

Pre-Meeting: Introduce Intervention

Audio Recording: <input type="checkbox"/> Yes <input type="checkbox"/> No	Referral Provided: <input type="checkbox"/> Yes <input type="checkbox"/> No
Interventionist:	Supervisor:
Module Date:	Supervision Date:

Session-specific Skills	Done well	Done partially	Needs improvement	Not applicable
Introduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Asked for family introduction ___ Asked what family members preferred to be called ___ Asked about other family members ___ Introduced who the interventionist is, the role of interventionist				
Check In	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Asked how the past week was for the family ___ Reviewed agenda items for today before starting the session ___ Made sure families understood “what” and “why” for each activity				
Introduced FSI Goals and Intervention Guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Discussed goals and guidelines of the intervention ___ Explained to the family using casual language ___ Reviewed the agenda for the day				
Addressed concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Discussed concerns with the family and offered some reassurance and encouragement				
Determined which family members will participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Encouraged two caregivers and one child to participate				
Check Out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do not distribute

__ Clearly identified who will be involved and the duration of the next session. __ Set up time/date __ Provided the preview of the next module __ Asked whether families have any questions or suggestions before ending the session				
--	--	--	--	--

Cross-cutting Skills	Done well	Done partially	Needs improvement	Not applicable
Builds Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ introduced self to family members __ shared appropriate personal/professional information with family to support building a helping relationship __ Made casual conversation to set the stage for the sessions and encouraged comfort among family members __ Asked about family and their situation, as appropriate, such as where they are from, services in the neighborhood				
Demonstrates warmth, genuineness, and. understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ was warm, friendly throughout the session. __ Showed care and understanding for the family, their concerns and situation.				
Uses non-verbal communication and listening skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Listened to family members without interruption. __ Maintained eye contact and body position as appropriate for role and cultural context. __ Used non-verbal cues (such as head nodding) or brief affirmative statements (yes, I see) to indicate active listening __ Varied non-verbal cues and communication to be consistent with the topic (e.g., expressing concern, smiling to express joy, etc.)				
Demonstrates verbal communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Asked open-ended questions __ Summarized back family member's statements as gesture of understanding and to ensure that interventionist has heard correctly __ Encourages participation from all family members present, as indicated by session				

Do not distribute

__ Reminds family of importance of getting input from all family __ Manages difficult behavior as needed (e.g., is able to encourage participation from others if one family member is dominating too much)				
Normalizes families' experiences and difficulties in light of life experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Encourages participants to share experiences and feelings, as appropriate to session content __ Uses language that communicates to participants that others often feel similarly __ Normalizes challenges that participants may have engaging in session				

Do not distribute

Module 1: Caregivers and Family Relationships

Audio Recording: <input type="checkbox"/> Yes <input type="checkbox"/> No	Referral Provided: <input type="checkbox"/> Yes <input type="checkbox"/> No
Interventionist:	Supervisor:
Module Date:	Supervision Date:

Session-specific Skills	Done well	Done partially	Needs improvement	Not applicable
Check In	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Asked how the past week was for the family ___ Reviewed agenda items for today before starting the session ___ Made sure families understood “what” and “why” for each activity				
Ice breaker activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Included all family members. ___ Performed ice-breaker activities with family				
Learned more about family dynamics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Discussed family dynamics ___ Discussed the family’s support system ___ Discussed family goals.				
Learned more about the children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Discussed family needs of caregivers and children ___ Discussed strengths of the family ___ Discussed needs, strengths and goals of the children.				

Do not distribute

Check Out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Clearly identified who will be involved and the duration of the next session. __ Set up time/date __ Provided the preview of the next module __ Asked whether families have any questions or suggestions before ending the session				

Cross-cutting Skills	Done well	Done partially	Needs improvement	Not applicable
Builds Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ introduced self to family members __ shared appropriate personal/professional information with family to support building a helping relationship __ Made casual conversation to set the stage for the sessions and encouraged comfort among family members __ Asked about family and their situation, as appropriate, such as where they are from, services in the neighborhood				
Demonstrates warmth, genuineness, and. understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ was warm, friendly throughout the session. __ Showed care and understanding for the family, their concerns and situation.				
Uses non-verbal communication and listening skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Listened to family members without interruption. __ Maintained eye contact and body position as appropriate for role and cultural context. __ Used non-verbal cues (such as head nodding) or brief affirmative statements (yes, I see) to indicate active listening __ Varied non-verbal cues and communication to be consistent with the topic (e.g., expressing concern, smiling to express joy, etc.)				
Demonstrates verbal communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Asked open-ended questions __ Summarized back family member's statements as gesture of understanding and to ensure that interventionist has heard correctly				

Do not distribute

<p>__ Encourages participation from all family members present, as indicated by session</p> <p>__ Reminds family of importance of getting input from all family</p> <p>__ Manages difficult behavior as needed (e.g., is able to encourage participation from others if one family member is dominating too much)</p>				
<p>Normalizes families' experiences and difficulties in light of life experiences</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>__ Encourages participants to share experiences and feelings, as appropriate to session content</p> <p>__ Uses language that communicates to participants that others often feel similarly</p> <p>__ Normalizes challenges that participants may have engaging in session</p>				

Do not distribute

Module 2: Family Strengths and Goals

Audio Recording: <input type="checkbox"/> Yes <input type="checkbox"/> No	Referral Provided: <input type="checkbox"/> Yes <input type="checkbox"/> No
Interventionist:	Supervisor:
Module Date:	Supervision Date:

Session-specific Skills	Done well	Done partially	Needs improvement	Not applicable
Check In	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Asked how the past week was for the family ___ Reviewed agenda items for today before starting the session ___ Made sure families understood “what” and “why” for each activity				
Discussed strengths of caregivers and children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Explored family strengths from caregivers’ perspectives in detail ___ Discussed children’s strengths ___ Asked questions that enabled participants to feel comfortable expressing their strengths				
Discussed short-term and long-term family goals for caregivers and children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Explored both short-term and long-term goals in detail ___ Goals are realistic ___ Encouraged caregivers to think about goals with their children in mind ___ Discussed how caregivers can leverage support systems they have now				
Discussed the experience of being relocated to a new country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Created a comfortable environment to discuss resettlement				

Do not distribute

__ Discussed children’s experience of resettlement with caregivers.				
Check Out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Clearly identified who will be involved and the duration of the next session. __ Set up time/date __ Provided the preview of the next module __ Asked whether families have any questions or suggestions before ending the session				

Cross-cutting Skills	Done well	Done partially	Needs improvement	Not applicable
Builds Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ introduced self to family members __ shared appropriate personal/professional information with family to support building a helping relationship __ Made casual conversation to set the stage for the sessions and encouraged comfort among family members __ Asked about family and their situation, as appropriate, such as where they are from, services in the neighborhood				
Demonstrates warmth, genuineness, and. understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ was warm, friendly throughout the session. __ Showed care and understanding for the family, their concerns and situation.				
Uses non-verbal communication and listening skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Listened to family members without interruption. __ Maintained eye contact and body position as appropriate for role and cultural context. __ Used non-verbal cues (such as head nodding) or brief affirmative statements (yes, I see) to indicate active listening __ Varied non-verbal cues and communication to be consistent with the topic (e.g., expressing concern, smiling to express joy, etc.)				
Demonstrates verbal communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Asked open-ended questions				

Do not distribute

<p>___ Summarized back family member's statements as gesture of understanding and to ensure that interventionist has heard correctly</p> <p>___ Encourages participation from all family members present, as indicated by session</p> <p>___ Reminds family of importance of getting input from all family</p> <p>___ Manages difficult behavior as needed (e.g., is able to encourage participation from others if one family member is dominating too much)</p>				
---	--	--	--	--

Do not distribute

Module 3: Children and Family Relationships

Audio Recording: <input type="checkbox"/> Yes <input type="checkbox"/> No	Referral Provided: <input type="checkbox"/> Yes <input type="checkbox"/> No
Interventionist:	Supervisor:
Module Date:	Supervision Date:

Session-specific Skills	Done well	Done partially	Needs improvement	Not applicable
Check In	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Asked how the past week was for the family ___ Reviewed agenda items for today before starting the session ___ Made sure families understood “what” and “why” for each activity				
Introduced intervention to children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Reviewed the FSI goals in easily understandable language ___ Ensured the children understand the goals of this intervention ___ Asked whether the children have any questions and properly answered the questions				
Discussed Family Challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Explored family challenges from children’s perspective ___ Asked children questions and helped them share the challenges they experience ___ Discussed ways the family can cope with challenges				
Discussed family strengths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do not distribute

__ Explored family strengths from children's perspectives in detail __ Asked children questions that enable them to share their strengths __ Helped the children feel comfortable expressing their strengths with encouraging words (there's nothing wrong or correct, you are doing a great job, great example etc) __ Validated the things children shared				
Discussed goals for the family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Explored both short-term and long-term goals in detail __ Encouraged children to think about goals with their family in mind				
Discussed resettlement from children's perspective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Created a comfortable environment to discuss resettlement __ Discussed children's experience of resettlement				
Discussion of family meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Explained about the Family Meeting __ Asked children what topics they would like to discuss at the Family Meeting __ Reminded the children that they can always think of more topics				
Check Out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Clearly identified who will be involved and the duration of the next session. __ Set up time/date __ Provided the preview of the next module __ Asked whether families have any questions or suggestions before ending the session				

Cross-cutting Skills	Done well	Done partially	Needs improvement	Not applicable
Builds Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ introduced self to family members				

Do not distribute

__ shared appropriate personal/professional information with family to support building a helping relationship __ Made casual conversation to set the stage for the sessions and encouraged comfort among family members __ Asked about family and their situation, as appropriate, such as where they are from, services in the neighborhood				
Demonstrates warmth, genuineness, and. understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ was warm, friendly throughout the session. __ Showed care and understanding for the family, their concerns and situation.				
Uses non-verbal communication and listening skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Listened to family members without interruption. __ Maintained eye contact and body position as appropriate for role and cultural context. __ Used non-verbal cues (such as head nodding) or brief affirmative statements (yes, I see) to indicate active listening __ Varied non-verbal cues and communication to be consistent with the topic (e.g., expressing concern, smiling to express joy, etc.)				
Demonstrates verbal communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Asked open-ended questions __ Summarized back family member's statements as gesture of understanding and to ensure that interventionist has heard correctly __ Encourages participation from all family members present, as indicated by session __ Reminds family of importance of getting input from all family __ Manages difficult behavior as needed (e.g., is able to encourage participation from others if one family member is dominating too much)				

Do not distribute

Module 4: Positive Parenting Styles

Audio Recording: <input type="checkbox"/> Yes <input type="checkbox"/> No	Referral Provided: <input type="checkbox"/> Yes <input type="checkbox"/> No
Interventionist:	Supervisor:
Module Date:	Supervision Date:

Session-specific Skills	Done well	Done partially	Needs improvement	Not applicable
Check In	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Asked how the past week was for the family ___ Reviewed agenda items for today before starting the session ___ Made sure families understood “what” and “why” for each activity				
Helped caregivers build good relationships with children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Created a safe space for caregivers to share their parenting methods ___ Discussed warm gestures and words of encouragement so that caregivers can share their feelings ___ Described ways for caregiver to develop trust with kids and talks with caregivers about strengths and areas to improve ___ Asked about partner’s parenting styles				
Disciplining children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Encouraged caregivers to find disciplining strategies that works for their family ___ Explained what is allowed and not allowed in the US law ___ Discouraged harsh punishments				
Involving all caregivers (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Encouraged all caregivers (both mom and dad) to share their opinion and feelings				

Do not distribute

__ Encouraged all caregivers (both mom and dad) to reflect about how they interact with their children __ Highlighted partner's good parenting behaviors				
Having positive interactions and communication with children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Asked caregiver to share how they spend time with their kids __ Asked specific examples __ Acknowledged caregivers' positive behaviors __ Encouraged caregivers' positive behaviors				
Encouraging good behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Provided specific examples (asking children how the school was etc) __ Helped caregivers brainstorm ways to encourage good behavior __ Found at least three good behaviors __ Highlighted the good examples that caregiver shared __ Asked examples of applicable positive behaviors for each child				
Reminded caregiver of methods to practice before next session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Asked caregiver how do they feel about the discussion that they had __ Reminded caregiver to do a new activity with the children and practice a new parenting strategy before next session				
Set up next meeting date and time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check Out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Clearly identified who will be involved and the duration of the next session. __ Set up time/date __ Provided the preview of the next module __ Asked whether families have any questions or suggestions before ending the session				
Cross-cutting Skills	Done well	Done partially	Needs improvement	Not applicable
Builds Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ introduced self to family members				

Do not distribute

__ shared appropriate personal/professional information with family to support building a helping relationship __ Made casual conversation to set the stage for the sessions and encouraged comfort among family members __ Asked about family and their situation, as appropriate, such as where they are from, services in the neighborhood				
Demonstrates warmth, genuineness, and. understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ was warm, friendly throughout the session. __ Showed care and understanding for the family, their concerns and situation.				
Uses non-verbal communication and listening skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Listened to family members without interruption. __ Maintained eye contact and body position as appropriate for role and cultural context. __ Used non-verbal cues (such as head nodding) or brief affirmative statements (yes, I see) to indicate active listening __ Varied non-verbal cues and communication to be consistent with the topic (e.g., expressing concern, smiling to express joy, etc.)				
Demonstrates verbal communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Asked open-ended questions __ Summarized back family member's statements as gesture of understanding and to ensure that interventionist has heard correctly __ Encourages participation from all family members present, as indicated by session __ Reminds family of importance of getting input from all family __ Manages difficult behavior as needed (e.g., is able to encourage participation from others if one family member is dominating too much)				

Do not distribute

Module 5: Education and Family Engagement

Audio Recording: <input type="checkbox"/> Yes <input type="checkbox"/> No	Referral Provided: <input type="checkbox"/> Yes <input type="checkbox"/> No
Interventionist:	Supervisor:
Module Date:	Supervision Date:

Session-specific Skills	Done well	Done partially	Needs improvement	Not applicable
Check In	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Asked how the past week was for the family ___ Reviewed agenda items for today before starting the session ___ Made sure families understood “what” and “why” for each activity				
Asked caregiver about activity and parenting strategy from Module 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Encouraged them to share about the activity and parenting strategy from last module ___ Asked whether caregiver(s) applied any of the strategies that they found together during last week				
Discussed rights and responsibilities regarding the US Education System	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Asked caregiver what they want to see in terms of the children’s education ___ Asked about overall thoughts on the U.S. education system from caregiver perspective ___ Reviewed the section on “rights and responsibilities” ___ Asked caregivers what they think of the lists ___ Discussed and resolve any questions caregiver had				
Helping caregivers have conversations with children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Discussed the importance of having an informal conversation with children ___ Provided specific examples that parents can use before and after children’s school				

Do not distribute

___ Discussed how to have conversations with their children about report cards ___ Discussed how to have conversations with their children about after-school activities				
Helping caregivers have conversations with teachers and/or friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Discussed how to ask for support regarding report cards to teacher or to friends/community members ___ Discussed how to ask for support regarding after-school activities to teacher or to friends/community members				
Helping caregivers understand the importance of homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Discussed how to have conversations with their children about homework, including stressing on the importance of homework to children and helping them out when they are struggling ___ Discussed how to ask for support regarding homework to teachers or to friends/community members, including stressing on the importance of asking for help from the teachers when the child is struggling with homework				
Extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Discussed the importance of Extracurricular/after school activities ___ Discussed how to have conversations with their children about such activities and their benefits in the long (get admission in good colleges) and short run (stay healthy and make more friends) ___ Discussed how to have conversations with their teachers about such activities ___ Asked caregivers about their opinion on Extracurricular activities				
Personal relationships and emotional life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Discussed how to talk about children's personal relationships and emotional life ___ Reminded them to ask the children about their teachers, friends and their day at school				

Do not distribute

__ Discussed how to talk about issues with children (i.e. bullying) with their teachers, administration of school, social workers, school counselors (if needed)				
Bullying and hard conversations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Prepared caregivers for hard conversations with children on Bullying, Resettlement, Discrimination, etc. __ Discussed Khadija's Vignette __ Reminded parents that they can always seek help from social workers, school counselors (if needed)				
Discussed conversations regarding food at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Emphasized on the importance of discussing health and diet with children __ Provided example questions for caregivers on eating habits that can be discussed with the children __ Discussed how to advocate for children's dietary needs at school				
Check Out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Clearly identified who will be involved and the duration of the next session. __ Set up time/date __ Provided the preview of the next module __ Asked whether families have any questions or suggestions before ending the session				

Cross-cutting Skills	Done well	Done partially	Needs improvement	Not applicable
Builds Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ introduced self to family members __ shared appropriate personal/professional information with family to support building a helping relationship __ Made casual conversation to set the stage for the sessions and encouraged comfort among family members __ Asked about family and their situation, as appropriate, such as where they are from, services in the neighborhood				
Demonstrates warmth, genuineness, and. understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ was warm, friendly throughout the session. __ Showed care and understanding for the family, their				

Do not distribute

concerns and situation.				
Uses non-verbal communication and listening skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Listened to family members without interruption. __ Maintained eye contact and body position as appropriate for role and cultural context. __ Used non-verbal cues (such as head nodding) or brief affirmative statements (yes, I see) to indicate active listening __ Varied non-verbal cues and communication to be consistent with the topic (e.g., expressing concern, smiling to express joy, etc.)				
Demonstrates verbal communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Asked open-ended questions __ Summarized back family member's statements as gesture of understanding and to ensure that interventionist has heard correctly __ Encourages participation from all family members present, as indicated by session __ Reminds family of importance of getting input from all family __ Manages difficult behavior as needed (e.g., is able to encourage participation from others if one family member is dominating too much)				

Do not distribute

Module 6: Promoting Health, Wellness, and Safety

Audio Recording: <input type="checkbox"/> Yes <input type="checkbox"/> No	Referral Provided: <input type="checkbox"/> Yes <input type="checkbox"/> No
Interventionist:	Supervisor:
Module Date:	Supervision Date:

Session-specific Skills	Done well	Done partially	Needs improvement	Not applicable
Check In	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Asked how the past week was for the family ___ Reviewed agenda items for today before starting the session ___ Made sure families understood “what” and “why” for each activity				
Stress and tension management strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Explained about the definition of the stress ___ Explained about the chart on physical, mental, behavioral cognitive stressors ___ Explained about the mindfulness ___ Explained about the deep-breathing ___ Explained expressing yourself ___ Explained expressing the importance of community involvement ___ Explained the helpfulness of helping others ___ Provided caregivers with helpful tips to handle their children’s stress				
Healthy eating for everyone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Highlighted the importance of healthy eating for everyone including children, adolescents, and adults ___ Discussed Nutrition Overview				

Do not distribute

___ Discussed the importance of adding a variety in your food including, fruits and vegetables, whole grains, high protein foods ___ Discussed the importance of reducing fats, sugars and salt from food ___ Provided tips on healthy eating ___ Stressed on the importance of Family Meals				
Physical activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Discussed physical activity and how to go about it ___ Stressed on the importance of physical activity and its benefits on health ___ Provided tips on being an active family including, setting specific activity times, planning ahead and tracking progress, planning for all weather conditions, etc.				
Food safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Discussed overall household hygiene ___ Discussed how to prepare food and store it				
Cleaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Explained the importance of cleaning ___ Discussed how to involve kids in it				
Lead poisoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Provided caregivers on information regarding lead poisoning ___ Provided tips in how to prevent it				
Vaccinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Explained the importance of vaccinations ___ Stressed on the importance of getting vaccinated on time				
Annual check ups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Reminded caregivers about annual Check-ups ___ Reminded caregivers that children will have more checkups as compared to adults				
Oral health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Discussed the importance of oral health with caregivers				

Do not distribute

__ Provided tips for taking care of the teeth of babies, toddlers, Children, Adolescents, and Adults.				
Puberty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Discussed puberty __ Discussed Vignette for boys or girls on puberty (depending on the child the family has)				
Personal hygiene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Provided tips on personal hygiene __ Stressed on the importance of personal hygiene for all				
Bedtime schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Stressed on the importance of sleep __ Stressed on sticking to a bedtime schedule for children				
Alcohol drinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Reminded caregivers that Alcohol drinking is permitted in US				
Excessive drinking and health risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Stressed on the effects of excessive drinking __ Warned caregivers about the 'alcohol use disorder' __ Discussed the associated short-run and long-run health risks with alcohol				
Prevention strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Discussed prevention strategies for drinking alcohol __ Discussed the recommended guidelines for drinking				
Street safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Discussed street safety __ Discussed how to walk and where to walk on the roads				
Car safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Discussed car safety __ Stressed on the importance of booster seats for children				
Driving safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Discussed driving safety __ Discussed the three main types of distractions				

Do not distribute

Home safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Emphasized on home safety __ Gave examples of some dangerous items lying around in the house				
Public places safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Discussed how to stay safe in public places __ Informed parents on teaching children about "Stranger Danger"				
Personal safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Discussed personal safety with parents __ Informed parents about 911 __ Provided parents with helpful tips to prevent danger				
Online safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Explained about online safety __ Reminded parents to set guidelines and boundaries around internet usage with their children __ Stressed on the online safety risks __ Provided a few online safety tips				
Check out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Clearly identified who will be involved and the duration of the next session. __ Set up time/date __ Provided the preview of the next module __ Asked whether families have any questions or suggestions before ending the session				

Cross-cutting Skills	Done well	Done partially	Needs improvement	Not applicable
Builds Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ introduced self to family members __ shared appropriate personal/professional information with family to support building a helping relationship __ Made casual conversation to set the stage for the sessions and encouraged comfort among family members __ Asked about family and their situation, as appropriate, such as where they are from, services in the neighborhood				

Do not distribute

Demonstrates warmth, genuineness, and. understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ was warm, friendly throughout the session. __ Showed care and understanding for the family, their concerns and situation.				
Uses non-verbal communication and listening skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Listened to family members without interruption. __ Maintained eye contact and body position as appropriate for role and cultural context. __ Used non-verbal cues (such as head nodding) or brief affirmative statements (yes, I see) to indicate active listening __ Varied non-verbal cues and communication to be consistent with the topic (e.g., expressing concern, smiling to express joy, etc.)				
Demonstrates verbal communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Asked open-ended questions __ Summarized back family member's statements as gesture of understanding and to ensure that interventionist has heard correctly __ Encourages participation from all family members present, as indicated by session __ Reminds family of importance of getting input from all family __ Manages difficult behavior as needed (e.g., is able to encourage participation from others if one family member is dominating too much)				

Do not distribute

Module 7: Communicating with Children

Audio Recording: Yes No

Referral Provided: Yes No

Interventionist:

Supervisor:

Module Date:

Supervision Date:

Session-specific Skills	Done well	Done partially	Needs improvement	Not applicable
Check In	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Asked how the past week was for the family ___ Reviewed agenda items for today before starting the session ___ Made sure families understood “what” and “why” for each activity				
Reviewed resettlement and child’s concerns from module 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Discussed 2-3 resettlement related events from the family narrative ___ Discussed Module 3 with children whilst keeping the confidentiality intact ___ Discussed possible common fears for kids including, discrimination, bullying, fear of not succeeding, fear of losing culture, navigating coeducation				
Coeducation and dating culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Narrated Jamal or Zahra’s story ___ Asked caregivers how they think of the story ___ Discussed how to set up a healthy boundaries ___ Discussed co-education in the U.S. school system				
Discussed how to respond well to the difficult questions of children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Discussed the difficult questions children may ask with examples and provide the helpful tips needed to tackle them ___ Roleplayed and practiced the newly learnt communication skills				

Do not distribute

Resilience and the strategies to become resilient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Explained what resilience means and how it applies to their family __ Discussed how to build resilience within the family __ Discussed the strategies to introduce those activities mentioned above to their life				
Communication and problem solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Asked how the parent manages the challenges at home __ Validated the challenges that the caregiver going through __ Discussed communication and problem-solving skills				
Caregiver's reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Got feedback from parents about the session so far (their learning after discussing resettlement, parenting, communication, problem-solving, and ways to build resilience)				
Family meeting agenda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Gave an overview of how the Family Meeting will be like when we meet next time __ Listed out the Family Meeting agenda that the interventionist collected so far __ Asked caregivers to review the agenda and add if she/he has suggestions __ Made all the necessary changes in the document according to the Caregivers' comfort. __ Demonstrated how to start the family meeting __ Demonstrated how to lead the family meeting __ Practiced starting the Family Meeting				
Check out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Clearly identified who will be involved and the duration of the next session. __ Set up time/date __ Provided the preview of the next module __ Asked whether families have any questions or suggestions before ending the session				

Cross-cutting Skills	Done well	Done	Needs	Not
-----------------------------	------------------	-------------	--------------	------------

Do not distribute

		partially	improvement	applicable
Builds Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__introduced self to family members __shared appropriate personal/professional information with family to support building a helping relationship __Made casual conversation to set the stage for the sessions and encouraged comfort among family members __Asked about family and their situation, as appropriate, such as where they are from, services in the neighborhood				
Demonstrates warmth, genuineness, and. understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__was warm, friendly throughout the session. __Showed care and understanding for the family, their concerns and situation.				
Uses non-verbal communication and listening skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__Listened to family members without interruption. __Maintained eye contact and body position as appropriate for role and cultural context. __Used non-verbal cues (such as head nodding) or brief affirmative statements (yes, I see) to indicate active listening __Varied non-verbal cues and communication to be consistent with the topic (e.g., expressing concern, smiling to express joy, etc.)				
Demonstrates verbal communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__Asked open-ended questions __Summarized back family member's statements as gesture of understanding and to ensure that interventionist has heard correctly __Encourages participation from all family members present, as indicated by session __Reminds family of importance of getting input from all family __Manages difficult behavior as needed (e.g., is able to encourage participation from others if one family member is dominating too much)				

Do not distribute

Module 8: Communicating with Caregivers

Audio Recording: <input type="checkbox"/> Yes <input type="checkbox"/> No	Referral Provided: <input type="checkbox"/> Yes <input type="checkbox"/> No
Interventionist:	Supervisor:
Module Date:	Supervision Date:

Session-specific Skills	Done well	Done partially	Needs improvement	Not applicable
Check In	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Asked how the past week was for the family ___ Reviewed agenda items for today before starting the session ___ Made sure families understood “what” and “why” for each activity				
Resilience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Explained the definition of resilience to the children ___ Read Elham’s story ___ Asked what the child thought of the story ___ Went over the characteristics of a resilient kid and how they can become a resilient family				
Improving communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Shared helpful tips about communication skills ___ Role-played with kids to demonstrate helpful communication skills ___ Asked whether kids fully understand it				
Family meeting preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Explained how the Family Meeting will take place ___ Asked whether they want to add any more topics in the Family Meeting Agenda ___ Role-played the Family Meeting				
Reflections of the children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do not distribute

__ Collected feedback of the children on the Intervention so far				
Check out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Clearly identified who will be involved and the duration of the next session. __ Set up time/date __ Provided the preview of the next module __ Asked whether families have any questions or suggestions before ending the session				

Cross-cutting Skills	Done well	Done partially	Needs improvement	Not applicable
Builds Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ introduced self to family members __ shared appropriate personal/professional information with family to support building a helping relationship __ Made casual conversation to set the stage for the sessions and encouraged comfort among family members __ Asked about family and their situation, as appropriate, such as where they are from, services in the neighborhood				
Demonstrates warmth, genuineness, and. understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ was warm, friendly throughout the session. __ Showed care and understanding for the family, their concerns and situation.				
Uses non-verbal communication and listening skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Listened to family members without interruption. __ Maintained eye contact and body position as appropriate for role and cultural context. __ Used non-verbal cues (such as head nodding) or brief affirmative statements (yes, I see) to indicate active listening __ Varied non-verbal cues and communication to be consistent with the topic (e.g., expressing concern, smiling to express joy, etc.)				
Demonstrates verbal communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Asked open-ended questions				

Do not distribute

<p>___ Summarized back family member's statements as gesture of understanding and to ensure that interventionist has heard correctly</p> <p>___ Encourages participation from all family members present, as indicated by session</p> <p>___ Reminds family of importance of getting input from all family</p> <p>___ Manages difficult behavior as needed (e.g., is able to encourage participation from others if one family member is dominating too much)</p>				
---	--	--	--	--

Do not distribute

Module 9: Uniting the Family

Audio Recording: <input type="checkbox"/> Yes <input type="checkbox"/> No	Referral Provided: <input type="checkbox"/> Yes <input type="checkbox"/> No
Interventionist:	Supervisor:
Module Date:	Supervision Date:

Session-specific Skills	Done well	Done partially	Needs improvement	Not applicable
Check In	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Asked how the past week was for the family ___ Reviewed agenda items for today before starting the session ___ Made sure families understood “what” and “why” for each activity				
Before Family Meeting starts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Introduced the goals and purpose of the family meeting ___ Answered any questions anyone had on the Family Meeting before starting ___ Introduced the family meeting agenda ___ Reminded everyone on the importance of communication ___ Reminded everyone that ALL opinions are important even children’s				
During the Family Meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Discussed individual perspectives on resettlement with everyone ___ Was supportive of EVERY speaker and their point of view ___ Observed everyone closely				
Summarize meeting for the family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Reviewed all that you had discussed for the family				

Do not distribute

___ Covered all the items listed at the beginning of the session ___ Resolved the problem identified ___ Emphasized the strengths of the family as observed by the interventionist ___ Acknowledged the caregiver who led the meeting ___ Explained the importance of family meeting as a channel for the communication as a wrap-up ___ Collected their feedback on the Family Meeting and any concerns they may have				
Check out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Clearly identified who will be involved and the duration of the next session. ___ Set up time/date ___ Provided the preview of the next module ___ Asked whether families have any questions or suggestions before ending the session				

Cross-cutting Skills	Done well	Done partially	Needs improvement	Not applicable
Builds Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ introduced self to family members ___ shared appropriate personal/professional information with family to support building a helping relationship ___ Made casual conversation to set the stage for the sessions and encouraged comfort among family members ___ Asked about family and their situation, as appropriate, such as where they are from, services in the neighborhood				
Demonstrates warmth, genuineness, and. understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ was warm, friendly throughout the session. ___ Showed care and understanding for the family, their concerns and situation.				
Uses non-verbal communication and listening skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Listened to family members without interruption. ___ Maintained eye contact and body position as appropriate for role and cultural context.				

Do not distribute

<p>__ Used non-verbal cues (such as head nodding) or brief affirmative statements (yes, I see) to indicate active listening</p> <p>__ Varied non-verbal cues and communication to be consistent with the topic (e.g., expressing concern, smiling to express joy, etc.)</p>				
<p>Demonstrates verbal communication skills</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>__ Asked open-ended questions</p> <p>__ Summarized back family member's statements as gesture of understanding and to ensure that interventionist has heard correctly</p> <p>__ Encourages participation from all family members present, as indicated by session</p> <p>__ Reminds family of importance of getting input from all family</p> <p>__ Manages difficult behavior as needed (e.g., is able to encourage participation from others if one family member is dominating too much)</p>				

Do not distribute

Module 10: Bringing It All Together

Audio Recording: <input type="checkbox"/> Yes <input type="checkbox"/> No	Referral Provided: <input type="checkbox"/> Yes <input type="checkbox"/> No
Interventionist:	Supervisor:
Module Date:	Supervision Date:

Session-specific Skills	Done well	Done partially	Needs improvement	Not applicable
Check In	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Asked how the past week was for the family ___ Reviewed agenda items for today before starting the session ___ Made sure families understood “what” and “why” for each activity				
Reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Asked everyone to reflect on their Family Meeting ___ Addressed everyone’s feelings and concerns (if any) regarding the Family Meeting				
Reviewed topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Reviewed specific topic/s from the Family Meeting ___ Discussed one strength of each individual				
Using the FSI in the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Discussed how family goals can be accomplished ___ Explained how the FSI can help in the coming future too ___ Stressed upon the importance of Family Meetings for meeting the future goals of the family				
Future family meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Advised to continue to have Family Meetings ___ Shared tips about how to plan for the future Family Meetings				
Next steps in the intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do not distribute

__ Informed that another staff member will be meeting the family to conduct surveys __ Provided helpful resources __ Collected feedback __ Provided contact information				
Your observations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Took time to think about what I learned from the family __ Took time to think about anyone who needs mental health treatment in the family				
Check out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Clearly identified who will be involved and the duration of the next session. __ Set up time/date __ Provided the preview of the next module __ Asked whether families have any questions or suggestions before ending the session				

Cross-cutting Skills	Done well	Done partially	Needs improvement	Not applicable
Builds Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ introduced self to family members __ shared appropriate personal/professional information with family to support building a helping relationship __ Made casual conversation to set the stage for the sessions and encouraged comfort among family members __ Asked about family and their situation, as appropriate, such as where they are from, services in the neighborhood				
Demonstrates warmth, genuineness, and. understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ was warm, friendly throughout the session. __ Showed care and understanding for the family, their concerns and situation.				
Uses non-verbal communication and listening skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Listened to family members without interruption. __ Maintained eye contact and body position as appropriate for role and cultural context.				

Do not distribute

<p>__ Used non-verbal cues (such as head nodding) or brief affirmative statements (yes, I see) to indicate active listening</p> <p>__ Varied non-verbal cues and communication to be consistent with the topic (e.g., expressing concern, smiling to express joy, etc.)</p>				
<p>Demonstrates verbal communication skills</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>__ Asked open-ended questions</p> <p>__ Summarized back family member's statements as gesture of understanding and to ensure that interventionist has heard correctly</p> <p>__ Encourages participation from all family members present, as indicated by session</p> <p>__ Reminds family of importance of getting input from all family</p> <p>__ Manages difficult behavior as needed (e.g., is able to encourage participation from others if one family member is dominating too much)</p>				

Do not distribute