Observational Evalutation

1. NON-VERBAL COMMUNICATION

Check all behaviors that are demonstrated in each category by the trainer.		
Unhelpful or potentially harmful behaviors	**Basic training skills**	**Advanced training skills**
❏ Engages in other activities (e.g., answers mobile, completes paperwork) ❏ Laughs at trainees ❏ Uses inappropriate facial expressions ❏ Inappropriate physical contact	❏ Allows for silences ❏ Maintains appropriate eye contact ❏ Maintains open posture (body direction towards trainee(s)) ❏ Continuously uses supportive body language (head nod) and utterances (uh huh) ❏ None of the above	❏ Completes all Basic Training Skills ❏ Varies body language throughout the session to match the training content and expression
Check the level that best applies (only one level should be checked)		
❏ Needs Improvement (any unhelpful behavior or no basic skills)	❏ Done Partially (some but not all basic skills)	❏ Done Well (all basic skills)	❏ Done Excellently (all basic training skills plus any advanced skills)
Notes:		

2. VERBAL COMMUNICATION

Check all behaviors that are demonstrated in each category.		
Unhelpful or potentially harmful behaviors	**Basic training skills**	**Advanced training skills**

❏ Interrupts trainers and/or trainees ❏ Ask many suggestive or leading closed-ended questions (e.g., 'You didn't really want to do that, right?') ❏ Corrects trainee ('What you really mean…') or uses accusatory statements ('You shouldn't have said that to your husband') ❏ Culturally and age-inappropriate language and terms	❏ Uses open-ended questions ❏ Summarising or paraphrasing statements ❏ Allows trainees to complete statements before responding ❏ None of the above	❏ Completes all Basic training Skills ❏ Encourages trainee to continue explaining (e.g., 'Tell me more about…') ❏ Clarifies statements in first person (e.g., 'I heard you say, I understood…') ❏ Matches rhythm to trainees, allowing longer and shorter pauses based on trainee

Check the level that best applies (only one level should be checked)			
❏ Needs Improvement (any unhelpful behavior or no basic skills)	❏ Done Partially (some but not all basic skills)	❏ Done Well (all basic skills)	❏ Done Excellently (all basic training skills plus any advanced skills)
Notes:			

3. RAPPORT BUILDING AND SELF-DISCLOSURE

Check all behaviors that are demonstrated in each category.		
Unhelpful or potentially harmful behaviors	**Basic training skills**	**Advanced training skills**
❏ Dominates session describing a personal experience ❏ Minimises trainee problems by describing how the helper has dealt with this ❏ Asking unnecessary, embarrassing personal questions ❏ Discusses confidential information of other trainees	❏ Introduces self and explains the role ❏ Makes casual, informal conversation ❏ Asks for trainee's introduction (e.g., what the trainee prefers to be called) ❏ Shares general experience related to the client (e.g., about one's community/region) ❏ None of the above	❏ Completes all Basic training Skills ❏ Asks the trainee's reflection on information shared ❏ Checks in on trainee's comfort (e.g., offers a seat, preferred language)

Check the level that best applies (only one level should be checked)			
❏ Needs Improvement (any unhelpful behavior or no basic skills)	❏ Done Partially (some but not all basic skills)	❏ Done Well (all basic skills)	❏ Done Excellently (all basic training skills plus any advanced skills)
Notes:			

4. DEMONSTRATE EMPATHY, WARMTH & GENUINENESS

Check all behaviors that are demonstrated in each category.		
Unhelpful or potentially harmful behaviors	**Basic training skills**	**Advanced training skills**
❏ Does not intervene when group members are not empathetic, hurtful, or hostile toward one another ❏ Share member information from private sessions as an example of empathy or non-empathy	❏ Is warm, friendly, and genuine throughout the session ❏ Continuously shows concern or care for the trainee (e.g., 'That sounds tough, can you tell me more about it?') ❏ Demonstrates empathy for others to follow (e.g., nods head, says 'uh-huh') ❏ None of the above	❏ Completes all Basic training Skills ❏ Provides summarising statements and interpretations ❏ Uses prompts ('How do you feel after you shared with us?')

Check the level that best applies (only one level should be checked)			
❏ Needs Improvement (any unhelpful behavior or no basic skills)	❏ Done Partially (some but not all basic skills)	❏ Done Well (all basic skills)	❏ Done Excellently (all basic training skills plus any advanced skills)
Notes:			

5. GROUP PARTICIPATION

Check all behaviors that are demonstrated in each category.

Unhelpful or potentially harmful behaviors	Basic training skills	Advanced training skills
❏ Displays favoritism to specific members ❏ Excludes other members (e.g., ignores input) ❏ Forces unwilling trainees to join the discussion ❏ Scolds trainee(s) for under-or-over sharing	❏ Uses timely techniques (e.g., turn-taking; 'gentle prompting') to encourage fair participation ❏ Clarifies discussion points for members struggling with literacy, numeracy, or tech skills ❏ Addresses participation barriers (e.g., interruptions) ❏ None of the above	❏ Completes all Basic training Skills ❏ Provides reflection on the discussion ❏ Discusses ways members can support one another to participate ❏ Check-in on the comfort of sharing for all members

Check the level that best applies (only one level should be checked)			
❏ Needs Improvement (any unhelpful behavior or no basic skills)	❏ Done Partially (some but not all basic skills)	❏ Done Well (all basic skills)	❏ Done Excellently (all basic training skills plus any advanced skills)
Notes:			

6. TIME MANAGEMENT: APPROPRIATE BREAKS, ENERGISERS & PACING

Check all behaviors that are demonstrated in each category.		
Unhelpful or potentially harmful behaviors	Basic training skills	Advanced training skills

❏ Prevents participants from taking a break ❏ Forces group to continue when emotionally exhausted or distressed ❏ Targets or blames participant(s) when requesting breaks or energizers	❏ Review the schedule for the day ❏ Includes and explains timed breaks with instructions for start/stop signals ❏ Includes time for questions in the schedule ❏ None of the above	❏ Completes all Basic training Skills ❏ Consolidates participants learning (e.g., has well-spaced summarising) ❏ Elicits feedback and check-ins with learning (e.g., 'checking-in' activities) ❏ Check-in with the group to see when breaks are needed or preferred ❏ Appropriately conducts group energizers to encourage participation

Check the level that best applies (only one level should be checked)			
❏ Needs Improvement (any unhelpful behavior or no basic skills)	❏ Done Partially (some but not all basic skills)	❏ Done Well (all basic skills)	❏ Done Excellently (all basic training skills plus any advanced skills)
Notes:			

7. TRAINING LEAD SKILLS

Check all behaviors that are demonstrated in each category.	
Unhelpful or potentially harmful behaviors	**Basic training skills**
❏ Does not complete all the actions detailed in the session instructions (e.g., does not show a picture, does not monitor time during the discussions) ❏ Leaves out important parts of the written scripts or paraphrases inaccurately ❏ Reading style is not engaging (e.g., flat tone of voice, does not look up while reading	❏ Accurately follows all session instructions ❏ Communicates all the important information from a script ❏ Reads written scripts in an engaging manner (e.g., with an expressive tone of voice, looking up, and making appropriate eye contact) ❏ None of the above

Check the level that best applies (only one level should be checked)

Observational Evalutation

❏ Needs Improvement (any unhelpful behavior)	❏ Done Partially (no unhelpful behavior or some but not all basic skills)	❏ Done Excellently (all basic training skills plus any advanced skills)
Notes:		