	
GROUP MANAGEMENT What difficulties have you experienced with managing the group that you would like help with in supervision? (E.g. quiet participants, dominant or disruptive participants, all participants have different practical problems)	

APPENDIX 26: EASE YOUTH SESSION 7 CHECKLIST AND SUPERVISION FORM

<p><i>PARTICIPANT PROGRESS</i></p> <p>Are there any participants in your group that are not progressing well, or that you are having other challenges with or that you are concerned about?</p>	
<p>WHAT DID YOU LEARN FROM SUPERVISION? (complete DURING/AFTER supervision)</p>	
<p><i>FEEDBACK</i></p> <p>What helpful feedback did you get during supervision (from your supervisor and other facilitators) about:</p> <ul style="list-style-type: none"> • THE EASE STRATEGIES • GROUP MANAGEMENT • PARTICIPANT PROGRESS 	
<p><i>ACTION PLAN</i></p> <p>What will you do differently with your group?</p> <ul style="list-style-type: none"> • THE EASE STRATEGIES • GROUP MANAGEMET • PARTICIPANT PROGRESS 	
<p><i>OTHER TOPICS</i></p> <p>What other things did you learn from this supervision session?</p>	

APPENDIX 26: EASE YOUTH SESSION 7 CHECKLIST AND SUPERVISION FORM

(E.g. what advice was given to other facilitators that you also found helpful?)	
<p>TOPICS NOT COVERED</p> <p>What topics were not covered in this supervision that you would like to have covered in future supervision sessions?</p>	
<p>FOLLOW UP</p>	
<p>Are there any adverse events or serious adverse events to report?</p>	
<p>Any follow up actions?</p>	

APPENDIX 26: EASE CAREGIVER SESSION 1 CHECKLIST AND SUPERVISION FORM

CAREGIVER SESSION 1: UNDERSTANDING SADNESS, WORRY AND STRESS

Facilitator

Trainer

Supervisor

To be completed BEFORE every supervision by the supervisee.

DATE	
GROUP GENDER	
GROUP AGE RANGE	
NUMBER OF PEOPLE ATTENDING	
NUMBER OF PEOPLE ABSENT	
TIME SESSION STARTED	
TIME SESSION ENDED	

CHECKLIST

	TIME STARTED	TIME ENDED	TICK HERE IF NOT COMPLETED
WELCOME AND INTRODUCTIONS			
REVIEW OF THE PROGRAMME			
GROUP GUIDELINES			
CAREGIVER STRENGTHS			
COMMON SIGNS OF SADNESS, WORRY AND STRESS IN CHILDREN			
EASE YOUTH EXERCISES REVIEW <ul style="list-style-type: none"> • <i>How to identify their feelings</i> • <i>How to calm their body with slow breathing</i> • <i>How engaging in meaningful activity can improve feelings</i> • <i>How to solve practical problems.</i> 			
RESPONDING TO FEELINGS <ul style="list-style-type: none"> • <i>Group activity</i> • <i>Active listening</i> • <i>Calming my body: slow breathing</i> 			
QUALITY TIME			

APPENDIX 26: EASE CAREGIVER SESSION 1 CHECKLIST AND SUPERVISION FORM

	TIME STARTED	TIME ENDED	TICK HERE IF NOT COMPLETED
<ul style="list-style-type: none"> • <i>Brainstorm and problem solve barriers</i> 			
ENDING THE SESSION <ul style="list-style-type: none"> • <i>Summarise</i> • <i>Home practice</i> 			

APPENDIX 26: EASE CAREGIVER SESSION 1 CHECKLIST AND SUPERVISION FORM

SUPERVISION FORM

GROUP/PARTICIPANT INFORMATION (complete BEFORE supervision)	
Brief description of background of participants (e.g. family, living situation)	
Brief description of main problems and emotions identified in group session (e.g. share examples of common problems in the group, or positive or negative emotions the participants were experiencing)	
GENERAL REVIEW ON THE SESSION (complete BEFORE supervision)	
What went well about the session? (Facilitator and Co-facilitator)	
What could be improved or what would you do differently next time? (Facilitator and Co-facilitator)	
AREAS REQUIRING SUPPORT (complete BEFORE supervision)	
EASE STRATEGIES What EASE strategies have you delivered? What difficulties have you experienced with delivering the EASE strategies?	
GROUP MANAGEMENT What difficulties have you experienced with managing the group that you would like help with in supervision? (E.g. quiet participants, dominant or disruptive participants, all participants have different practical problems)	

APPENDIX 26: EASE CAREGIVER SESSION 1 CHECKLIST AND SUPERVISION FORM

<p><i>PARTICIPANT PROGRESS</i></p> <p>Are there any participants in your group that are not progressing well, or that you are having other challenges with or that you are concerned about?</p>	
<p>WHAT DID YOU LEARN FROM SUPERVISION? (complete DURING/AFTER supervision)</p>	
<p><i>FEEDBACK</i></p> <p>What helpful feedback did you get during supervision (from your supervisor and other facilitators) about:</p> <ul style="list-style-type: none"> • THE EASE STRATEGIES • GROUP MANAGEMENT • PARTICIPANT PROGRESS 	
<p><i>ACTION PLAN</i></p> <p>What will you do differently with your group?</p> <ul style="list-style-type: none"> • THE EASE STRATEGIES • GROUP MANAGEMET • PARTICIPANT PROGRESS 	
<p><i>OTHER TOPICS</i></p> <p>What other things did you learn from this supervision session?</p>	

APPENDIX 26: EASE CAREGIVER SESSION 1 CHECKLIST AND SUPERVISION FORM

(E.g. what advice was given to other facilitators that you also found helpful?)	
<p>TOPICS NOT COVERED</p> <p>What topics were not covered in this supervision that you would like to have covered in future supervision sessions?</p>	
FOLLOW UP	
Are there any adverse events or serious adverse events to report?	
Any follow up actions?	

APPENDIX 26: EASE CAREGIVER SESSION 2 CHECKLIST AND SUPERVISION FORM

CAREGIVER SESSION 2: BOOSTING CONFIDENCE

Facilitator

Trainer

Supervisor

To be completed BEFORE every supervision by the supervisee.

DATE	
GROUP GENDER	
GROUP AGE RANGE	
NUMBER OF PEOPLE ATTENDING	
NUMBER OF PEOPLE ABSENT	
TIME SESSION STARTED	
TIME SESSION ENDED	

CHECKLIST

	TIME STARTED	TIME ENDED	TICK HERE IF NOT COMPLETED
WELCOME			
REVIEW HOME PRACTICE <ul style="list-style-type: none"> • <i>Quality time & active listening</i> • <i>Slow breathing</i> • <i>Identifying caregiver strengths</i> 			
EASE YOUTH EXERCISES REVIEW <ul style="list-style-type: none"> • <i>How to identify their feelings</i> • <i>How to calm their body with slow breathing</i> • <i>How engaging in meaningful activity can improve feelings</i> • <i>How to solve practical problems.</i> 			
BOOSTING CONFIDENCE <ul style="list-style-type: none"> • <i>Brainstorm and problem solve barriers</i> 			
CHILDREN'S STRENGTHS <ul style="list-style-type: none"> • <i>Brainstorm strengths</i> 			
PRAISE <ul style="list-style-type: none"> • <i>Praise statements</i> • <i>Caregiver experience</i> 			

APPENDIX 26: EASE CAREGIVER SESSION 2 CHECKLIST AND SUPERVISION FORM

	TIME STARTED	TIME ENDED	TICK HERE IF NOT COMPLETED
<ul style="list-style-type: none"> • <i>Story</i> • <i>Role-play x 2 (giving praise)</i> 			
ALTERNATIVES TO PHYSICAL PUNISHMENT <ul style="list-style-type: none"> • <i>Story</i> 			
ENDING THE SESSION <ul style="list-style-type: none"> • <i>Summarise</i> • <i>Home practice</i> • <i>Slow breathing</i> 			

APPENDIX 26: EASE CAREGIVER SESSION 2 CHECKLIST AND SUPERVISION FORM

SUPERVISION FORM

GROUP/PARTICIPANT INFORMATION (complete BEFORE supervision)	
Brief description of background of participants (e.g. family, living situation)	
Brief description of main problems and emotions identified in group session (e.g. share examples of common problems in the group, or positive or negative emotions the participants were experiencing)	
GENERAL REVIEW ON THE SESSION (complete BEFORE supervision)	
What went well about the session? (Facilitator and Co-facilitator)	
What could be improved or what would you do differently next time? (Facilitator and Co-facilitator)	
AREAS REQUIRING SUPPORT (complete BEFORE supervision)	
<i>EASE STRATEGIES</i> What EASE strategies have you delivered? What difficulties have you experienced with delivering the EASE strategies?	
<i>GROUP MANAGEMENT</i> What difficulties have you experienced with managing the group that you would like help with in supervision? (E.g. quiet participants, dominant or disruptive participants, all participants have different practical problems)	

APPENDIX 26: EASE CAREGIVER SESSION 2 CHECKLIST AND SUPERVISION FORM

<p><i>PARTICIPANT PROGRESS</i></p> <p>Are there any participants in your group that are not progressing well, or that you are having other challenges with or that you are concerned about?</p>	
<p>WHAT DID YOU LEARN FROM SUPERVISION? (complete DURING/AFTER supervision)</p>	
<p><i>FEEDBACK</i></p> <p>What helpful feedback did you get during supervision (from your supervisor and other facilitators) about:</p> <ul style="list-style-type: none"> • THE EASE STRATEGIES • GROUP MANAGEMENT • PARTICIPANT PROGRESS 	
<p><i>ACTION PLAN</i></p> <p>What will you do differently with your group?</p> <ul style="list-style-type: none"> • THE EASE STRATEGIES • GROUP MANAGEMET • PARTICIPANT PROGRESS 	
<p><i>OTHER TOPICS</i></p> <p>What other things did you learn from this supervision session?</p>	

APPENDIX 26: EASE CAREGIVER SESSION 2 CHECKLIST AND SUPERVISION FORM

(E.g. what advice was given to other facilitators that you also found helpful?)	
<p>TOPICS NOT COVERED</p> <p>What topics were not covered in this supervision that you would like to have covered in future supervision sessions?</p>	
FOLLOW UP	
Are there any adverse events or serious adverse events to report?	
Any follow up actions?	

APPENDIX 26: EASE CAREGIVER SESSION 3 CHECKLIST AND SUPERVISION FORM

CAREGIVER SESSION 3: CAREGIVER SELF-CARE AND BRIGHTER FUTURES

Facilitator

Trainer

Supervisor

To be completed BEFORE every supervision by the supervisee.

DATE	
GROUP GENDER	
GROUP AGE RANGE	
NUMBER OF PEOPLE ATTENDING	
NUMBER OF PEOPLE ABSENT	
TIME SESSION STARTED	
TIME SESSION ENDED	

CHECKLIST

	TIME STARTED	TIME ENDED	TICK HERE IF NOT COMPLETED
WELCOME			
REVIEW HOME PRACTICE <ul style="list-style-type: none"> • <i>Boosting confidence</i> • <i>Praise</i> 			
EASE YOUTH EXERCISES REVIEW <ul style="list-style-type: none"> • <i>How to identify their feelings</i> • <i>How to calm their body with slow breathing</i> • <i>How engaging in meaningful activity can improve feelings</i> • <i>How to solve practical problems.</i> 			
CAREGIVER CHALLENGES AND SELF CARE <ul style="list-style-type: none"> • <i>Story and group discussion</i> • <i>Pair discussion</i> • <i>Group discussion</i> 			
BRIGHTER FUTURES <ul style="list-style-type: none"> • <i>Warning signs</i> 			

APPENDIX 26: EASE CAREGIVER SESSION 3 CHECKLIST AND SUPERVISION FORM

	TIME STARTED	TIME ENDED	TICK HERE IF NOT COMPLETED
ENDING THE GROUP <ul style="list-style-type: none">• <i>Slow breathing</i>			

APPENDIX 26: EASE CAREGIVER SESSION 3 CHECKLIST AND SUPERVISION FORM

SUPERVISION FORM

GROUP/PARTICIPANT INFORMATION (complete BEFORE supervision)	
Brief description of background of participants (e.g. family, living situation)	
Brief description of main problems and emotions identified in group session (e.g. share examples of common problems in the group, or positive or negative emotions the participants were experiencing)	
GENERAL REVIEW ON THE SESSION (complete BEFORE supervision)	
What went well about the session? (Facilitator and Co-facilitator)	
What could be improved or what would you do differently next time? (Facilitator and Co-facilitator)	
AREAS REQUIRING SUPPORT (complete BEFORE supervision)	
<i>EASE STRATEGIES</i> What EASE strategies have you delivered? What difficulties have you experienced with delivering the EASE strategies?	
<i>GROUP MANAGEMENT</i> What difficulties have you experienced with managing the group that you would like help with in supervision? (E.g. quiet participants, dominant or disruptive participants, all participants have different practical problems)	

APPENDIX 26: EASE CAREGIVER SESSION 3 CHECKLIST AND SUPERVISION FORM

<p><i>PARTICIPANT PROGRESS</i></p> <p>Are there any participants in your group that are not progressing well, or that you are having other challenges with or that you are concerned about?</p>	
<p>WHAT DID YOU LEARN FROM SUPERVISION? (complete DURING/AFTER supervision)</p>	
<p><i>FEEDBACK</i></p> <p>What helpful feedback did you get during supervision (from your supervisor and other facilitators) about:</p> <ul style="list-style-type: none"> • THE EASE STRATEGIES • GROUP MANAGEMENT • PARTICIPANT PROGRESS 	
<p><i>ACTION PLAN</i></p> <p>What will you do differently with your group?</p> <ul style="list-style-type: none"> • THE EASE STRATEGIES • GROUP MANAGEMET • PARTICIPANT PROGRESS 	
<p><i>OTHER TOPICS</i></p> <p>What other things did you learn from this supervision session?</p>	

APPENDIX 26: EASE CAREGIVER SESSION 3 CHECKLIST AND SUPERVISION FORM

(E.g. what advice was given to other facilitators that you also found helpful?)	
<p>TOPICS NOT COVERED</p> <p>What topics were not covered in this supervision that you would like to have covered in future supervision sessions?</p>	
FOLLOW UP	
Are there any adverse events or serious adverse events to report?	
Any follow up actions?	

APPENDIX 27: INCIDENT REPORTING FORM (WAR CHILD)

APPENDIX 27: INCIDENT REPORTING FORM (WAR CHILD)

Confidential

General information:		
Program/Research project:		Location:
Child's Name:	Gender:	Age:
Language spoken:	Any disability:	Date of birth:
Report details:		
Time:	Date:	Place:
Reporter's details:		
Name:		Contact:
Position:		Relationship to the child:
Child's details:		
Name parents/caregivers:		Contact / address:
		Phone number:
Language spoken:		Any disability:
Type of adverse event – circle w:		
Serious Adverse Events: <ol style="list-style-type: none"> 1. Death of participant or staff member 2. Suicide attempt of participant or staff member 3. Child or adult discloses physical, sexual, emotional abuse, neglect, or exploitation of a child 4. Staff member suspects physical, sexual, emotional abuse, neglect, or exploitation of a child 5. Serious violence where participant or staff member is perpetrator or victim 6. Emergency hospitalization (e.g. suicidality, violent behavior [i.e. harm to others], extreme malnourishment) 7. Serious lack of food 8. Child Safeguarding Concern arises 		

APPENDIX 27: INCIDENT REPORTING FORM (WAR CHILD)

Adverse Events:	
9. Other forms of violence towards study participants or staff (e.g. violent attack against the staff) 10. Injuries/accidents at, or on way to/from program 11. Marked increases in suicidal thoughts, or suicide plan (but without attempt); 12. Marked increases in emotional distress of trial participant from first involvement in the trial 13. Marked increases in conflicts (threats or verbal abuse) within family or community	
Recent changes in the child's behavior (where relevant):	
Details of concern: what, who, where, when (including child's words where possible):	
Other relevant information:	
Alleged Perpetrator's details (if known, and if relevant):	
Name:	Address:
Age:	Employment details:
Position:	Relationship, if any, to child:
Current location of alleged perpetrator:	
Current safety of child including location:	

APPENDIX 27: INCIDENT REPORTING FORM (WAR CHILD)

Has emergency medical attention been required?	
What?	
Provided by:	
Who else knows?	
Witnesses:	Family members or other individuals:
Actions taken to date: e.g. report to police, social welfare, other. Give contact details and date and time of action.	
Report taken by:	
Name:	Date:
Position and location:	Signature:
This section is to be completed by child safeguarding focal point following receipt of the report:	
Action to be taken:	
Name:	Position:

APPENDIX 27: INCIDENT REPORTING FORM (WAR CHILD)

Location:	Date and time report received:
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IN CASE OF RESEARCH STUDY: This section is to be completed by research coordinator

Action to be taken:

Name Research Coordinator:	Position:
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Location:	Date and time report received:
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Received by Data Safety Management Committee Name:	Date and time report received:
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APPENDIX 28: RESPONSE OVERVIEW FORM (WAR CHILD)

APPENDIX 28: RESPONSE OVERVIEW FORM (WAR CHILD)

This appendix will be provided separately.

APPENDIX 29: ADVERSE EVENTS AND CHILD SAFEGUARDING OVERVIEW

APPENDIX 29: ADVERSE EVENTS AND CHILD SAFEGUARDING OVERVIEW

The content of this appendix has been covered in the EASE Training Manual. So it will now not be provided as a separate appendix here.

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST

EASE Competency and Fidelity Checklist

Scoring

- **Fidelity:** tick every activity which is completed by the trainee.
- **Fidelity scoring:** Add the number of ticks in one session and enter it in the relevant fidelity score row on the next page (Summary Sheet).
- **Competency:** for each Main Item, only score competency for the fidelity activities which have been ticked as 'completed' e.g. if only 1 out of 3 fidelity items is ticked- then the competency score should be for this 1 item.
- Items which are ** are relevant for the fidelity checklist but are NOT relevant for the competency scoring e.g. you do not need to evaluate how well a trainee has hung their posters.
- Shaded items are for basic helping skills and group facilitation skills. These are for competency scoring only- and not for fidelity scoring.
- The lists in the competency column are not prescriptive. These are based on your judgement. A trainee does not have to complete all the items in a list in order to meet that score. It may be that someone completes the majority of the items for a number 3 scoring- but does not provide an opportunity to ask questions. Your judgement is about whether this was relevant or not for the task- e.g. sometimes this will be appropriate and sometimes not.
- **Competency scoring:** add the number of time a trainee scores a 1 or a 2 or a 3 in each session, and enter it in the relevant competency score row on the next page (Summary Sheet).

Interpretation

- Trainees who complete all fidelity checklist items for any MAIN ITEM, but who score below 2 for competency- should receive extra training and supervision for this MAIN ITEM.
- Trainees who do not complete all fidelity items for any MAIN ITEM should receive extra training and/or supervision for this particular MAIN ITEM, and should be supported for increasing their practice [and competence] of the fidelity checklist items which were not completed.
- Extra training and support may be in the form of practicing role-plays with a supervisor or trainer, observing other role-plays where this skill is being demonstrated or reviewing training materials covering this topic. The trainee's supervisor should be aware of this result so they can monitor the helper's progress and decide whether the helper would achieve a higher score given their observations during supervision etc.
- For trainees who score below 2 for competency on multiple MAIN ITEMS –further training/supervision activities will additionally need to be considered. Options might include them working with another trainee during practice cases (in an observer role) and/or participating in another training; or it may be jointly decided that this work is not well-suited to this trainee.

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST

Trainee name										
Assessor name										
Date of assessment										
Which session is being assessed?										
<i>Complete after assessment</i>										
Session number → (Youth 1-7; Caregiver C1-C3)	1	2	3	4	5	6	7	C1	C2	C3
FIDELITY SCORE	/19	/14	/18	/12	/17	/20	/13	/30	/28	/24
COMPETENCY: total number of items scored as 1	/7	/5	/6	/4	/6	/7	/4	/8	/8	/7
COMPETENCY: total number of items scored as 2	/7	/5	/6	/4	/6	/7	/4	/8	/8	/7
COMPETENCY: total number of items score as 3	/7	/5	/6	/4	/6	/7	/4	/8	/8	/7
Strengths										
Areas requiring some improvement, further training or supervision										
Is this trainee ready to deliver EASE?	<input type="checkbox"/> YES <input type="checkbox"/> YES- but requires some further training, supervision (specify above)									

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST

	<input type="checkbox"/> NOT YET- requires significant further training, supervision (specify above) <input type="checkbox"/> NO- not suitable to continue <input type="checkbox"/> UNSURE- speak with supervisor/ trainee first
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SUMMARY SHEET

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 1

YOUTH SESSIONS

Session 1

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed;		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
1.1 Conduct Opening Procedures	A <input type="checkbox"/>	A. Welcome, introductions, introductory activity/game	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Review of the programme	1 <input type="checkbox"/>	1 Needs Improvement = Does not provide appropriate opening procedures e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
	C <input type="checkbox"/>	C. Group rules	2 <input type="checkbox"/>	2 Done Partially = Partially conducts opening procedures, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task
			3 <input type="checkbox"/>	3 Done Well = Appropriately facilitates opening procedures e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content
1.2 Explain and promote Confidentiality	A <input type="checkbox"/>	A. Confidentiality (define and provide	NA <input type="checkbox"/>	Did not complete any fidelity items

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 1

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed;		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
		information about when confidentiality can be broken, and explain topics for individual discussion vs group discussion)	1 <input type="checkbox"/>	1 Needs Improvement = Does not provide appropriate explanation of confidentiality or individual vs group discussion topics e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
			2 <input type="checkbox"/>	2 Done Partially = Partially tells participants what confidentiality is and when it can be broken, but does provide an explanation of why; or provides the full explanation but is not clear, confuses participants; didactic when explaining individual vs group discussion topics
			3 <input type="checkbox"/>	3 Done Well = Appropriately explains confidentiality and when it can be broken, and provides an explanation of why; appropriately provides an opportunity for interaction or questions during individual vs group discussion topics e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content
1.3 Introduce Storybook	A <input type="checkbox"/>	A. Show participants the storybook (Picture 1) and read Text 1	NA <input type="checkbox"/>	Did not complete any fidelity items
			1 <input type="checkbox"/>	1 Needs Improvement = Does not provide appropriate reading of the story e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 1

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed;		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
			2 <input type="checkbox"/>	2 Done Partially = Partially introduces storybook, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task
			3 <input type="checkbox"/>	3 Done Well = Appropriately reads story e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content
1.4 Introduce Understanding my Feelings	A <input type="checkbox"/>	A. Hang Feelings Chart**	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Introduce the activity	1 <input type="checkbox"/>	1 Needs Improvement = Does not provide appropriate introduction to understanding my feelings e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
	C <input type="checkbox"/>	C. Read story (Picture/Text 2) and ask questions	2 <input type="checkbox"/>	2 Done Partially = Partially introduces understanding my feelings, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task
			3 <input type="checkbox"/>	3 Done Well = Appropriately introduces understanding my feelings e.g. Interactive with participants, clear, provides opportunity for

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 1

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed;		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
				questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content
1.5 Conduct Externalising Feelings activities	A <input type="checkbox"/>	A. Hang Feelings Chart, Sadness poster and have ready large pieces of blank paper, markers and slips of paper with the different feelings from the Feelings Chart written on them**	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Introduce and conduct externalizing feelings group activity	1 <input type="checkbox"/>	1 Needs Improvement = Does not conduct externalizing feelings activity appropriately e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
	C <input type="checkbox"/>	C. Conduct externalizing feelings pairs activity	2 <input type="checkbox"/>	2 Done Partially = Partially conducts externalizing feelings activities, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task
	D <input type="checkbox"/>	D. Give summary of externalising feelings activity	3 <input type="checkbox"/>	3 Done Well = Conducts externalizing feelings activity appropriately e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 1

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed;		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
1.6 Introduce Identifying Personal Feelings	A <input type="checkbox"/>	A. Hang the Feelings Pot poster**	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Introduce the activity and read story (Picture/Text 3-4)	1 <input type="checkbox"/>	1 Needs Improvement = Does not introduce identifying personal feelings appropriately e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content, does not ensure that each participant can complete skills e.g. feelings pot
	C <input type="checkbox"/>	C. Support participants to complete personal feelings pot, using alternative instructions if appropriate (e.g. for older participants)	2 <input type="checkbox"/>	2 Done Partially = Partially introduces identifying personal feelings, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task
	D <input type="checkbox"/>	D. Read story (picture/text 5) and discuss big and difficult feelings	3 <input type="checkbox"/>	3 Done Well = Introduces identifying personal feelings appropriately e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content ensures each participant can complete skills e.g. the feelings pot
1.7 Conduct Closing Procedures	A <input type="checkbox"/>	A. Summarise session 1	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Explain participants' home practice	1	1 Needs Improvement = Does not conduct closing procedures appropriately e.g. does not discuss how participants can remember to

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 1

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed;		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
	<input type="checkbox"/>	C. Complete Strengths activity	<input type="checkbox"/>	complete home practice, does not ensure that they can complete strengths activity, didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
			2 <input type="checkbox"/>	2 Done Partially = Partially conducts closing procedures, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task e.g. does not ensure that participants are prepared for home practice or can complete strengths activity
			3 <input type="checkbox"/>	3 Done Well = Conducts closing procedures appropriately e.g. discuss how participants can remember to complete home practice and ensures that they can complete strengths activity, interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content
The next items are for competency scoring only				

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 1

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed;	COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
1.8 Uses appropriate basic helping skills in the group		-	Note: You cannot score NA for this item
	1 <input type="checkbox"/>		1 Needs Improvement = shows negative judgment of participants or minimises their distress, shows inappropriate body language, mocks participants, ignores participants, dominates session with self-disclosure, provides direct advice only
	2 <input type="checkbox"/>		2 Done Partially = partial use of appropriate body language (e.g. eye contact etc.) partial or inconsistent communication of concern, validation and/or support, provides some support but mostly direct advice
	3 <input type="checkbox"/>		3 Done Well = consistently uses appropriate body language (e.g. eye contact etc.), communicates concern and validates participants experiences appropriately and consistently; provides support to all participants when needed and uses appropriate amount of self-disclosure, provides support to participants rather than giving direct advice
1.9 Uses appropriate basic helping skills for participants in (acute) distress		NA <input type="checkbox"/>	Not applicable in this session i.e. there were no participants in acute distress

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 1

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed;	COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
		1 <input type="checkbox"/>	1 Needs Improvement = shows negative judgment of participants or minimises their distress, shows inappropriate body language, mocks participants, ignores participants, dominates session with self-disclosure, , provides direct advice only, fails to identify or respond to distress in participants
		2 <input type="checkbox"/>	2 Done Partially = partial use of appropriate body language (e.g. eye contact etc.) partial or inconsistent communication of concern, validation and/or support, provides some support but mostly direct advice, identifies distress but provides incomplete response
		3 <input type="checkbox"/>	3 Done Well = consistently uses appropriate body language (e.g. eye contact etc.), communicates concern and validates participants experiences appropriately and consistently; provides support to all participants when needed and uses appropriate amount of self-disclosure, provides support to participants rather than giving direct advice, identifies and responds to distress appropriately
1.10 Incorporates safety management skills		NA <input type="checkbox"/>	Not applicable in this session i.e. there were no participants with safety management concerns in this session
		1 <input type="checkbox"/>	1 Needs Improvement = shows negative judgment of participants or minimizes their distress, shows inappropriate body language, mocks participants, ignores participants, dominates session with self-disclosure, fails to identify or respond to potential risk of harm for participant or others

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 1

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed;	COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
		2 <input type="checkbox"/>	2 Done Partially = partial use of appropriate body language (e.g. eye contact etc.) partial or inconsistent communication of concern, validation and/or support , identifies potential risk of harm for participants or other but provides incomplete response
		3 <input type="checkbox"/>	3 Done Well = consistently uses appropriate body language (e.g. eye contact etc.), communicates concern and validates participants experiences appropriately and consistently; provides support to all participants when needed and uses appropriate amount of self-disclosure, identifies and responds to potential risk of harm for participants or others appropriately
1.11 Appropriately uses group facilitation skills		-	Note: You cannot score NA for this item
		1 <input type="checkbox"/>	1 Needs Improvement = fails to manage dominant participants; allows members to speak negatively or critically of one another; does not encourage participation of all participants, fail to redirect group back to themes of session if group goes off track
		2 <input type="checkbox"/>	2 Done Partially = supports all group members to participate, but they do not interact with and support one another, partially redirects group back to themes of session if group goes off track
		3 <input type="checkbox"/>	3 Done Well = supports all group members to participate and share suggestions and supportive comments with one another, consistently redirects group back to themes of session if group goes off track

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 2

Session 2

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
2.1 Conduct Opening Procedures	A <input type="checkbox"/>	A. Welcome the group	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Conduct 'Showing our feelings' game (using ball or other object you can throw) and uses alternative instructions if appropriate (e.g. for older participants)	1 <input type="checkbox"/>	1 Needs Improvement = Does not provide appropriate opening procedures e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers questions incorrectly, provides irrelevant content
			2 <input type="checkbox"/>	2 Done Partially = Partially conducts opening procedures, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task
			3 <input type="checkbox"/>	3 Done Well = Facilitates appropriate opening procedures e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content
	A <input type="checkbox"/>	A. Hang posters from Session 1**	NA <input type="checkbox"/>	Did not complete any fidelity items

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 2

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
2.2 Review Session 1 and Home Practice	B <input type="checkbox"/>	B. Summarise key learning from Session 1		
	C <input type="checkbox"/>	C. Read story (Picture/Text 7-8) and facilitate review of participants' home practice	1 <input type="checkbox"/>	1 Needs Improvement = Does not facilitate appropriate review of session 1 and home practice e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content, does not support participants with managing home practice challenges
			2 <input type="checkbox"/>	2 Done Partially = Partially reviews session 1 and home practice, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task, may not be able to support participants who have not completed home practice
			3 <input type="checkbox"/>	3 Done Well = Facilitates appropriate review of session 1 and home practice; Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content, supports participants with managing home practice challenges
2.3 Introduce Feelings and my Body	A <input type="checkbox"/>	A. Hang Feelings Chart and Body Map posters, have markers ready**	NA <input type="checkbox"/>	Did not complete any fidelity items
			1	1 Needs Improvement = Does not introduce feelings and my body appropriately e.g. didactic, unclear, confuses participants, does not provide opportunity for questions

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 2

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
	B <input type="checkbox"/>	B. Introduce Body Map group activity and read story (Picture/Text 9-11)	<input type="checkbox"/>	or discussions or interactions, answers any questions incorrectly, provides irrelevant content
	C <input type="checkbox"/>	C. Conduct Body Map activity	2 <input type="checkbox"/>	2 Done Partially = Partially introduces feelings and my body, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task
			3 <input type="checkbox"/>	3 Done Well = Introduces feelings and my body appropriately e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content
2.4 Introduce Calming my Body	A <input type="checkbox"/>	A. Discuss participants' helpful coping strategies	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Introduce and conduct slow breathing group activity (breathing from stomach, breathing slowly and putting it altogether)		

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 2

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
	C <input type="checkbox"/>	C. Respond to any difficulties participants have with slow breathing, including using alternative instructions if appropriate (e.g. if slow breathing is difficult for some participants)	2 <input type="checkbox"/>	2 Done Partially = Partially introduces calming my body, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task e.g. slow breathing
			3 <input type="checkbox"/>	3 Done Well = Introduces calming my body appropriately e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content ensures each participant can complete skills e.g. slow breathing
2.5 Conduct Closing Procedures	A <input type="checkbox"/>	A. Summarise session 2	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Explain participants' home practice		
	C <input type="checkbox"/>	C. Complete Strengths activity		
			1 <input type="checkbox"/>	1 Needs Improvement = Does not conduct closing procedures appropriately e.g. does not discuss how participants can remember to complete home practice, does not ensure that they can complete strengths activity, didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
			2 <input type="checkbox"/>	2 Done Partially = Partially conducts closing procedures, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task e.g. does not ensure that participants are prepared for home practice or can complete strengths activity

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 2

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
			3 <input type="checkbox"/>	3 Done Well = Conducts closing procedures appropriately e.g. discuss how participants can remember to complete home practice and ensures that they can complete strengths activity, interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content
The next items are for competency scoring only				
2.6 Uses appropriate basic helping skills in the group	-		Note: You cannot score NA for this item	
	1 <input type="checkbox"/>	1 Needs Improvement = shows negative judgment of participants or minimizes their distress, shows inappropriate body language, mocks participants, ignores participants, dominates session with self-disclosure, provides direct advice only		
	2 <input type="checkbox"/>	2 Done Partially = partial use of appropriate body language (e.g. eye contact etc.) partial or inconsistent communication of concern, validation and/or support, provides some support but mostly direct advice		

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 2

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)	COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
		3 <input type="checkbox"/>	3 Done Well = consistently uses appropriate body language (e.g. eye contact etc.), communicates concern and validates participants experiences appropriately and consistently; provides support to all participants when needed and uses appropriate amount of self-disclosure, provides support to participants rather than giving direct advice
2.7 Uses appropriate basic helping skills for participants in (acute) distress	NA <input type="checkbox"/>	Not applicable in this session i.e. there were no participants in acute distress	
	1 <input type="checkbox"/>	1 Needs Improvement = shows negative judgment of participants or minimises their distress, shows inappropriate body language, mocks participants, ignores participants, dominates session with self-disclosure, , provides direct advice only, fails to identify or respond to distress in participants	
	2 <input type="checkbox"/>	2 Done Partially = partial use of appropriate body language (e.g. eye contact etc.) partial or inconsistent communication of concern, validation and/or support, provides some support but mostly direct advice, identifies distress but provides incomplete response	
	3 <input type="checkbox"/>	3 Done Well = consistently uses appropriate body language (e.g. eye contact etc.), communicates concern and validates participants experiences appropriately and consistently; provides support to all participants when needed and uses appropriate amount of self-disclosure, provides support to participants rather than giving direct advice, identifies and responds to distress appropriately	

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 2

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)	COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
2.8 Incorporates safety management skills	NA <input type="checkbox"/>	Not applicable in this session i.e. there were no participants with safety management concerns in this session	
	1 <input type="checkbox"/>	1 Needs Improvement = shows negative judgment of participants or minimizes their distress, shows inappropriate body language, mocks participants, ignores participants, dominates session with self-disclosure, fails to identify or respond to potential risk of harm for participant or others	
	2 <input type="checkbox"/>	2 Done Partially = partial use of appropriate body language (e.g. eye contact etc.) partial or inconsistent communication of concern, validation and/or support , identifies potential risk of harm for participants or other but provides incomplete response	
	3 <input type="checkbox"/>	3 Done Well = consistently uses appropriate body language (e.g. eye contact etc.), communicates concern and validates participants experiences appropriately and consistently; provides support to all participants when needed and uses appropriate amount of self-disclosure, identifies and responds to potential risk of harm for participants or others appropriately	
2.9 Appropriately uses group facilitation skills	-	Note: You cannot score NA for this item	

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 2

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)	COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
		1 <input type="checkbox"/>	1 Needs Improvement = fails to manage dominant participants; allows members to speak negatively or critically of one another; does not encourage participation of all participants, fail to redirect group back to themes of session if group goes off track
		2 <input type="checkbox"/>	2 Done Partially = supports all group members to participate, but they do not interact with and support one another, partially redirects group back to themes of session if group goes off track
		3 <input type="checkbox"/>	3 Done Well = supports all group members to participate and share suggestions and supportive comments with one another, consistently redirects group back to themes of session if group goes off track

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 3

Session 3

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST <small>(Tick EACH box when the activity has been completed)</small>		COMPETENCY SCORING <small>(Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)</small>	
3.1 Conduct Opening Procedures	A <input type="checkbox"/>	A. Welcome the group	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Play an activity, game etc. of your choice to promote social cohesion	1 <input type="checkbox"/>	1 Needs Improvement = Does not provide appropriate opening procedures e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
			2 <input type="checkbox"/>	2 Done Partially = Partially conducts opening procedures, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task
			3 <input type="checkbox"/>	3 Done Well = Facilitates appropriate opening procedures e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 3

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
3.2 Review Session 2	A <input type="checkbox"/>	A. Hang relevant posters from Sessions 1 and 2**	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Summarise key learning from Session 2		
	C <input type="checkbox"/>	C. Conduct group activity to help participants identify possible feelings and body sensations for different scenarios		
	D <input type="checkbox"/>	D. Read story (Picture/Text 7-8) and facilitate review of participants' home practice		
1 <input type="checkbox"/>	1 Needs Improvement = Does not facilitate appropriate review of session 2 e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content			
2 <input type="checkbox"/>	2 Done Partially = Partially reviews session 2, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task			
3 <input type="checkbox"/>	3 Done Well = Facilitates appropriate review of session 2 e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content			
3.3 Review Home Practice	A <input type="checkbox"/>	A. Read story (Picture/Text 12)	NA <input type="checkbox"/>	Did not complete any fidelity items

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 3

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
	B <input type="checkbox"/>	B. Facilitate review of participants' home practice	1 <input type="checkbox"/>	1 Needs Improvement = Does not review home practice appropriately e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content, does not support participants with managing home practice challenges
			2 <input type="checkbox"/>	2 Done Partially = Partially reviews home practice, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task, may not be able to support participants who have not completed home practice
			3 <input type="checkbox"/>	3 Done Well = Reviews home practice appropriately e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content, supports participants with managing home practice challenges
	A <input type="checkbox"/>	A. Hang The Vicious Cycle poster**	NA <input type="checkbox"/>	Did not complete any fidelity items

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 3

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
3.4 Introduce Feelings and Actions	B <input type="checkbox"/>	B. Introduce Feelings and Actions and read story (Picture/Text 13)		
	C <input type="checkbox"/>	C. Explain the Vicious Cycle poster	1	1 Needs Improvement = Does not introduce feelings and actions appropriately e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
	D <input type="checkbox"/>	D. Discuss participant examples of when problems or feelings affected their actions or behaviours	<input type="checkbox"/>	
3.5 Introduce Changing my Actions	A <input type="checkbox"/>	A. Introduce Changing my Actions and read story (Picture/Text 14)	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Teach 4 steps of Changing my Actions	1	1 Needs Improvement = Does not introduce changing my actions appropriately e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content, does not
	C <input type="checkbox"/>	C. Support participants in developing their personal Changing my Actions plan in the	<input type="checkbox"/>	

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 3

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
		individual activity (completing the first 3 steps)		ensure that each participant can complete skills e.g. personal changing my actions plan- first 3 steps
			2 <input type="checkbox"/>	2 Done Partially = Partially introduces changing my actions, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task
			3 <input type="checkbox"/>	3 Done Well = Introduces changing my actions appropriately e.g. interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content ensures each participant can complete skills e.g. personal changing my actions plan- first 3 steps
3.6 Conduct Closing Procedures	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/>	A. Summarise session 3 B. Explain participants' home practice C. Complete Strengths activity	NA <input type="checkbox"/>	Did not complete any fidelity items
			1 <input type="checkbox"/>	1 Needs Improvement = Does not conduct closing procedures appropriately e.g. does not discuss how participants can remember to complete home practice, does not ensure that they can complete strengths activity, didactic, unclear, confuses participants, does not

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 3

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
				provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
			2 <input type="checkbox"/>	2 Done Partially = 2 Done Partially = Partially conducts closing procedures, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task e.g. does not ensure that participants are prepared for home practice or can complete strengths activity
			3 <input type="checkbox"/>	3 Done Well = Conducts closing procedures appropriately e.g. discuss how participants can remember to complete home practice and ensures that they can complete strengths activity, interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content
<p>The next items are for competency scoring only</p>				

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 3

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)	COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
3.7 Uses appropriate basic helping skills in the group		-	Note: You cannot score NA for this item
	1 <input type="checkbox"/>	1	1 Needs Improvement = shows negative judgment of participants or minimizes their distress, shows inappropriate body language, mocks participants, ignores participants, dominates session with self-disclosure, provides direct advice only
	2 <input type="checkbox"/>	2	2 Done Partially = partial use of appropriate body language (e.g. eye contact etc.) partial or inconsistent communication of concern, validation and/or support, provides some support but mostly direct advice
	3 <input type="checkbox"/>	3	3 Done Well = consistently uses appropriate body language (e.g. eye contact etc.), communicates concern and validates participants experiences appropriately and consistently; provides support to all participants when needed and uses appropriate amount of self-disclosure, provides support to participants rather than giving direct advice
3.8 Uses appropriate basic helping skills for participants in (acute) distress		NA <input type="checkbox"/>	Not applicable in this session i.e. there were no participants in acute distress

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 3

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)	COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
		1 <input type="checkbox"/>	1 Needs Improvement = shows negative judgment of participants or minimises their distress, shows inappropriate body language, mocks participants, ignores participants, dominates session with self-disclosure, , provides direct advice only, fails to identify or respond to distress in participants
		2 <input type="checkbox"/>	2 Done Partially = partial use of appropriate body language (e.g. eye contact etc.) partial or inconsistent communication of concern, validation and/or support, provides some support but mostly direct advice, identifies distress but provides incomplete response
		3 <input type="checkbox"/>	3 Done Well = consistently uses appropriate body language (e.g. eye contact etc.), communicates concern and validates participants experiences appropriately and consistently; provides support to all participants when needed and uses appropriate amount of self-disclosure, provides support to participants rather than giving direct advice, identifies and responds to distress appropriately
3.9 Incorporates safety management skills	NA <input type="checkbox"/>	Not applicable in this session i.e. there were no participants with safety management concerns in this session	
	1	1 Needs Improvement = shows negative judgment of participants or minimizes their distress, shows inappropriate body language, mocks	

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APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 3

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)	COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
		<input type="checkbox"/>	participants, ignores participants, dominates session with self-disclosure, fails to identify or respond to potential risk of harm for participant or others
		2 <input type="checkbox"/>	2 Done Partially = partial use of appropriate body language (e.g. eye contact etc.) partial or inconsistent communication of concern, validation and/or support , identifies potential risk of harm for participants or other but provides incomplete response
		3 <input type="checkbox"/>	3 Done Well = consistently uses appropriate body language (e.g. eye contact etc.), communicates concern and validates participants experiences appropriately and consistently; provides support to all participants when needed and uses appropriate amount of self-disclosure, identifies and responds to potential risk of harm for participants or others appropriately
3.10 Appropriately uses group facilitation skills	-	Note: You cannot score NA for this item	
	1 <input type="checkbox"/>	1 Needs Improvement = fails to manage dominant participants; allows members to speak negatively or critically of one another; does not encourage participation of all participants, fail to redirect group back to themes of session if group goes off track	

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 3

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)	COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
		2 <input type="checkbox"/>	2 Done Partially = supports all group members to participate, but they do not interact with and support one another, partially redirects group back to themes of session if group goes off track
		3 <input type="checkbox"/>	3 Done Well = supports all group members to participate and share suggestions and supportive comments with one another, consistently redirects group back to themes of session if group goes off track

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 4

Session 4

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST <small>(Tick EACH box when the activity has been completed)</small>		COMPETENCY SCORING <small>(Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)</small>	
4.1 Conduct Opening Procedures	A <input type="checkbox"/>	A. Welcome the group	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Play an activity, game etc. of your choice to promote social cohesion	1 <input type="checkbox"/>	1 Needs Improvement = Does not provide appropriate opening procedures e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
			2 <input type="checkbox"/>	2 Done Partially = Partially conducts opening procedures, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task
			3 <input type="checkbox"/>	3 Done Well = Facilitates appropriate opening procedures e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 4

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
4.2 Review Home Practice	A <input type="checkbox"/>	A. Discuss participants' Calming my Body home practice	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Discuss participants' Changing my Actions home practice	1 <input type="checkbox"/>	1 Needs Improvement = Does not review home practice appropriately e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content, does not support participants with managing home practice challenges
	C <input type="checkbox"/>	C. Read story (Picture/Text 15)	2 <input type="checkbox"/>	2 Done Partially = Partially home practice, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task, may not be able to support participants who have not completed home practice
			3 <input type="checkbox"/>	3 Done Well = Reviews home practice appropriately e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content, supports participants with managing home practice challenges

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 4

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
4.3 Continue Changing my Actions	A <input type="checkbox"/>	A. Introduce the second aim of Changing my Actions	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Read story (Picture/Text 16)	1 <input type="checkbox"/>	1 Needs Improvement = Does not continue changing my actions appropriately e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content, does not ensure that each participant can complete skills e.g. personal changing my actions plan- 4 steps
	C <input type="checkbox"/>	C. Conduct group activity to help Kian apply Changing my Actions steps		
	D <input type="checkbox"/>	D. Support participants to continue Changing my Actions with the same or a new activity (participants work in pairs)	2 <input type="checkbox"/>	2 Done Partially = Partially continues changing my actions, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task
			3 <input type="checkbox"/>	3 Done Well = Continues changing my actions appropriately e.g. interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content ensures each participant can complete skills e.g. personal changing my actions plan- 4 steps
4.4 Conduct Closing Procedures	A <input type="checkbox"/>	A. Summarise session 4	NA <input type="checkbox"/>	Did not complete any fidelity items

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 4

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
	B <input type="checkbox"/>	B. Explain participants' home practice		
	C <input type="checkbox"/>	C. Complete Strengths activity	1 <input type="checkbox"/>	1 Needs Improvement = Does not conduct closing procedures appropriately e.g. does not discuss how participants can remember to complete home practice, does not ensure that they can complete strengths activity, didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
			2 <input type="checkbox"/>	2 Done Partially = Partially conducts closing procedures, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task e.g. does not ensure that participants are prepared for home practice or can complete strengths activity
			3 <input type="checkbox"/>	3 Done Well = Conducts closing procedures appropriately e.g. discuss how participants can remember to complete home practice and ensures that they can complete strengths activity, interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 4

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)	COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
The next items are for competency scoring only			
4.5 Uses appropriate basic helping skills in the group	-	Note: You cannot score NA for this item	
	1 <input type="checkbox"/>	1 Needs Improvement = shows negative judgment of participants or minimizes their distress, shows inappropriate body language, mocks participants, ignores participants, dominates session with self-disclosure, provides direct advice only	
	2 <input type="checkbox"/>	2 Done Partially = partial use of appropriate body language (e.g. eye contact etc.) partial or inconsistent communication of concern, validation and/or support, provides some support but mostly direct advice	
	3 <input type="checkbox"/>	3 Done Well = consistently uses appropriate body language (e.g. eye contact etc.), communicates concern and validates participants experiences appropriately and consistently; provides support to all participants when needed and uses appropriate amount of self-disclosure, provides support to participants rather than giving direct advice	
4.6 Uses appropriate basic helping skills for participants in (acute) distress	NA <input type="checkbox"/>	Not applicable in this session i.e. there were no participants in acute distress	

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 4

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)	COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
		1 <input type="checkbox"/>	1 Needs Improvement = shows negative judgment of participants or minimises their distress, shows inappropriate body language, mocks participants, ignores participants, dominates session with self-disclosure, , provides direct advice only, fails to identify or respond to distress in participants
		2 <input type="checkbox"/>	2 Done Partially = partial use of appropriate body language (e.g. eye contact etc.) partial or inconsistent communication of concern, validation and/or support, provides some support but mostly direct advice, identifies distress but provides incomplete response
		3 <input type="checkbox"/>	3 Done Well = consistently uses appropriate body language (e.g. eye contact etc.), communicates concern and validates participants experiences appropriately and consistently; provides support to all participants when needed and uses appropriate amount of self-disclosure, provides support to participants rather than giving direct advice, identifies and responds to distress appropriately
4.7 Incorporates safety management skills	NA <input type="checkbox"/>	Not applicable in this session i.e. there were no participants with safety management concerns in this session	
	1 <input type="checkbox"/>	1 Needs Improvement = shows negative judgment of participants or minimizes their distress, shows inappropriate body language, mocks participants, ignores participants, dominates session with self-disclosure,	

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 4

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)	COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
			fails to identify or respond to potential risk of harm for participant or others
		2 <input type="checkbox"/>	2 Done Partially = partial use of appropriate body language (e.g. eye contact etc.) partial or inconsistent communication of concern, validation and/or support , identifies potential risk of harm for participants or other but provides incomplete response
		3 <input type="checkbox"/>	3 Done Well = consistently uses appropriate body language (e.g. eye contact etc.), communicates concern and validates participants experiences appropriately and consistently; provides support to all participants when needed and uses appropriate amount of self-disclosure, identifies and responds to potential risk of harm for participants or others appropriately
4.8 Appropriately uses group facilitation skills	-	Note: You cannot score NA for this item	
	1 <input type="checkbox"/>	1 Needs Improvement = fails to manage dominant participants; allows members to speak negatively or critically of one another; does not encourage participation of all participants, fail to redirect group back to themes of session if group goes off track	
	2 <input type="checkbox"/>	2 Done Partially = supports all group members to participate, but they do not interact with and support one another, partially redirects group back to themes of session if group goes off track	

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 4

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)	COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
		3 <input type="checkbox"/>	3 Done Well = supports all group members to participate and share suggestions and supportive comments with one another, consistently redirects group back to themes of session if group goes off track

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 5

Session 5

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST <small>(Tick EACH box when the activity has been completed)</small>		COMPETENCY SCORING <small>(Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)</small>	
5.1 Conduct Opening Procedures	A <input type="checkbox"/>	A. Welcome the group	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Play an activity, game etc. of your choice to promote social cohesion	1 <input type="checkbox"/>	1 Needs Improvement = Does not provide appropriate opening procedures e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
			2 <input type="checkbox"/>	2 Done Partially = Partially conducts opening procedures, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task
			3 <input type="checkbox"/>	3 Done Well = Facilitates appropriate opening procedures e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 5

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
5.2 Review Home Practice	A <input type="checkbox"/>	A. Discuss participants' Calming my Body home practice	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Discuss participants' Changing my Actions home practice	1 <input type="checkbox"/>	1 Needs Improvement = Does not facilitate appropriate review of home practice e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content, does not support participants with managing home practice challenges
	C <input type="checkbox"/>	C. Read story (Picture/Text 17)	2 <input type="checkbox"/>	2 Done Partially = Partially reviews home practice, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task, may not be able to support participants who have not completed home practice
			3 <input type="checkbox"/>	3 Done Well = Facilitates appropriate review of home practice e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content, supports participants with managing home practice challenges
	A <input type="checkbox"/>	A. Introduce the aim of Managing Problems	NA <input type="checkbox"/>	Did not complete any fidelity items

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 5

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST <small>(Tick EACH box when the activity has been completed)</small>		COMPETENCY SCORING <small>(Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)</small>	
5.3 Introduce Understanding Common Problems	B <input type="checkbox"/>	B. Complete Maze activity (hang maze poster and use markers)		
	C <input type="checkbox"/>	C. Read story (Picture/Text 18)	1 <input type="checkbox"/>	1 Needs Improvement = Does not introduce understanding common problems appropriately e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
	D <input type="checkbox"/>	D. Discuss common problems participants (or their friends) have experienced	2 <input type="checkbox"/>	2 Done Partially = Partially introduces understanding common problems, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task
			3 <input type="checkbox"/>	3 Done Well = Introduces understanding common problems appropriately e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content
	A <input type="checkbox"/>	A. Hang Stop, Think, Go! Poster**	NA <input type="checkbox"/>	Did not complete any fidelity items

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 5

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
5.4 Introduce Managing my Problems	B <input type="checkbox"/>	B. Introduce Managing my Problems and read story (Picture/Text 19)	1 <input type="checkbox"/>	1 Needs Improvement = Does not introduce managing my problems appropriately e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content, does not ensure that each participant can complete skills e.g. managing my problems activity- 3 steps
	C <input type="checkbox"/>	C. Complete Managing my Problems activity to help participants learn the 3 steps	2 <input type="checkbox"/>	2 Done Partially = Partially introduces managing my problems, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task
			3 <input type="checkbox"/>	3 Done Well = Introduces managing my problems appropriately e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content ensures each participant can complete skills e.g. managing my problems activity-3 steps
5.5 Support participants in	A <input type="checkbox"/>	A. Conduct group activity and help participants solve each other's common problems (from	NA <input type="checkbox"/>	Did not complete any fidelity items

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 5

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
Applying Managing my Problems	B <input type="checkbox"/>	Understanding Common Problems discussion) B. Support participants to apply Managing my Problems steps to a personal problem of their choice (participants work in pairs)	1 <input type="checkbox"/>	1 Needs Improvement = Does provide support in managing my problems appropriately e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content, does not ensure that each participant can complete skills e.g. personal problem-managing my problems activity
			2 <input type="checkbox"/>	2 Done Partially = Partially supports participants in applying managing my problems, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task
			3 <input type="checkbox"/>	3 Done Well = Provides support in managing my problems appropriately e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content ensures each participant can complete skills e.g. personal problem-managing my problems activity
5.6 Conduct Closing Procedures	A <input type="checkbox"/>	A. Summarise session 5	NA <input type="checkbox"/>	Did not complete any fidelity items

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 5

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
	B <input type="checkbox"/>	B. Explain participants' home practice	1 <input type="checkbox"/>	1 Needs Improvement = Does not conduct closing procedures appropriately e.g. does not discuss how participants can remember to complete home practice, does not ensure that they can complete strengths activity, didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
	C <input type="checkbox"/>	C. Complete Strengths activity	2 <input type="checkbox"/>	2 Done Partially = Partially conducts closing procedures, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task e.g. does not ensure that participants are prepared for home practice or can complete strengths activity
			3 <input type="checkbox"/>	3 Done Well = Conducts closing procedures appropriately e.g. discuss how participants can remember to complete home practice and ensures that they can complete strengths activity, interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content
The next items are for competency scoring only				

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 5

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)	COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
5.7 Uses appropriate basic helping skills in the group	-	Note: You cannot score NA for this item	
	1 <input type="checkbox"/>	1 Needs Improvement = shows negative judgment of participants or minimizes their distress, shows inappropriate body language, mocks participants, ignores participants, dominates session with self-disclosure, provides direct advice only	
	2 <input type="checkbox"/>	2 Done Partially = partial use of appropriate body language (e.g. eye contact etc.) partial or inconsistent communication of concern, validation and/or support, provides some support but mostly direct advice	
	3 <input type="checkbox"/>	3 Done Well = consistently uses appropriate body language (e.g. eye contact etc.), communicates concern and validates participants experiences appropriately and consistently; provides support to all participants when needed and uses appropriate amount of self-disclosure, provides support to participants rather than giving direct advice	
5.8 Uses appropriate basic helping skills for participants in (acute) distress	NA <input type="checkbox"/>	Not applicable in this session i.e. there were no participants in acute distress	

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 5

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)	COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
		1 <input type="checkbox"/>	1 Needs Improvement = shows negative judgment of participants or minimises their distress, shows inappropriate body language, mocks participants, ignores participants, dominates session with self-disclosure, , provides direct advice only, fails to identify or respond to distress in participants
		2 <input type="checkbox"/>	2 Done Partially = partial use of appropriate body language (e.g. eye contact etc.) partial or inconsistent communication of concern, validation and/or support, provides some support but mostly direct advice, identifies distress but provides incomplete response
		3 <input type="checkbox"/>	3 Done Well = consistently uses appropriate body language (e.g. eye contact etc.), communicates concern and validates participants experiences appropriately and consistently; provides support to all participants when needed and uses appropriate amount of self-disclosure, provides support to participants rather than giving direct advice, identifies and responds to distress appropriately
5.9 Incorporates safety management skills		NA <input type="checkbox"/>	Not applicable in this session i.e. there were no participants with safety management concerns in this session
		1 <input type="checkbox"/>	1 Needs Improvement = shows negative judgment of participants or minimizes their distress, shows inappropriate body language, mocks participants, ignores participants, dominates session with self-disclosure,

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 5

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)	COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
			fails to identify or respond to potential risk of harm for participant or others
		2 <input type="checkbox"/>	2 Done Partially = partial use of appropriate body language (e.g. eye contact etc.) partial or inconsistent communication of concern, validation and/or support , identifies potential risk of harm for participants or other but provides incomplete response
		3 <input type="checkbox"/>	3 Done Well = consistently uses appropriate body language (e.g. eye contact etc.), communicates concern and validates participants experiences appropriately and consistently; provides support to all participants when needed and uses appropriate amount of self-disclosure, identifies and responds to potential risk of harm for participants or others appropriately
5.10 Appropriately uses group facilitation skills		-	Note: You cannot score NA for this item
		1 <input type="checkbox"/>	1 Needs Improvement = fails to manage dominant participants; allows members to speak negatively or critically of one another; does not encourage participation of all participants, fail to redirect group back to themes of session if group goes off track
		2 <input type="checkbox"/>	2 Done Partially = supports all group members to participate, but they do not interact with and support one another, partially redirects group back to themes of session if group goes off track

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 5

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)	COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
		3 <input type="checkbox"/>	3 Done Well = supports all group members to participate and share suggestions and supportive comments with one another, consistently redirects group back to themes of session if group goes off track

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 6

Session 6

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST <small>(Tick EACH box when the activity has been completed)</small>		COMPETENCY SCORING <small>(Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)</small>	
6.1 Conduct Opening Procedures	A <input type="checkbox"/>	A. Welcome the group	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Play an activity, game etc. of your choice to promote social cohesion	1 <input type="checkbox"/>	1 Needs Improvement = Does not provide appropriate opening procedures e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
			2 <input type="checkbox"/>	2 Done Partially = Partially conducts opening procedures, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task
			3 <input type="checkbox"/>	3 Done Well = Facilitates appropriate opening procedures e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 6

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
6.2 Review Home Practice	A <input type="checkbox"/>	A. Discuss participants' Calming my Body home practice	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Discuss participants' Changing my Actions home practice	1 <input type="checkbox"/>	1 Needs Improvement = Does not facilitate appropriate review of home practice e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content, does not support participants with managing home practice challenges
			2 <input type="checkbox"/>	2 Done Partially = Partially home practice, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task, may not be able to support participants who have not completed home practice
			3 <input type="checkbox"/>	3 Done Well = Facilitates appropriate review of home practice e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content, supports participants with managing home practice challenges
	A <input type="checkbox"/>	A. Read story (Picture/Text 20)	NA <input type="checkbox"/>	Did not complete any fidelity items

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 6

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
6.3 Review Managing my Problems home practice	B <input type="checkbox"/>	B. Help participants to role-play their Managing my Problems practice (i.e. how the participant attempted to manage their problem)	1 <input type="checkbox"/>	1 Needs Improvement = Does not facilitate appropriate review of home practice e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content, does not support participants with managing home practice challenges
		C <input type="checkbox"/>		C. Respond appropriately depending on the outcome of their attempt to manage the problem (e.g. praise the participant if their problem was managed in a positive way, review step 2 ("Think") if the participants' problem was partially solved etc.)
			3 <input type="checkbox"/>	3 Done Well = Facilitates appropriate review of home practice e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content, supports participants with managing home practice challenges
			NA <input type="checkbox"/>	Did not complete any fidelity items

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 6

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
6.4 Conduct Managing my Problems Activities	A <input type="checkbox"/>	A. Spilt the group into 2 and select from list of problems for the group to work on		
	B <input type="checkbox"/>	B. Conduct the 'Thinking of ideas' activity	1 <input type="checkbox"/>	1 Needs Improvement = Does not conduct managing my problems activities appropriately e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content, does not ensure that each participant can complete skills e.g. managing my problems activity
	C <input type="checkbox"/>	C. Conduct the 'Choosing the best idea' activity	2 <input type="checkbox"/>	2 Done Partially = Partially conducts managing my problems activities, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task
	D <input type="checkbox"/>	D. Conduct 'Steps needed to carry out the idea' activity	3 <input type="checkbox"/>	3 Done Well = Conducts managing my problems activities appropriately e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content ensures each participant can complete skills e.g. managing my problems activity
	A <input type="checkbox"/>	A. Read story (Pictures/Text 21-22)	NA <input type="checkbox"/>	Did not complete any fidelity items

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 6

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)		
6.5 Conduct Managing my Problems with a new problem	B <input type="checkbox"/>	B. Help participants to select a new problem to manage	1 <input type="checkbox"/>	1 Needs Improvement = Does not conduct managing my problems with a new problem appropriately e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content, does not ensure that each participant can complete skills e.g. managing my problems activity-new problem	
	C <input type="checkbox"/>	C. Support participants (in pairs) to complete Step 2 ('Think') for their problem		2 <input type="checkbox"/>	2 Done Partially = Partially conducts managing my problems with a new problem, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task
	D <input type="checkbox"/>	D. Support participants (in pairs) to complete Step 3 ('Go!')- choose the best idea and plan when to carry it out		3 <input type="checkbox"/>	3 Done Well = Conducts managing my problems with a new problem appropriately e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content ensures each participant can complete skills e.g. managing my problems activity-new problem
	A <input type="checkbox"/>	A. Discuss participants' feelings about the programme finishing the next session	NA <input type="checkbox"/>	Did not complete any fidelity items	

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 6

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST <small>(Tick EACH box when the activity has been completed)</small>		COMPETENCY SCORING <small>(Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)</small>	
6.6 Prepare participants for the end of the programme	B <input type="checkbox"/>	B. Use appropriate basic helping skills to normalise their feelings and show empathy	1 <input type="checkbox"/>	1 Needs Improvement = Does not prepare participants for the end of the programme appropriately e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content, does not demonstrate basic helping skills
			2 <input type="checkbox"/>	2 Done Partially = Partially prepares participants for end of the programme, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task
			3 <input type="checkbox"/>	3 Done Well = Prepares participants for the end of the programme appropriately e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content demonstrates basic helping skills
6.7 Conduct Closing Procedures	A <input type="checkbox"/>	A. Summarise session 6	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Explain participants' home practice	1 <input type="checkbox"/>	1 Needs Improvement = Does not conduct closing procedures appropriately e.g. does not discuss how participants can remember to complete home practice, does not ensure that they can complete

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 6

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
	C <input type="checkbox"/>	C. Complete Strengths activity		strengths activity, didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
			2 <input type="checkbox"/>	2 Done Partially = Partially conducts closing procedures, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task e.g. does not ensure that participants are prepared for home practice or can complete strengths activity
			3 <input type="checkbox"/>	3 Done Well = Conducts closing procedures appropriately e.g. discuss how participants can remember to complete home practice and ensures that they can complete strengths activity, interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content
The next items are for competency scoring only				
6.8 Uses appropriate basic helping skills in the group	-	Note: You cannot score NA for this item		

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 6

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)	COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
		1 <input type="checkbox"/>	1 Needs Improvement = shows negative judgment of participants or minimizes their distress, shows inappropriate body language, mocks participants, ignores participants, dominates session with self-disclosure, provides direct advice only
		2 <input type="checkbox"/>	2 Done Partially = partial use of appropriate body language (e.g. eye contact etc.) partial or inconsistent communication of concern, validation and/or support, provides some support but mostly direct advice
		3 <input type="checkbox"/>	3 Done Well = consistently uses appropriate body language (e.g. eye contact etc.), communicates concern and validates participants experiences appropriately and consistently; provides support to all participants when needed and uses appropriate amount of self-disclosure, provides support to participants rather than giving direct advice
6.7 Uses appropriate basic helping skills for participants in (acute) distress		NA <input type="checkbox"/>	Not applicable in this session i.e. there were no participants in acute distress
		1 <input type="checkbox"/>	1 Needs Improvement = shows negative judgment of participants or minimises their distress, shows inappropriate body language, mocks participants, ignores participants, dominates session with self-disclosure, , provides direct advice only, fails to identify or respond to distress in participants

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 6

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)	COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
		2 <input type="checkbox"/>	2 Done Partially = partial use of appropriate body language (e.g. eye contact etc.) partial or inconsistent communication of concern, validation and/or support, provides some support but mostly direct advice, identifies distress but provides incomplete response
		3 <input type="checkbox"/>	3 Done Well = consistently uses appropriate body language (e.g. eye contact etc.), communicates concern and validates participants experiences appropriately and consistently; provides support to all participants when needed and uses appropriate amount of self-disclosure, provides support to participants rather than giving direct advice, identifies and responds to distress appropriately
6.8 Incorporates safety management skills		NA <input type="checkbox"/>	Not applicable in this session i.e. there were no participants with safety management concerns in this session
		1 <input type="checkbox"/>	1 Needs Improvement = shows negative judgment of participants or minimizes their distress, shows inappropriate body language, mocks participants, ignores participants, dominates session with self-disclosure, fails to identify or respond to potential risk of harm for participant or others
		2	2 Done Partially = partial use of appropriate body language (e.g. eye contact etc.) partial or inconsistent communication of concern, validation

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 6

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)	COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
		<input type="checkbox"/>	and/or support , identifies potential risk of harm for participants or other but provides incomplete response
		3 <input type="checkbox"/>	3 Done Well = consistently uses appropriate body language (e.g. eye contact etc.), communicates concern and validates participants experiences appropriately and consistently; provides support to all participants when needed and uses appropriate amount of self-disclosure, identifies and responds to potential risk of harm for participants or others appropriately
6.9 Appropriately uses group facilitation skills		-	Note: You cannot score NA for this item
		1 <input type="checkbox"/>	1 Needs Improvement = fails to manage dominant participants; allows members to speak negatively or critically of one another; does not encourage participation of all participants, fail to redirect group back to themes of session if group goes off track
		2 <input type="checkbox"/>	2 Done Partially = supports all group members to participate, but they do not interact with and support one another, partially redirects group back to themes of session if group goes off track

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 6

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)	COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
		3 <input type="checkbox"/>	3 Done Well = supports all group members to participate and share suggestions and supportive comments with one another, consistently redirects group back to themes of session if group goes off track

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 7

Session 7

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
7.1 Conduct Opening Procedures	A <input type="checkbox"/>	A. Welcome the group	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Play an activity, game etc. of your choice to promote social cohesion	1 <input type="checkbox"/>	1 Needs Improvement = Does not provide appropriate opening procedures e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
			2 <input type="checkbox"/>	2 Done Partially = Partially conducts opening procedures, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task
			3 <input type="checkbox"/>	3 Done Well = Facilitates appropriate opening procedures e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content
7.2 Review Home Practice	A <input type="checkbox"/>	A. Discuss participants' Calming my Body home practice	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Discuss participants' Changing my Actions home practice	1 <input type="checkbox"/>	1 Needs Improvement = Does not facilitate appropriate review of home practice e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions,

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 7

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
	C <input type="checkbox"/>	C. Discuss participants' Managing my Problems home practice, using the role-play method		answers any questions incorrectly, provides irrelevant content, does not support participants with managing home practice challenges
			2 <input type="checkbox"/>	2 Done Partially = Partially reviews home practice, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task, may not be able to support participants who have not completed home practice
			3 <input type="checkbox"/>	3 Done Well = Facilitates appropriate review of home practice e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content, supports participants with managing home practice challenges
7.3 Introduce Brighter Futures	A <input type="checkbox"/>	A. Use large blank pieces of paper, markers and any materials to make reminder cards of the EASE exercises	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Read story (Picture/Text 23-24)	1 <input type="checkbox"/>	1 Needs Improvement = Does not introduce brighter futures appropriately e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
			2 <input type="checkbox"/>	2 Done Partially = Partially introduces brighter futures, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 7

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
	<input type="checkbox"/>	C. Conduct group activity: Responding to future problems		understand?'), does not support participants who have difficulties understanding or completing a skill or task
	<input type="checkbox"/>	D. Conduct craft activity with participants to make reminders of the EASE exercises	3 <input type="checkbox"/>	3 Done Well = Introduces brighter futures appropriately e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content
7.4 Follow the Ending the Programme Procedures	<input type="checkbox"/>	A. Give closing summary of EASE	NA <input type="checkbox"/>	Did not complete any fidelity items
	<input type="checkbox"/>	B. Conduct sharing activity (encourage participants to identify one positive things about the programme and one goal they have for the future)	1 <input type="checkbox"/>	1 Needs Improvement = Does not conduct ending the programme procedures appropriately e.g. does not ensure that participants can complete strengths activity, didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
	<input type="checkbox"/>	C. Complete Strengths activity (finish the Strengths flip paper)	2 <input type="checkbox"/>	2 Done Partially = Partially conducts the ending of the programme, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task or can complete strengths activity

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 7

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
	D <input type="checkbox"/>	D. Say goodbye to participants (graduation certificate is optional)	3 <input type="checkbox"/>	3 Done Well = Conducts ending the programme procedures appropriately e.g. ensures that they can complete strengths activity, interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content
The next items are for competency scoring only				
7.5 Uses appropriate basic helping skills in the group	-		Note: You cannot score NA for this item	
	1 <input type="checkbox"/>		1 Needs Improvement = shows negative judgment of participants or minimizes their distress, shows inappropriate body language, mocks participants, ignores participants, dominates session with self-disclosure, provides direct advice only	
	2 <input type="checkbox"/>		2 Done Partially = partial use of appropriate body language (e.g. eye contact etc.) partial or inconsistent communication of concern, validation and/or support, provides some support but mostly direct advice	

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 7

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)	COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
		3 <input type="checkbox"/>	3 Done Well = consistently uses appropriate body language (e.g. eye contact etc.), communicates concern and validates participants experiences appropriately and consistently; provides support to all participants when needed and uses appropriate amount of self-disclosure, provides support to participants rather than giving direct advice
7.6 Uses appropriate basic helping skills for participants in (acute) distress		NA <input type="checkbox"/>	Not applicable in this session i.e. there were no participants in acute distress
		1 <input type="checkbox"/>	1 Needs Improvement = shows negative judgment of participants or minimises their distress, shows inappropriate body language, mocks participants, ignores participants, dominates session with self-disclosure, , provides direct advice only, fails to identify or respond to distress in participants
		2 <input type="checkbox"/>	2 Done Partially = partial use of appropriate body language (e.g. eye contact etc.) partial or inconsistent communication of concern, validation and/or support, provides some support but mostly direct advice, identifies distress but provides incomplete response
		3 <input type="checkbox"/>	3 Done Well = consistently uses appropriate body language (e.g. eye contact etc.), communicates concern and validates participants experiences appropriately and consistently; provides support to all participants when needed and uses appropriate amount of self-disclosure, provides support to participants rather than giving direct advice, identifies and responds to distress appropriately

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 7

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)	COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
7.7 Incorporates safety management skills		NA <input type="checkbox"/>	Not applicable in this session i.e. there were no participants with safety management concerns in this session
		1 <input type="checkbox"/>	1 Needs Improvement = shows negative judgment of participants or minimizes their distress, shows inappropriate body language, mocks participants, ignores participants, dominates session with self-disclosure, fails to identify or respond to potential risk of harm for participant or others
		2 <input type="checkbox"/>	2 Done Partially = partial use of appropriate body language (e.g. eye contact etc.) partial or inconsistent communication of concern, validation and/or support , identifies potential risk of harm for participants or other but provides incomplete response
		3 <input type="checkbox"/>	3 Done Well = consistently uses appropriate body language (e.g. eye contact etc.), communicates concern and validates participants experiences appropriately and consistently; provides support to all participants when needed and uses appropriate amount of self-disclosure, identifies and responds to potential risk of harm for participants or others appropriately
7.8 Appropriately uses group facilitation skills		-	Note: You cannot score NA for this item
		1 <input type="checkbox"/>	1 Needs Improvement = fails to manage dominant participants; allows members to speak negatively or critically of one another; does not encourage participation of all participants, fail to redirect group back to themes of session if group goes off track

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: YOUTH SESSION 7

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)	COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
		2 <input type="checkbox"/>	2 Done Partially = supports all group members to participate, but they do not interact with and support one another, partially redirects group back to themes of session if group goes off track
		3 <input type="checkbox"/>	3 Done Well = supports all group members to participate and share suggestions and supportive comments with one another, consistently redirects group back to themes of session if group goes off track

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: CAREGIVER SESSION 1

CAREGIVER SESSIONS

Session 1

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
P1.1 Conduct Opening Procedures	A <input type="checkbox"/>	A. Welcome, introductions, information on how sessions will run	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Review of the programme	1 <input type="checkbox"/>	1 Needs Improvement = Does not provide appropriate opening procedures e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
	C <input type="checkbox"/>	C. Explain aims of session	2 <input type="checkbox"/>	2 Done Partially = Partially conducts opening procedures, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task
	D <input type="checkbox"/>	D. Group guidelines	3 <input type="checkbox"/>	3 Done Well = Appropriately facilitates opening procedures e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content
	A <input type="checkbox"/>	A. Confidentiality (define and provide information about	NA <input type="checkbox"/>	Did not complete any fidelity items

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: CAREGIVER SESSION 1

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
P1.2 Explain and promote Confidentiality		when confidentiality can be broken with youths and caregivers)	1 <input type="checkbox"/>	1 Needs Improvement = Does not provide appropriate explanation of confidentiality e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
			2 <input type="checkbox"/>	2 Done Partially = Partially tells participants what confidentiality is and when it can be broken, but does provide an explanation of why; or provides the full explanation but is not clear, confuses participants
			3 <input type="checkbox"/>	3 Done Well = Appropriately explains confidentiality and when it can be broken, and provides an explanation of why; appropriately provides an opportunity for interaction or questions e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content
P1.3 Introduce Caregiver strengths	A <input type="checkbox"/>	A. Materials: paper, pens or pencils**	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/> C <input type="checkbox"/>	B. Explain personal strengths C. Read story from manual	1 <input type="checkbox"/>	1 Needs Improvement = Does not introduce caregiver strengths appropriately e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content, does not ensure each participant can complete task e.g. caregiver strengths list

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: CAREGIVER SESSION 1

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
	D <input type="checkbox"/>	D. Brainstorm personal strengths activity	2 <input type="checkbox"/>	2 Done Partially = Partially introduces caregiver strengths, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task
			3 <input type="checkbox"/>	3 Done Well = Appropriately introduces caregiver strengths e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content, ensures each participant can complete task e.g. caregiver strengths list
P1.4 Introduce Common signs of sadness, worry and stress in children	A <input type="checkbox"/>	A. Materials: Possible causes poster; Understanding difficult feelings poster. **	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Introduce common 'growing up' changes	1 <input type="checkbox"/>	1 Needs Improvement = Does not provide appropriate introduction to common signs e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
	C <input type="checkbox"/>	C. Introduce common causes of emotional distress in children	2 <input type="checkbox"/>	2 Done Partially = Partially introduces common signs, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: CAREGIVER SESSION 1

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
	<input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F	D. Explain feeling and mood changes; physical (body) changes; behavior changes; thinking changes E. Explain importance of suicide F. Provide summary and question time	3 <input type="checkbox"/>	3 Done Well = Appropriately introduces common signs e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content
P1.5 Introduce EASE youth exercises review	<input type="checkbox"/> A	A. Materials: Give Adolescent strategies handout to caregivers**	NA <input type="checkbox"/>	Did not complete any fidelity items
	<input type="checkbox"/> B	B. Introduce EASE youth exercises review- remind caregivers of the 4 exercises from the youth sessions	1 <input type="checkbox"/>	1 Needs Improvement = Does not introduce EASE youth exercises review appropriately e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
	<input type="checkbox"/> C	C. Select exercise to review and share with caregivers	2 <input type="checkbox"/>	2 Done Partially = Partially introduces EASE youth exercises, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: CAREGIVER SESSION 1

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
	<input type="checkbox"/>	D. Provide opportunity for observation sharing and idea sharing for supporting children with exercises; and question time	3 <input type="checkbox"/>	3 Done Well = Introduces EASE youth exercises review appropriately e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content
P1.6 Introduce Responding to feelings	<input type="checkbox"/>	A. Materials: Balloons (or alternative)**	NA <input type="checkbox"/>	Did not complete any fidelity items
	<input type="checkbox"/>	B. Complete group activity- soothing a child in distress	1 <input type="checkbox"/>	1 Needs Improvement = Does not introduce responding to feelings appropriately e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content, does not ensure that each participant can complete skills e.g. slow breathing
	<input type="checkbox"/>	C. Explain and role model active listening	2 <input type="checkbox"/>	2 Done Partially = Partially introduces responding to feelings, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task
	<input type="checkbox"/>	D. Teach slow breathing	3 <input type="checkbox"/>	3 Done Well = Introduces responding to feelings appropriately e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task,
	<input type="checkbox"/>	E. Respond to any difficulties participants have with slow breathing, including using alternative instructions if appropriate (e.g. if find slow breathing is difficult for participants)		

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: CAREGIVER SESSION 1

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
				answers questions appropriately, provides relevant content ensures each participant can complete skills e.g. slow breathing
P1.7 Introduce Quality Time	A <input type="checkbox"/>	A. Introduce quality time-definition and benefits	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Brainstorm barriers to quality time	1 <input type="checkbox"/>	1 Needs Improvement = Does not provide appropriate introduction to quality time e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
	C <input type="checkbox"/>	C. Problem solve barriers to quality time	2 <input type="checkbox"/>	2 Done Partially = Partially introduces quality time, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task
			3 <input type="checkbox"/>	3 Done Well = Appropriately introduces quality time e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content
P1.8 Conduct Closing Procedures	A <input type="checkbox"/>	A. Summarise session 1	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Explain participants' home practice	1 <input type="checkbox"/>	1 Needs Improvement = Does not conduct closing procedures appropriately e.g. does not discuss how participants can remember to complete home practice, didactic, unclear, confuses participants, does

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: CAREGIVER SESSION 1

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
	C <input type="checkbox"/>	C. Inform about next session		not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
			2 <input type="checkbox"/>	2 Done Partially = Partially conducts closing procedures, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task e.g. does not ensure that participants are prepared for home practice
			3 <input type="checkbox"/>	3 Done Well = Conducts closing procedures appropriately e.g. discuss how participants can remember to complete home practice, interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content
The next items are for competency scoring only				
P1.9 Uses appropriate basic helping skills in the group	-	Note: You cannot score NA for this item		

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: CAREGIVER SESSION 1

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)	COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
		1 <input type="checkbox"/>	1 Needs Improvement = shows negative judgment of participants or minimizes their distress, shows inappropriate body language, mocks participants, ignores participants, dominates session with self-disclosure, provides direct advice only
		2 <input type="checkbox"/>	2 Done Partially = partial use of appropriate body language (e.g. eye contact etc.) partial or inconsistent communication of concern, validation and/or support, provides some support but mostly direct advice
		3 <input type="checkbox"/>	3 Done Well = consistently uses appropriate body language (e.g. eye contact etc.), communicates concern and validates participants experiences appropriately and consistently; provides support to all participants when needed and uses appropriate amount of self-disclosure, provides support to participants rather than giving direct advice
P1.10 Uses appropriate basic helping skills for participants in (acute) distress		NA <input type="checkbox"/>	Not applicable in this session i.e. there were no participants in acute distress
		1 <input type="checkbox"/>	1 Needs Improvement = shows negative judgment of participants or minimizes their distress, shows inappropriate body language, mocks participants, ignores participants, dominates session with self-disclosure, , provides direct advice only, fails to identify or respond to distress in participants

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: CAREGIVER SESSION 1

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)	COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
		2 <input type="checkbox"/>	2 Done Partially = partial use of appropriate body language (e.g. eye contact etc.) partial or inconsistent communication of concern, validation and/or support, provides some support but mostly direct advice, identifies distress but provides incomplete response
		3 <input type="checkbox"/>	3 Done Well = consistently uses appropriate body language (e.g. eye contact etc.), communicates concern and validates participants experiences appropriately and consistently; provides support to all participants when needed and uses appropriate amount of self-disclosure, provides support to participants rather than giving direct advice, identifies and responds to distress appropriately
P1.11 Incorporates safety management skills		NA <input type="checkbox"/>	Not applicable in this session i.e. there were no participants with safety management concerns in this session
		1 <input type="checkbox"/>	1 Needs Improvement = shows negative judgment of participants or minimizes their distress, shows inappropriate body language, mocks participants, ignores participants, dominates session with self-disclosure, fails to identify or respond to potential risk of harm for participant or others
		2 <input type="checkbox"/>	2 Done Partially = partial use of appropriate body language (e.g. eye contact etc.) partial or inconsistent communication of concern, validation and/or support, identifies potential risk of harm for participants or other but provides incomplete response
		3 <input type="checkbox"/>	3 Done Well = consistently uses appropriate body language (e.g. eye contact etc.), communicates concern and validates participants

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: CAREGIVER SESSION 1

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)	COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
			experiences appropriately and consistently; provides support to all participants when needed and uses appropriate amount of self-disclosure, identifies and responds to potential risk of harm for participants or others appropriately
P1.12 Appropriately uses group facilitation skills		-	Note: You cannot score NA for this item
		1 <input type="checkbox"/>	1 Needs Improvement = fails to manage dominant participants; allows members to speak negatively or critically of one another; does not encourage participation of all participants, fail to redirect group back to themes of session if group goes off track
		2 <input type="checkbox"/>	2 Done Partially = supports all group members to participate, but they do not interact with and support one another, partially redirects group back to themes of session if group goes off track
		3 <input type="checkbox"/>	3 Done Well = supports all group members to participate and share suggestions and supportive comments with one another, consistently redirects group back to themes of session if group goes off track

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: CAREGIVER SESSION 2

Session 2

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
P2.1 Conduct Opening Procedures	A <input type="checkbox"/>	A. Welcome the group	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Explain aims of session	1 <input type="checkbox"/>	1 Needs Improvement = Does not provide appropriate opening procedures e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
			2 <input type="checkbox"/>	2 Done Partially = Partially conducts opening procedures, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task
			3 <input type="checkbox"/>	3 Done Well = Appropriately facilitates opening procedures e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content
P2.2 Review Home Practice	A <input type="checkbox"/>	A. Education on home practice	NA <input type="checkbox"/>	Did not complete any fidelity items

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: CAREGIVER SESSION 2

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
	B <input type="checkbox"/>	B. Review home practice	1 <input type="checkbox"/>	1 Needs Improvement = Does not review home practice appropriately e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content, does not support participants with managing home practice challenges
			2 <input type="checkbox"/>	2 Done Partially = Partially reviews home practice, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task, may not be able to support participants who have not completed home practice
			3 <input type="checkbox"/>	3 Done Well = Reviews home practice appropriately e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content, supports participants with managing home practice challenges
P2.3 Introduce EASE youth exercises review	A <input type="checkbox"/>	A. Materials: Give Adolescent strategies handout to caregivers**	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Introduce EASE youth exercises review- remind caregivers of	1 <input type="checkbox"/>	1 Needs Improvement = Does not introduce EASE youth exercises review appropriately e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: CAREGIVER SESSION 2

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
		the 4 exercises from the youth sessions	2 <input type="checkbox"/>	2 Done Partially = Partially introduces EASE youth exercises review, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task
	C <input type="checkbox"/>	C. Select exercise to review and share with caregivers	3 <input type="checkbox"/>	3 Done Well = Introduces EASE youth exercises review appropriately e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content
	D <input type="checkbox"/>	D. Provide opportunity for observation sharing and idea sharing for supporting children with exercises; and question time		
P2.4 Introduce Boosting confidence	A <input type="checkbox"/>	A. Introduce boosting confidence	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Facilitate group discussion- examples and obstacles	1 <input type="checkbox"/>	1 Needs Improvement = Does not provide appropriate introduction to boosting confidence e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
			2 <input type="checkbox"/>	2 Done Partially = Partially introduces boosting confidence, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: CAREGIVER SESSION 2

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
			3 <input type="checkbox"/>	3 Done Well = Appropriately introduces boosting confidence e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content
P2.5 Introduce Children's strengths	A <input type="checkbox"/>	A. Introduce children's strengths	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Brainstorm strengths	1 <input type="checkbox"/>	1 Needs Improvement = Does not introduce children's strengths appropriately e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
			2 <input type="checkbox"/>	2 Done Partially = Partially introduces children's strengths, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task
			3 <input type="checkbox"/>	3 Done Well = Introduces children's strengths appropriately e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content
P2.6 Introduce Praise	A <input type="checkbox"/>	A. Materials: Paper, pens or pencils**	NA <input type="checkbox"/>	Did not complete any fidelity items

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: CAREGIVER SESSION 2

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
	B <input type="checkbox"/>	B. Define praise	1 <input type="checkbox"/>	1 Needs Improvement = Does not introduce praise appropriately e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content, does not ensure each participant can complete task e.g. giving praise role play
	C <input type="checkbox"/>	C. Praise statements activity-describing behavior and praising efforts		
	D <input type="checkbox"/>	D. Partner activity- personal experience	2 <input type="checkbox"/>	2 Done Partially = Partially introduces praise, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task
	E <input type="checkbox"/> F <input type="checkbox"/> G <input type="checkbox"/> H <input type="checkbox"/>	E. Read story in manual F. Group discussion- interrupting G. Group activity- role play giving praise H. Group discussion- giving and receiving praise experiences	3 <input type="checkbox"/>	3 Done Well = Appropriately introduces praise e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content, ensures each participant can complete task e.g. giving praise role play

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: CAREGIVER SESSION 2

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
P2.7 Introduce Alternatives to physical punishment	A <input type="checkbox"/>	A. Introduce alternatives to physical punishment	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Read story in manual	1 <input type="checkbox"/>	1 Needs Improvement = Does not introduce alternatives to physical punishment appropriately e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
	C <input type="checkbox"/>	C. Pose question to the group-effect on Kian	2 <input type="checkbox"/>	2 Done Partially = Partially introduces alternatives to physical punishment, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task
	D <input type="checkbox"/>	D. Pose question to the group – other suggestions	3 <input type="checkbox"/>	3 Done Well = Introduces alternatives to physical punishment appropriately e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content
P2.8 Conduct Closing Procedures	A <input type="checkbox"/>	A. Summarise session 2	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Explain participants' home practice	1 <input type="checkbox"/>	1 Needs Improvement = Does not conduct closing procedures appropriately e.g. does not discuss how participants can remember to complete home practice, does not ensure participants can complete slow breathing, didactic, unclear, confuses participants, does not
	C <input type="checkbox"/>	C. Inform about next session		

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: CAREGIVER SESSION 2

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
	<input type="checkbox"/>	D. Slow breathing practice		provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
			2 <input type="checkbox"/>	2 Done Partially = Partially conducts closing procedures, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task e.g. does not ensure that participants are prepared for home practice or can complete slow breathing
			3 <input type="checkbox"/>	3 Done Well = Conducts closing procedures appropriately e.g. discuss how participants can remember to complete home practice, ensures participants can complete slow breathing, interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content
The next items are for competency scoring only				
P2.9 Uses appropriate basic helping skills in the group	-	Note: You cannot score NA for this item		

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: CAREGIVER SESSION 2

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)	COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
		1 <input type="checkbox"/>	1 Needs Improvement = shows negative judgment of participants or minimizes their distress, shows inappropriate body language, mocks participants, ignores participants, dominates session with self-disclosure, provides direct advice only
		2 <input type="checkbox"/>	2 Done Partially = partial use of appropriate body language (e.g. eye contact etc.) partial or inconsistent communication of concern, validation and/or support, provides some support but mostly direct advice
		3 <input type="checkbox"/>	3 Done Well = consistently uses appropriate body language (e.g. eye contact etc.), communicates concern and validates participants experiences appropriately and consistently; provides support to all participants when needed and uses appropriate amount of self-disclosure, provides support to participants rather than giving direct advice
P2.10 Uses appropriate basic helping skills for participants in (acute) distress		NA <input type="checkbox"/>	Not applicable in this session i.e. there were no participants in acute distress
		1 <input type="checkbox"/>	1 Needs Improvement = shows negative judgment of participants or minimises their distress, shows inappropriate body language, mocks participants, ignores participants, dominates session with self-disclosure, , provides direct advice only, fails to identify or respond to distress in participants

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: CAREGIVER SESSION 2

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)	COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
	2 <input type="checkbox"/>	2	2 Done Partially = partial use of appropriate body language (e.g. eye contact etc.) partial or inconsistent communication of concern, validation and/or support, provides some support but mostly direct advice, identifies distress but provides incomplete response
	3 <input type="checkbox"/>	3	3 Done Well = consistently uses appropriate body language (e.g. eye contact etc.), communicates concern and validates participants experiences appropriately and consistently; provides support to all participants when needed and uses appropriate amount of self-disclosure, provides support to participants rather than giving direct advice, identifies and responds to distress appropriately
P2.11 Incorporates safety management skills	NA <input type="checkbox"/>	NA	Not applicable in this session i.e. there were no participants with safety management concerns in this session
	1 <input type="checkbox"/>	1	1 Needs Improvement = shows negative judgment of participants or minimizes their distress, shows inappropriate body language, mocks participants, ignores participants, dominates session with self-disclosure, fails to identify or respond to potential risk of harm for participant or others
	2 <input type="checkbox"/>	2	2 Done Partially = partial use of appropriate body language (e.g. eye contact etc.) partial or inconsistent communication of concern, validation and/or support, identifies potential risk of harm for participants or other but provides incomplete response
	3 <input type="checkbox"/>	3	3 Done Well = consistently uses appropriate body language (e.g. eye contact etc.), communicates concern and validates participants

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: CAREGIVER SESSION 2

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)	COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
			experiences appropriately and consistently; provides support to all participants when needed and uses appropriate amount of self-disclosure, identifies and responds to potential risk of harm for participants or others appropriately
P2.12 Appropriately uses group facilitation skills		-	Note: You cannot score NA for this item
		1 <input type="checkbox"/>	1 Needs Improvement = fails to manage dominant participants; allows members to speak negatively or critically of one another; does not encourage participation of all participants, fail to redirect group back to themes of session if group goes off track
		2 <input type="checkbox"/>	2 Done Partially = supports all group members to participate, but they do not interact with and support one another, partially redirects group back to themes of session if group goes off track
		3 <input type="checkbox"/>	3 Done Well = supports all group members to participate and share suggestions and supportive comments with one another, consistently redirects group back to themes of session if group goes off track

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: CAREGIVER SESSION 3

Session 3

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
P3.1 Conduct Opening Procedures	A <input type="checkbox"/>	A. Welcome the group	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Explain aims of session	1 <input type="checkbox"/>	1 Needs Improvement = Does not provide appropriate opening procedures e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
			2 <input type="checkbox"/>	2 Done Partially = Partially conducts opening procedure, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task
			3 <input type="checkbox"/>	3 Done Well = Appropriately facilitates opening procedures e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content
P3.2 Review Home Practice	A <input type="checkbox"/>	A. Education on home practice	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Review home practice	1 <input type="checkbox"/>	1 Needs Improvement = Does not review home practice appropriately e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: CAREGIVER SESSION 3

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
				questions incorrectly, provides irrelevant content, does not support participants with managing home practice challenges
			2 <input type="checkbox"/>	2 Done Partially = Partially reviews home practice, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task, may not be able to support participants who have not completed home practice
			3 <input type="checkbox"/>	3 Done Well = Reviews home practice appropriately e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content, supports participants with managing home practice challenges
P3.3 Introduce EASE youth exercises review	A <input type="checkbox"/>	A. Materials: Give Adolescent strategies handout to caregivers**	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Introduce EASE youth exercises review- remind caregivers of	1 <input type="checkbox"/>	1 Needs Improvement = Does not introduce EASE youth exercises review appropriately e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: CAREGIVER SESSION 3

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
	C <input type="checkbox"/>	the 4 exercises from the youth sessions C. Select exercise to review and share with caregivers	2 <input type="checkbox"/>	2 Done Partially = Partially introduces EASE youth exercises review, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task
	D <input type="checkbox"/>	D. Provide opportunity for observation sharing and idea sharing for supporting children with exercises; and question time	3 <input type="checkbox"/>	3 Done Well = Introduces EASE youth exercises review appropriately e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content
P3.4 Introduce Caregiver challenges and self-care	A <input type="checkbox"/>	A. Introduce caregiver self-care	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Read story in manual		
	C <input type="checkbox"/>	C. Group discussion- what would they suggest for others?	1 <input type="checkbox"/>	1 Needs Improvement = Does not provide appropriate introduction to caregiver challenges and self-care e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
D <input type="checkbox"/>	D. Discussion in pairs- personal challenge and self-care activity	2 <input type="checkbox"/>	2 Done Partially = Partially introduces caregiver challenges and self-care, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions	

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: CAREGIVER SESSION 3

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
	E <input type="checkbox"/>	E. Group discussion- examples of strategies; include key points eg caregivers as role models for self-care; unhelpful coping strategies		(e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task
P3.5 Review Caregiver sessions	A <input type="checkbox"/>	A. Materials: Give Caregiver strategies handout to caregivers **	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Being a helper- Review session 1	1 <input type="checkbox"/>	1 Needs Improvement = Does not review caregiver sessions appropriately e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
	C <input type="checkbox"/>	C. Being a helper- Review session 2	2 <input type="checkbox"/>	2 Done Partially = Partially reviews caregiver sessions, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task
	D <input type="checkbox"/>	D. Summarise session 3	3 <input type="checkbox"/>	3 Done Well = Reviews caregiver sessions appropriately e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: CAREGIVER SESSION 3

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
P3.6 Introduce Brighter futures	A <input type="checkbox"/>	A. Materials: Give Warning signs handout to caregivers**	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Introduce brighter futures	1 <input type="checkbox"/>	1 Needs Improvement = Does not introduce brighter futures appropriately e.g. didactic, unclear, confuses participants, does not provide opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
	C <input type="checkbox"/>	C. Introduce warning signs and when to seek assistance	2 <input type="checkbox"/>	2 Done Partially = Partially introduces brighter futures, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task
			3 <input type="checkbox"/>	3 Done Well = Appropriately introduces praise e.g. Interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content
P3.7 Conduct Closing Procedures	A <input type="checkbox"/>	A. Invite caregivers to share most important things	NA <input type="checkbox"/>	Did not complete any fidelity items
	B <input type="checkbox"/>	B. Provide question time	1 <input type="checkbox"/>	1 Needs Improvement = Does not conduct closing procedures appropriately e.g. does not ensure participants can complete slow breathing, didactic, unclear, confuses participants, does not provide

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: CAREGIVER SESSION 3

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)		COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
	<input type="checkbox"/>	C. Slow breathing practice		opportunity for questions or discussions or interactions, answers any questions incorrectly, provides irrelevant content
	<input type="checkbox"/>	D. Congratulate and thank caregivers	2 <input type="checkbox"/>	2 Done Partially = Partially conducts closing procedures, BUT does not facilitate discussion or interactions on tasks or activities, mostly didactic, may only ask basic or superficial questions (e.g. 'do you understand?'), does not support participants who have difficulties understanding or completing a skill or task e.g. does not ensure that participants can complete slow breathing
			3 <input type="checkbox"/>	3 Done Well = Conducts closing procedures appropriately e.g. ensures participants can complete slow breathing, interactive with participants, clear, provides opportunity for questions, facilitates discussions or interactions about the task, answers questions appropriately, provides relevant content
The next items are for competency scoring only				
P3.8 Uses appropriate basic helping skills in the group	-	Note: You cannot score NA for this item		

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: CAREGIVER SESSION 3

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)	COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
		1 <input type="checkbox"/>	1 Needs Improvement = shows negative judgment of participants or minimizes their distress, shows inappropriate body language, mocks participants, ignores participants, dominates session with self-disclosure, provides direct advice only
		2 <input type="checkbox"/>	2 Done Partially = partial use of appropriate body language (e.g. eye contact etc.) partial or inconsistent communication of concern, validation and/or support, provides some support but mostly direct advice
		3 <input type="checkbox"/>	3 Done Well = consistently uses appropriate body language (e.g. eye contact etc.), communicates concern and validates participants experiences appropriately and consistently; provides support to all participants when needed and uses appropriate amount of self-disclosure, provides support to participants rather than giving direct advice
P3.9 Uses appropriate basic helping skills for participants in (acute) distress		NA <input type="checkbox"/>	Not applicable in this session i.e. there were no participants in acute distress
		1 <input type="checkbox"/>	1 Needs Improvement = shows negative judgment of participants or minimises their distress, shows inappropriate body language, mocks participants, ignores participants, dominates session with self-disclosure, , provides direct advice only, fails to identify or respond to distress in participants

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: CAREGIVER SESSION 3

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)	COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
		2 <input type="checkbox"/>	2 Done Partially = partial use of appropriate body language (e.g. eye contact etc.) partial or inconsistent communication of concern, validation and/or support, provides some support but mostly direct advice, identifies distress but provides incomplete response
		3 <input type="checkbox"/>	3 Done Well = consistently uses appropriate body language (e.g. eye contact etc.), communicates concern and validates participants experiences appropriately and consistently; provides support to all participants when needed and uses appropriate amount of self-disclosure, provides support to participants rather than giving direct advice, identifies and responds to distress appropriately
P3.10 Incorporates safety management skills		NA <input type="checkbox"/>	Not applicable in this session i.e. there were no participants with safety management concerns in this session
		1 <input type="checkbox"/>	1 Needs Improvement = shows negative judgment of participants or minimizes their distress, shows inappropriate body language, mocks participants, ignores participants, dominates session with self-disclosure, fails to identify or respond to potential risk of harm for participant or others
		2 <input type="checkbox"/>	2 Done Partially = partial use of appropriate body language (e.g. eye contact etc.) partial or inconsistent communication of concern, validation and/or support, identifies potential risk of harm for participants or other but provides incomplete response

APPENDIX 30: EASE SPECIFIC FIDELITY AND COMPETENCY CHECKLIST: CAREGIVER SESSION 3

MAIN ITEM	COMPONENTS FIDELITY CHECKLIST (Tick EACH box when the activity has been completed)	COMPETENCY SCORING (Tick ONE; make sure that the scoring reflects the combination of the items that are ticked as 'completed' under the fidelity section. This means that you do not take into account the un-ticked boxes when assessing competence)	
		3 <input type="checkbox"/>	3 Done Well = consistently uses appropriate body language (e.g. eye contact etc.), communicates concern and validates participants experiences appropriately and consistently; provides support to all participants when needed and uses appropriate amount of self-disclosure, identifies and responds to potential risk of harm for participants or others appropriately
P3.11 Appropriately uses group facilitation skills		-	Note: You cannot score NA for this item
		1 <input type="checkbox"/>	1 Needs Improvement = fails to manage dominant participants; allows members to speak negatively or critically of one another; does not encourage participation of all participants, fail to redirect group back to themes of session if group goes off track
		2 <input type="checkbox"/>	2 Done Partially = supports all group members to participate, but they do not interact with and support one another, partially redirects group back to themes of session if group goes off track
		3 <input type="checkbox"/>	3 Done Well = supports all group members to participate and share suggestions and supportive comments with one another, consistently redirects group back to themes of session if group goes off track

APPENDIX 31: EASE TRAINING EVALUATION FORM
APPENDIX 31: EASE TRAINING EVALUATION FORM

EASE Training - Feedback questionnaire

Please help us to improve future trainings by filling in this short questionnaire about the training you received. There are five components of the training that we would appreciate your feedback on: 1) General satisfaction, 2) Training style, 3) Content, 4) Training materials, and 5) Trainer(s).

General satisfaction with training

1. Did you enjoy the training sessions?
 Very much Adequately Neutral Not really I did not enjoy it
2. How confident do you feel in your ability to deliver EASE adolescent sessions?
 Very confident Quite confident Neutral A little nervous Unconfident
3. How confident do you feel in your ability to deliver EASE caregiver sessions?
 Very confident Quite confident Neutral A little nervous Unconfident

Training style

1. Did the methods of instruction keep you interested in the topic?
 Yes No Somewhat
2. Were you given the opportunity to ask questions during the training?
 Yes No Somewhat
3. Were your questions adequately answered?
 Yes No Somewhat
4. Did the training methodology allow you to develop new skills and/or knowledge?
 Yes No Somewhat
4. Was the size of the group appropriate?
 It was too big It was appropriate It was too small
5. Was there a good balance between the different teaching/ learning styles (presentation/ lecture, role-plays, pair work, group discussion, case studies)?
 Yes No
6. Rank the different teaching/learning styles in your order of preference (1 = favourite, 5 = least favourite):
 - Presentation/lecture
 - Role plays
 - Pair work
 - Group discussion
 - Case studies

APPENDIX 31: EASE TRAINING EVALUATION FORM

7. How could the training style be improved?

Content

1. Do you feel like you learnt things important to your role?

Yes No Somewhat

2. Did you find the information interesting?

Yes No Somewhat

3. Was the information taught in a way that meant you could easily apply it to your role as a facilitator?

Yes No Somewhat

4. How did you find the level of difficulty of the content?

Too difficult Slightly difficult Appropriate Slightly easy Too easy

5. How could the content be improved?

Training materials

1. Were the materials you received helpful?

Yes No Somewhat

2. How could the training materials be more useful?

APPENDIX 31: EASE TRAINING EVALUATION FORM
Trainer(s)

Please rate the main trainer(s) on the following:

1. Speed of delivery
 Too fast Appropriate Too slow

2. Level of knowledge on the content
 Very good Good Adequate Poor Very poor

3. Organization and preparation
 Very good Good Adequate Poor Very poor

4. Attitude
 Very good Good Adequate Poor Very poor

5. Ability to keep the group focused
 Very good Good Adequate Poor Very poor

6. What could the trainer(s) do better next time?

7. Any other comments?

Thank you. We appreciate your feedback!